

# NOTICE OF MEETINGS

Board meeting to be held at the  
Claiborne Building  
Louisiana Purchase Room 1-100  
1201 N. Third Street, 1st Floor  
Baton Rouge, Louisiana



\*The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to posted schedule to facilitate business

## BOARD OF REGENTS

P. O. Box 3677, Baton Rouge, Louisiana 70821-3677  
Phone: (225) 342-4253 and FAX: (225) 342-9318

### Board of Regents Monday, January 9, 2023

Event	Time	Location
<b>Oaths of Office</b>	10:30 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<b>Louisiana Tuition Trust Authority (LATTA)</b>	10:40 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<u>(Meeting as a Committee of the Whole)**</u> <i>Board of Regents</i> ➤ Nominating ➤ Legislative ➤ Facilities and Property ➤ Academic and Student Affairs ➤ Research and Sponsored Initiatives ➤ Statewide Programs ➤ Planning, Research & Performance ➤ Personnel	10:45 a.m.	Louisiana Purchase Room 1-100 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 Dr. Cory Wicker five (5) business days before the meeting date via email at cory.wicker@la.gov or by telephone at (225) 219-7661 to discuss your accessibility needs.

**INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – <https://regents.la.gov>**

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

*Collis B. Temple, III*  
*Chair*

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

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

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**AGENDA**  
**LOUISIANA TUITION TRUST AUTHORITY**  
Monday, January 9, 2023  
10:40 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
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 allow for the transfer from a START Saving Program account to a START K12 account without penalty.

VI. Adjournment

LATTA Members: Dr. Kim Hunter Reed, Chair, Blake R. David, Sen. Cleo Fields, Randy L. Ewing, Stephanie A. Finley, Rachel Kincaid, Robert W. Levy, Phillip R. May, Jr., Rep. Buddy Mincey, Darren G. Mire, Wilbert D. Pryor, T. Jay Seale III, Gary N. Solomon, Jr., Terrie P. Sterling, Collis B. Temple III, Felix R. Weill, Judy A. Williams-Brown, John Williams, Catarena M. Lobré, Student



# START SAVING PROGRAM

LOUISIANA'S 529 COLLEGE SAVINGS PLAN  
— A PROGRAM OF THE BOARD OF REGENTS —

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## Minutes Louisiana Tuition Trust Authority (LATTA) August 24, 2022

The Louisiana Tuition Trust Authority (LATTA) met on Wednesday, August 24, 2022, at 10:43 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 Blake David  
Ms. Erin Cowser\*  
Regent Randy Ewing  
Regent Stephanie Finley  
Regent Robert Levy  
Regent Charles McDonald  
Regent Phillip May  
Regent Darren Mire  
Regent Sonia Pérez  
Regent Wilbert Pryor  
Regent T. Jay Seale  
Regent Gary Solomon  
Regent Terrie Sterling  
Regent Collis Temple  
Regent Felix Weill  
Regent Judy Williams-Brown

### Staff Members Present

Dr. Sujuan Boutté  
Rhonda Bridevaux  
Robyn Lively


### LATTA Members Absent

Senator Cleo Fields  
Rep. Buddy Mincey  
Regent Gary Solomon  
Mr. John Williams

\* Proxy for Louisiana State Treasurer

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 602 North Fifth Street  
Baton Rouge, LA 70802

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

**On motion of Regent Temple, seconded by Regent Mire the LATTA approved the minutes from the April 27, 2022, meeting.**

**CONSENT AGENDA**

- A. Approval of Final Rulemaking – Rulemaking to amend Section 315 of the START Saving Program rules to add the applicable interest rates for the START Saving Program for the 2021 calendar year.

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), indicated that at its April 27, 2022, meeting the Board of Regents authorized publication of a Notice of Intent 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, 2021. The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.

- B. Approval of Rulemaking – Rulemaking to amend Section 311 of the Scholarship and Grant Program Rules to implement Act 742 of the 2022 Regular Session of the Louisiana Legislature.

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), indicated that legislation from the 2022 Regular Session of the Louisiana Legislature included Act 742, which allows for the transfer from a START Saving Program account to a START K12 account without penalty. The LOSFA Advisory Board recommends that the Board of Regents authorize the Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.




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**On motion of Regent Temple, seconded by Regent Mire, the LATTA approved the Consent Agenda items.**

There being no further business, on motion of Regent McDonald with a second by Regent Finley, the meeting adjourned at 10:47 am.

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

### **Consent Agenda: Approval of Final Rulemaking**

Final rulemaking to amend Section 311 of the Scholarship and Grant Program Rules to implement Act 742 of the 2022 Regular Session of the Louisiana Legislature.

#### **Background:**

At its August 24, 2022, 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 September 20, 2022. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- Amends Section 311 of the START Saving Program rules to allow for the transfer of funds from a START Saving Program account to a START K12 account.

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

**The LOSFA Advisory Board recommends that the Louisiana Tuition Trust Authority authorize publication of the final rule.**

*Collis B. Temple, III*  
*Chair*

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

*Kim Hunter Reed, Ph.D.*  
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AGENDA

BOARD OF REGENTS\*

*Meeting as a Committee of the Whole*

Monday, January 9, 2023

10:45 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from October 19, 2022
- V. Chair's Comments
- VI. Master Plan – Report regarding Louisiana Dual Enrollment
- VII. Reports and Recommendations
  - A. Nominating
    1. Nomination of Board Officers for 2023 (Chair, Vice Chair and Secretary)
    2. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2023
    3. Authorization of 2023 Committee Assignments
    4. Oaths of Office
  - B. Legislative
    1. Legislative Study Reports Update
    2. Authorization to Develop 2023 Legislative Priorities
    3. Report regarding HCR 39 of the 2021 Regular Legislative Session (Teacher Recruitment, Recovery and Retention Task Force)
    4. Report regarding Act 472 of the 2021 Regular Legislative Session (Power-Based Violence)

C. Facilities and Property

1. Act 959 Project: University of Louisiana – Lafayette New Iberia Research Center Building 29 Laboratory Renovation
2. Land Transfer: Fletcher Technical Community College - Louisiana Marine and Petroleum Institute Site to Louisiana Universities Marine Consortium

D. Academic and Student Affairs

1. Consent Agenda

- a. Routine Staff Approvals
- b. Addition of Standardized AP/CLEP Scores to AA 2.23 Prior Learning Assessment
- c. Report regarding Act 356 of the 2009 Regular Legislative Session (Articulation and Transfer)
- d. Report regarding Act 682 of the 2022 Regular Legislative Session (Postsecondary Inclusive Education Advisory Council)

2. Academic Programs

- a. AAS Criminal Justice – River Parishes CC
- b. AAS Practical Nursing – Northwest Louisiana TCC

3. Academic Affairs Policies

- a. New Policies
  - i. New AA 2.24 Reverse Transfer
  - ii. New AA 2.25 Universal Transfer Pathways
- b. Policy Revisions
  - i. Addition of the Nexus Degree to AA 2.15 Definition of Undergraduate Degrees and Undergraduate/Graduate Certificates
  - ii. Revised AA 2.22 Dual Enrollment

E. Research and Sponsored Initiatives

1. Consent Agenda

- a. Appointment of Endowed Chairholders without National Search: Loyola University New Orleans and Tulane University Health Sciences Center
- b. Request to Divide BoRSF-Matched Endowed Chair: Grambling State University
- c. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2023-24

2. Other Business



F. Statewide Programs

1. Consent Agenda

- a. Approval of Final Rulemaking –Rulemaking to amend Sections 509, 703, 705, 803, 805, and 2103 and to add Chapter 24 of the Scholarship and Grant Program rules to implement the provisions of Act 207, Act 463, Act 681, and Act 502 of the 2022 Regular Session of the Louisiana Legislature. \*\*
- b. Approval of Rulemaking –Rulemaking to amend Section 2103 of the Scholarship and Grant Program rules to add a mental health sub-type to the temporary disability exceptions available to students when they cannot meet certain TOPS continuation requirements.
- c. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- d. TOPS Home Study Exceptions - TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

G. Planning, Research and Performance

1. Consent Agenda

- a. Proprietary Schools Advisory Commission
  - i. Initial Applications
    - a) Rosebud Training Academy, Baker, LA
  - ii. Renewal Applications
    - a) 160 Driving Academy, Metairie, LA - License #2340
    - b) Academy of Interactive Entertainment, Lafayette, LA - License #2136
    - c) Accelerated Dental Assisting Academy - Metairie, LA - License #2230\*\*\*
    - d) Accelerated Dental Assisting Academy - Houma, LA - License #2228\*\*\*
    - e) Ayers Career College, Shreveport, LA - License #828
    - f) Coastal College - Baton Rouge, New Orleans, LA - License #2019
    - g) Coastal Truck Driving School of New Orleans, LA - License #2200
    - h) Crescent City School of Gaming & Bartending, New Orleans, LA - License #594
    - i) Delta College Inc. - Slidell Branch, LA - License #2066
    - j) Delta College, Inc. - Covington, LA - License #947
    - k) Diesel Driving Academy - Shreveport, LA - License #369
    - l) Durham Transport Academy, Shreveport, LA - License #2341
    - m) Excel Health Careers, Laplace, LA - License #2342
    - n) iWeld Institute, Houma, LA - License #2323
    - o) Joshua Career Institute of Louisiana, Shreveport, LA - License #2307

- p) Lafayette Dental Assistant School, Lafayette, LA- License #2251
- q) Mia's Medical Academy, Baton Rouge, LA - License #2202
- r) National Aesthetic Laser Institute, Baton Rouge, LA - License #2295
- s) New Orleans Dental Assistant School, New Orleans, LA - License #2252
- t) Nursing Assistant Network Association (NANA), New Orleans, LA - License #920
- u) Over Drive Truck Driving School of Louisiana, LLC, Pineville, LA - License #2283
- v) Pelican Chapter, ABC - Baton Rouge Campus, Baton Rouge, LA - License #2172
- w) Pelican Chapter, ABC - Southwest Campus, Westlake, LA - License #2173
- x) Phlebotomy Training Specialists, Baton Rouge, LA - License #2344
- y) Shreveport Dental Assistant School, Shreveport, LA - License #2253
- z) The Captain School, Marrero, LA - License #2161
- aa) The Microblading Institute, Lafayette, LA - License #2324
- bb) Thomas Training and Developmental Center, Inc., Franklin, LA - License #948
- cc) Unitech Training Academy - Baton Rouge, LA - License #2256
- dd) Unitech Training Academy - West Monroe, LA - License #2068
- ee) Woodland Healthcare Training, Baton Rouge, LA - License #2284

## 2. Proprietary Schools Adjudicatory Hearing Results

## 3. Teacher Preparation Programs More than 120 Credit Hours Board of Regents Criteria

### H. Personnel

#### 1. Appointment of Executive Director and Chief Scientist of Louisiana Universities Marine Consortium

## VIII. Reports and Recommendations by the Commissioner of Higher Education

### IX. Other Business

### X. 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.*

\*\* Act 447 – Adds Geometry to TOPS Tech Core Curriculum (Begins with 2027 High School Graduates); Act 463 – Implements *Geaux Teach* Program; Act 681 – Implements Proclamation 183 JBE 2021 (Hurricane Ida Exceptions); Act 502 – Adds two Computer Science courses as an alternative to Foreign Language courses to the TOPS Opportunity, Performance, and Honors core curriculum (Begins with 2027 High School Graduates)

DRAFT  
MINUTES  
BOARD OF REGENTS

October 19, 2022

The Board of Regents met as a Committee of the Whole at 12:38 p.m. on Wednesday, October 19, 2022, in the Bayou Lafourche/Bayou Segnette Room, Student Life Center, Delgado Community College, 615 City Park Avenue, New Orleans, Louisiana. Vice Chair Gary Solomon, Jr. called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Gary Solomon, Jr., Vice Chair  
Sonia Pérez, Secretary  
Blake David  
Randy Ewing  
Stephanie Finley  
Catarena Lobré, Student Member  
Darren Mire  
Wilbert Pryor  
T. Jay Seale III  
Terrie Sterling

Mgt. Board Representatives present:

Willie Mount, LCTCS System  
Arlanda Williams, SU System

Absent from the meeting were:

Collis Temple III, Chair  
Robert Levy  
Phillip May, Jr.  
Charles McDonald  
Felix Weill  
Judy Williams-Brown

Appendix A  
Guest List

PUBLIC COMMENTS

Vice Chair Solomon asked if there were any public comments. There were none.

## APPROVAL OF THE MINUTES OF THE SEPTEMBER 21, 2022 MEETING

**On motion of Regent Seale, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the September 21, 2022 meeting.**

### CHAIR'S COMMENTS

Vice Chair Solomon made the following comments:

- He thanked the Board for coming to New Orleans, provided a recap of the events of the past two days, thanked student Board member Regent Lobré for opening her home campus, Delgado Community College, to the Board and asked her to present her report.
  - Regent Lobré thanked Vice Chair Solomon and noted that recently the first COSBP meeting was hosted at the Southern University Law Center. She thanked fellow Student Body President Nadia Foster for hosting the group. She noted that guest speakers included State Representative Larvardain and Dr. Ronnie Whitfield, who discussed the importance of mental health preventative measures and de-stigmatization. They also heard from Dr. Dana Hunter from the Governor's Office of Human Trafficking and received information on human trafficking including how to spot the signs and report suspicious interactions. The next COSBP meeting will be held the following month.
- Vice Chair Solomon noted that we are approaching election day and reminded all about Constitutional Amendment 1 and what it accomplishes. He noted his support of the amendment.
- Vice Chair Solomon noted Chair Temple's appointment of the following members to the Nominating Committee:
  - T. Jay Seale III, Chair
  - Blake R. David
  - Sonia A. Pérez
  - Wilbert D. Pryor
  - Terrie P. Sterling

### REPORTS AND RECOMMENDATIONS

#### **FINANCE**

### APPROVAL OF PRELIMINARY FORMULA FUNDING AND BUDGET REQUEST FOR FY 2023-2024

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, presented an overview of the budget request for Fiscal Year 2023-2024, which, by law, must be submitted to the Division of Administration next month. Regent Ewing asked a series of questions specifically about the \$15 million designated for GO Grants, including whether it is in addition to the \$25 million already

allocated, whether the increase would enable us to meet all GO Grant demand, and about the monitoring process. Mr. LaBruyere explained that the dollars represent an increase and that the addition of \$15 million would bring the GO Grant allocation in the budget to \$70 million. He confirmed that even with the increase, we would still be short of providing full GO Grant support to all eligible students, noting that, according to LOSFA, the state's need-based aid program is currently serving less than half of all eligible students. Further, Dr Sujuan Boutte and Mr. LaBruyere responded that information is collected from institutions and audited by the Board's internal auditor, Postlethwaite and Netterville, and the Legislative Auditor, as well as LOSFA.

Regent Ewing asked about the National Cancer Institute designation. Regent Sterling provided a background on how the NCI designation came about and what it would do. Regent Ewing asked Regent Sterling whether there will be an effort to include other diseases, such as Alzheimer's, in this effort. Regent Sterling explained that while other diseases are part of the LSU Pentagon Agenda, the NCI appointment is specific to cancer, though efforts to focus on obesity and food and environmental factors that contribute to cancer are included in the holistic view. She noted that LSU AgCenter is included, as well as veterinary science and basic science. All of LSU A&M will be aligned with this work, along with the medical schools and the clinical partners (Pennington, Tulane, etc.). Regent Mire added that he toured LSU-HSC, and they are designating funds to facilities around the NCI designation.

Regent Seale requested that spreadsheet information for the formula allocation, be presented in a comparative way, to capture the previous years and the current year. Mr. LaBruyere confirmed that he would provide this information. There were no further questions.

**On motion of Regent Pérez, seconded by Regent Mire, 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 2023-2024.**

Mr. LaBruyere noted that after Board approval, staff will send a letter to the Commissioner of Administration outlining this request by November 1<sup>st</sup>, which will complete the budget request for higher education.

## FACILITIES AND PROPERTY

### IEB REQUEST: SUSLA COLLIER HALL ANNEX

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Disaster Services, presented the first item, an Interim Emergency Board request from SUSLA to modify the project scope for the renovation of Louis Collier Hall as the cost was underestimated. Regent Pérez asked if this might happen with any of the other expenditures. Mr. Herring responded that institutions typically request additional funding through the capital outlay process but this particular project was so severely underestimated that the campus decided it would be a more efficient use of funds and time to construct an annex across the street and seek to secure a larger portion of funding during the upcoming legislative session.

**On motion of Regent Finley, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to approve the Interim Emergency Board scope change request submitted by the Southern University System, on behalf of Southern University Shreveport, to utilize capital outlay funding originally appropriated for a comprehensive renovation of Louis Collier Hall to create a laboratory annex facility across the street from the current facility.**

### FY 2023-24 CAPITAL OUTLAY BUDGET RECOMMENDATION

Mr. Herring presented a brief overview of the BoR FY 2023-24 Capital Outlay Budget Recommendation. There are a total of 97 recommended projects as well as a request of \$170 million in deferred maintenance funding for FY 2023-24. He also explained the process for requests coming to the Board for consideration, in response to a question.

**On motion of Regent Mire, seconded by Regent Finley, the Board, acting as a Committee of the Whole, voted unanimously to approve the Board of Regents' FY 2023-24 Capital Outlay Budget Recommendation and provide staff the approval to make any necessary changes resulting from action taken by the Bond Commission during their October 2022 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. LSU-HSC Shreveport: Request to change the CIP code for BS Cardiopulmonary Science from 51.0901 to 51.0908 to reflect the program's content more accurately.**
- 2. Southeastern Louisiana University: Request to change the name of the Department of Educational Leadership and Technology to the Department of Educational Leadership and Foundations to better reflect the current faculty, coursework, and degree offerings of the department.**
- 3. University of Louisiana at Lafayette: Request to offer the Post Masters Certificate (PMC) in Health Administration (CIP 51.0701) 100% online.**

**b. Program Terminations**

- 1. Louisiana Tech University: Graduate Certificate (GC) in Special Education Mild/Moderate for Secondary Education, Grades 6-12.**

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

### ACADEMIC PROGRAMS

Dr. Denley presented the following proposed academic program and provided a brief overview and description of the field of study.

**Ph.D. Pathology and Translational Pathobiology – LSU Health Sciences Center Shreveport**

**On motion of Regent Pérez, seconded by Regent Ewing, the Board, acting as a Committee of the Whole, voted to approve the proposed PhD in Pathology and Translational Pathobiology (CIP 26.0910) at Louisiana State University Health Sciences Center Shreveport with a progress report due October 1, 2024.**

### CENTERS AND INSTITUTES

Dr. Denley presented the following proposed institute and provided a brief overview.

**a. Institute for Gerontology Education, Research and Training – University of Louisiana at Monroe**

Regent Sterling asked Dr. Denley if the institute was a physical place or a philanthropic entity. Dr. Denley stated that initially the plan is to create a space on campus where faculty from a number of different disciplines can come together around this work. After this initial establishment, it may grow into a designated physical space or potentially a dedicated building.

**On motion of Regent Ewing, seconded by Regent Finley the Board, acting as a Committee of the Whole, voted to authorize the Institute of Gerontology Education, Research, and Training. A progress report and request for continued authorization is due October 1, 2024.**

REPORTS

a. Governor’s Military and Veteran Friendly Campus Annual Report

Dr. Denley presented an overview of the Governor’s Military and Veteran Friendly Campus Annual Report. He noted that all 28 public institutions have met the requirements to be classified as Military and Veteran Friendly campuses, which represents 100% participation of our public institutions.

**On motion of Regent Finley, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve staff to forward the 28 institutions listed below to the Governor with an endorsement as having met requirements for continued designation as Governor’s Military & Veteran Friendly Campus.**

**Louisiana Community and Technical College System**

- **Baton Rouge CC**
- **Bossier Parish CC**
- **Central Louisiana TCC**
- **Delgado CC**
- **Fletcher Technical CC**
- **Louisiana Delta CC**
- **Northshore TCC**
- **Northwest Louisiana TCC**
- **Nunez CC**
- **River Parishes CC**
- **South Louisiana CC**
- **SOWELA**

**Louisiana State University System**



- **LSU A&M**
- **LSU Alexandria**
- **LSU Eunice**
- **LSU Shreveport**

#### **Southern University System**

- **Southern University A&M**
- **Southern University New Orleans**
- **Southern University Shreveport**

#### **University of Louisiana System**

- **Grambling State University**
- **Louisiana Tech University**
- **McNeese State University**
- **Nicholls State University**
- **Northwestern State University**
- **Southeastern Louisiana University**
- **University of Louisiana, Lafayette**
- **University of Louisiana, Monroe**
- **University of New Orleans**

#### **b. TOPS Annual Report**

Dr. Denley presented the TOPS Annual Report. He noted the increase in eligibility criteria for the performance and honors awards, which took effect this year. He also noted that the number of students who receive TOPS in the state of Louisiana has decreased and this change in trend results in part from a gradual transition whereby each incoming class is becoming smaller. He then delved into the data to explain this trend. He added that another underlying feature is a change in eligibility based on ACT score. He noted that trends show students are choosing not to take this award and speculated as to the reasons. Regent Pérez asked if staff are looking at data regarding the validity of utilizing the ACT score in determining TOPS eligibility. Dr. Denley responded that there has been significant research on this on a national level in past years. He added that it is irrefutable that students are able to score better on the ACT if they are able to take it more than once. He noted that we have been working towards other admissions criteria for students in Louisiana that does not negate the ACT but does recognize that it does not provide a holistic view of a student's ability. Vice Chair Solomon asked Dr. Denley to remind the Board where criteria for TOPS

eligibility are set. Dr. Denley responded that they are set in statute.

Dr. Denley discussed the decline in acceptance rates, noting that declines are occurring more among students of color and those who are socioeconomically disadvantaged. Regent Pérez asked if there are data to show what potential students are doing instead of attending college. Dr. Denley stated that this is much harder to capture, but one of the questions being asked is whether students are going elsewhere. He noted that Regents staff are working with National Clearinghouse data to determine whether students went to college at all and chose to go out of state. He added that there are other ways to understand why students are choosing not to go to college. Regent Ewing asked if there is any correlation in the decline of TOPS students and the decline in enrollment. Dr. Denley responded that there is, overall, a decline in the student population, and that while it is broadly consistent with this number, it is impossible to say with certainty whether the same mechanisms are controlling the decline. Regent Pérez added that it would be beneficial to understand basing TOPS eligibility partially on a test score versus GPA, as many fine institutions across the nation are considering GPA but also looking at the student more holistically. She noted that it would be good to find out how much of a deterrent eligibility criteria actually are. Regent Pryor asked for clarity on Dr. Denley's statement that there is a large decline in students of color and socioeconomically disadvantaged students choosing to accept TOPS. Dr. Denley affirmed that this is the case.

Regent Ewing asked if we know how much help a student receives in preparing for the ACT and if Regents or BESE are responsible to support that. Dr. Denley acknowledged that, like other endeavors, preparation is key and that students who do not have those opportunities do not perform as well. Commissioner Reed thanked Regent Ewing for his comments and noted that all students are taking the ACT in Louisiana but the level of preparation and the ability to take the exam multiple times are where you see the gap. She noted that ACT data over the long term have shown that the students who take the test more than once have an increased test score. She believed that ACT is now providing waivers for students and schools, as is LOSFA, but we do not know who is encouraging students to take the test multiple times to improve their score. Regent Ewing stated that this would go back to guidance counselors, and Commissioner Reed agreed, adding that parents, teachers, etc. are important to share this information.

Regent Ewing asked whether ACT prep could be folded into dual enrollment to enhance students' ability to take the test. Ms. Arlanda Williams added that it would be better to expand test prep access beyond dual enrollment, to include early college academies on the two-year campuses. Dr. Denley added that admissions policies have expanded to incorporate early college experience as a demonstration of college readiness. Regent Lobré noted her struggle with test-taking anxiety and expressed her appreciation that this was being discussed.

Vice Chair Solomon asked if there is more that the Board and staff can do to understand what TOPS of the future will look like, to better serve the future students in the state. Commissioner Reed acknowledged that it sits with Regents to talk about TOPS of the future. She added that it is interesting that as we discuss debt avoidance and affordability, we see a program that provides free tuition declining in usage. She noted that Regents will know more when the National Clearinghouse study is conducted. She added that we have seen through natural disasters and the pandemic that those who have the wherewithal can sustain themselves and those who do not fall back.

Dr. Denley then shifted to a discussion of maintaining the TOPS award and trends in loss of award, including the importance of accumulation of credit. He notes that the strategies linked to the Meauxmentum framework are designed to help students maintain the accumulation of college credit. He added that there are numerous ways to enable students to take a fuller schedule across the full academic year, so they can maintain their TOPS eligibility. He also noted a change in legislation this year that mandates the annual TOPS Report should not include analysis of the impacts of family income on eligibility for TOPS.

**On motion of Regent Pérez, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the “TOPS Report: Analysis of the TOPS Program from 2012-2021” and authorize the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

## POLICIES

- a. Revisions to Minimum Admissions Standards and AA 2.18 Gateway Mathematics and English Course Placement Requirements

Dr. Denley provided an overview of the new revisions to the Minimum Admissions Standards as well as to the AA 2.18 Gateway Mathematics and English Course Placement Requirements, which included the two new additions:

1. A provision for greater flexibility for well-qualified students who have not completed the full 19 core units as part of their high-school coursework; and
2. Establishment of a pathway for students with two corequisite placements to attend a regional institution provided one of those placements is sufficiently close to the cut-offs.

He further explained the difference in core units for out-of-state students and the impact of the policy based on questions.

**On motion of Regent Pérez, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve:**

- **The revisions to the Statewide Minimum Admissions Standards effective for the entering class of Fall 2023.**
- **The corresponding revisions to AA 2.18 Gateway Mathematics and English Course Placement Requirements.**

Dr. Denley thanked all the CAOs and system presidents who have been involved in these changes to admissions policies over the past few months.

#### LOUISIANA'S MATH PATHWAYS POSITION STATEMENT

Dr. Denley provided some background on work towards math alignment by the state's institutions over the years. He noted the diligence of a working group of math faculty and department chairs, along with Senior Staff, who developed a statewide Math Pathways Position Statement, which he presented to the Board for their information. This statement broadly states that students should take the math course that is pertinent to their discipline. Regent Pérez noted the significance of this as we look at students holistically in their fields of study and asked if this also included financial literacy. Dr. Denley agreed and added that the statement opens the door to a full understanding of the flexibility of mathematics. He stated that the working group has already committed to collectively creating two new mathematics general education courses: one in data

science and a second semester course in statistical reasoning. Regent Seale and Commissioner Reed agreed with the point relative to moving to the right mathematical courses by discipline.

## **RESEARCH AND SPONSORED INITIATIVES**

### CONSENT AGENDA

Ms. Carrie Robison, Deputy Commissioner of Sponsored Programs, presented the Consent Agenda item, noting in response to a Board member's question that the division of a matched endowed chair had been done before.

- a. Request from LSU and A&M College to Divide BoRSF-Matched Endowed Chair

**On motion of Regent Ewing, seconded by Regent Seale, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda.**

### OVERVIEW OF BoRSF PLAN AND BUDGET, FY 2023-24

Ms. Robison then presented the overview of BoRSF Plan and Budget, FY 2023-24. This item is for information only and served as a preview of an action item to be brought to the Board for approval in December 2022. She provided key points regarding the revenue and expenditures, gave a high-level overview of the structure of the BoRSF and award types, and noted the major benefits to BoRSF investments. She also gave a timeline for consideration of the BoRSF plan and budget over the coming months.

Ms. Robison then noted the upcoming vote on Constitutional Amendment 1. She provided a breakdown of what the amendment would do and how it would affect the Support Fund.

## **STATEWIDE PROGRAMS**

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

### CONSENT AGENDA

- a. **Approval of Final Rulemaking – Rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.0 grading scale.**
- b. **Approval of Final Rulemaking – Rulemaking to extend the applicability of COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS from the fall semester/winter quarter of 2021 through the summer of 2022.**
- c. **TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**
- d. **TOPS Home Study Exceptions – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.**

**On motion of Regent Sterling, seconded by Regent Ewing, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda.**

#### OTHER BUSINESS

Dr. Boutté provided an overview of FAFSA and how it relates to TOPS. She noted that students are not required to fill out FAFSA if they are only interested in TOPS/TOPS Tech awards, as these are merit-based programs. They are required to fill out FAFSA if they are considering applying for federal financial aid and GO Grants. She noted LOSFA is conducting a campaign and sharing a LOSFA decision tree graphic to provide students and parents with a clear understanding of these options. She shared this graphic with the Board during the meeting, indicating that it has also been shared via social media, on the LOSFA website, etc. The decision tree informs students on what filing the FAFSA accomplishes and to determine what forms they need to complete based on their plans.

#### **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 (Licensure)**
  - i. **Initial Applications**
    - (a) **Aspen University**
  - ii. **Renewal Applications**
    - (a) **Remington College**

- b. Proprietary Schools Advisory Commission**
  - i. Change of Ownership Applications**
    - (a) Becker Professional – Online, Warren, PA**
  - ii. Initial Applications**
    - (a) Road Ready Driving Academy, Houma, LA**
  - iii. Renewal Applications**
    - (a) Accelerated Dental Assisting Academy, Baton Rouge, LA – License #2220**
    - (b) Accelerated Dental Assisting Academy, Denham Springs, LA – License #2154**
    - (c) Accelerated Dental Assisting Academy, Lafayette, LA – License #2219**
    - (d) Accelerated Dental Assisting Academy, Monroe, LA - License #2223**
    - (e) Accelerated Dental Assisting Academy, Slidell, LA - License #2224**
    - (f) Advance Nursing Training, New Orleans, LA - License #2197**
    - (g) Ark-La-Tex Dental Assisting Academy, Shreveport, LA - License #2131**
    - (h) Baton Rouge Dental Assistant Academy-South, Baton Rouge, LA - License #2305**
    - (i) Baton Rouge School of Phlebotomy, Baton Rouge, LA - License #2335**
    - (j) Camelot College, Baton Rouge, LA - License #680**
    - (k) Coastal College - Alexandria, Alexandria, LA - License #991**
    - (l) Cross Road CDL Academy, Harvey, LA - License #2321**
    - (m) Digital Media Institute, Shreveport, LA - License #2198**
    - (n) Fortis College, Baton Rouge, LA - License #2134**
    - (o) Healthcare Training Institute, Kenner, LA - License #2109**
    - (p) Life Care, Marrero, LA - License #2182**
    - (q) MedCerts, Livonia, MI - License #2337**
    - (r) Medical Training College, Baton Rouge, LA - License #969**
    - (s) N.O.D.C. School for Dental Assisting, Harvey, LA - License #2160**
    - (t) NOLA Institute of Gaming, New Orleans, LA - License #2322**
    - (u) Opelousas Academy of Nondestructive Testing, Opelousas, LA - License #2275**
    - (v) RelyOn Nutec USA, Houma, LA - License #2156**
    - (w) Remington College - Baton Rouge, Baton Rouge, LA - License #2277**
    - (x) River Cities School of Dental Assisting, Shreveport, LA - License #2089**
    - (y) Rock Bridge Training Institute, Shreveport, LA - License #2225**
    - (z) Stick It Phlebotomy, Jonesboro, LA - License #2226**
    - (aa) Synergy Massage Institute, Slidell, LA - License #2336**

**On motion of Regent Pérez, seconded by Regent Seale, 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 Delgado Community College and Chancellor Larissa Littleton-Steib for hosting the October Board meeting as well as NASA Michoud staff for providing a tour of their facility the day before and Regent Gary Solomon Jr. for hosting the Regents at a reception following the Michoud tour.
- She noted that the Leading Ladies Luncheon, hosted at the Governor's Mansion, which provided an opportunity for a gathering of female SGA presidents, female chancellors and presidents and female superintendents of schools in Louisiana to talk about the path forward in education. She thanked Governor Edwards for opening his home for this luncheon.
- She thanked Representative Ken Brass for a fantastic Cradle to Career Day in St. James Parish, where over 100 high school students participating in dual enrollment learned about our new early college pathways for admissions. She noted an opportunity to join Representative Brass and Governor Edwards in Donaldsonville to announce a corporate donation to open a public early learning center on Main Street. She underscored the importance of making sure students have actionable information about opportunities in our state.

#### OTHER BUSINESS

Vice Chair Solomon said that the proposed Calendar of Meetings for 2023 was included in the Board materials. He flagged that the February meeting has been removed for next year.

**On motion of Regent Finley, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2023 Calendar of Meetings.**

Vice Chair Solomon asked if one of these meetings would be on the road. Commissioner Reed responded that the Regents will plan to travel next October and more information will be forthcoming.

Vice Chair Solomon noted that the Joint BoR/BESE meeting, along with the regular Committee and Board meetings, will be held on Wednesday, December 14<sup>th</sup>. A Board development session is scheduled for the day prior, December 13<sup>th</sup>, beginning at 2 p.m., followed by the Board holiday social that evening, hosted by Chair and Mrs. Temple.

#### ADJOURNMENT



There being no further business to come before the Board, on motion of Regent Sterling, seconded by Regent Pérez, the meeting was adjourned at 2:35 p.m.

Appendix A

Board Meeting Guest List

Wednesday, October 19, 2022

<b>NAME</b>	<b>AFFILIATION</b>
Missy Sparks	Ochsner Health
Robert René	Southern System
William Tulaz	LCTCS
Anna Bartel	LSU
William F. Tate IV.	LSU
Roy Haggerty	LSU
Ashley Arceneaux	LSU
Jason Droddy	LSU

## **Agenda Item VI.**

### **EXECUTIVE SUMMARY**

#### **REPORT REGARDING LOUISIANA DUAL ENROLLMENT**

Act 128 of the 2019 Regular Legislative Session created the Dual Enrollment Task Force. Since July 2019, the Task Force has met seventeen times and has accomplished several of the goals set forth in its first report, published in February 2020. One of the goals of the Task Force was to publish an annual report of dual enrollment participation, performance, and equity at school and institutional levels. In June 2021, the first annual dual enrollment report was completed, demonstrating both the Board of Regents' and the Department of Education's commitment to advancing and improving students' dual enrollment participation.

The second report builds upon the baseline first report and contains the following highlights:

- **Participation in Dual Enrollment Rebounded Post-Pandemic.** Following a small drop in enrollments during the 2019-20 school year, the number of students taking dual enrollment courses at public colleges and universities increased 11% during the past two years, despite disruptions from major hurricanes and a global pandemic.
- **Progress towards our Joint Goal.** In December 2019, BESE and BOR jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. To date, we have made progress towards this goal, with the percentage of students reaching this threshold rising from 51% in 2018-19 to 53% in 2020-21.
- **Increase in the Percentage of Participating Students Identifying as African American.** In 2021-22, students of color represented 42% of dual enrollment students in all public colleges and universities, an increase of 5 percentage points over 2018-19. This growth resulted primarily from a net increase of nearly 1,500 African American students in dual enrollment compared to prior years.

In the coming year, additional Dual Enrollment Task Force recommendations will be advanced. Three priority recommendations include the creation of a dual enrollment credentialing pilot for high school teachers, the development of 20 transfer pathways to promote dual enrollment courses that directly support students' future postsecondary success, and the continued alignment of policies to incentivize dual enrollment completion in Louisiana.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the 2022 Dual Enrollment Report and authorize Regents staff to submit this report to the House and Senate Committees on Education.**



**LOUISIANA**  
DUAL ENROLLMENT

*2022 Annual Report*

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Dual Enrollment is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student’s secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion.

Dual enrollment is a key student success strategy in Louisiana. The Board of Regents (BOR) and Louisiana Department of Education (LDOE) acknowledge national research that illustrates the benefits of dual enrollment, showing that participating students are more likely to enroll in, persist in, and complete college. This publication, the second annual dual enrollment report, builds upon the baseline first report, published in June 2021. In direct response to Dual Enrollment Task Force recommendations adopted in February 2020, our agencies are committed to reporting data annually related to dual enrollment participation, performance, and equity in Louisiana. This second-year report further analyzes progress in providing dual enrollment access throughout the state. Working together, our agencies are committed to expand these opportunities for students across our state.

Despite the progress in access and participation, the opportunity to begin college in high school through an academic or career/technical dual enrollment course continues to be out of reach for too many of Louisiana’s students. We have developed plans to address these access barriers through systemic redesign, which will result in more affordable and accessible college and career opportunities.

In addition to the publication of this report, our agencies have completed the following steps to continue to scale dual enrollment in Louisiana. Initiatives include:

- **Launch of LaDualEnrollment.com:** A one-stop website for information related to Louisiana’s dual enrollment offerings.
- **Approval of Fast Forward Pathways:** An initiative designed to increase the number of students graduating high school with an associate’s degree or apprenticeship in a high-demand field.
- **Hosting of Statewide In-Person and On-line Training to Encourage Program Consistency and Success:** Regents, with the National Alliance for Concurrent Enrollment Partnerships (NACEP), hosted three in-person workshops and three webinars specific to rigorous and consistent dual enrollment programming and student success.

In the coming year, we look forward to advancing additional Dual Enrollment Task Force recommendations. Three priority recommendations include the creation of a dual enrollment credentialing pilot for high school teachers, the development of twenty transfer pathways to promote dual enrollment courses that directly support students’ future postsecondary success, and continued alignment of policies to incentivize dual enrollment completion in Louisiana.

The collective commitment of teachers and faculty, school and campus leaders, and numerous stakeholders and champions of education continues to fuel our transformation of students’ high school experiences. By blurring the lines between high school, college and the workforce, Louisiana can build educational and economic success for students and their families. Honoring our talent development imperative is job number one and we look forward to additional collaborative opportunities ahead to further support our students.



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



**Cade Brumley, Ed.D.**  
*State Superintendent of Education*

# DE KEY TAKEAWAYS

## OVERALL DUAL ENROLLMENT PARTICIPATION 2021-22



**28,875**  
STUDENTS

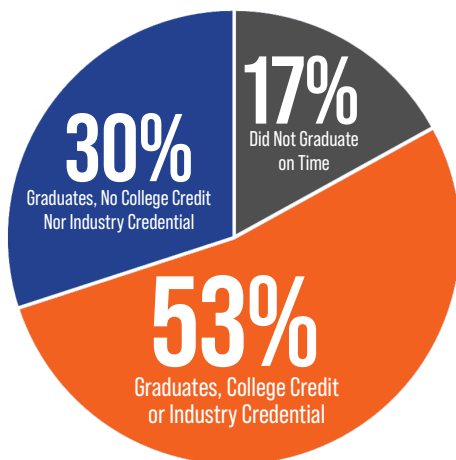
### Participation in Dual Enrollment Rebounded Post-Pandemic.

Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment at public colleges and universities has increased 11% during the past two years, despite disruptions from hurricanes and a global pandemic.

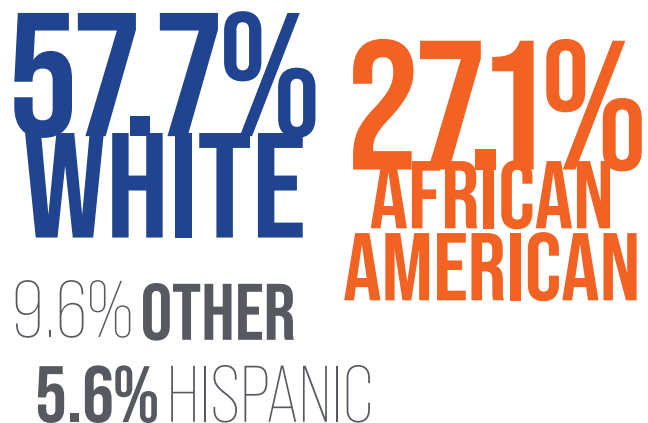
**80/20**

**Dual Enrollment by Fields of Study.** Louisiana public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. In 2021-22, 80% of dual enrollment courses taken by students were in general education, while 20% were in career and technical fields.

## REPORT HIGHLIGHTS



**Progress towards joint goal.** In December 2019, BESE and BOR jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. To date, we have made progress towards this goal, rising from 51% in 2018-19 to 53% in 2020-21.



**Increase in the percentage of participating students identifying as African American.** In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% over the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment compared to prior years.

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Participation Trends

Despite disruptions from hurricanes and a global pandemic over the past two years, Louisiana’s 28 public undergraduate-serving colleges and universities have adapted and expanded dual enrollment programs in new ways to support student transitions to college. Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment has increased during the past two years.

**Table 1. Trends in Participation in Dual Enrollment**

	2018-19	2019-20	2020-21	2021-22
<b>Unduplicated Students</b>	<b>26,378</b>	<b>25,939</b>	<b>26,076</b>	<b>28,875</b>
Annual Change		-2%	1%	11%
<b>Course Enrollments</b>	<b>69,954</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>
Annual Change		-1%	3%	10%
<b>Credit Hours Enrolled</b>	<b>201,858</b>	<b>198,382</b>	<b>208,246</b>	<b>228,070</b>
Annual Change		-2%	5%	10%

The data cited in this section include all course enrollments during any school year or summer term by high school students at Louisiana’s public colleges and universities.

**Table 2. Use of Flexible Transcript Options Increased During First Semester of the Pandemic**

	Incomplete	Withdrawn
Spring 2019	3%	3%
Spring 2020	6%	5%

In Spring 2020, the Board of Regents adopted an Emergency Policy that encouraged institutions to provide students with flexible options for recording administrative withdrawals and incompletes due to pandemic-related classroom disruptions. While many institutions previously had similar procedures for addressing hurricane-caused disruptions, the Board of Regents and Department of Education jointly publicized these options to minimize the impact on students’ transcripts and academic standing resulting from situations beyond their control. The use of both these options increased in Spring 2020.

## Delivery Methods

Prior to the pandemic (school year 2018-19 and the majority of 2019-20), 13-14% of dual enrollment courses were delivered online or in a hybrid (50-99% delivered online) format.

With over 2,500 course enrollments, Northwestern State University has the largest high school participation in online dual enrollment. LSU Alexandria, LSU Eunice, and Bossier Parish Community College all had large online and hybrid enrollments pre-pandemic and have sustained these



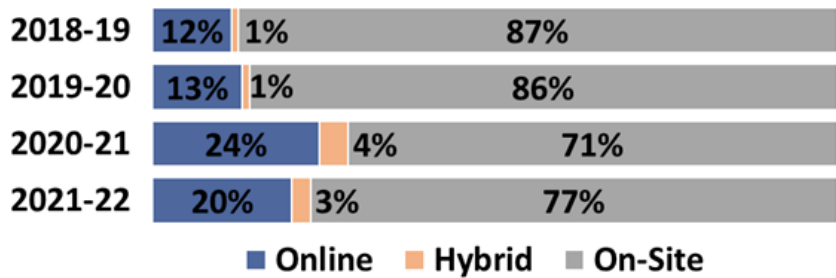


# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

programs. Newly expanded online offerings during the 2020-21 school year attracted high enrollment at Delgado Community College, Southern University A&M, and Southern University New Orleans. Nearly 60% of dual enrollments delivered by the three Southern University undergraduate institutions were online or hybrid in 2021-22.

Growth in online and hybrid coursework occurred primarily in the most popular general education subjects: mathematics, English, history, and psychology. Among career or technical subjects, which often have hands-on components, only business and marketing courses have seen significant online enrollment growth.

*Figure 1. Trends in Dual Enrollment by Delivery Method*



In addition to serving students during times when face-to-face instruction is disrupted, online and hybrid delivery models are accessible to students in small schools, rural communities, and other communities remote from a college campus, where it can be challenging to find teachers with the credentials needed to teach at a postsecondary level. To build a more robust pipeline of dual enrollment teachers, Regents plans to establish a Dual Enrollment Teacher Credential Program in partnership with a graduate school in the state, to be selected in January 2023.

An additional innovative model is offered by two of the largest dual enrollment programs in the state: LSU A&M and Southeastern Louisiana University. College faculty Instructors of Record at these institutions develop instructional materials and assessments that are available online and train high school instructors to serve as Facilitators for much of the classroom experience. Students enrolled in these collaboratively delivered courses are included in the on-site delivery counts.

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Course Grades and Student Eligibility

In 89% of dual enrollment courses in 2021-22, students successfully passed with an A, B, or C. Another 3% passed with a marginal D grade, which typically limits the applicability or transferability of the credit.

**Table 3. Course Grades in Dual Enrollment Courses**

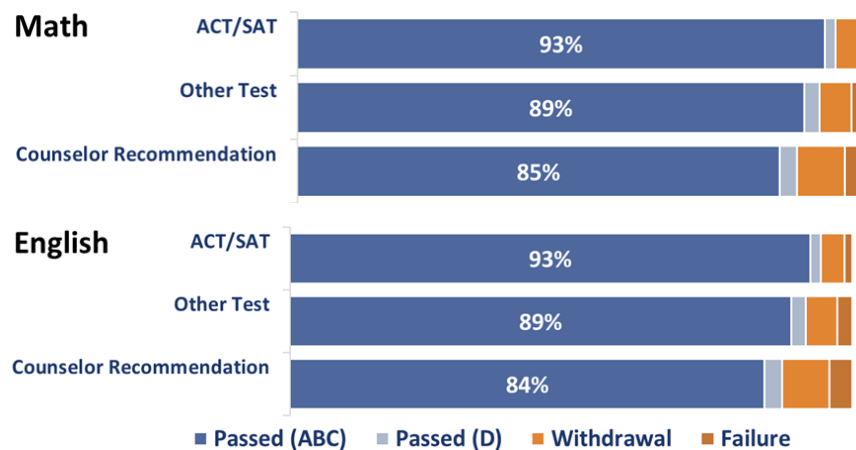
Passed (ABC)	Passed (D)	Withdrawal	Failure
89%	3%	5%	3%



Regents' Emergency Policy enacted at the start of the pandemic allowed institutions greater flexibility in determining student eligibility for general education courses from 2020-21 through 2022-23. The Policy allows institutions to substitute a high school counselor recommendation in lieu of subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. During the 2021-22 school year, 6,535 enrollments (16%) relied on the counselor recommendation for Math placement. Counselor recommendations represented 6,360 placements (16%) for English requirements.

Students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. Regents and the Dual Enrollment Task Force have heard from many stakeholders that the counselor recommendation option has increased access for many successful students who otherwise would not have been able to participate.

**Figure 2. Grades Earned by Method of Student Eligibility**



# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

**Table 4. Student Participation by Race/Ethnicity**

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
African American	6,370 24%	6,147 24%	6,217 24%	<b>7,830</b> <b>27%</b>
Hispanic	1,261 5%	1,291 5%	1,511 6%	1,605 6%
Other	2,114 8%	2,359 9%	2,356 9%	2,781 10%
White	16,633 63%	16,142 62%	15,992 61%	16,659 58%

“Other” includes small populations of students self-identifying as Multi-Racial, Asian, Native American, Pacific Islander, or Non-Resident Alien, or missing data (2-3% each year).

## Equity Analysis

In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% during the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment than in prior years. Many of these students took courses from one of the three Southern University campuses, where programs have doubled in size over the past three years. Combined, the three Southern University campuses enroll less than 10% of dual enrollment students but 29% of the African American students taking dual enrollment. Southern’s partnerships with many high schools with large populations of African American students demonstrates how equity gaps can be reduced when programs emphasize increasing access to underrepresented student populations.

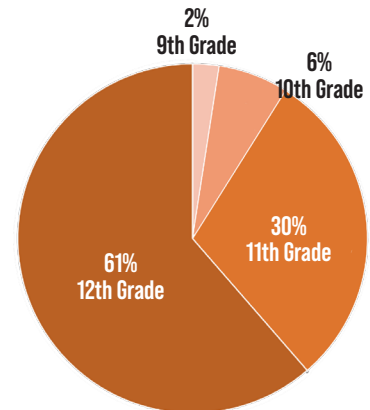
The increase in students of color participating in dual enrollment has reduced the racial participation gap. The ethnic composition of dual enrollment students (42% students of color) is now approaching that of undergraduates ages 24 and under (45% students of color). Continued progress is necessary to increase participation by students of color – African American students in particular – so that their participation in dual enrollment (27%) reflects their share of the high-school age adolescent population of the state (37%).

**Table 5. Race/Ethnicity, 2021-2022 School Year**

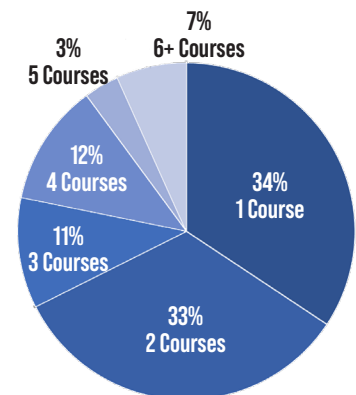
Race/Ethnicity	LA Youth Ages 12-17*	Dual Enrollment	Undergrads 24 and Under
African American	37%	27%	28%
Hispanic	6%	6%	6%
Other	6%	10%	11%
White	51%	58%	55%

Louisiana Youth Ages 12-17 sourced from U.S. Census Bureau, 2021 population estimates.

**Figure 3. Grade Level of Students**



**Figure 4. Number of Dual Enrollment Courses Taken by Students, 2021-22**



# **DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL**

## Course-Taking Patterns

The majority of high school students taking dual enrollment courses at public colleges and universities were in 12th grade, with 91% in either 11th or 12th grade, during the 2020-21 school year (the most recent year for which grade level data from the Louisiana Department of Education is available to be linked to Regents' records).

Students took an average of 2.7 dual enrollment courses in 2021-22, with 78% of students enrolled in three or fewer courses. Over 2,149 (7%) enrolled in 15 or more credit hours, potentially earning up to a semester of college credit in one year. Among these, 242 enrolled in a full-time load of 30 or more credit hours.

## Subjects Taken

Louisiana's public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 78,626 course enrollments in 2021-22, 20% were in career and technical fields. The share of enrollment in career and technical fields fell from 25% pre-pandemic, as a result of increased enrollment in general education fields and lower enrollment in career and technical fields. Many hands-on technical courses saw large enrollment declines during the pandemic, given the nature of the subjects, which require more in-person learning activities. While enrollment recovered in hands-on coursework in many career and technical fields in 2021-22, enrollment has not yet returned to pre-pandemic levels.

**Table 6. Pandemic Impact on Dual Enrollments by Field of Study**

	2018-19	2019-20	2020-21	2021-22
<b>Career and Technical Fields</b>	17,809	17,377	13,265	15,951
Annual Change		-2.4%	-24%	20%
<b>General Education Fields</b>	52,145	51,940	58,020	62,675
Annual Change		-0.4%	12%	8%

**Table 7. Share of Dual Enrollments by Field of Study**

	2018-19	2019-20	2020-21	2021-22
<b>Career and Technical Fields</b>	25%	25%	19%	20%
<b>General Education Fields</b>	75%	75%	81%	80%

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## General Education

Courses in mathematics, English language and literature, and history continued in 2021-22 to see the largest enrollments, representing over half of all dual enrollment courses taken (see Table 8). Enrollment grew in all ten of the most frequently taken subject areas, with the highest rates of increase seen in communications, visual & performing arts, and social sciences. Two percent of total enrollments (1,914) were classified as developmental or co-requisite education courses (one-third in English, two-thirds in math), with most of those offered by four colleges and universities that have developed partnerships with high schools to better prepare and transition students into college-credit-bearing courses.



**Table 8. Dual Enrollments in General Education Fields by Classification of Instructional Program, 2021-2022**

General Education Field	% of Total Enrollments	Enrollments	Two-Year Change from 2019-2020
Mathematics & Statistics	20%	15,663	13%
English Language & Literature/Letters	19%	14,600	15%
History	13%	10,212	26%
Biological & Biomedical Sciences	6%	4,327	34%
Psychology	5%	3,731	27%
Visual & Performing Arts	4%	3,114	42%
Physical Sciences	4%	2,981	28%
Social Sciences	3%	2,701	32%
Foreign Languages, Literatures, & Linguistics	3%	2,135	43%
Communication, Journalism, & Related Programs	2%	1,528	66%
Other General Education Fields	2%	1,683	-23%
<b>Total, General Education Fields</b>	<b>80%</b>	<b>62,675</b>	<b>21%</b>

Over 94% of enrollment in general education dual enrollment courses was in courses listed in the Regents' Master Course Academic Matrix, a list created to facilitate transfer of more than 350 of the most frequently taken college courses. Enrollment in these courses represent 75% of the total dual enrollment in 2021-22.

# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

*Table 9. Dual Enrollment in General Education Academic Matrix Courses, 2021-2022*

Matrix Common Course Name	Enrollments	% of Total Dual Enrollment
College Algebra	7,485	10%
English Composition I	7,239	9%
English Composition II	5,315	7%
Trigonometry	3,600	5%
Intro to Psychology	3,178	4%
American History II	2,293	3%
Western Civilization I	2,259	3%
American History I	1,814	2%
Western Civilization II	1,725	2%
World Civilization I	1,204	2%
Intro to Sociology	1,142	1%
General Biology I Lec. + Lab (Science Majors)	943	1%
Introductory Statistics	931	1%
Applied Algebra	874	1%
Elementary Spanish I	867	1%
General Biology I (Science Majors)	842	1%
World Civilization II	835	1%
Intro to Visual Arts	825	1%
Exploring the Arts	747	<1%
Music Appreciation	704	<1%
General Biology I	700	<1%
Fundamentals of Communication	671	<1%
Chemistry I (Non-Science Majors)	625	<1%
Elementary Spanish II	610	<1%
Public Speaking	556	<1%
Other General Education Matrix Courses	11,327	14%
<b>Total, General Education Matrix Courses</b>	<b>59,311</b>	<b>75%</b>

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Career and Technical Fields

The 12 colleges in the Louisiana Community & Technical College System provided 83% of the 15,951 dual enrollment courses taken in career & technical fields in 2021-22.

The most common career and technical courses in the Louisiana State University System are in the engineering and education fields; for the University of Louisiana System: health professions & business; and for the Southern University System: criminal justice & computer information systems.

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year.



Declines were particularly large in health professions, precision production (welding), culinary, and construction trades. All four of these recovered in 2021-22, but not to pre-pandemic levels. Enrollment has grown over pre-pandemic counts in a few fields, including mechanic/repair technologies, homeland security/criminal justice, and education.

**Table 10. Dual Enrollments in Career and Technical Fields by Classification of Instructional Program, 2021-2022**

Career and Technical Fields	% of Total Dual Enrollments	Enrollments	Two-Year Change from 2019-2020
Health Professions & Related Programs	5%	3,841	-6%
Precision Production	4%	3,104	-19%
Mechanic & Repair Technologies/Technicians	2%	1,709	28%
Business, Management, Marketing, & Related Services	2%	1,674	-23%
Culinary, Entertainment, & Personal Services	1%	1,080	-22%
Computer & Information Sciences & Support Services	1%	962	-31%
Construction Trades	1%	895	-7%
Engineering/Engineering-Related Technologies/Technicians	1%	848	-9%
Homeland Security, Law Enforcement, & Firefighting	1%	667	98%
Engineering	1%	558	-5%
Education	<1%	237	62%
Other Career and Technical Fields	<1%	376	57%
<b>Total, Career and Technical Fields</b>	<b>20%</b>	<b>15,951</b>	<b>-8%</b>

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

**Table 11. Dual Enrollment in Career and Technical Academic Matrix Courses, 2021-2022**

Matrix Common Course Name	Enrollments	% of Total Dual Enrollment
Intro to Criminal Justice	433	<1%
Computer Applications	366	<1%
Medical Terminology	359	<1%
General/Intro to Business Administration	227	<1%
Nutrition	77	<1%
Intro to Corrections	66	<1%
Personal Finance	65	<1%
Intro to Policing	63	<1%
Intro to Programming	42	<1%
Criminal Law	37	<1%
Intro to Financial Accounting	19	<1%
Other Career and Technical Matrix Courses	67	<1%
<b>Total, Career and Technical Matrix Courses</b>	<b>1,821</b>	<b>2%</b>

Only a limited number of Common Course names in career and technical fields appear in the Regents’ Master Course Academic Matrix; 11% of enrollment in career and technical dual enrollment courses are in courses listed in the Regents’ Master Course Academic Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix.

## Providers

Across Louisiana, 28 colleges and universities from all four public postsecondary systems enrolled 28,875 high school students in 78,626 dual enrollment college courses during the 2021-22 school year (including summers). Ten percent (2,885) of these students took courses from more than one public college or university. There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana independent colleges and out-of-state colleges. The five largest dual enrollment programs (measured by enrollment) accounted for 43% of total enrollments, and represent three of the systems: Northwestern State University (UL System), Southeastern Louisiana University (UL System), Louisiana Tech University (UL System), Louisiana State University and A&M College (LSU System), and Northshore Technical Community College (LCTCS).



# **DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL**

*Table 12. Students Participating in Dual Enrollment by System and College/University, 2021-2022*

SYSTEM	STUDENTS	ENROLLMENTS	% OF ENROLLMENTS
Louisiana Community & Technical College System	9,717	24,891	32%
Louisiana State University System	5,201	12,601	16%
Southern University System	2,733	5,746	7%
University of Louisiana System	13,183	35,388	45%
<b>Statewide</b>		<b>78,626</b>	

COLLEGE/UNIVERSITY	STUDENTS	ENROLLMENTS	% OF ENROLLMENTS
<b>Louisiana Community &amp; Technical College System</b>			
Northshore Technical Community College	2,118	4,484	6%
South Louisiana Community College	1,027	3,311	4%
River Parishes Community College	813	2,963	4%
Bossier Parish Community College	1,336	2,962	4%
Louisiana Delta Community College	779	2,127	3%
Elaine P. Nunez Community College	807	1,931	2%
Delgado Community College	754	1,504	2%
Baton Rouge Community College	569	1,488	2%
SOWELA Technical Community College	561	1,467	2%
Central Louisiana Technical Community College	397	946	1%
L.E. Fletcher Technical Community College	325	880	1%
Northwest Louisiana Technical Community College	235	828	1%
<b>Louisiana State University System</b>			
LSU and A&M College	3,462	6,966	9%
LSU at Alexandria	732	2,515	3%
LSU at Eunice	700	2,128	3%
LSU in Shreveport	454	992	1%
<b>Southern University System</b>			
Southern University in Shreveport	1,099	2,887	4%
Southern University and A&M College	836	1,642	2%
Southern University in New Orleans	798	1,217	2%

# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

University of Louisiana System			
Northwestern State University	2,767	9,206	12%
Southeastern Louisiana University	3,765	7,184	9%
Louisiana Tech University	2,637	6,258	8%
University of Louisiana at Monroe	1,520	4,375	6%
McNeese State University	683	2,668	3%
University of Louisiana at Lafayette	1,070	2,427	3%
University of New Orleans	1,019	2,126	3%
Nicholls State University	444	1,055	1%
Grambling State University	53	89	<1%
<b>Total, Public Colleges &amp; Universities</b>	<b>28,875</b>	<b>78,626</b>	

Growth in general education coursework over the past three years has led to increased enrollment in the Louisiana State, Southern University, and University of Louisiana systems. Enrollments at the three undergraduate campuses of the Southern University System have more than doubled in the past three years.

The large decline in hands-on career and technical coursework first seen during the pandemic continues to impact LCTCS's total enrollment numbers. General education coursework provided by LCTCS colleges has grown by 25% (2,394 enrollments) in the past three years, while enrollments in courses in career and technical fields have declined by 12% (1,848).

Individual institutions have been impacted in varied ways by pandemic and hurricane disruptions as well as other changes over the past three years. Northwestern State University and LSU and A&M College each reported increases of over 3,100 enrollments, with over 1,000 additional enrollments each at Bossier Parish Community College, Southern University Shreveport, and Southern University and A&M College. The largest decline in enrollment was observed at Central Louisiana Technical Community College, where previously large high school enrollments in precision production (welding), business, health professions, construction trades, and mechanic (automotive) programs declined precipitously.

**Table 13. Change in Enrollments by System and College/University, 2018-19 to 2021-22**

SYSTEM	2018-19	2019-20	2020-21	2021-22	3-YEAR CHANGE
Louisiana Community & Technical College System	25,921	24,345	20,381	24,891	-4%
Louisiana State University System	8,522	9,776	10,950	12,601	48%
Southern University System	2,531	3,173	4,195	5,746	127%
University of Louisiana System	32,980	32,023	35,759	35,388	7%
<b>Statewide</b>	<b>69,954</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>	<b>13%</b>



# DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

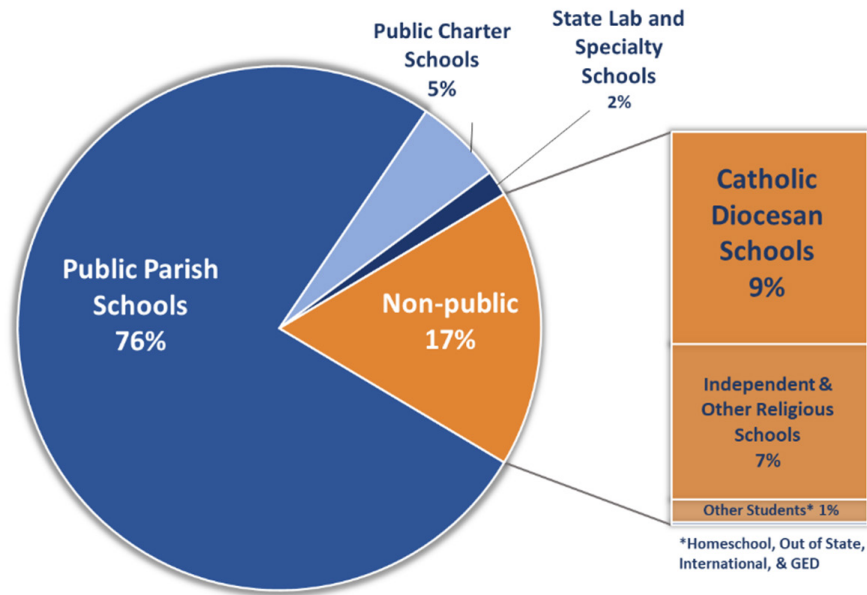
COLLEGE/UNIVERSITY	2018-19	2019-20	2020-21	2021-22	3-YEAR CHANGE
<b>Louisiana Community &amp; Technical College System</b>					
Baton Rouge Community College	1,208	1,173	1,360	1,488	23%
Bossier Parish Community College	1,422	1,788	1,795	2,962	108%
Central Louisiana Technical Community College	3,141	3,200	2,311	946	-70%
Delgado Community College	2,100	2,015	1,802	1,504	-28%
Elaine P. Nunez Community College	2,057	1,657	1,410	1,931	-6%
L.E. Fletcher Technical Community College	815	684	841	880	8%
Louisiana Delta Community College	1,786	2,500	1,838	2,127	19%
Northshore Technical Community College	4,467	2,658	2,117	4,484	0%
Northwest Louisiana Technical College	666	502	430	828	24%
River Parishes Community College	3,362	3,257	2,374	2,963	-12%
South Louisiana Community College	3,132	3,746	3,033	3,311	6%
SOWELA Technical Community College	1,765	1,165	1,070	1,467	-17%
<b>Louisiana State University System</b>					
LSU and A&M College	3,836	5,334	6,097	6,966	82%
LSU at Alexandria	1,835	1,736	2,008	2,515	37%
LSU Eunice	1,794	1,870	2,021	2,128	19%
LSU Shreveport	508	836	824	992	95%
<b>Southern University System</b>					
Southern University and A&M College	561	1,155	1,630	1,642	193%
Southern University at New Orleans	508	596	917	1,217	140%
Southern University at Shreveport	1,462	1,422	1,648	2,887	97%
<b>University of Louisiana System</b>					
Grambling State University	65	58	140	89	37%
Louisiana Tech University	7,269	6,265	6,900	6,258	-14%
McNeese State University	3,817	3,616	3,345	2,668	-30%
Nicholls State University	638	717	1,135	1,055	65%
Northwestern State University	6,023	6,942	8,016	9,206	53%
Southeastern Louisiana University	7,374	6,504	7,499	7,184	-3%
University of Louisiana at Lafayette	1,651	2,041	2,157	2,427	47%
University of Louisiana at Monroe	4,738	3,998	4,495	4,375	-8%
University of New Orleans	1,405	1,882	2,072	2,126	51%
<b>Total, Public Colleges and Universities</b>	<b>69,405</b>	<b>69,317</b>	<b>71,285</b>	<b>78,626</b>	

# DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

## Participation by School Type

At Louisiana public colleges and universities in the 2020-21 school year, 17% of dual enrollment high school students come from outside the public school system (the most recent year for which grade-level data from the Louisiana Department of Education is available to be linked to Regents' records). Louisiana has the third-highest rate of Catholic and other nonpublic school enrollment of the fifty states. These students represent a sizable portion of many colleges' high school student population – over 30% at LSU A&M, LSU of Alexandria, University of Louisiana at Lafayette and Louisiana Tech University.

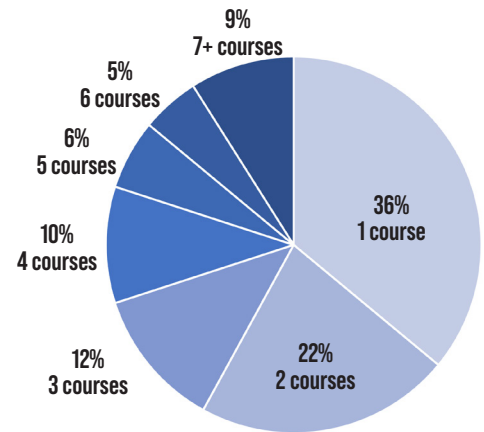
*Figure 5. Students Participating in Dual Enrollment in 2020-21, by School Type*



# DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

## Participation by High School Graduates

Across Louisiana, 12,688 (31%) of the 41,162 students who graduated from public high schools in 2020-21 took at least one dual enrollment course during their high school experience. The average student took 3.1 dual enrollment courses over the four years of high school, while the majority took only one or two courses. The remainder of this section describes this universe of high school students who graduated in 2020-21, the latest year for which the Department of Education has validated school data.



*Number of Dual Enrollment Courses Taken During High School by 2020-21 Public School Graduates*

**12,688**  
STUDENTS

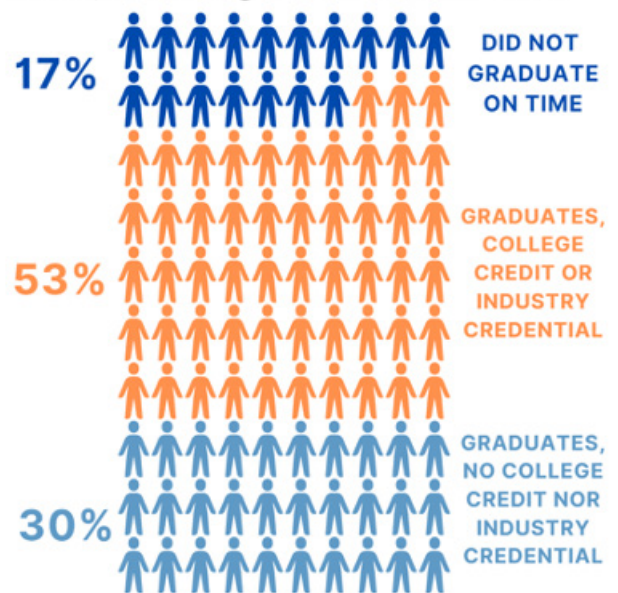
**39,519**  
COURSE ENROLLMENTS

In December 2019, Louisiana’s education leaders set an ambitious goal for all public high school students to graduate with academic or career-related college credit, a market-relevant credential, or both.

The Board of Elementary and Secondary Education and the Board of Regents embraced this shared goal for every public high school student beginning with the freshman class of 2025 (senior class of 2029). While the definition of a market-relevant credential of value will be refined in future years, the Department of Education already tracks students earning any basic or advanced Industry-Based Credential. Early college credit includes that earned by passing a dual enrollment course, as well as through high scores on an Advanced Placement, International Baccalaureate, or College-Level Examination Program (CLEP) tests. Dual enrollment was the most common way that students achieved this – half of the students who earned college credit or industry credentials did so by taking dual enrollment courses.

*Figure 6: Public High School Class of 2020-21 (Adjusted Graduation Cohort)*

**Of 49,366 9th graders in 2017-18...**



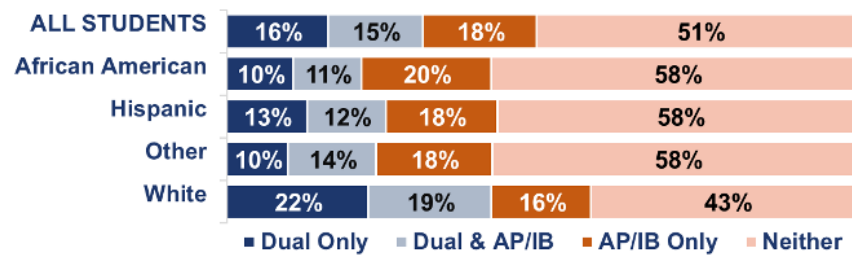
## Equity Analysis

In Louisiana there remain large and persistent gaps in the rates of participation in advanced coursework by students of color compared with all students. The recent increases in African American participation in dual enrollment programs offered by Louisiana’s public colleges and universities should help to

# DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

reduce racial equity gaps in future graduating classes. In 2020-21, there was a 15-percentage-point gap in the participation rate in advanced courses between African American public high school graduates (42%) and their White student peers (57%). Of graduates who took at least one dual enrollment course, the participation gap was 21 percentage points between African American (21%) and White (42%) students. The Hispanic – White gap was similar: 15 percentage points for taking any accelerated course and 17 percentage points for dual enrollment.

**Figure 7: 2020-21 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity**

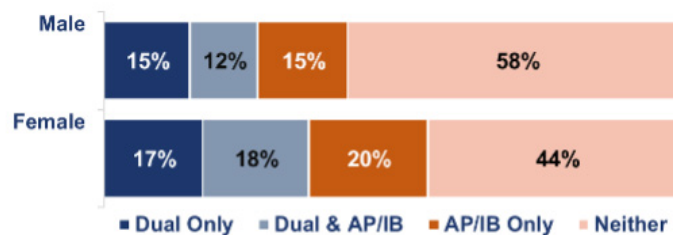


**Figure 8: 2020-21 Public High School Graduates Who Took Advanced Courses, by Income Status**



Nearly 62% of public high school graduates were identified as economically disadvantaged by the Louisiana Department of Education, based on students’ family participation in a variety of government benefits, such as the federal Free and Reduced Price Lunch program, targeted toward lower-income students. The equity gaps across income status are consistently high, with a 20-percentage-point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 42%) and advanced courses overall (41% vs. 61%).

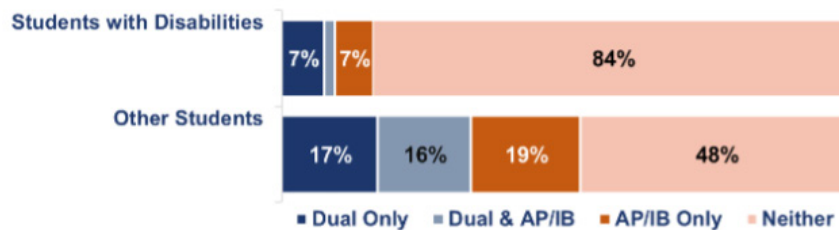
**Figure 9: 2020-21 Public High School Graduates Who Took Advanced Courses, by Gender**



# DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

In recent years, female students have comprised approximately 60% of students in higher education in Louisiana, despite representing only half of the public high school graduates. The high rates of female postsecondary participation are also observed in dual enrollment as well, with 35% of female high school graduates completing at least one dual enrollment course, compared to only 27% of males. Among students who completed any dual enrollment, advanced placement, or international baccalaureate course, a 14-percentage-point gap between female (56%) and male (42%) graduates who completed at least one dual enrollment, advanced placement, or international baccalaureate course.

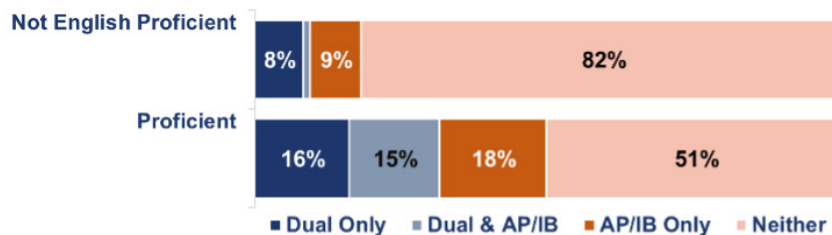
**Figure 10: 2020-21 Public High School Graduates Who Took Advanced Courses, by Disability Status**



Ten percent of the public high school graduating class of 2020-21 identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 16% enrolled in at least one advanced course during their high school careers, 26 percentage points below the rate for other graduates.

Only 2% of public high school graduates in Louisiana were identified as Not English Proficient in 2020-21. Among this small number of students, 18% completed at least one accelerated course before college graduation.

**Figure 11: 2020-21 Public High School Graduates Who Took Advanced Courses, by English Language Proficiency**



## School Characteristics and Participation Rates

Overall averages mask the variations in dual enrollment participation across the state. This section analyzes variances in dual enrollment participation by high school graduates among the 338 public high schools in the state recording at least one graduate in 2020-21. Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. Nineteen small public Alternative and Juvenile Justice schools, which graduated a combined 180 students, were excluded from the report.

# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Over 65% of students at a dozen public schools graduated after taking at least one dual enrollment course during their four years in high school. These schools have effectively integrated dual enrollment into the typical student high school experience.

**Table 14: Public High Schools with 65% or More of Graduates Who Took a Dual Enrollment Course**

High School	Graduates	Dual Enrollment Participation Rate
<b>Parish and District Schools</b>		
Early College Academy (Lafayette)	14	92%
Patrick F. Taylor Science & Technology Academy (Jefferson)	20	81%
Haynes Academy School for Advanced Studies (Jefferson)	125	79%
Thomas Jefferson High School for Advanced Studies (Jefferson)	139	78%
Phoenix High School (Plaquemines)	108	75%
Atlanta High School (Winn)	53	71%
Red River High School (Red River)	78	68%
West St. John High School (St. John the Baptist)	35	66%
<b>Charter Schools</b>		
Lincoln Preparatory School (Lincoln)	37	100%
JS Clark Leadership Academy (St. Landry)	35	89%
Avoyelles Public Charter School (Avoyelles)	62	73%
<b>State Lab and Specialty Schools</b>		
LSU Laboratory School (East Baton Rouge)	120	66%

At the following eighteen schools (many also appearing in Table 14), more than 65% of the graduating students of color in 2020-21 took at least one dual enrollment course while in high school. These schools demonstrate that equitable outcomes can be achieved when structures are in place to address barriers to equitable access and participation.



# DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

*Table 15: Public High Schools with 65% or More of Graduates of Color Who Took a Dual Enrollment Course*

High School	Graduates	Dual Enrollment Participation Rate
<b>Parish and District Schools</b>		
Early College Academy (Lafayette)	19	100%
Evans High School (Vernon)	<10	100%
Pitkin High School (Vernon)	<10	100%
Haynes Academy School for Advanced Studies (Jefferson)	51	84%
Thomas Jefferson High School for Advanced Studies (Jefferson)	57	81%
Patrick F. Taylor Science & Technology Academy (Jefferson)	46	81%
Forest School (West Carroll)	<10	80%
Phoenix High School (Plaquemines)	14	78%
Choudrant High School (Lincoln)	<10	75%
Red River High School (Red River)	36	75%
Anacoco High School (Vernon)	<10	75%
East Beauregard High School (Beauregard)	<10	67%
Castor High School (Bienville)	<10	67%
Summerfield High School (Claiborne)	<10	67%
West St. John High School (St. John the Baptist)	23	66%
<b>Charter Schools</b>		
Lincoln Preparatory School (Lincoln)	36	100%
JS Clark Leadership Academy (St. Landry)	31	89%
Downsville Community Charter School (Union)	<10	67%

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 19 percentage points higher than those schools with greater than 80% students of color. A similar gap of 16 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to those with high concentrations of poverty (greater than 80% economically disadvantaged).

Of the 338 public high schools with at least one student graduate in 2020-21, twenty-six schools (8%) had no students graduate with dual enrollment credit on their transcript. Many of these schools are newly-established charter schools graduating one of their first classes and/or schools with sizable Advanced Placement or International Baccalaureate course offerings. The high rate of participation among State Lab and Specialty Schools is reflective of their selective admissions and strong connections with higher

# DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

**Table 16: High School Graduates Who Took a Dual Enrollment Course, By School Racial Diversity**

School % Students of Color	Dual Enrollment Participation Rate	# of Schools
0-20%	40%	69
20-40%	37%	74
40-60%	35%	62
60-80%	23%	45
80-100%	21%	88
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Income Diversity**

School % Economically Disadvantage	Dual Enrollment Participation Rate	# of Schools
0-40%	46%	18
40-60%	38%	104
60-80%	26%	124
80-100%	20%	92
<b>All Schools</b>	<b>31%</b>	<b>338</b>

education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; LSU Laboratory School; New Orleans Center for Creative Arts; Southern University Laboratory School; and Thrive Academy. Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and four parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, Virtual Academy of Lafourche, and St. Tammany Parish Virtual School). There are other parish-operated virtual high schools; however, students from those schools who take courses are recorded as graduates of their home high schools. Graduates of virtual schools have below-average participation in dual enrollment. Students graduated from the twenty-six New Orleans charter schools participated at less than half the statewide average rate. Eleven of the New Orleans schools had no students participate in

**Table 18: High School Graduates Who Took a Dual Enrollment Course, By School Type**

Public High School Type	Dual Enrollment Participation Rate	# of Schools
Parish and District Schools	33%	282
New Orleans Charter Schools	13%	26
Charter Schools (Outside Orleans)	30%	16
State Lab and Specialty Schools	61%	7
Virtual Schools	22%	7
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 19: High School Graduates Who Took a Dual Enrollment Course, By School Locale**

Public High School Locale	Dual Enrollment Participation Rate	# of Schools
City	25%	80
Rural	38%	146
Suburb	31%	48
Town	34%	57
Virtual	22%	7
<b>All Schools</b>	<b>31%</b>	<b>338</b>

# DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

**Table 20: High School Graduates Who Took a Dual Enrollment Course, By School Size**

School Size (# of graduates)	Dual Enrollment Participation Rate	# of Schools
Very Large (250+)	31%	72
Large (150-249)	29%	51
Medium (75-149)	32%	93
Small (25-74)	36%	91
Very Small (1-24)	29%	31
<b>All Schools</b>	<b>31%</b>	<b>338</b>

**Table 21: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area**

Regional Labor Market Area	Dual Enrollment Participation Rate	# of Schools
Alexandria	34%	33
Baton Rouge	29%	60
Houma	24%	9
Lafayette	34%	47
Lake Charles	31%	42
Monroe	37%	30
New Orleans	28%	62
Shreveport	36%	52
<b>All Schools</b>	<b>31%</b>	<b>335</b>

dual enrollment (though four had high percentages of participation in Advanced Placement), while none exceeded 40% dual enrollment participation. The 16 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; Lincoln Preparatory School had 100% of graduates participate, while two schools had less than 10% participate.

Participation rates in rural schools were seven percentage points above average, while city schools were six percentage points below average – largely due to lower participation rates in New Orleans. Less variation was seen by school size, though very small schools and large schools had slightly below-average participation rates. Participation rates vary across the regions of the state, with Alexandria, Lafayette, Monroe, and Shreveport above average. The three statewide virtual schools are excluded, while the four operated by parishes were assigned to their associated regional labor market area.

## **RECOMMENDATIONS**

Based on the findings of this report and discussions at Louisiana Dual Enrollment Task Force meetings, the Louisiana Board of Regents (Regents) offers the following recommendations:

### **Continue to Close Equity Gaps**

The positive one-year increase in African American student participation in dual enrollment this past year is largely a result of growth in all three Southern University programs, which have partnered with many high schools with large numbers of African American students. Dual enrollment needs to be harnessed to propel students of color and from economically disadvantaged backgrounds into greater rates of college attendance and success. Targeted efforts to drive partnership and collaboration amongst Louisiana's secondary and postsecondary institutions are necessary to close the gap in access to and successful participation in dual enrollment by race, income, and geographic location.



### **Further Target Investments to Expand Access**

Despite recent increases in participation overall, and specifically among students who identify as African American, dual enrollment is financially out of reach for too many of Louisiana's students. To support the equitable delivery of dual enrollment across the state, sufficient resources are needed to reduce or eliminate the costs incurred by families and address schools that limit enrollment due to funding availability. Presently the largest source of state support for dual enrollment is Supplemental Course Allocation (SCA) funds through the Minimum Foundation Program (MFP) which are utilized by school districts to reduce or eliminate tuition and fees for students. The Legislature, recognizing that current SCA funds were insufficient to cover the cost of student demand for dual enrollment and other course choices in many districts, increased the SCA allocation in Fiscal Year 2022 by \$3 million. In the upcoming 2023 Louisiana Legislative Session, Regents will seek funding to further minimize or eliminate family-borne tuition expenses for dual enrollment participation. In formulating this recommendation, in 2020 the Dual Enrollment Task Force recommended that colleges and universities develop a uniform framework for pricing dual enrollment in Louisiana.

### **Rebuild and Expand Career and Technical Pathways**

In the 2021-22 school year, career and technical classes comprised only 20% of all dual enrollment. Realizing significantly lower career and technical dual enrollment participation than surrounding states, Louisiana needs to seize the opportunity to increase enrollment to further align students' high school experiences with postsecondary credentials in career fields.

## **RECOMMENDATIONS**

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year, though enrollment in technical courses has not returned to pre-pandemic levels. Innovative course delivery strategies such as mobile laboratories can increase access to technical college courses in rural areas. Districts and colleges can increasingly tap into a variety of funds to invest in technical dual enrollment courses, including from the federal Perkins Act, TOPS Tech Early Start, and Career Development, as well as the recently increased Supplemental Course Academy. All students can benefit from technical dual enrollment courses that provide the opportunity to explore career opportunities aligned to postsecondary credentials before high school graduation.

### **Continue Use of Multiple Measures to Determine Student Eligibility**

In response to the pandemic, in Spring 2020 the Board of Regents developed an emergency dual enrollment policy. The purpose was to encourage postsecondary institutions to utilize multiple measures for determining student eligibility for dual enrollment general education courses, to address the cancellation of standardized tests and learning disruptions beyond students' control caused by the pandemic. The emergency policy allowed institutions to substitute high school counselor recommendations for subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. Since this emergency policy was implemented in Spring 2020, data have revealed that students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. With this analysis's clear indication of student success through multiple measures of eligibility for dual enrollment, Regents staff recommends the continuation of this interim policy. Regents staff has no plans to put forward any increases to current eligibility thresholds, but rather will be recommending additional expanded eligibility pathways at its meeting in December 2022.

### **Strengthen College and Career Pathway Advising**

As we continue to scale dual enrollment in Louisiana, we must also seek ways to provide high-quality advising and support to students. In June 2021, BESE approved the launch of the Fast Forward initiative, funded with planning grants funded by Regents and LDOE, aimed at increasing high school students graduating with an associate's degree or high-demand apprenticeship. As Louisiana expands opportunities for college in high school, we must couple this growth with ways to help students design course plans tailored to their college and career goals. This will require continued partnership and planning amongst colleges and high schools as they coordinate with one another to ensure student success. In 2020, the Dual Enrollment Task Force recommended revising Louisiana's existing school counseling model to account for standards specific to pathway counseling. This recommendation should be further explored and encouraged as we continue to scale dual enrollment for students in high school.





*Collis B. Temple, III*  
*Chair*

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

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

**BOARD OF REGENTS**

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*Baton Rouge, LA 70821-3677*

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**

**NOMINATING COMMITTEE**

Monday, January 9, 2023

Claiborne Building 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

A. Nominating

1. Nomination of Board Officers for 2023 (Chair, Vice Chair and Secretary)
2. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2023
3. Authorization of 2023 Committee Assignments
4. Oaths of Office



## **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 – Chair, 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 incumbents from the previous year to the Board Chair. The Board Chair is to next select a Chair, Vice Chair and three additional Board members to serve on the Nominating 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.)*

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**LEGISLATIVE COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

VII. Reports and Recommendations

B. Legislative

1. Legislative Study Reports Update
2. Authorization to Develop 2023 Legislative Priorities
3. Report regarding HCR 39 of the 2021 Regular Legislative Session (Teacher Recruitment, Recovery and Retention Task Force)
4. Report regarding Act 472 of the 2021 Regular Legislative Session (Power-Based Violence)

**EXECUTIVE SUMMARY  
LEGISLATIVE COMMITTEE**

**Agenda Item VII.B.1.  
LEGISLATIVE STUDY REPORTS UPDATE**

An overview of all Legislative Study Reports that involve the Board of Regents will be presented. These reports will be completed prior to their respective 2023 deadlines.

**STAFF RECOMMENDATION**

**Senior Staff recommends granting the Commissioner authority to finalize legislative reports required by 2022 legislation and submit them, along with any required annual reports, to the Legislature by their respective 2023 deadlines, and update the Board at the March 2023 meeting.**

**Agenda Item VII.B.2.  
AUTHORIZATION TO DEVELOP 2023 LEGISLATIVE PRIORITIES**

A list of proposed Legislative priorities for the 2023 Regular Session will be shared at the March 2023 Board of Regents meeting. It is necessary for the Commissioner of Higher Education and Chair of the Board to have authority to take action, as needed, relative to legislative action impacting the Regents' 2023 Legislative agenda both during Session preparations, as bills are drafted and content is discussed during meetings with legislators and staff, and also through the Legislative Session.

**STAFF RECOMMENDATION**

**Senior Staff recommends granting the Commissioner and Board Chair authority to finalize the 2023 Legislative agenda and act on legislation, as needed, with an update to the Board at the March 2023 meeting.**

**Agenda Item VII.B.3.**

**EXECUTIVE SUMMARY**

**REPORT REGARDING HCR 39 OF THE 2021 REGULAR LEGISLATIVE SESSION  
(TEACHER RECRUITMENT, RECOVERY AND RETENTION TASK FORCE)**

House Concurrent Resolution 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to study for a period of two years the declining enrollment in educator preparation programs, as well as strategies and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers.

In December 2021 this Task Force submitted a preliminary report, which included data from national and state sources to determine the major issues driving educator shortages and develop initial recommendations. Since this preliminary report, the Task Force has continued to convene and has advanced a robust list of recommendations based on the 2021 outline. The 2022 report provides updates on these recommendations and identifies the future priorities of this Task Force.

**STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the 2022 final report for HCR 39 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report to the House and Senate Committees on Education.**



# TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE

2022

## FINAL REPORT

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# TASK FORCE WELCOME



The teaching profession is the profession that makes all other professions possible. However, like most states in the country, Louisiana is facing a critical shortage of teachers, especially in specific content areas, including math, science, and special education, in various geographic areas, and in diversity. The Teacher Recruitment, Recovery, and Retention Task Force (TRRR) acknowledges the urgency of its work to understand and improve Louisiana’s educator pipeline.

According to Louisiana Department of Education, Louisiana currently has 44,000 teachers and 1,145 unfilled teacher positions across its public K-12 system (Figure 1).

**Figure 1.** Louisiana Teachers





**Source:** Louisiana Department of Education, 2022

# TASK FORCE WELCOME

In 2021, the Louisiana Legislature recognized the critical need to enhance and support the teaching profession and created this Task Force. Since its establishment, the Task Force has convened 12 times and advanced work on a robust list of recommendations outlined in its initial report in December 2021 and included in this report as well (see Appendix E). This 2022 Task Force report provides updates related to those recommendations and offers suggested next steps for the Louisiana Legislature’s consideration.

Highlights of the Task Force’s work since the 2021 report include:

 <b>2022 Legislative Action</b>	 <b>Other Actions Taken</b>
<ul style="list-style-type: none"> <li>● Support for legislative removal of Praxis Core from Teacher Preparation Provider enrollment and certification requirements, a stated barrier to entry.</li> <li>● Support of increased pay for educators which was provided during the 2021 Legislative session.</li> <li>● Encouragement and support for the passage of legislation to allow for the reemployment of retirees in critical shortage positions.</li> <li>● Initiation of action towards teacher reciprocity and the ability of experienced out-of-state teachers to become certified in Louisiana.               <ul style="list-style-type: none"> <li>● Act 244 removed the requirement of one year of successful teaching experience in-state for educators qualifying for exam exclusion.</li> <li>● Out-of-state educators meeting all other Louisiana certification requirements except exams will be issued a three-year provisional certificate.</li> </ul> </li> <li>● Through the Minimum Foundation Program, mentor teachers are now rewarded with additional compensation, further supporting the development of veteran teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Created a real time educator database to understand the immediate workforce needs by districts, region, and the statewide.</li> <li>● Increased the educator pipeline by establishing a statewide para-to-professional program and doubling the number of school districts participating in Grow Your Own programs.</li> <li>● Facilitated listening sessions and distributed a statewide survey to gather perceptions of the workforce from educators.</li> <li>● Encouraged the pipeline of education leadership with the creation of the Aspiring Principal Fellowship, in which participation has more than doubled since last school year.</li> </ul>



# TASK FORCE WELCOME

In addition, the Task Force has identified the following priorities this upcoming 2023 Legislative Session:

- **Teacher Pay:** Pay is not the only challenge impacting the number of teachers in the classroom, but compensation is important. Louisiana must continue to do more on this front to make the teaching profession more competitive. A statewide compensation and incentive study is coming in January 2023 to further support future requests.
- **Teacher Reciprocity:** Legislation is recommended to enable Louisiana's participation in a new national multi-state compact for teacher certification reciprocity across state lines; and
- **Continuation of the Task Force:** It is recommended to extend the Task Force for two additional years to continue the work that began in 2021.

At a time when the premium on knowledge is higher than ever, we are challenged by a teacher shortage in Louisiana and across the country. Fewer students are preparing to be teachers and fewer teachers are remaining in the classroom. We acknowledge that these issues will not be resolved overnight, but we remain resolved to advance impactful solutions to strengthen our educator pipeline in the critical areas of recruitment, recovery, and retention. At the same time, we believe this effort must go beyond the work of the Task Force. Policymakers and the Legislature must continue to address our educator workforce issue with the sense of urgency it requires and sustain that focus over time for the betterment of our students.

We are pleased to submit this year's report for your consideration and look forward to discussing our findings and our progress with you. In addition, we are grateful for the steadfast commitment of our Task Force members, who are actively engaged and critical to the success of this work.

Sincerely,



**Barry Erwin**  
*Co-Chair, Teacher Recruitment, Recovery,  
and Retention Task Force*  
*President & CEO, Council for a Better Louisiana*



**Kim Hunter Reed, Ph.D.**  
*Co-Chair, Teacher Recruitment, Recovery,  
and Retention Task Force*  
*Commissioner of Higher Education*

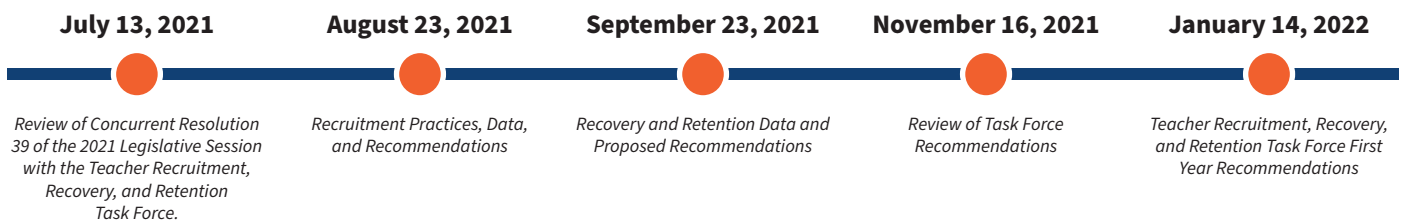
# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)



House Concurrent Resolution No. 39 (HCR 39) of the 2021 Regular Legislative Session (Appendix A) created the Teacher Recruitment, Recovery, and Retention Task Force. The Task Force is charged with studying two major/current issues in the teaching profession: 1) the declining enrollment in educator preparation programs, and (2) strategies and best practices that the state, individual school districts, and educator preparation programs can implement to increase rates of employment and retention of teachers. It requires immediate and sustained attention to identify both immediate and long-term strategies to improve educator recruitment, recovery, and retention. This report highlights the solutions and policies that have been proposed and enacted under the recommendation of this Task Force.

In all, HCR 39 posed 21 questions to be addressed: 10 recruitment questions, six recovery questions, and five retention questions. During its first year (Figure 2), the Task Force reviewed HCR 39 and developed a multi-year plan to address all the questions included in the legislation. Understanding these challenges and targeting strategies to directly address them are at the heart of this legislative call to action.

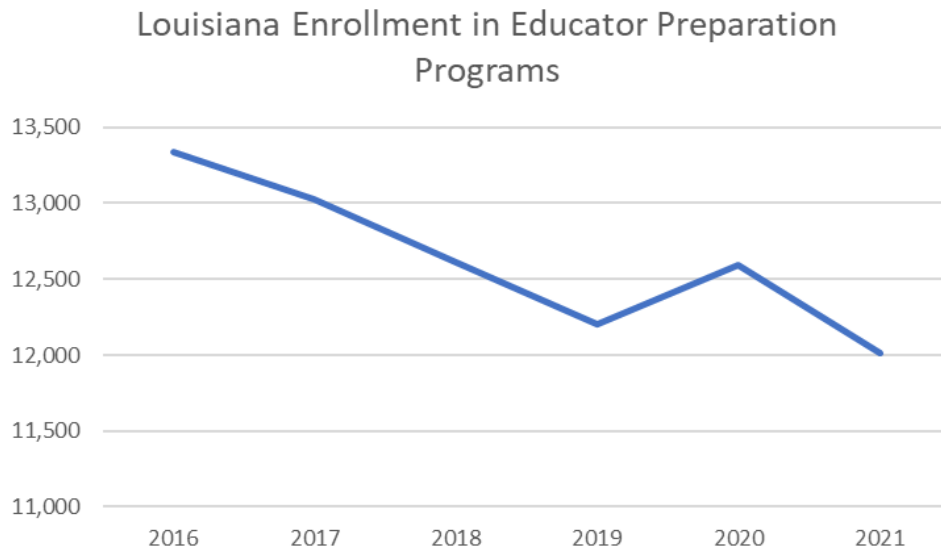
**Figure 2.** Task Force Timeline 2021-2022



# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

In the previous Task Force report, it was noted that an analysis by the Center for American Progress (Jacobs & Olson, 2021) found a 35% national drop in teacher preparation program enrollment. Mirroring this trend, both public and private Educator Preparation Programs in Louisiana have experienced a noticeable decline in enrollment (Figure 3), especially in mathematics, science, and special education. In addition, specific attention must be paid to recruiting and retaining educators of color, who face unique barriers to pursuing education careers (Figure 3). This Task Force was created to research the factors that impact educator preparation program enrollment, the longevity of teaching careers, changes in school culture, teacher retirement, and others.

**Figure 3.** *Educator Preparation Program Enrollment (both public and private)*

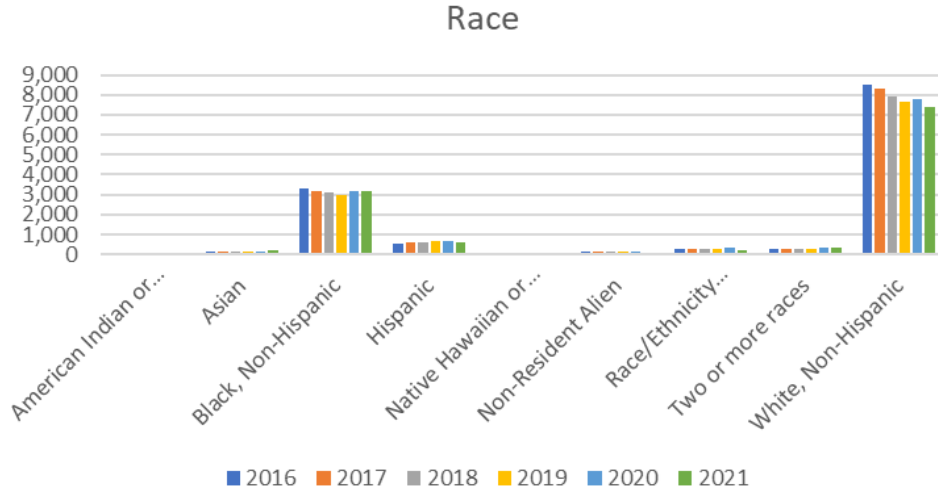


**Source:** *Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021*

Understanding the impact of declining enrollment on the educator pipeline is critical. With a sense of urgency and a clear understanding of the importance of this mission, this report outlines the research in year one, followed by a more targeted approach in year two. The recent National Assessment of Educational Progress (NAEP) (2022) report indicated that the students have fallen behind academically due to the Covid-19 pandemic. At a time when students most need qualified teachers due to the learning loss during the pandemic, fewer students are preparing to be teachers and fewer teachers are remaining in the classroom. This has created a teacher shortage in Louisiana and across the country. Additionally, the shortage of teachers of color (see Figure 4), male teachers (see Figure 5), and teachers in specific content areas (Figure 6 and 7) continues to be a profound challenge for the field.

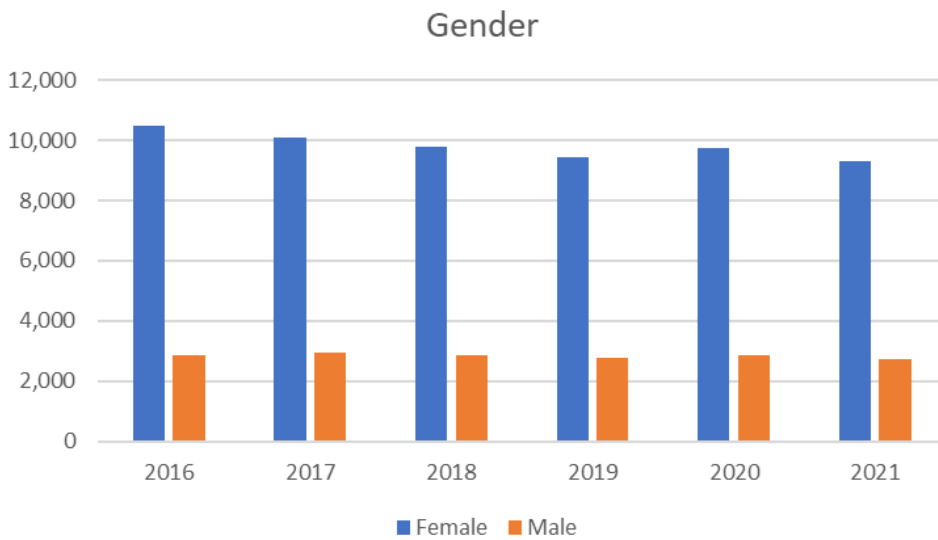
# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

**Figure 4. Educator Preparation Program Enrollment by Race**



**Source:** Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021

**Figure 5. Educator Preparation Program Enrollment by Gender**



**Source:** Statewide Student Profile System, Louisiana Board of Regents, August 13, 2021

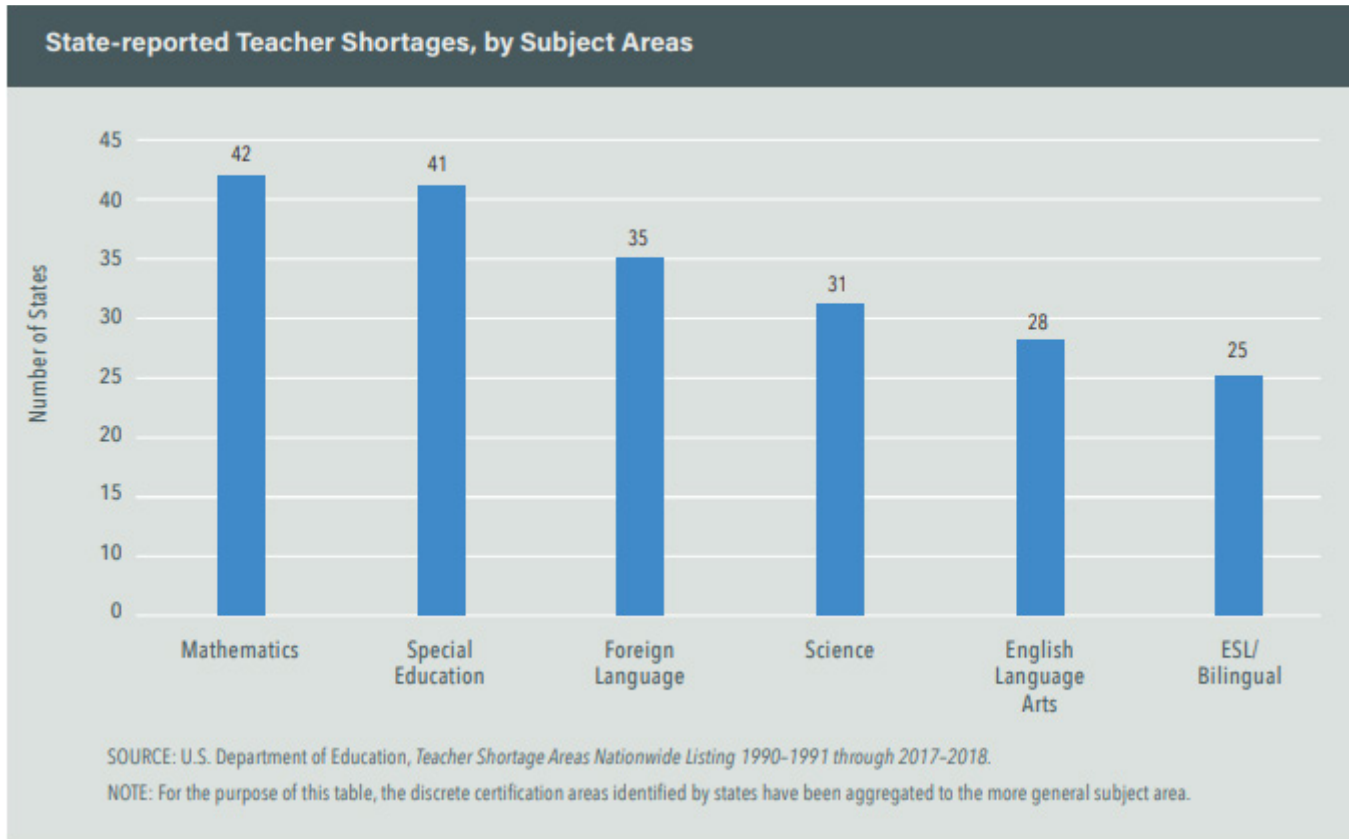
**Figure 6. Percentage of Teachers by Certification Type**

LOUISIANA TEACHER WORKFORCE	
Certified Teachers	87.2%
Uncertified Teachers	12.8%
TEACHERS WITH ALTERNATIVE CERTIFICATION AND TEMPORARY CERTIFICATES	
Teachers with an alternative certification	18.7%
Teachers with a temporary teaching assignment designation	3.0%

**Source:** Louisiana Department of Education, 2021

# HOUSE CONCURRENT RESOLUTION NO. 39 (HCR 39)

**Figure 7. U.S. Teacher Shortage by Subject Area and Year**



With the teacher shortage at an all-time high, the Teacher Recruitment, Recovery, and Retention Task Force met every other month (Figure 8) to discuss and develop the following strategies or areas of need to improve the educator workforce in Louisiana: 1) Pre-educator recruitment; 2) Barriers to entering the profession; 3) Workforce data; 4) The new teacher experience; 5) Educator Listening Sessions and Surveys; and 6) Potential legislation for the 2023 legislative session.

**Figure 8. Task Force Areas by Timeline: February 2022-January 2023**



# RECRUITMENT

For ease of the reader, this report combines several of the questions from HCR 39 that are similar in topic. The report will highlight all current and future initiatives in response to the legislation.

The following three sections (recruitment, retention, recovery) provide the current status of the recommendations first reported by the Task Force in 2021.

<b>Recruitment</b>	
<b>Recommendation</b>	<b>State Action</b>
<p>Expand the Pre-Educator Pathway strategy in high schools.</p>	<p>The Pre-Educator Pathway will be offered in over 90 schools in 46 school systems for the 2022-2023 school year.</p> <p>Louisiana Grow-Your-Own/Pre-Educator Pathway Development and Expansion Guidebook was released with a series of school system supports on the development, implementation, and expansion of the Louisiana Pre-Educator Pathway.</p> <p>A specific sequence of support was designed for system leads and teacher leaders including learning visits to share promising practices with other systems, statewide teacher leader curriculum training, and designated Professional Learning Communities.</p> <p>Additional Fast Forward pathways specific to pre-educators have been made available to high school students.</p>

In 2019, the [Louisiana Pre-Educator Pathway](#) was approved as a K-16 pathway. State industry-based credentials were approved in the Fall of 2020. The Pre-Educator Pathway provides a K-16/pre-education program for both TOPS University and TOPS Tech diploma, seeking high school students who demonstrate interest in a career in the field of education.

The ultimate mission of this pathway is to cultivate highly skilled educators, beginning in high school and extending through college and into the profession, by guiding young people on a path to becoming accomplished teachers. The blended curriculum provides strong foundational academic knowledge, skills and education-focused coursework that build an understanding of diverse learners and the learning environment.

Pre-Educator Pathways launched in the 2021-2022 school year with implementation in 21 school systems. Over \$1,000,000 was allocated for the expansion to over 90 schools across 46 school systems across Louisiana during the 2022-2023 school year.

# RECRUITMENT

Additionally, statewide support is being provided to school systems, including a Louisiana Grow-Your-Own/Pre-Educator Pathway and Expansion Guidebook, a resource library, System-lead Professional Learning Communities, Teacher Leader Professional Learning Communities, Grow-Your-Own Implementation and Instruction Best Practices Office Hours, learning visits, and content training.

Recommendation	State Action
<p>Implement a strategy to recruit diverse candidates into the educator workforce.</p>	<p>The Louisiana Department of Education was selected as one of three states to be a part of the National Collaborative of Great Teachers and Leaders (GTL) in June 2022 to engage in a data-driven, equity-focused approach to strengthen and diversify the educator workforce.</p> <p>The GTL Center is in the process of developing the first draft of global information system (GIS) maps, which will help Louisiana identify regional and local challenges and opportunities such as educator mobility and retention, teacher preparation program data, school and school system performance, and teacher diversity.</p> <p>A landscape analysis has been completed highlighting the resources, policies, and initiatives that already exist to help inform strategies to effectively address educator shortages and the lack of educator diversity in Louisiana. All the existing strategies align with national best practices and research on recruiting and retaining a diverse workforce.</p> <p>The Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is a national initiative to increase the available teachers from broader, more diverse backgrounds. In 2022, the national meeting was held at Grambling State University.</p>

Having a diverse workforce improves the quality of education for all students (Center for American Progress, 2017).

- Black primary-school students matched to a same-race teacher perform better on standardized tests and experience more favorable teacher perceptions.
- Students of color are more likely to pass classes, and earn good grades, less likely to be chronically absent, and less likely to drop out of school when taught by a same-race instructor.

# RECRUITMENT

- Black elementary students are significantly less likely to be suspended from school when they have a Black teacher.
- When Black students are randomly assigned to a Black classroom in elementary school, the students are significantly more likely to complete high school, aspire to attend college, and actually enroll in college 10 to 15 years later.



Louisiana’s teacher workforce does not reflect the diversity of students it serves, with only 25% of teachers identifying as a teacher of color compared to the 50% students of color (Louisiana Believes, 2019). As part of the national collaborative through AIR’s Center for Great Teachers and Leaders, Louisiana is evaluating current and potential future practices to improve the diversity of the workforce in the state. Currently, Louisiana is implementing or in the process of launching strong, research-based efforts to increase diversity in the workforce, including:

- Pre-Educator Pathways in high schools
- Para-to-teacher model
- Campaign to elevate the teaching profession
- Removal of Praxis Core from requirements to enter a teacher preparation program and receive initial certification
- Completing a compensation and incentives study
- Hosting listening sessions and a survey to hear directly from educators regarding their perceptions of the workforce from educators
- Expanding the Recruitment and Retention Fellowship for Human Resources Directors
- The Geaux Teach Fund, established through the Legislature
- Expanding the Mentor Teacher program
- Launching the New Teacher Experience
- Expanding the Aspiring Principals Fellowship
- EdLink360 Workforce Dashboard for system and school leaders
- Teacher Preparation Quality Rating System
- State Apprenticeship Model application

Recommendation	State Action
Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide and local-level content shortage areas.	Communication to program providers and school systems on federal loan forgiveness programs for teachers in high-need areas.



# RECRUITMENT

According to the Organization for Economic Co-Operation and Development (2022) annual report, teaching is the largest public-service occupation in the United States, employing 3.6 million teachers nationwide (AOECD, 2022). Teachers are paid some of the lowest salaries in the country. This makes it very difficult for a teacher to earn a living wage and repay student debt. Increasing amounts of student loan debt have played a role in the declining numbers of teachers entering the profession (AOECD, 2022). Loan forgiveness programs such as the federal Public Service Loan Forgiveness Program (PLSF), which forgives up to \$17,500 for teaching five consecutive years at a qualifying low-income elementary or secondary school, have helped address this issue. Through Perkins Loan Cancellation, teachers can have up to 100% of their federal Perkins loans forgiven by teaching in a qualifying public school in special education, math, science, foreign language, or an area with designated teacher shortage. Additionally, the federal government in 2022 enacted a policy to forgive up to \$10,000 in student loan debt.

Beyond federal efforts related to loan forgiveness, the Task Force has prioritized state financial aid opportunity. In the 2021 Louisiana Legislature approved Act 463, which created the Geaux Teach Fund. This Fund is described in additional detail later in the report (see page 17).

Recommendation	State Action
<p>Study the impact of Praxis Core and content exams on educator preparation program enrollment.</p>	<p>ACT 707 (HB 546) of the 2022 Regular Legislative Session removed the core skills assessment (i.e., Praxis Core or an ACT/SAT score) requirement for entry into a postsecondary education teacher preparation program and for initial licensure.</p> <p>In August 2022, BESE, in response to the new law, revised its policy to remove these requirements for entry into a teacher preparation program and initial licensure.</p> <p>LDOE is working with the Educational Testing Services to determine a timeline for reviewing cut scores for Praxis II exams.</p>

Last fall, the Teacher Recruitment, Recovery, and Retention Task Force studied the barrier of Praxis Core on recruiting teachers into the profession. The Task Force reviewed data and research aligned to the barriers this assessment created:

- Students must already meet entrance requirements to be admitted to a university and other fields of study do not impose a similar additional entrance requirement. Thirty-five states do not require this assessment.
- Refusing admission to those not passing the Praxis Core resulted in about 1,000 aspiring educators being unable to begin a preparation program each year. Praxis Core is not a predictor of success as an educator (Goldhaber, 2019).
- There is an access burden on candidates. College students already have the burdens of tuition, fees, and other costs.

## RECRUITMENT

- Praxis Core widens the gap between white and non-white candidates. The testing requirements pose more significant challenges to candidates of color (Cowan, et al., 2020).

As a result of the study, the Task Force unanimously endorsed a proposal to remove a core academic skills assessment (i.e., Praxis Core, ACT, SAT) from entry requirements for teacher preparation programs and for initial licensure. Acts 707 and 244 of the 2022 Regular Legislative Session were passed removing the requirement of a core academic skills assessment (e.g. Praxis Core, ACT, SAT) to enter the profession and for teacher licensure. BESE approved the removal of the requirement of a core academic skills assessment for both entrance into a Teacher Preparation Program and licensure at its August 2022 meeting. All other required end-of-program assessments (Praxis II, GPA, etc.) remain in place.



As a result of Acts 707 and 244 of the 2022 Regular Legislative Session, Institutions self-reported Fall 2021 enrollment compared to Fall 2022 as follows:

- Traditional Educator Preparation Programs noticed a very slight increase in enrollment from Fall 2021 to Fall 2022.
- Historically Black Colleges and Universities (HBCUs) experienced a 33% increase in enrollment from Fall 2021 to Fall 2022.
- Alternate Certification Programs had a 4% increase in enrollment from Fall 2021 to Fall 2022.

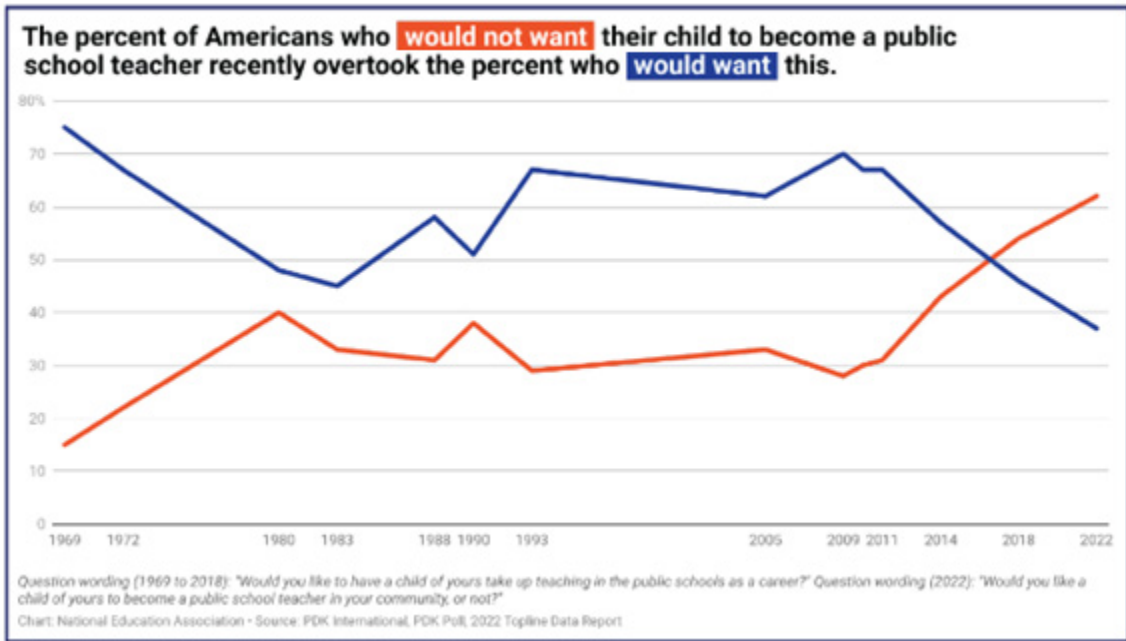
We believe the timing of BESE’s passage of their revised policies delayed campus implementation of these changes. The Task Force will continue to monitor the impact of this new law.

# RECRUITMENT

Recommendation	State Action
Create a campaign to elevate the teaching profession.	LDOE is pursuing avenues to release a statewide marketing campaign to elevate the teaching profession and create a positive perception of education as a career to increase Louisiana’s teacher applicant pool and retention rates.

To shape the perception of the education profession of Louisiana residents, a statewide marketing campaign is being explored. This campaign aims to highlight the extraordinary role an educator plays in the life of children every day while sparking interest in residents to pursue the profession. Shifting the mindset of the profession and increasing the enrollment in educator preparation programs is the ultimate goal of this strategy.

**Figure 9.** The percent of Americans who would not want their child to become a public school teacher.



**Source:** National Education Association, 2022

The perception of societal attitudes influences individuals’ career choices. In a qualitative study of high-achieving college graduates and graduating seniors, Mancenido (2021) found multiple examples of young adults being told explicitly and/or nudged through implicit cues by their families, advisers, and friends to stop considering a future as a classroom teacher or to see it as a brief stop on their way to a prestigious career. In a similar study, Klimek (2019) surveyed high school and undergraduate students. This research demonstrated that while many students viewed teachers as skilled and knowledgeable, they perceived that teaching was not valued and respected, nor was it compensated appropriately, contributing to reduced interest in teaching as a career (Figure 9).



Recommendation	State Action
Invest and expand the para-to teacher model.	Over 600 paraprofessionals are enrolled in Reach University and 36% of the 2022-2023 students enrolled are candidates of color, exceeding the goal of 30%.

In Louisiana, over 600 paraprofessionals across more than 50 school systems are participating in the para-to-teacher model, where paraprofessionals can remain in their full-time jobs while completing their degree and certification to become a teacher. This model reduces the financial and access burdens of a typical degree program; philanthropic donations to Reach University, a Louisiana based program of Oxford University, fund the majority of the program, which results in candidates (or their school system) paying only \$75 per month. Candidates can access coursework outside of business hours, so they can remain employed and learn on the job in the classroom they support.

Investing in paraprofessionals through this model provides a bridge to the profession for people who already are invested in becoming teachers. The first cohort of candidates will graduate in the spring of 2024. This initiative supports increased diversity in the workforce as well as Reach’s priority to match K-12 demographics with candidate demographics.

During the school system planning process that began in October 2022, through which systems create strategic plans and budget and request competitive and formula dollars for the following school year, systems will be able to request a \$1,000 stipend for every employee enrolled in the para-to-teacher program during the 2022-2023 school year, payable upon completion of the first year of coursework.

Recommendation	State Action
Develop a strategy to attract mid-career professionals into the teaching profession.	<p>The Geaux Teach Fund was established in the 2022 Regular Legislative Session with an allocation of \$5M for the purpose of awarding scholarships to students in teacher preparation programs. This fund can be used for both traditional and alternative certification programs.</p> <p>A Master’s Degree Program Alternative Path to Certification was passed during the 2022 Regular Legislative Session and presented to BESE for policy changes.</p>

Adding high-quality entry points into the pipeline and providing intentional recruitment strategies for mid-career professionals currently in another industry are priorities of the Task Force.

# RECRUITMENT

During the 2022 Regular Legislative Session, the Geaux Teach Fund was created and allocated \$5 million to provide financial aid opportunities for aspiring teachers on the traditional or alternative certification pathway. This money will be distributed to all teacher preparation programs during the 2022-2023 school year.

In addition, Act 244 of the 2022 Regular Legislative Session expanded options for the Temporary Employment Permit (TEP). Candidates possessing a graduate degree in an area in which they are seeking employment may be eligible for a TEP. After five years of successful evaluations or passage of exams, the candidate can move to the standard professional-level teaching certificate.

- TEP candidates possessing a graduate degree and never having completed a teacher preparation program must complete pre-service classroom readiness training prior to entering the classroom.
- All TEP candidates must be mentored by a certified mentor teacher during each year of the TEP.
- Candidates must be evaluated via Compass and found Effective Proficient or Highly Effective.

TEPs may be held for up to five years provided:

- Candidates are mentored by a certified mentor teacher;
- Candidates meet effectiveness requirements;
- Attestations are signed stating no suitable certified teacher has been found; and
- Two attempts at required exams have been made since the issuance or last renewal.

Recommendation	State Action
<p>Study and develop a statewide plan for an incentive and compensation model.</p>	<p>In partnership with Slaughter, Slaughter, and Associates (SSA), all school systems completed a compensation and incentives survey in October. The compensation survey results will be available in early 2023.</p> <p>LDOE is contracting with the National Grow-Your-Own Center to support the application process for listing teaching as a registered apprenticeship approved by the U.S. Department of Labor. Development of the application will begin in fall of 2023.</p> <p>The Legislature approved a \$1,500 pay increase for teachers, \$750 pay increase for support staff, and the inclusion of a \$2,000 stipend for Mentor Teachers in the MFP.</p>

# RECRUITMENT

During the 2022 Regular Legislative Session, the legislature approved updates to the Minimum Foundation Program (MFP). Those updates included increasing teacher pay by \$1,500 and support staff pay by \$750. The MFP also codified the Mentor Teacher role on the career ladder by including a stipend of \$2000 for Mentor Teachers who provide year-long support for teacher residents.

LDOE partnered with SSA Consultants to develop a comprehensive, statewide compensation and incentives study – the first of its kind. The study will:

- Provide a report on the current state of total compensation and incentives for teachers and district employees in the 200 districts in Louisiana;
- Evaluate the current state of compensation and incentives and conduct a gap analysis to compare Louisiana with other southern states;
- Develop recommendations including an implementation timeline to bring Louisiana at least up to the southern regional average;
- Based on available best practice research from the 50 states, develop recommendations for financial and non-financial incentives; and
- Assist LDOE project leaders with materials, talking points, logistics, and other needed elements for effective communications.

The study will be available during Winter 2023. The Task Force endorsed LDOE to explore additional compensation to increase teacher pay during the 2023 Regular Legislative Session.

Recommendation	State Action
Develop and implement a statewide career ladder for teachers.	<p>Development and clarity of improvements to the career ladder to explain the opportunities for advancement in the education profession.</p> <p>\$2,000 stipends for mentor teachers were secured through the MFP formula.</p>

While there is a career ladder in Louisiana’s educational structure, not all roles along that ladder are codified through additional compensation or incentives. The Mentor Teacher and Content Leader roles are additional credentials and responsibilities for teachers wishing to remain in the classroom while expanding their reach. The Mentor Teacher role was added to the MFP during the 2022 Regular Legislative Session, which established a permanent funding source to provide a \$2,000 stipend for these leaders. The Content Leader role, a certified content-specific expert who supports teachers in teacher collaboration, will receive funding from LDOE during the 2022 School System Planning Process. Content Leaders will be given a \$2,000 stipend through state incentive funds, and permanent funding solutions are being explored.

Recommendation	State Action
<p>Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.</p>	<p>The number of credentialed mentors has more than doubled, bringing the total number of mentor teachers in Louisiana to over 1,800.</p> <p>The Regional Education Laboratory has conducted an initial study on the implementation and outcomes of the Believe and Prepare program pilot, concluding in December of 2022.</p>

Believe and Prepare is a teacher preparation reform implemented by the Louisiana Department of Education in collaboration with school systems and teacher preparation programs across the state. It was piloted in the 2014-2015 school year and became mandatory for incoming teacher candidates in all 18 traditional teacher preparation programs in July 2018. This study will be finalized in Winter 2023. The reform focused on competency-based curricula, extended clinical experiences, and rigorous mentor teacher training. A central component of the reform is the requirement that teacher candidates in teacher preparation programs participate in yearlong residencies with mentor teachers, replacing the prior state policy of a shorter-term student teaching requirement, which was typically six weeks.

The yearlong residency provides direct support to teachers early in their careers. This is particularly effective in high-need districts where teachers face unique challenges and immense opportunity to impact outcomes for students. The residency puts the student teacher alongside a skilled mentor teacher, who guides the teacher early in their career in building confidence and skills essential for effective classroom leadership.

The Regional Educational Laboratory Southwest Teacher Preparation and Professional Development Partnership conducted this study to inform the Louisiana Department of Education, the Louisiana Board of Regents, and teacher preparation programs about the extent to which Believe and Prepare has led to improvements in teacher and student outcomes for early career teachers. While this is based only on a small-scale pilot, LDOE will work with a research team to conduct a study of full implementation of this initiative at scale beginning in the 2023-2024 school year, when full implementation begins for all preparation programs.

Recommendation	State Action
<p>Evaluate current data collection practices to create a plan for more robust data collection.</p>	<p>Educator Workforce Data is now live in EdLink360 for school systems and school leaders.</p> <p>Training has been conducted for school and system leaders to use workforce data to make informed decisions at the school and system levels.</p> <p>A snapshot of Louisiana’s Teaching Workforce will be available in January 2023.</p> <p>Based on the feedback from the field, LDOE will continue to enhance the data provided by EdLink360.</p>

The Task Force approved a foundational recommendation to improve the data collection and reporting processes to provide school systems with better data to understand their workforce needs and make strategic decisions for improving recruitment and retention.

LDOE began collecting workforce data for the 2015-2016 school year. The first published workforce report came in 2016, and data collected, analyzed, and reported have grown each year since. In the past, the workforce reports were published as PDFs and used October 1 data submitted through several different reporting systems. Beginning in the 2022-2023 school year, with the data from the 2021-2022 school year, workforce reports will be based on end-of-year data to offer more accurate information. System and site leaders no longer must wait on the published report to access their data. The EdLink Educator Workforce dashboard, released at Teacher Leader Summit 2022, now provides system and site leaders instant access to real-time data. Data reporting is also more convenient; instead of reporting to several different systems, systems will upload most reporting data directly to EdLink360, which will act as a “one-stop shop”. Most data are now submitted to EdLink as often as school systems are able, while still maintaining the normal MFP reporting dates of October 1, February 1, and End-of-Year. Some examples of the data school systems submit are staff demographics, staff course assignments, staff compensation, and mentor teacher data (such as which teachers have mentor teacher certificates and what sites those teachers belong to). Certification data are still reported to the Teacher Certification Management System through the teacher certification application and approval process, but these are automatically pulled into EdLink and included in the workforce dashboards without any additional reporting steps for systems. The goal is to make data analysis as timely and convenient as possible for system and site leaders.

School systems began training on these dashboards in Summer 2022, beginning at the Teacher Leader Summit.



Recommendation	State Action
Develop support for aspiring and current principals.	The Aspiring Principal Fellowship has more than doubled since last school year. 50 applicants have been selected to participate in the 2022-2023 cohort, and the sessions began in September.

To prepare future principals for success in their first year as a principal, the Aspiring Principal Fellowship (APF) supports the development of aspiring school leaders across the state. The Louisiana Department of Education launched a pilot cohort in 2021-2022 for aspiring principals and expanded the Aspiring Principal Fellowship for the 2022-2023 school year. The fellowship will prepare 50 individuals with the critical knowledge and skills needed to serve in the principal role. This selective statewide fellowship is rooted in Louisiana’s five priorities:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest-quality teaching and learning environment.
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships.

APF cohort participants attend day-long training to explore best practices with regional experts, participate in school visits, and reflect on their current practices and learning from sessions. Participants will exit this fellowship with a robust leadership portfolio, the guidance of some of Louisiana’s most successful principals, and a strong network of lifelong colleagues.

During the pilot cohort in 2021-2022, 100% of the participants reported that they feel prepared to become a principal after completing the Aspiring Principal Fellowship. Three of the Aspiring Principal Fellows from the 2021-2022 cohort have already been promoted to a principal role.

Recommendation	State Action
Expand the Human Resource Fellowship.	The Recruitment and Retention Fellowship has been expanded to a third year, and 18 applicants have been selected to participate in 2022-2023. This brings the total Recruitment and Retention Fellows to 50 participants from 35 different school systems across the state.

LDOE believes that investing in human resources directors is essential to driving school and system improvement and developing a local recruitment and retention strategy that meets their needs.

In 2020, LDOE launched the first cohort of the Recruitment and Retention Fellowship to support school system human capital leaders in building a strategic plan supported by best practices to attract, support, and retain effective educators. LDOE has expanded this work and will extend the fellowship to accommodate a third cohort during the 2022-2023 school year.

# RECRUITMENT

The Recruitment and Retention Fellowship is a partnership with the national non-profit organization Urban Schools Human Capital Academy. It gives Louisiana human resources directors the opportunity to collaborate with human capital professionals across Louisiana and the country to learn best practices for attracting and retaining effective educators. The fellowship also focuses on how systems can adjust their strategies during emergency events such as natural disasters and pandemics. The goals of the fellowship program are to:

- Transform HR departments into highly functioning, strategic partners within their systems to meet the mission of improved student outcomes;
- Build a network of human capital leaders across the state; and
- Change the perception of HR in education to ensure sustainable, long-term success.

The Recruitment and Retention Fellowship allows human resources directors to explore innovative solutions and how those solutions can support improvement when put into practice. Topics include:

- The strategic work of human capital
- The recruitment “funnel” to analyze leaks in the recruitment process
- The Principal Bill of Rights
- Recruitment processes
- The principal as a Human Capital Manager
- The Cycle of Improvement
- Retention strategies
- Key data to analyze around human capital



## Recovery

Recommendation	State Action
<p>Research the reciprocity agreements for certification in other states.</p>	<p><a href="#">Act 244</a> of the 2022 Regular Legislative Session amended out-of-state certification reciprocity requirements to increase mobility.</p> <p>The Task Force endorsed the support of the Interstate Teacher Mobility Compact during the 2023 Session.</p>

Prior to the 2022 Regular Legislative Session, reciprocity laws allowed educators entering Louisiana with at least three years of prior successful teaching experience out-of-state to be excused from taking Louisiana exams if they also obtained at least one year of successful in-state teaching experience. Act 244 of the 2022 Regular Legislative Session amended out-of-state certification reciprocity requirements. To increase mobility and remove barriers to certification, Act 244 removed the requirement of one year of successful teaching experience in-state for educators qualifying for exam exclusion. Out-of-state educators meeting all other Louisiana certification requirements except exams will be issued a three-year provisional certificate. These educators are required to take and pass Louisiana exams. At its August meeting, BESE passed a policy to align with the legislation. All other out-of-state requirements remain the same. If a teacher candidate does not have at least three successful years teaching out-of-state, they must take Louisiana exams for standard professional licensure.

Teaching is heavily regulated in each state as they develop and administer their own teacher licensure policies. Requirements for teacher licensure can vary tremendously from one state to another, making it difficult for those individuals who hold a license in one state to obtain a license in a new state when they move.

The Council of State Governments (CSG) began to lay the foundation for an Interstate Teacher Mobility Compact in 2020 as states struggled to accommodate the tension between licensing high-quality teachers and the shrinking pool of applicants. The CSG partnered with the Department of Defense (DoD) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) to support the mobility of licensed teachers through the development of a new interstate compact. This compact will create reciprocity among participant states and reduce the barriers to license portability and employment. Similar to a contract, a compact establishes a formal, legal relationship among states to address common problems or promote a common agenda.

The Interstate Teacher Mobility Compact is a contractual agreement between the states that aligns the licenses under the compact and supports both the teacher and the state licensing agencies.

- The Interstate Compact allows states to retain the control and regulation of their licensure. Each state will determine which licenses offer reciprocity under the Compact.
- Criminal background checks are a requirement by law, so candidates will still need a clear FBI criminal background check prior to issuance of a certificate.

- The teacher licensure compact will address access to healthcare to ensure that as teachers expedite their ability to become certified in another state, they will also have access to healthcare benefits more quickly. Each compact is governed by the states represented.
- The compact allows for an easier exchange of information and data, such as licensure and disciplinary information, between compact states.
- This compact was funded in part by the Department of Defense (Military Spouses) grant to open pathways for spouses of military personnel to receive teacher licensure in participating states.

A teacher who holds an unencumbered license (free of disciplinary action or limits to license) in a member state would be eligible for a reciprocal license under this compact. The NASDTEC Clearinghouse will provide information to states about any disciplinary action. Teachers are still responsible for any continuing education and fees that the state requires.

The compact development team at CSG is in the process of making revisions to the Compact based on the stakeholder feedback process. By December 2022, the CSG and NASDTEC will introduce the finalized compact language. To enact the Compact, at least ten states must pass participating legislation to enact the compact. The Task Force endorsed the support of the Interstate Teacher Mobility Compact, to be presented during the 2023 Regular Legislative Session.

The Regional Educational Laboratory Southwest Teacher Preparation and Professional Development Partnership conducted a study of the Believe and Prepare pilot program, which began in the 2014-2015 school year. This study will be finalized in Winter 2023. Since the pilot study was small and did not cover programs in full implementation, LDOE is exploring the extension of the study beginning in the next school year, when all teacher preparation programs will be implementing the Believe and Prepare program (i.e., full year residency, mentor teacher training, and competency-based curricula).

Recommendation	State Action
Reinstitute and implement a statewide new teacher induction program and system support.	The New Teacher Experience launched in July. While about 20 school systems are a part of a paid pilot to implement the resources and strategies in the 2022-2023 school year, any school system can take advantage of the comprehensive program.

Launched in the Summer of 2022, the New Teacher Experience (NTE) is a comprehensive induction program developed by LDOE that will offer multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. This program aims to provide the experience every first-year teacher in Louisiana needs and deserves to be successful in their first few years.

The NTE will provide direct support to both teachers and systems to strengthen student achievement by improving beginning teacher effectiveness and teacher retention. Through this program, Louisiana

teachers will be provided with a series of supports designed to enhance their retention in the profession and their development and growth as effective educators.

- Direct Teacher Supports
  - Online asynchronous training modules and implementation follow-up
  - Affinity groups
  - Mentoring
- New Teacher of the Year award process
- District supports
  - Guidance documents for new teacher induction
  - Guidance documents for mentoring

School systems sent first-year teachers to the NTE Kick-off, held at the Louisiana State Museum in Baton Rouge, LA in July 2022. This event launched the support that new teachers and school systems will receive to ensure every new teacher has the tools for success in their first years in the classroom. Over 150 new teachers attended and participated in sessions on literacy, Louisiana’s Vision for Success, and classroom management, and heard from a panel of the New Teacher of the Year finalists.

The New Teacher of the Year program, similar to the state Teacher and Principal of the Year programs, recognizes the outstanding contributions of a first-year teacher. Nine finalists were selected and will serve as new teacher ambassadors during the 2022-2023 school year. The 2023 New Teacher of the Year was announced in July at the Excellent Educators Award Gala at the World War II Museum in New Orleans.

Recommendation	State Action
Study the current educator evaluation system and create a plan to improve the system.	<p>A survey regarding the current educator evaluation system has received several thousand responses. The CC Network will provide a report this winter.</p> <p>An RFP to help support improvements in the evaluation system will be released this fall, with selected projects expected to be awarded this winter.</p>

LDOE is reviewing the current educator evaluation system that was created over ten years ago to identify areas for improvement. Focus groups were conducted this summer, and a survey has been released asking for the input of educators who are evaluated and educators who serve as evaluators. The Region 14 Comprehensive Center will compile the data into a report to be produced this winter. This feedback will be used to understand educators’ current experiences and needs to drive decision-making for the future evaluation system.

In addition, an RFP will be released this fall to select a vendor(s) to develop, pilot, and implement an improved evaluation system over the next several years. The selected vendor will partner with LDOE to provide an evaluation system that:

- Fosters continuous improvement of teaching and learning by providing opportunities for ongoing, targeted professional growth and development of all educators in the state of Louisiana;
- Is steeped in best practice and research from the field nationally and locally;
- Has evaluation elements/components that include professional practice and student growth, calculation formulas, rubrics (including an observation rubric that is proven to be valid and reliable and is aligned to LA Components of Effective Teaching), and handbooks and training materials;
- Uses pilot data to adjust the evaluation system suite and assemble professional development materials aligned to the evaluation system suite including at minimum: evaluator certification, rater-reliability training, handbooks, and a professional library that includes resources for evaluated educators and their evaluators to provide targeted professional development; and
- Includes a three-year longitudinal implementation plan for the evaluation system suite incorporating all professional development materials and final revisions to the suite alongside professional development materials following the first-year implementation.

Recommendation	State Action
Provide research and guidance for teacher well-being support and reducing teaching burnout.	LDOE, in partnership with the Region 14 Comprehensive Center, facilitated listening sessions across the state to provide the opportunity for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention. This report will guide strategies to support teachers and reduce burnout.

The feedback collected from the statewide listening sessions and survey will be used to understand the needs of educators related to teacher well-being. This information will help LDOE make decisions about support provided to school system leaders, school leaders, and educators to reduce teacher burnout and stress.



**Retention**

Recommendation	State Action
<p>Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.</p>	<p>In Fall 2022, 11 initial listening sessions and a second round of sessions were conducted with teachers, support staff, community members, and school system leaders. These listening sessions were designed to provide opportunities for stakeholders to describe their experiences and perceptions as well as offer suggestions on issues related to teacher recruitment, recovery, and retention.</p> <p>In addition to listening sessions, a statewide online survey was administered and completed by 5,896 teachers. The survey opened in October to provide another opportunity for educators to share their perspectives.</p>

LDOE and the Board of Regents, along with the Region 14 Comprehensive Center, developed protocols for listening sessions to gather feedback and suggestions around issues related to recruitment, recovery, and retention. Participants in the listening sessions included teachers, support staff, principals, district central office staff, superintendents, student teachers/teacher residents, teacher preparation providers, and parents/guardians of students. Respondents were assured that all comments would remain anonymous and no personally identifiable information was collected.

# RETENTION

LDOE invited participation in listening sessions in multiple ways. Announcements were shared during superintendent advisory council meetings, posted in the weekly school system newsletter and Teacher Leader newsletter, and sent through various professional organizations such as the Louisiana Association of Principals and the teacher union organizations. Additionally, teachers who completed the Recruitment and Retention survey had the opportunity to sign up for a listening session upon completion of their survey. The survey was also promoted through Recruitment and Retention Sessions at the Teacher Leader Summit, and sent to various organizations, including New Schools of New Orleans, and to human resource directors across the state. The survey was originally set to close at the beginning of June when it had over 4900 responses; to gather feedback from as many teachers as possible, the deadline was extended to August 5th. By extending the deadline, almost 1,000 more survey responses were collected, bringing the total of teachers completing the survey to 5,896.

Survey respondents represent about 13% of Louisiana teachers. For comparison, the 2017-2018 National Teacher and Principal Survey (NTPS) conducted by the IES National Center on Education Statistics, one of the largest and most consistent teacher surveys administered every two years, included a little more than 2% of the teaching population (roughly 70,000 of 3.2 million teachers). Further, RAND released its 2022 State of the American Teacher Survey results, which included 2,360 participants. Louisiana's survey was released through the Teacher Leader Conference (2022).

During the summer and fall of 2022, the Region 14 Comprehensive Center released preliminary results of the listening sessions and survey conducted. Some of those results are provided below. The full report will be available this winter.

## **Listening Session Preliminary Findings**

- Educators expressed the need to explore a variety of scheduling options for educators and opportunities, for help in finding substitutes across the state, more support from administrators, and increased educator pay.
- Educators indicated that teachers should be included more in decision-making at the state and local levels.



### **Survey Preliminary Findings**

The results from the survey match the tone and concerns of responses from teachers in national surveys, such as RAND’s State of the American Teacher and NCES’s National Teacher and Principal Surveys (Doan, et al, 2022).

- The majority of teachers (67.71%) agree or strongly agree that they can handle almost any student behavior problem.
- Only 31.8% of teachers agree or strongly agree that they are satisfied with the recognition they receive for doing a good job.
- The majority of teachers (71%) agree or strongly agree that they feel safe at their school.
- Only 43.6% of teachers agree or strongly agree that they are satisfied with their level of involvement in decision-making at their school.
- 37.5% of the respondents indicated that they will remain in education until reaching full retirement age, while 26.1% will remain as long as they are able. 19.5% of the respondents are undecided on how long they will stay in the education profession.
- 68% of responding teachers remain in the profession because they feel effective in developing students and for the life-work balance.
- Strong school administration and strong school culture were not ranked highly as an impetus for staying in the profession.
- The majority of the respondents believe that teachers leave the profession early due to the high stress of the job and the need for higher compensation.

In addition to the recommendation to conduct listening sessions, the Task Force also encouraged the promotion of strategies specific to improving school culture and supporting experienced teachers. As a result of the listening sessions, support strategies are being developed. The feedback collected from the statewide listening sessions and surveys will be used to understand the needs of educators related to supporting teachers who have been in the profession for several years. This information will help LDOE make decisions about providing support to school system leaders, school leaders, and educators.

# CONCLUSION AND NEXT STEPS

## **Conclusion**

In 2021, the Louisiana Legislature created the Teacher Recruitment, Retention, and Recovery Task Force and identified 21 questions to be researched and addressed over a two-year period. The Task Force identified 29 recommendations and asked the Louisiana Department of Education and the Louisiana Board of Regents, with support from the Task Force, to respond to the needs of teachers, teacher preparation programs, and school districts as well as address the teacher shortage crisis. A significant amount of work has been done over the last two years to address this crisis from many different angles.

The Task Force has listened to teachers, students, and school leaders directly to inform best practices for improving the classroom environment and experience. Changes to certification requirements have helped teacher preparation programs enroll additional students, thus increasing the educator pipeline. Retirement compensation policies and procedures have been revised to allow retired teachers in high-need areas to return to the classroom for three years without a reduction in benefits. A compensation study is underway to ensure a research-based proposal can be submitted to the Task Force and then the Legislature for consideration.

However, the work is not complete. The Task Force has recommended that its work must continue to both aggressively and effectively address the state's teacher shortage crisis. A specific request to the Louisiana Legislature will be made to extend the Task Force for an additional two years.

## **Next Steps**

This report with priority recommendations from the Task Force will be presented at the Joint BOR and Board of Elementary and Secondary Education (BESE) meeting in December 2022 and forwarded to the Legislature in January 2023. The Task Force will continue to meet bi-monthly to discuss research and develop solutions to the questions identified in HCR 39. Appendix B provides the questions asked and answers determined to date. Moving forward, LDOE and BOR will continue to work together to implement all recommendations included in this report based on the priorities identified by the Task Force. The focus of 2023 will be on the unanswered questions in HCR 39 and new ideas for research identified in the Task Force discussions.

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2021 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 39

BY REPRESENTATIVE MINCEY AND SENATORS ABRAHAM, BARROW, BOUDREAUX, BOUIE, CATHEY, CONNICK, FIELDS, HEWITT, JACKSON, LAMBERT, MCMATH, ROBERT MILLS, MORRIS, PEACOCK, POPE, TALBOT, AND WOMACK

A CONCURRENT RESOLUTION

To create the Teacher Recruitment, Recovery, and Retention Task Force to study the declining enrollment in teacher preparation programs and to study strategies and best practices by which the state and individual school districts where there are teacher shortages can increase rates of employment and retention of teachers and to provide a written report of findings and recommendations to the governor, state superintendent of education, president of the State Board of Elementary and Secondary Education, House Committee on Education, and Senate Committee on Education not later than January 14, 2022.

WHEREAS, the number of education degrees conferred by American colleges and universities dropped by twenty-two percent between 2006 and 2019, despite an overall increase in university graduates; and

WHEREAS, many public school systems throughout the state of Louisiana have experienced a decline in teacher applicant pools, especially in the subjects of mathematics and science and in special education; and

WHEREAS, school systems must proactively seek to overcome employment challenges by maintaining strong school leaders, positive work environments, and competitive compensation packages; and

WHEREAS, the current shortage of teachers is a statewide concern among districts; it is essential that Louisiana attract the most talented and ambitious teachers in the country to our schools; and

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**ENROLLED**

WHEREAS, the members of the Legislature of Louisiana believe that structured dialogue and engagement will illuminate the path forward in facing this challenge.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana hereby creates the Teacher Recruitment, Recovery, and Retention Task Force to research strategies to overcome the state's current and future teacher shortage challenge and secure a stronger educator workforce.

BE IT FURTHER RESOLVED that the task force shall be composed of the following members:

- (1) The chairman of the House Committee on Education or his designee.
- (2) The chairman of the Senate Committee on Education or his designee.
- (3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
- (4) The commissioner of higher education or his designee.
- (5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
- (6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
- (7) The president of the State Board of Elementary and Secondary Education or his designee.
- (8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
- (9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
- (10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
- (11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.
- (12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.

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(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.

(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.

(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.

(16) The president of the Senate or his designee.

(17) The speaker of the House of Representatives or his designee.

BE IT FURTHER RESOLVED that the commissioner of higher education shall be responsible for designating Board of Regents staff to assist the task force in performing its duties, shall serve as co-chair of the task force, and shall call the first meeting of the task force, which shall be held not later than July 16, 2021, and at which the task force shall adopt rules of procedure, a work schedule, and any additional measures that it deems necessary for the timely performance of its duties, including selection of another co-chair and other officers.

BE IT FURTHER RESOLVED that the termination date of the task force shall be two years after the convening of its first meeting.

BE IT FURTHER RESOLVED that members of the task force shall serve without compensation.

BE IT FURTHER RESOLVED that the task force shall submit a written report of findings and recommendations, including proposed legislation, relative to why the number of university-level students majoring in education has declined, why teachers are leaving the profession, and what can be done to reverse the trend toward a teacher workforce shortage.

BE IT FURTHER RESOLVED that the report shall be submitted to the governor, the state superintendent of education, the House Committee on Education, the Senate Committee on Education, the president of the State Board of Elementary and Secondary Education, and the commissioner of higher education by January 14, 2022, and that such recommendations shall include but not be limited to exploring answers to the following questions:

(A) Recruitment:

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- (1) How many university-level students are poised to become teachers over the next few years?
- (2) How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?
- (3) What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?
- (4) What can be done to increase high school students' interest in pursuing teaching?
- (5)(a) How is the one-year residency program affecting fourth year university-level students majoring in education?
  - (b) What are the consequences of university-level students majoring in education changing their major to avoid the residency program?
  - (c) How many students change from an education major to a different major?
- (6)(a) Is there an adequate number of mentor teachers for residency programs?
  - (b) If no, why has the number declined?
- (7) What best practices for recruiting people to the teaching profession are working in other states?
  - (B) Recovery:
    - (1) Why have teachers retired early or resigned since 2012?
    - (2) What are the results from exit interviews of teachers who leave school districts?
    - (3) What are the results of class measures surveys conducted throughout the state?
    - (4) How have the inadequacies of accountability evaluations affected teacher morale?
    - (5) How has a lack of pay raises affected teacher morale?
    - (6) What best practices for preventing teacher burnout are working in other states?
  - (C) Retention:
    - (1) How many of the following are teaching in the state?
      - (a) Certified teachers
      - (b) Uncertified teachers
      - (c) Teachers with an alternative certification
      - (d) Teachers with a temporary teaching assignment designation
    - (2) How many teachers will be eligible for retirement by 2026?

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**ENROLLED**

- (3) What can be done to increase the number of minority teachers?
- (4) How have increased documentation requirements affected teacher morale?
- (5) What best practices for retaining teachers are working in other states?

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SPEAKER OF THE HOUSE OF REPRESENTATIVES

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PRESIDENT OF THE SENATE



## APPENDIX B: ROSTER OF TASK FORCE

Member	Seat Information
<b>Rep. Mark Wright</b>	(1) The chairman of the House Committee on Education or his designee.
<b>Dr. Esrom Pitre</b>	(2) The chairman of the Senate Committee on Education or his designee
<b>Em LeBlanc Cooper</b>	(3) A representative of the Louisiana Department of Education designated by the state superintendent of education.
<b>Dr. Kim Hunter Reed</b>	(4) The commissioner of higher education or his designee.
<b>Dr. Janet Pope</b>	(5) A representative of the Louisiana School Boards Association designated by the governing authority of the association.
<b>Dr. Karen Peace</b>	(6) A representative of the Louisiana Association of School Executives designated by the governing authority of the association.
<b>Sandy Holloway</b>	(7) The president of the State Board of Elementary and Secondary Education or his designee.
<b>Mike Faulk</b>	(8) A representative of the Louisiana Association of School Superintendents designated by the governing authority of the association.
<b>Bruce Chaffin</b>	(9) A representative of the Louisiana State Association of School Personnel Administrators designated by the governing authority of the association.
<b>Dr. Paula Calderon</b>	(10) A representative of the Louisiana Association of Colleges for Teacher Education designated by the governing authority of the association.
<b>Joy Rimmer</b>	(11) A representative of the Associated Professional Educators of Louisiana, who is a certified teacher with one to five years of classroom experience, designated by the governing authority of the association.

## APPENDIX B: ROSTER OF TASK FORCE

Member	Seat Information
<b>Edward Parks</b>	(12) A representative of the Louisiana Federation of Teachers, who is a certified teacher with six to twenty years of classroom experience, designated by the governing authority of the federation.
<b>Gladys Mouton</b>	(13) A representative of the Louisiana Association of Educators, who is a minority certified teacher with at least five years of classroom experience, designated by the governing authority of the association.
<b>Barry Erwin</b>	(14) The president and chief executive officer of the Council for A Better Louisiana or his designee.
<b>Alex Jarrell</b>	(15) The executive director of the Louisiana Association of Public Charter Schools or his designee.
<b>Sen. J. Rogers Pope</b>	(16) The president of the Senate or his designee.
<b>Rep. Buddy Mincey</b>	(17) The Speaker of the House of Representatives or his designee.

# APPENDIX C: HCR 39 QUESTIONS

HCR 39 QUESTION	SOURCE	ANSWER IN 2021 REPORT PAGE	ANSWER IN 2022 REPORT PAGE
<b>RECRUITMENT</b>			
1. How many university-level students are poised to become teachers over the next few years?	Board of Regents	Pages 7-8	Pages 7-8
2. How many students are in teacher preparation programs, disaggregated by elementary, junior high, and high school levels?	Board of Regents	Pages 7-8 total enrollment	Pages 7-8 total enrollment
3. What can be done to recruit high school students to major in education with the intention to pursue a career teaching math or science?	Data not currently collected	Future Reporting	Pages 10-11
4. What can be done to increase high school students' interest in pursuing teaching?	Data not currently collected Department of Education Board of Regents	Page 13 Recommendations to explore dual enrollment opportunities to expand pre-educator pathways	Pages 10-11
5a. How is the one-year residency program affecting fourth year university-level students majoring in education?	Data not currently collected Department of Education Board of Regents	Page 13 Recommendation to study the effectiveness of the current teacher residency model and identify areas of improvement	Pages 19-20
5b. What are the consequences of university-level students majoring in education changing their major to avoid the residency program?	Data not currently collected	Future Reporting	Future Reporting
5c. How many students change from an education major to a different major?	Data not currently collected	Future Reporting	Future Reporting
6a. Is there an adequate number of mentor teachers for residency programs?	Department of Education	Page 10	Page 20
7. What best practices for recruiting people to the teaching profession are working in other states?	Department of Education Board of Regents	Pages 10-13	Pages 10-13

# APPENDIX C: HCR 39 QUESTIONS

HCR 39 QUESTION	SOURCE	ANSWER IN 2021 REPORT PAGE	ANSWER IN 2022 REPORT PAGE
<b>RECOVERY</b>			
1. Why have teachers retired early or resigned since 2012?	Department of Education	Page 14	Page 14
2. What are the results from exit interviews of teachers who leave school districts?	Department of Education	Page 14	Page 14
3. What are the results of class measures surveys conducted throughout the state?	Data not currently collected	Future Reporting	Future Reporting
4. How have the inadequacies of accountability evaluations affect teacher morale?	Data not currently collected	Future Reporting	Future Reporting
5. How has a lack of pay raises affected teacher morale?	Data not currently collected	Future Reporting	Pages 18-19 Report available early 2023
6. What best practices for preventing teacher burnout are working in other states?	Department of Education Board of Regents	Pages 15-16	Page 27
<b>RECOVERY</b>			
1. How many of the following are teaching in the state? (a) Certified Teachers (b) Uncertified Teachers (c) Teachers with an alternative certification (d) Teachers with a temporary teaching assignment designation	Department of Education	Page 17	Page 8
2. How many teachers will be eligible for retirement by 2026?	Teachers' Retirement System of Louisiana	Page 14	Page 14
3. What can be done to increase the number of minority teachers?	Department of Education Board of Regents	Page 15	Pages 11-13
4. How have increased documentation requirements affected teacher morale?	Data not currently collected	Future Reporting	Pages 28-30
5. What best practices for retaining teachers are working in other states?	Department of Education Board of Regents	Pages 18-19	Pages 28-30 Retention section

# APPENDIX D: RETURN TO WORK GUIDANCE

## UNDERSTANDING LOUISIANA'S RETURN-TO-WORK LAWS

With the passage of Acts 549 and 601 of 2022, three individual statutes make up the group collectively referred to as the state's return-to-work (RTW) laws. They are named for the respective year in which they were enacted:

- 2010 RTW Law (La. R.S. 11:710) – *retirees subject to this law are in the 2010 RTW Group*
- 2020 RTW Law (La. R.S. 11:710.1) – *retirees subject to this law are in the 2020 RTW Group*
- 2022 RTW Law (La. R.S. 11:710.2) – *retirees subject to this law are in the 2022 RTW Group*

In general, these laws specify what happens to an individual's retirement benefits when reemployed in a TRSL-covered position and whether contributions to TRSL are required. They also outline requirements for employers to follow when hiring a TRSL retiree.

*NOTE: RTW laws apply to direct employment as well as employment by contract or corporate contract.*

### **2010 RTW LAW (LA. R.S. 11:710)**

Individuals who retired **before** July 1, 2020, are subject to the 2010 RTW Law and can be reemployed in one of the following categories. Three of the four categories allow for no benefit suspension after a 12- or 36-month waiting period, as applicable.

- 1. Core Subjects (NEW):** The retiree can be directly reemployed **without benefit suspension** if certified to teach one of the subjects below and employed to fill a position in the area of certification: (1) Math, (2) Science, (3) English Language Arts, or (4) Special Education (excluding gifted/talented). Includes elementary grade levels as well as substitute teaching. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**
- 2. Special Leave (NEW):** The retiree can be directly reemployed **without benefit suspension** to fill a teaching vacancy due to one of the following special leave scenarios: (1) maternity leave as outlined in R.S. 17:1211; (2) military leave as outlined in R.S. 17:1215; (3) sabbatical leave as outlined in R.S. 17:1171; or (4) extended sick leave as outlined in R.S. 17:1202. Retirees employed for this purpose must be a certified teacher; at least age 62; and have at least 30 years of creditable service. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**
- 3. "Retired Teacher":** The retiree can be reemployed **without benefit suspension** if they are grandfathered (retired on or before 6/30/2010); have an advanced degree in speech therapy, speech pathology or audiology; or are filling a critical shortage position. Critical shortage positions include full- and part-time classroom teachers as well as other specific positions where a critical shortage has been declared. These retirees can also return to work in specific positions under a yearly earnings limit equal to 25% of their annual retirement benefit. The retiree's benefit is only suspended if they exceed this earnings limit in a fiscal year. Contributions to TRSL are required during reemployment by the retiree and employer.

## APPENDIX D: RETURN TO WORK GUIDANCE

4. **“Retired Member”**: Reemployed retirees who do not meet the eligibility criteria for reemployment in the Core Subjects, Special Leave, or “Retired Teacher” categories are “Retired Members.” This includes, but is not limited to, retirees returning to work as teachers in non-critical shortage areas, administrators, and secretaries. Benefits are suspended for the duration of reemployment. Contributions to TRSL are not required during reemployment by the retiree and employer.

### ***Election to Transfer Information***

- Retirees in the 2010 RTW Group can make an irrevocable election to transfer to the 2020 RTW Group as long as they have not previously elected to transfer from the 2020 RTW Group to the 2010 RTW Group (as outlined below).
- Some individuals who retired before July 1, 2020, are in the 2020 RTW Group because the date of their first reemployment was on or after July 1, 2020. Under Acts 549 and 601 of 2022, these individuals can now elect to transfer to the 2010 RTW Group. The transfer is not available to anyone who previously exercised an option to transfer from the 2010 RTW Group to the 2020 RTW Group. Retirees in this special transfer group who elect to transfer from the 2020 RTW Group to the 2010 RTW Group cannot transfer back to the 2020 RTW Group until July 1, 2027.

### **2020 RTW LAW (LA. R.S. 11:710.1)**

Individuals who retired **on or after** July 1, 2020, are subject to the 2020 RTW Law and have two options when returning to work.

- **Option 1** (*Available to all part-time and full-time direct employment positions*): After a 12-month waiting period, allows a retiree to be reemployed in any TRSL-covered position subject to a yearly earnings limit equal to 25% of their final average compensation. The retiree’s benefit is only suspended if the earnings limit is exceeded in a fiscal year.
- **Option 2** (*Available to all full-time direct employment positions*): Allows a retiree to suspend their retirement benefit during reemployment and earn a supplemental benefit for their return-to-work service.

*NOTE: If a retiree is reemployed by contract or corporate contract, the retirement benefit is suspended for the duration of reemployment; no supplemental benefit is earned; and employee and employer contributions are not required to be submitted to TRSL.*

# APPENDIX D: RETURN TO WORK GUIDANCE

## **2022 RTW LAW (LA. R.S. 11:710.2) – HIGHER EDUCATION ONLY – (NEW)**

Individuals who meet the eligibility criteria outlined below can be directly reemployed **without benefit suspension** as adjunct professors in a nursing program at a postsecondary institution where a critical shortage has been declared. Contributions to TRSL are required during reemployment by the retiree and employer. **Effective until 07/01/2027**

- Retired before July 1, 2020;
- At least age 62;
- Have at least 30 years of service credit; and
- Did not retire based on a disability.

*NOTE: If the retiree does not meet this eligibility criteria, reemployment is subject to the 2010 RTW Law or 2020 RTW Law.*

## **EMPLOYER REQUIREMENTS: Key changes from Acts 549 and 601 of 2022**

**2010 RTW LAW (LA. R.S. 11:710):** To hire retirees under the “retired teacher” critical shortage provisions in the 2010 RTW Law, employers must first declare a critical shortage and fulfill certain advertising and certification requirements. Acts 549 and 601 of 2022 modernized advertising requirements for declaring a critical shortage.

### ***“Retired teacher” critical shortage advertising requirements:***

- Advertise at least once per month in official journal of the employer’s governing authority that the employer is soliciting applications for future employment of certified teachers **(REVISED)**
- Post with the career development office, or similar entity, of every postsecondary institution within a 120-mile radius of the employer’s governing authority at the **beginning of every semester** that the employer is soliciting applications for future employment of certified teachers **(REVISED)**
- Prominently display a listing of unfilled positions or positions filled with retirees on employer’s website or their governing authority’s website **(NEW)**

*NOTE: Advertisement and certification requirements now extend to part-time classroom teacher positions.*

### ***Core Subjects requirement (NEW):***

- If a certified, non-retired teacher applies for a position in their area of certification, and said position is currently filled with a retiree, the non-retiree shall be employed to replace the retiree at the start of the next grading period. If an employer does not hire the non-retired teacher, and the retiree remains in the position, the Core Subjects provision would no longer be applicable. The retiree would need to be switched to another applicable provision or become a “retired member” with the suspension of benefits.

## APPENDIX D: RETURN TO WORK GUIDANCE

**2022 RTW LAW (LA. R.S. 11:710.2) (NEW):** Under Acts 549 and 601 of 2022, postsecondary employers can hire retirees as adjunct professors in their nursing programs after certifying to TRSL that a critical shortage exists and declaring the critical shortage as outlined below.

- **To declare a critical shortage:** Prominently display a listing of applicable positions that are unfilled, or that are filled by reemployed retirees on the websites of the institution, the institution's management board, and the Board of Regents.
- **To certify a critical shortage:** Certify the critical shortage through TRIALS online employer reporting process.



# APPENDIX E: DECEMBER 2021 RECOMMENDATIONS

## Preliminary Recommendations for Recruitment

LDOE	BOR
<ol style="list-style-type: none"> <li>1. Expand the pre-educator pathway strategy in high schools.</li> <li>2. Implement a strategy to recruit diversity in the educator workforce.</li> <li>3. In partnership with Board of Regents, study the impact of Praxis Core and content exams on educator preparation program enrollment.</li> <li>4. Create a campaign to elevate the teaching profession.</li> <li>5. Invest and expand the para-to-teacher model.</li> <li>6. Develop a strategy to attract mid-career professionals into the teaching profession.</li> <li>7. Study and develop statewide a plan for incentive and compensation model.</li> <li>8. Develop and implement statewide career ladder for teachers.</li> <li>9. Study the effectiveness of the current teacher residency model to include mentor teachers and identify areas of improvement.</li> <li>10. Evaluate current data collection practice to create a plan for more robust data collection.</li> <li>11. Develop support for aspiring and current principals.</li> <li>12. Expand the Human Resources Fellowship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Working with the Department of Education, identify best practices for recruiting potential teachers before entering college. Explore dual enrollment opportunities to expand pre-educator pathways in high school.</li> <li>2. Work with the Department of Education to develop strategies for creating a pipeline of teachers of color in educator preparation programs, targeting high-need school districts in Louisiana.</li> <li>3. Research the feasibility of teacher loan forgiveness programs and/or additional incentives for teachers in statewide content shortage areas, as well as those at the local level.</li> <li>4. Encourage expanded partnerships with College of Education programs and local school districts to focus on teacher recruitment.</li> <li>5. Connect with states that have implemented teacher recruitment programs that have partnered and received funding support from the business, community and educational organizations.</li> </ol>

# APPENDIX E: DECEMBER 2021 RECOMMENDATIONS

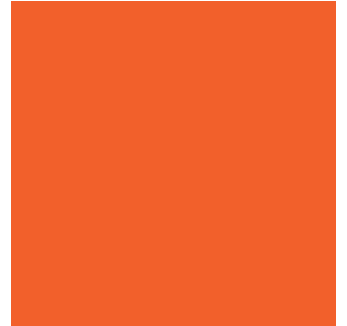
## Preliminary Recommendations for Recovery

LDOE	BOR
<ol style="list-style-type: none"> <li>1. Research the reciprocity agreements for certification in other states.</li> <li>2. Study the mentor teacher and residency program and reinstate the statewide work group related to teacher residency.</li> <li>3. Provide research and guidance for teacher well-being support and reducing teacher burnout.</li> <li>4. Re institute and implement a statewide new teacher induction program and system support.</li> <li>5. Complete a compensation study including return to work guidance for school districts.</li> <li>6. Study the current educator evaluation system and create a plan to improve the system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore differentiated teaching as a career offering advancement opportunities that encourage teachers to remain in the classroom.</li> <li>2. Partnering with the Louisiana Department of Education, compile research and develop recommendations related to teacher compensation and benefits.</li> </ol>

## Preliminary Recommendations for Retention

LDOE	BOR
<ol style="list-style-type: none"> <li>1. Build strong support strategies for experienced teachers.</li> <li>2. Expand the teacher pipeline supports for aspiring and current principals. Review school culture and strategies to improve working conditions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Execute statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention.</li> </ol>





#### **Agenda Item VII.B.4.**

### **REPORT REGARDING ACT 472 OF THE 2021 REGULAR LEGISLATIVE SESSION (POWER-BASED VIOLENCE) LEGISLATIVE COMMITTEE**

Since the August 10, 2021, adoption of the Board of Regents Uniform Policy on Power-Based Violence as required by Act 472 of the 2021 Regular Legislative Session, the Board of Regents has remained committed to maintaining safe campuses and promoting a culture of prevention. As required by law, staff will present the annual Power-Based Violence Report, which includes a statewide summary of reports received in fall 2022 of Title IX and power-based violence incidents dating from April 1<sup>st</sup> to September 30<sup>th</sup>, along with an update on mandatory training.

Regarding implementation:

#### **Ongoing Training & Education:**

- At the end of fall 2022, 30,083 responsible employees (92.5%) across all four public postsecondary systems have completed annual training on power-based violence. Additionally, 206 persons who have been designated as confidential advisors (99.0%) have completed annual training to competently serve students who have reported instances of power-based violence.
- The law requires that by January 1<sup>st</sup> of each year the BOR review the number of confidential advisors for each institution, which is currently required to be at a ratio of 1:1,500. The existing ratio was adopted from the International Accreditation of Counseling Services (IACS) Standards for University and College Counseling Services, as no nationally accepted ratio of confidential advisors to students currently exists. The BOR has conferred with its power-based violence expert, Nina Gupta, and will continue to utilize a ratio of 1:1,500 as its required confidential-advisor-to-student ratio for 2023.

#### **Administrative Reporting:**

- A statewide summary of received reports of power-based violence in fall 2022 as reported by each system includes 52 formal power-based violence incidents. Seven of those complaints resulted in discipline or corrective action, including one suspension.

#### **Policy Review:**

- The BOR convened Title IX coordinators and systems' counsel, along with the BOR's legal consultant, Nina Gupta, to discuss the potential impact of changes to Title IX regulations and clarifying questions to be submitted during the public comment period.
- Once rule changes to the Title IX regulations have been finalized by the Office of Civil Rights (OCR), the BOR and public postsecondary management boards will update their respective policies to remain consistent with federal regulations.

**Survey Development:**

- The BOR will continue to provide ongoing training on power-based violence, including working with the Power-Based Violence Review Panel to develop an opportunity for students to share feedback following the grievance process to improve the Title IX/power-based violence process.
- Additionally, the BOR has continued to convene system Title IX contacts, along with Nina Gupta, in preparation for the spring 2023 campus climate survey, in accordance with national best practices. This group is also closely monitoring developments at the federal level after the 2022 Reauthorization of the Violence Against Women Act (VAWA) and the passage of the Consolidated Appropriations Act of 2022, as it calls for the development and deployment of a national climate survey.
- Through consultation with the four public postsecondary systems and the Power-Based Violence Review Panel, a consensus was reached to defer the spring 2023 implementation of a campus climate survey to align with a forthcoming federal instrument.
- To avoid over-surveying students, bolster attempts to increase participation, and exercise prudent fiscal responsibility, the BOR and public postsecondary systems will utilize spring 2023 to engage student groups and other stakeholders identified in Act 472 to develop a robust set of questions around power-based violence to petition the U.S. Department of Education for inclusion on any forthcoming federal instrument.

**Website Dashboard:**

- The BOR is grateful to the Governor and the Legislature for providing the best state reinvestment in higher education to date and for their support of important policy priorities, including \$5 million in state funding for Title IX. These dollars will be used for a variety of activities including ongoing training and the development of a Title IX website to provide details regarding the updated federal

regulations, as well as state standards and requirements related to all postsecondary institutions.

- The website will also provide definitions of discrimination and assault, helplines and crisis intervention tools, resources for survivors, and links to all system-specific power-based violence websites.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the Legislative Response to Act 472 of the 2021 Regular Legislative Session and authorize Regents staff to submit this report on behalf of the Board to the parties required by statute.**



**LEGISLATIVE RESPONSE TO  
ACT 472 OF THE 2021 REGULAR  
LEGISLATIVE SESSION  
January 10, 2023**



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## I. OVERVIEW

Title IX of the Education Amendments of 1972 and its implementing regulations, along with other applicable laws, mandate campuses to provide safe learning environments that are free from discrimination or harassment based on sex for all students and employees of educational systems that receive federal funding.

Over the past year, the Board of Regents has worked closely with the systems and their stakeholders on matters regarding policy, reporting, and information dissemination to increase and promote safety across Louisiana's campuses, as prescribed in Act 472 ([Appendix A](#)) and Act 447 ([Appendix B](#)) of the 2021 Regular Legislative Session. These stakeholders include registrars, Title IX coordinators, systems' counsel, representatives from student and academic affairs, and deans of students.

This report provides a summary of 2022 campus training outcomes and power-based violence incident reports, along with an update on Board of Regents actions and recommendations to advance this work.

## II. ADMINISTRATIVE REPORTING

Act 472 and the BOR Uniform Policy on Power-Based Violence include both training and significant up-the-chain reporting requirements. Each institution's Title IX coordinator submitted bi-annual reports on power-based violence to their respective chancellor by October 10<sup>th</sup> in the fall semester and April 10<sup>th</sup> in the spring semester. Within fourteen (14) days of receiving the report from the Title IX coordinator, the chancellor of each institution published on the institutional website a report detailing complaints of power-based violence and submitted the information to their system president.

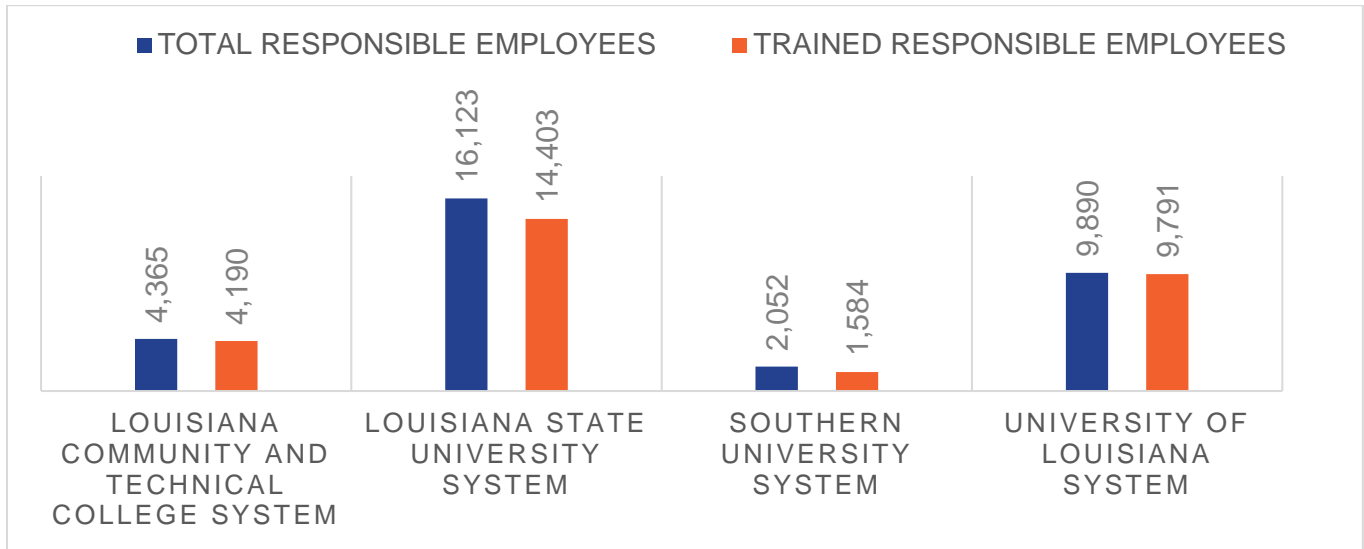
Upon receipt of all member institutions' reports of power-based violence, each system president summarized the information into a systemwide report, submitted the report to the appropriate management board, published the report to the system website and forwarded the summarized report to the BOR before December 31<sup>st</sup>.

### A. TRAINING

A responsible employee is defined as an employee who receives a direct statement regarding or witnesses an incident of power-based violence. Responsible employees do not include an employee designated as a Confidential Advisor pursuant to R.S. 17:3399.15(B) or an employee who has privileged communications with a student as provided by law. By the end of fall 2022, 30,083 responsible employees (92.5%) across all four public postsecondary systems had completed annual training on power-based violence (Figure 1).

Figure 1

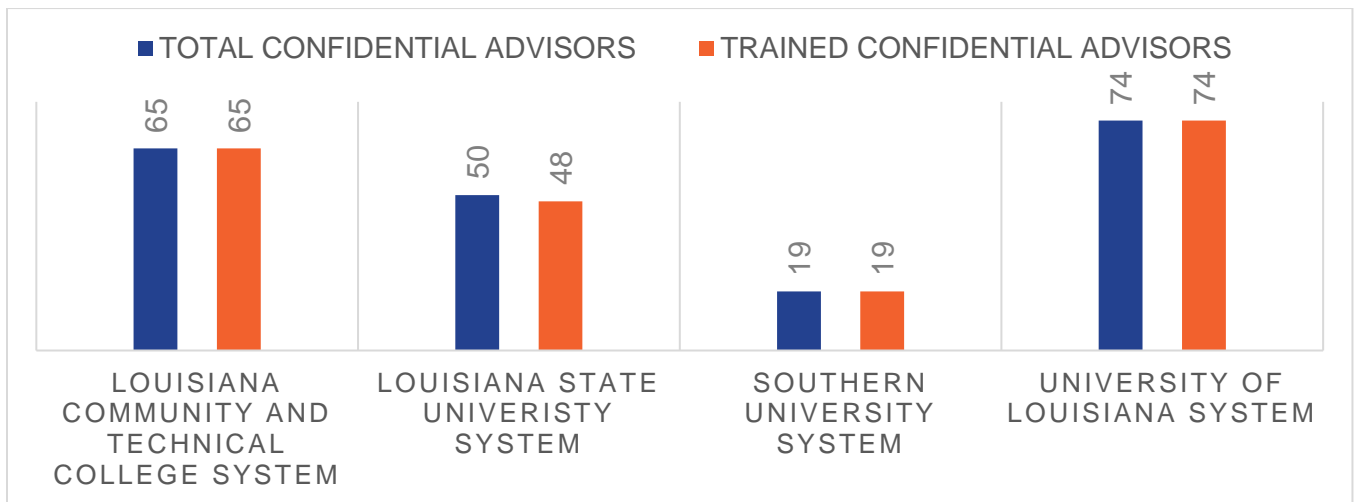
*Statewide Training: Responsible Employees by System*



A confidential advisor is defined as a person designated by an Institution to provide emergency and ongoing support to students who are alleged victims of power-based violence. 206 persons who have been designated as confidential advisors (99.0%) have completed annual training to competently serve students who have reported instances of power-based violence (Figure 2).

Figure 2

*Statewide Training: Confidential Advisors by System*



## B. CAMPUS INCIDENT REPORTS

A statewide summary of received reports of power-based violence in fall 2022 as reported by each system includes 52 formal power-based violence incidents. Seven of those complaints resulted in discipline or corrective action, including one suspension.

Three cases were dismissed for various reasons, including a non-responsive complainant (Southern University Baton Rouge), withdrawal of a complaint (Nicholls State University) and transference of a complaint to an appropriate office to handle the matter (McNeese State University). The remaining cases, by system, are detailed below. The full statewide summary can be found in [Appendix C](#).

Figure 3

*Statewide Composite: Title IX Complaints by System*

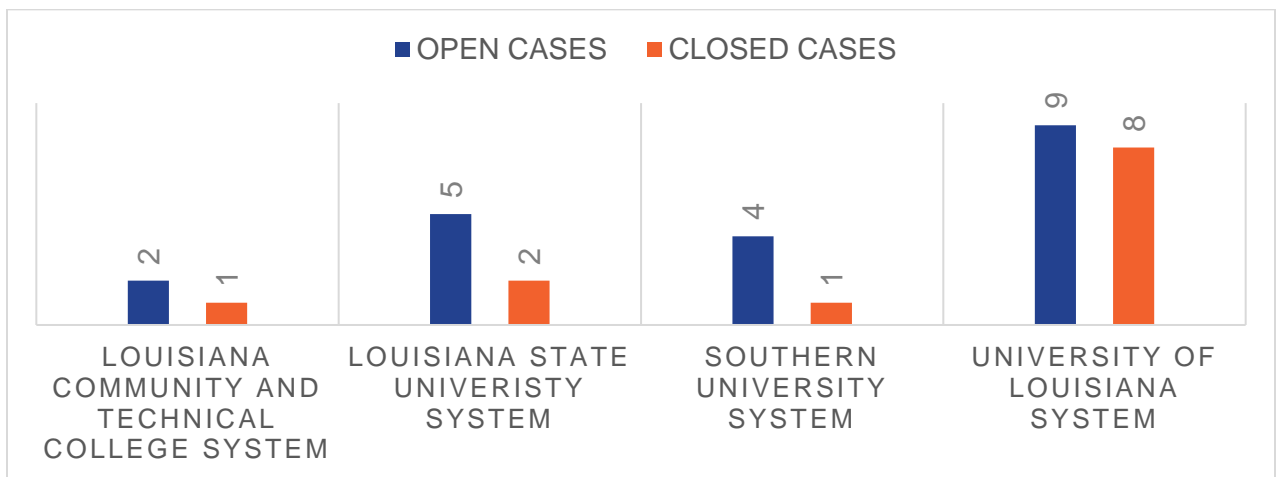
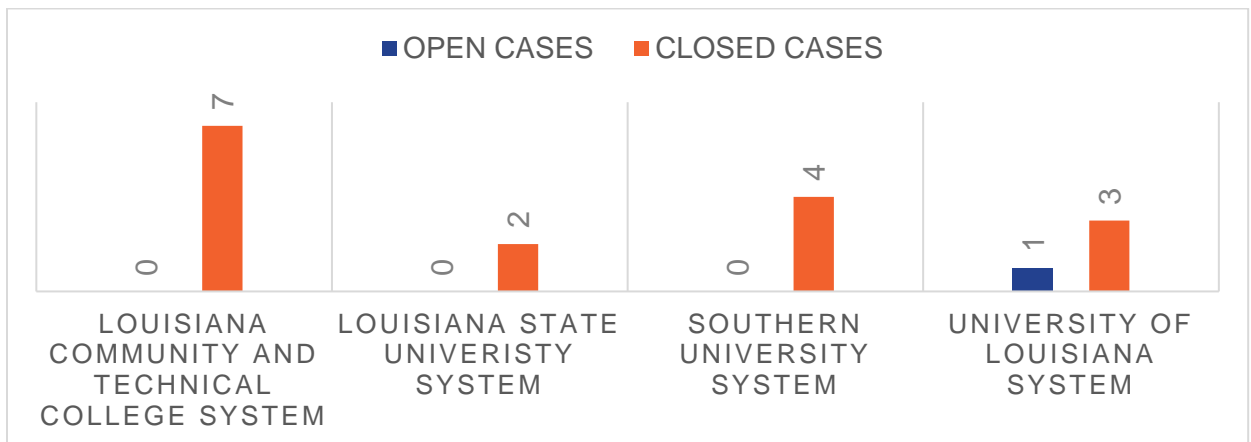


Figure 4

*Statewide Composite: Power-Based Violence Complaints by System*



Individual reports by system can be found as follows: Louisiana Community & Technical College System (LCTCS) in [Appendix D](#); Louisiana State University System in [Appendix E](#); Southern University System in [Appendix F](#); and the University of Louisiana System in [Appendix G](#).

### III. BOARD OF REGENTS UPDATES

Collaboration with the public postsecondary systems has been a key component of the Board of Regents' (BOR's) work to ensure that systems are supported in their efforts to provide their students with access to a safe educational environment free from discrimination.

The BOR continues to utilize the expert guidance of Nina Gupta, a nationally recognized Title IX/power-based violence attorney and partner at Parker Poe Adams & Bernstein LLP.

On June 23, 2022, the United States Department of Education Office for Civil Rights (OCR) released the proposed changes to the Title IX regulations for public comment. The BOR convened Title IX coordinators and systems' counsel, along with BOR's legal consultant, Nina Gupta, to discuss the potential impact of the changes and clarifying questions to be submitted during the public comment period.

Once rule changes to the Title IX regulations have been finalized by OCR, the BOR and public postsecondary management boards will update their respective policies to remain consistent with federal regulations. The current BOR Uniform Policy on Power-Based Violence can be found at the link provided in [Appendix H](#), while the Louisiana Community & Technical College System (LCTCS) policy can be found in [Appendix I](#); the policy for the Louisiana State University System in [Appendix J](#); the policy for the Southern University System in [Appendix K](#); and the policy for the University of Louisiana System in [Appendix L](#).

June 23, 2022, also marked the 50<sup>th</sup> anniversary of the passage of the Title IX amendments. In honor of this milestone, the BOR hosted a "Title IX 50<sup>th</sup> Anniversary Symposium" on June 7, 2022. At this event, Louisiana's higher education community gathered to discuss the goals and legacy of Title IX and to recognize members of the community who have demonstrated exceptional dedication to the advancement of Title IX policies, programs, and protections.

The symposium featured two panels that facilitated discussions about the impact of Title IX on campus communities, including its specific effects on student-athletes. The panelists comprised a diverse group of higher education leaders from across the state. Additionally, the symposium featured Dr. Kiki Baker Barnes, Commissioner of the Gulf Coast Athletic Conference, as the keynote speaker. Dr. Barnes delivered an impactful speech that highlighted the progression and accomplishments of Title IX.

The president of each of the public postsecondary systems recognized a “Title IX trailblazer” from their respective system. The following individuals were celebrated for their dedication to the advancement of Title IX: Dr. Amber Blair from the Louisiana Community and Technical College System, Dr. Jane Cassidy from the Louisiana State University System, Dr. Akai C. Smith from the Southern University System, and Dr. Erica Calais from the University of Louisiana System. The event, which featured video messages from Senator Beth Mizell, Representative Aimee Freeman, Representative Neil Riser, Representative Jason Hughes and Representative Barbara Freiberg, concluded with a video message from Senator Regina A. Barrow, Chair of the Senate Select Committee on Women and Children.

The law requires that by January 1<sup>st</sup> of each year the BOR review the number of confidential advisors for each institution, which is currently at a ratio of 1:1,500. The existing ratio was adopted from the International Accreditation of Counseling Services (IACS) Standards for University and College Counseling Services as no national ratio for confidential advisors to students currently exists. BOR has conferred with its power-based violence expert, Nina Gupta, and will continue to utilize a ratio of 1:1,500 as its required confidential-advisor-to-student ratio for 2023. All public institutions have met or exceeded this ratio.

In the coming months, the BOR will launch a website dedicated to providing easily accessible resources on power-based violence, to include free training, as well as a mechanism for systems to submit statutorily required reports. The BOR will continue to provide ongoing training on power-based violence, including working with the Power-Based Violence Review Panel to develop an opportunity for students to share feedback following the grievance process in order to improve the Title IX/power-based violence process.

#### **IV. LEGISLATIVE ACKNOWLEDGEMENT AND RECOMMENDATIONS**

The BOR is grateful to the Governor and the Legislature for providing the best state reinvestment in higher education to date and for their support of important policy priorities, including \$5 million in state funding for Title IX. These dollars will be used for a variety of activities including ongoing training and the development of a Title IX website to provide details regarding the updated federal regulations, as well as state standards and requirements relevant to all postsecondary institutions. The website will also provide definitions for discrimination and assault, helplines and crisis intervention tools, resources for survivors, and links to all system-specific power-based violence websites.

This funding will also support administration of the next Campus Climate Survey, which, as required by R.S. 17:3399.17, is an anonymous power-based violence survey administered by all systems to their students in consultation with victims’ advocacy

groups and student campus leadership. Finally, these dollars will be used for legal services to ensure any updated course creation and training videos related to Title IX not only meet federal laws, but provide support, due process, and respect for all students, faculty, and staff who have suffered from power-based trauma.

Through continued collaboration and communication of the BOR with each of the public postsecondary systems during the second year of implementation of the BOR Uniform Policy on Power-Based Violence, the following recommendations reemerged: legislative support for annual review of MOUs and deferral of the spring 2023 campus climate survey implementation.

## **A. LEGISLATIVE SUPPORT FOR ANNUAL REVIEW OF MOUs**

Act 472 of the 2021 Regular Legislative Session requires a MOU to be signed by each institution and all jurisdictional law enforcement and criminal justice agencies and for the agreement to be reviewed annually by each institution's chancellor and Title IX coordinator, as well as the executive officer of the each participating criminal justice agency.

However, while each system reported that all MOUs have been signed by the required parties, in some areas the completion process with off-campus parties was difficult and prolonged. Therefore, as the legislation calls for MOUs to be revised as necessary, campuses would welcome future legislative support to enhance campuses' efforts to receive timely executed revisions to MOUs.

## **B. CAMPUS CLIMATE SURVEY**

Additionally, the BOR has continued to convene system Title IX contacts, along with Nina Gupta, in preparation for the spring 2023 campus climate survey in accordance with national best practices. This group has also closely monitored developments at the federal level after the 2022 Reauthorization of the Violence Against Women Act (VAWA) and the passage of the Consolidated Appropriations Act of 2022, which calls for the development and deployment of a national climate survey.

Through consultation with the four public postsecondary systems and the Power-Based Violence Review Panel, a consensus was reached to defer the spring 2023 implementation of a campus climate survey, to align with a forthcoming federal instrument.

To avoid over-surveying students, bolster attempts to increase participation, and exercise prudent fiscal responsibility, the BOR and the systems will utilize spring 2023 to engage student groups and other stakeholders identified in Act 472 to develop a robust set of questions around power-based violence for petition to the U.S. Department of Education for inclusion in any forthcoming federal instrument.

To recognize these new developments, the BOR recommends that the existing state law setting the campus climate survey timeline of every three years be amended to align with the forthcoming federal schedule.

## V. CONCLUSION

The BOR is dedicated to the ongoing effort to create and maintain safe campuses that reflect a commitment to prevention, education, and support. Moving forward, the BOR will continue to work alongside the legislature, public postsecondary management boards, campuses, students, law enforcement and other stakeholders to ensure that campus communities are safe for all.

The elevation and evaluation of this work will continue through the work of the Power-Based Violence Review Panel, established through Act 441 of the 2021 Regular Legislative Session ([Appendix M](#)) and amended by Act 689 of the 2022 Regular Legislative Session ([Appendix N](#)).



## VI. APPENDICES

- A. ACT 472 OF THE 2021 REGUAR LEGISLATIVE SESSION
- B. ACT 447 OF THE 2021 REGULAR LEGISLATIVE SESSION
- C. BOARD OF REGENTS STATEWIDE DATA REPORT
- D. LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM – SYSTEM DATA REPORT, FALL 2022
- E. LOUISIANA STATE UNIVERSITY SYSTEM – SYSTEM DATA REPORT FALL 2022
- F. SOUTHERN UNIVERSITY SYSTEM – SYSTEM DATA REPORT, FALL 2022
- G. UNIVERSITY OF LOUISIANA SYSTEM – SYSTEM DATA REPORT, FALL 2022
- H. BOARD OF REGENTS UNIFORM POLICY ON POWER-BASED VIOLENCE
- I. LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM POWER-BASED VIOLENCE/SEXUAL MISCONDUCT POLICY
- J. LOUISIANA STATE UNIVERSITY PERMANENT MEMORANDUM 73: PROHIBITING POWER-BASED VIOLENCE, INCLUDING SEX- AND GENDER-BASED HARASSMENT AND DISCRIMINATION, AND SEXUAL MISCONDUCT
- K. SOUTHERN UNIVERSITY SYSTEM UNIFORM POLICY ON POWER-BASED VIOLENCE, SEXUAL MISCONDUCT, AND TITLE IX

**L. UNIVERSITY OF LOUISIANA SYSTEM SEXUAL MISCONDUCT/  
POWER-BASED VIOLENCE POLICY**

**M. ACT 441 OF THE 2021 REGULAR LEGISLATIVE SESSION**

**N. ACT 689 OF THE 2022 REGULAR LEGISLATIVE SESSION**

**Board of Regents Statewide Power-Based Violence Data Report  
2022-2023 Academic Year, Fall Semester<sup>1</sup>  
April 1, 2022 - September 30, 2022**

<b>Confidential Advisors and Responsible Employees<sup>2</sup></b>	<b>Total</b>
<ul style="list-style-type: none"> <li>a. Number of Responsible Employees</li> <li>b. Number of Confidential Advisors</li> </ul>	
<b>Annual Training</b> (please include number and percentage) <sup>3</sup>	
<ul style="list-style-type: none"> <li>a. Completion rate of Responsible Employees</li> <li>b. Completion rate of Confidential Advisors</li> </ul>	92.5%
<b>Responsible Employee Reporting<sup>4</sup></b>	
<ul style="list-style-type: none"> <li>a. Number of employees who knowingly failed to report               <ul style="list-style-type: none"> <li>i. Number of employees terminated</li> </ul> </li> <li>b. Number of employees who made false reports               <ul style="list-style-type: none"> <li>i. Number of employees terminated</li> </ul> </li> </ul>	
<b>Power-Based Violence Formal Complaints<sup>5</sup></b>	
<ul style="list-style-type: none"> <li>a. Formal Complaints received</li> <li>b. Formal Complaints resulting in occurrence of power-based violence</li> <li>c. Formal Complaints resulting in discipline or corrective action               <ul style="list-style-type: none"> <li>Type of discipline or corrective action taken                   <ul style="list-style-type: none"> <li>i. Suspension</li> <li>ii. Expulsion</li> </ul> </li> </ul> </li> </ul>	
<b>Retaliation<sup>6</sup></b>	
<ul style="list-style-type: none"> <li>a. Reports of retaliation received</li> <li>b. Investigations</li> <li>c. Findings               <ul style="list-style-type: none"> <li>i. Retaliation occurred</li> <li>ii. Retaliation did not occur</li> </ul> </li> </ul>	

<sup>1</sup> Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

<sup>2</sup> In accordance with Act 472, the System's report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

<sup>3</sup> In accordance with Act 472, the System's report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

<sup>4</sup> Although this section is not required by Act 472, for data collection purposes BOR requests statistics regarding a responsible employees' failure to comply with reporting requirements.

<sup>5</sup> In accordance with Act 472, the System's report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (see 2<sup>nd</sup> form).

<sup>6</sup> In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.

# BOR Statewide Power-Based Violence Data Report 2022-2023 Academic Year, Fall Semester [1]

Reporting Dates: April 1, 2022 - September 30, 2022

Institution	Date Report Received [2]	Status of Report [3]	Date Formal Complaint Filed [4]	Type of Complaint [5]	Status of Formal Complaint [6]	Basis for Complaint [7]	Disposition [8]	Disciplinary Status [9]	Gender of Complainant [10]	Gender of Respondent [11]
Delgado Community College	2/14/2022	Closed	2/14/2022	Power-Based Violence	Closed	Inappropriate comments of a sexual nature made by a supervisor that was alleged sexual in nature.	Respondent found not responsible . Recommended sensitivity training and professional development.	None	Male	Male
Delgado Community College	2/4/2022	Closed	2/4/2022	Power-Based Violence	Closed	Sexual Harassment	Respondent found not responsible. No contact order for 1 year.	None	Female	Male
Delgado Community College	9/1/2022	Closed	9/1/2022	Title IX	Closed	Sexual Harassment	Permissive dismissal: no longer had jurisdiction over the harasser.	None	Female	Male
Fletcher Technical Community College	9/13/2022	Dismissed	9/13/2022	Power-Based Violence	Dismissed	Intimidation	Dismissed	None	Female	Male
Louisiana Delta Community College	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Louisiana Delta Community College	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Louisiana Delta Community College	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Louisiana Delta Community College	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
SOWELA Technical Community College	8/23/2022	Open	8/23/2022	Title IX	Open	Sexual Assault	TBD	TBD	Female	Male
SOWELA Technical Community College	8/23/2022	Open	8/23/2022	Title IX	Open	Sexual Assault	TBD	TBD	Female	Male
LSU Health Sciences Center Shreveport	9/4/2022	Dismissed	9/4/2022	Title IX	Dismissed	Sexual Harassment	Closed: Did not meet "severe, pervasive, objectively offensive, standard. Referred to HR for action.	None	Female	Male
LSU Health Sciences Center Shreveport	9/4/2022	Dismissed	9/4/2022	Title IX	Dismissed	Sexual Harassment	Closed: Did not meet "severe, pervasive, objectively offensive, standard. Referred to HR for action.	None	Male	Male
LSU AgCenter	8/11/2022	Open	8/11/2022	Title IX	Open	Quid Pro Quo Sexual Harassment	Investigation	TBD	Female	Male
LSU-E	8/24/2022	Dismissed	8/24/2022	Power-Based Violence	Dismissed	Sexual Harassment	Closed: Dismissed under Title IX and referred to HR.	None	Male	Female
LSU A&M	5/6/2022	Closed	5/6/2022	Title IX	Closed	Sexual Assault - Forcible Rape	Informal Resolution Agreement	N/A	Female	Female
LSU A&M	6/9/2022	Closed	6/9/2022	Title IX	Closed	Hostile Environment Sexual Harassment	Formal Resolution Process: Not Responsible	N/A	Male	Male
LSU A&M	7/15/2022	Closed	7/15/2022	Title IX	Closed	Sexual Assault - Forcible Fondling Stalking	Formal complaint dismissed/withdrawn.	N/A	Female	Male
LSU A&M	8/8/2022	Open	8/8/2022	Title IX	Open	Dating Violence Sexual Assault - Forcible Rape; Stalking	Formal hearing scheduled.	TBD	Female	Female
LSU A&M	9/16/2022	Closed	9/16/2022	Power-Based Violence	Closed	Dating Violence	Formal complaint dismissed/withdrawn.	N/A	Female	Female
Southern University Baton Rouge	4/11/2022	Dismissed	4/11/2022	Power-Based Violence/Title IX	Dismissed	Sexual Misconduct	Dismissed: Did not fall under campus jurisdiction.	N/A	Female	Male
Southern University Baton Rouge	4/18/2022	Dismissed	4/18/2022	Power-Based Violence/Title IX	Dismissed	Sexual Misconduct	Dismissed: Did not fall under campus jurisdiction.	N/A	Female	Male
Southern University Baton Rouge	4/20/2022	Dismissed	4/20/2022	Power-Based Violence/Title IX	Dismissed	Sexual Misconduct	Dismissed: Did not fall under campus jurisdiction.	N/A	Female	Male
Southern University Baton Rouge	4/24/2022	Open	4/24/2022	Title IX	Open	Dating Violence	In-Process/Hearing	Temporary Interim Measures	Female	Male
Southern University Baton Rouge	4/25/2022	Dismissed	4/25/2022	Power-Based Violence/Title IX	Dismissed	Sexual Misconduct	Dismissed: Did not fall under campus jurisdiction.	N/A	Female	Male
Southern University Baton Rouge	4/26/2022	Open	4/26/2022	Title IX	Open	Sexual Misconduct	In-Process/Hearing	Temporary Interim Measures	Female	Male
Southern University Baton Rouge	5/3/2022	Open	5/3/2022	Title IX	Open	Sexual Assault	In-Process/Under Investigation	Temporary Interim Measures	Female	Male
Southern University Baton Rouge	5/10/2022	Open	5/10/2022	Title IX	Dismissed	Dating Violence	Dismissed: Non-Responsive Complainant.	N/A	Female	Male
Southern University Baton Rouge	7/12/2022	Dismissed	7/12/2022	Title VII	Dismissed	Harassment	Dismissed: Referred to HR.	N/A	Female	Male
Southern University Baton Rouge	7/13/2022	Open	7/13/2022	Title IX	Open	Sexual Misconduct	In-Process/Under Investigation	Temporary Interim Measures	Female	Male
Southern University Baton Rouge	9/14/2022	Dismissed	9/14/2022	Grievance	Dismissed	Discrimination	Dismissed: Referred to ADA Compliance.	N/A	Female	Female

Grambling State University	4/3/2022	Closed	4/3/2022	Title IX	Closed	Sexual Harassment	Resolved	Termination	Male	Male
Grambling State University	6/8/2022	Open	6/8/2022	Title IX	Open	Gender Inequity	TBD	TBD	Male	N/A
Grambling State University	9/2/2022	Open	9/2/2022	Title IX	Open	Rape	TBD	TBD	Female	Male
Louisiana Tech. University	6/6/2022	Open	6/6/2022	Title IX	Open	Sexual Harassment	TBD	TBD	Female	Male
Louisiana Tech. University	6/23/2022	Dismissed	6/23/2022	Title IX	Dismissed	Sexual Harassment	Dismissed	N/A	Male	Male
McNeese State University	4/11/2022	Closed	4/11/2022	Title IX	Closed	Stalking and Sexual Harassment	Formal Complaint Resolution	Respondent found responsible. Sanctions imposed: no-contact order, mandated counseling, written reprimand, and class scheduling restrictions.	Female	Male
McNeese State University	5/9/2022	Closed	5/9/2022	Power-Based Violence	Closed	Harassment and Verbal Abuse	Informal Resolution Process	Mediation between the complainant and respondent with no disciplinary action.	Female	Male
McNeese State University	6/8/2022	Closed	6/8/2022	Power-Based Violence	Closed	Disregard, Harassment, Policies Violation, and Sexual Misconduct	Student Code of Conduct Process	Respondent found responsible. Sanctions imposed: letter of apology to complainant, substance abuse and sexual harassment training required (1 hour of each), and suspension from the University for one year.	Female	Male
McNeese State University	6/28/2022	Dismissed	6/28/2022	Title IX	Dismissed	Sexual Harassment	Dismissed: Case dismissed due to not meeting the scope of Title IX or Power-Based Violence and referred to the Office of Inclusive Excellence	None	Male	Male
McNeese State University	8/22/2022	Closed	8/22/2022	Title IX	Closed	Stalking and Harassment	Informal Resolution Process	Respondent accepted responsibility. Sanctions imposed: mandated mental health counseling, no-contact order, non-disclosure agreement, and probation for one year	Male	Male
Nicholls State University	4/8/2022	Closed	4/8/2022	Title IX	Closed	Sexual Harassment	Closed: Complainant withdrew complaint.	N/A	Female	Female
Nicholls State University	4/10/2022	Closed	4/10/2022	Power-Based Violence	Closed	Sexual Misconduct	Informal Resolution Process	Mediation between the complainant and respondent with no disciplinary action necessary	Female	Male
Nicholls State University	9/1/2022	Open	9/1/2022	Power-Based Violence	Open	Sexual Harassment	TBD	TBD	Female	Male
Nicholls State University	9/12/2022	Open	9/12/2022	Title IX	Open	Sexual Harassment	TBD	TBD	Female	Male
Nicholls State University	9/19/2022	Open	9/19/2022	Title IX	Open	Sexual Harassment	TBD	TBD	Female	Male
Northwestern State University	8/29/2022	Open	8/29/2022	Title IX	Open	Sexual Misconduct	TBD	TBD	Female	Male
Northwestern State University	9/23/2022	Open	9/23/2022	Title IX	Open	Sexual Misconduct	TBD	TBD	Male	Male
University of Louisiana at Lafayette	7/11/2022	Open	7/11/2022	Title IX	Open	Sexual Assault	TBD	TBD	Female	Male
University of Louisiana at Monroe	5/19/2022	Closed	5/19/2022	Title IX	Closed	Sexual Harassment	Dismissed	N/A	Female	Male
University of Louisiana at Monroe	6/2/2022	Closed	6/2/2022	Title IX	Closed	Sexual Harassment	Dismissed	N/A	Female	Male
University of New Orleans	4/1/2022	Open	4/1/2022	Title IX	Open	Sexual Harassment and Retaliation	TBD	TBD	Female	Male

[1] Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

[2] As required by Act 472, Title IX Coordinators are to track and report to the chancellor the investigation status of power-based violence reports and the disposition of reports. For your convenience we have included two columns where Title IX Coordinators may account from the information required in the Acts as it relates to administrative reporting requirements for Title IX Coordinators.

[3] Information as to whether the report resulted in the filing of a Formal Complaint and the allegations contained therein.

[4] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators can copy and paste their reports regarding Formal Complaints into the Chancellor's report.

[5] Type of Complaint, Title IX or Power-Based Violence (PBV).

[6] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation. If closed, length of time taken to resolve complaint.

[7] Type of power-based violence or retaliation alleged.

[8] Disposition of any disciplinary processes arising from the Formal Complaints.

[9] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

[10] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

[11] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.



# Louisiana's

## Community & Technical Colleges

Pursuant to Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature, the Louisiana Board of Regents (BOR) implemented the Uniform Policy on Power-Based Violence and Sexual Misconduct effective August 10, 2021. This policy requires annual training for each of its Responsible Employees starting no later than the beginning of the 2022-23 academic year. Per the policy, the BOR developed and provided to the Board Office SCORM video files to customize and provide to all member institutions. Board Office staff customized this video package and rolled out the training campaign to all colleges in April 2022, either in the KnowBe4 platform or other platform requested by the college.

To date, 99% of Board office staff have completed this new Responsible Employee training for 2022, and the System overall currently has a 96% completion rate. The deficits in completions can be attributed to faculty and staff on leave and/or new employees who are still within their 90-day completion grace period. This includes all faculty, staff, Board members, student employees, MEPOL, and LED FastStart employees. This includes a total of 4,365 employees, 171 of which are Board Office staff and employees.

The Louisiana Community and Technical College System (LCTCS) Board office has continued its commitment to training in other areas to support our colleges. Since January of 2022, 114 LCTCS faculty and staff have completed 56 hours of training. These trainings ranged in attendance from 1-20. Training topics included Title IX and Power-Based Violence Laws, Proposed Regulations, Policies, and Procedures; the Roles of Title IX Coordinators, Hearing Officers, and Investigators; Trauma-Informed Interview Techniques; the Hearing Process; Reporting; and Case Resolution. In April of 2022, the System created the Executive Director for Student Compliance, Equity, and Governance position under the Office of Public Affairs, and Diversity, Equity, and Inclusion to formalize the oversight of Title IX and Power-Based Violence compliance efforts. The Title IX allocation from the 2021 Regular Session has allowed the System and its member colleges to expand and enhance Title IX efforts in personnel, training, and compliance.

Additionally, 100% (65) Confidential Advisors completed required BOR training. The Board of Regents has recommended a ratio of 1 Confidential Advisor to every 1,500 students (1:1500). LCTCS far exceeds this requirement. We have implemented a

minimum of two Confidential Advisors, even where the established ratio requires only one. Using the 1:1500 ratio, LCTCS is required to have thirty-eight (38) Confidential Advisors across the System, but LCTCS maintains a pool of sixty-five (65) Confidential Advisors currently.

The number of formal complaints related to Title IX and Power-Based Violence increased exponentially during this reporting period, April 1-September 30, 2022. This was an expected consequence of robust awareness efforts and training on how to report and what should be reported. While any number of formal complaints is alarming, we are encouraged that our efforts are more effective in creating a culture of reporting and campuses that can address campus safety more proactively. Statistically, we understand that an increase in reports does not necessarily mean an increase in incidents. Rather, incidents that have been occurring all along but have gone unreported are now beginning to surface. LCTCS is committed to forging ahead to create safe campuses, where students, faculty, and staff feel comfortable reporting any incidents that create obstacles to learning and work.

# Form B3 – System Data Report 2022-2023 Academic Year, Fall Semester<sup>1</sup>

LCTCS

<b>Confidential Advisors and Responsible Employees<sup>2</sup></b>	<b>Total</b>
a. Number of Responsible Employees	4,365
b. Number of Confidential Advisors	65
<b>Annual Training</b> <i>(please include number and percentage)</i> <sup>3</sup>	
a. Completion rate of Responsible Employees	4,206/96%
b. Completion rate of Confidential Advisors	65/100%
<b>Responsible Employee Reporting<sup>4</sup></b>	
a. Number of employees who knowingly failed to report	0
i. Number of employees terminated	0
b. Number of employees who made false reports	0
i. Number of employees terminated	0
<b>Power-Based Violence Formal Complaints<sup>5</sup></b>	
a. Formal Complaints received	10
b. Formal Complaints resulting in occurrence of power-based violence	TBD
c. Formal Complaints resulting in discipline or corrective action	TBD
Type of discipline or corrective action taken	
i. Suspension	TBD
ii. Expulsion	TBD
<b>Retaliation<sup>6</sup></b>	
a. Reports of retaliation received	0
b. Investigations	0
c. Findings	0
i. Retaliation occurred	0
ii. Retaliation did not occur	0

<sup>1</sup> Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

<sup>2</sup> In accordance with Act 472, the System's report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

<sup>3</sup> In accordance with Act 472, the System's report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

<sup>4</sup> Although this section is not required by Act 472, for data collection purposes BOR requests statistics regarding a responsible employees' failure to comply with reporting requirements.

<sup>5</sup> In accordance with Act 472, the System's report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (*see 2<sup>nd</sup> form*).

<sup>6</sup> In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.



**Form B3 – System Data Report** 2022-2023 Academic Year, Fall Semester [1]  
**Reporting Dates:** April 1, 2022 - September 30, 2022

Institution	Date Report Received [2]	Status of Report [3]	Date Formal Complaint Filed [4]	Type of Complaint [5]	Status of Formal Complaint [6]	Basis for Complaint [7]	Disposition [8]	Disciplinary Status [9]	Gender of Complainant [10]	Gender of Respondent [11]
BRCC	No formal complaints received									
BPCC	No formal complaints received									
CLTCC	No formal complaints received									
DCC	2/14/2022	Closed	2/14/2022	Power-Based Violence	Closed	Inappropriate comments of a sexual nature made by a supervisor that was alleged sexual in nature.	Respondent found not responsible . Recommended sensitivity training and professional development.	None	Male	Male
DCC	2/4/2022	Closed	2/4/2022	Power-Based Violence	Closed	Sexual Harassment	Respondent found not responsible. No contact order for 1 year.	None	Female	Male
DCC	9/1/2022	Closed	9/1/2022	Title IX	Closed	Sexual Harassment	Permissive dismissal: no longer had jurisdiction over the harasser.	None	Female	Male
FTCC	9/13/2022	Dismissed	9/13/2022	Power-Based Violence	Dismissed	Intimidation	Dismissed	None	Female	Male
Delta	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Delta	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Delta	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
Delta	7/16/2022	Closed	7/16/2022	Power-Based Violence	Closed	Verbal Intimidation/ Retaliation	HR Processed Case Closed	Informal Resolution: The instructor was removed from the class and provided counseling resources.	Female	Female
NShore	No formal complaints received									
NLTCC	No formal complaints received									
Nunez	No formal complaints received									
RPCC	No formal complaints received									
SLCC	No formal complaints received									
SOWELA Technical Community College	8/23/2022	Open	8/23/2022	Title IX	Open	Sexual Assault	TBD	TBD	Female	Male
SOWELA Technical Community College	8/23/2022	Open	8/23/2022	Title IX	Open	Sexual Assault	TBD	TBD	Female	Male
LCTCS Board Office	No formal complaints received									

[1] Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

[2] As required by Act 472, Title IX Coordinators are to track and report to the chancellor the investigation status of power-based violence reports and the disposition of reports. For your convenience we have included two columns where Title IX Coordinators may account from the information required in the Acts as it relates to administrative reporting requirements for Title IX Coordinators.

[3] Information as to whether the report resulted in the filing of a Formal Complaint and the allegations contained therein.

[4] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators can copy and paste their reports regarding Formal Complaints into the Chancellor's report.

[5] Type of Complaint, Title IX or Power-Based Violence (PBV).

[6] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation. If closed, length of time taken to resolve complaint.

[7] Type of power-based violence or retaliation alleged.

[8] Disposition of any disciplinary processes arising from the Formal Complaints.

[9] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

[10] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

[11] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.



**Board of Supervisors**

December 6, 2022

Mr. Collis Temple, III  
Chair, Louisiana Board of Regents  
1201 North Third Street, Ste. 6-200  
Baton Rouge, LA 70802

Dear Chairman Temple,

Pursuant to Act 472 of the 2021 Regular Session of the Louisiana Legislature, I am submitting the attached report and data pertaining to power-based violence on our campuses. Upon your approval, the report will be forwarded to the Louisiana Board of Regents.

Consistent with our transparency standards, this report will be posted on the Office of Civil Rights & Title IX website, [www.lsu.edu/titleix-review](http://www.lsu.edu/titleix-review). The attached data from Form B2 provides data on Confidential Advisors and Responsible Employees.

Annual Training is defined as the number of employees who complete the annual training on Power-based Violence prepared by the Board of Regents. Training was launched at each campus starting sometime after April 1, 2022. On the A&M campus the training was launched on April 19, 2022. LSU continues to move towards 100% completion rate. On the A&M campus, the Office of Civil Rights & Title IX is partnering with the Office of Academic Affairs as well as units and departments to help ensure the completion of the training. Additionally, the Office of Civil Rights & Title IX is partnering with Human Resource Management (HRM) to provide live training to employees who do not have immediate access to technology during the month of December.

The B3 spreadsheet provides information on reporting and the consequences. Title IX Coordinators were asked to provide the information on the spreadsheet within the date range of April 1, 2022, to September 30, 2022. There were five cases from LSU A&M in which a Formal Complaint was filed during the time period. One of them is currently in the Hearing Panel phase. The other four are closed, one through successful Informal Resolution, one where a hearing panel found the respondent not responsible, and two because the Complainant withdrew the complaint. There were two Formal Complaints filed at LSU Health Science Center-Shreveport during the time period. Both were dismissed under Title IX as they did not meet the severe, pervasive, and objectively offensive standard under Title IX. Both complaints were then referred to Human Resources Management (HRM). LSUE had one formal complaint that was dismissed under Title IX, as there was no jurisdiction under Title IX, and referred to HRM. The

LSU Agriculture Center had one formal complaint that remains under investigation. No other campus had a Formal Complaint filed between April 1, 2022, and September 30, 2022.

The B3 System Reporting Form presents information on annual training and a high-level look at reporting<sup>1</sup>. The first four rows can be interpreted as follows:

1. Responsible Employees (REs) are all employees on the campus minus the number of Confidential Advisors (CAs). (REs + CAs = total employees on a campus.) Responsible Employees are Mandatory Reporters.
2. REs who completed the Annual Training are all REs who took the BOR produced training module between April 19, 2022, and December 1, 2022. LSU continues to strive towards a 100% completion rate. Work has started on creating an implementation plan for the 2023 training period to ensure maximum completion rates prior to the start of the fall academic semester.
3. Confidential Advisors are those employees on the campus who have been designated as confidential and therefore not a Mandatory Reporter. The Board of Regents has indicated that, at minimum, we should have one CA per every 1,500 students. All campuses meet that goal. From the 2021-2022 to the 2022-2023 academic year, the LSU system added 5 additional Confidential Advisors bringing the total number of Confidential Advisors to 50 across the LSU system with 25 of those advisors located on the A&M campus.
4. Confidential Advisors must participate in training put on by the Board of Regents. There is a small number (2) of Confidential Advisors who were added during the fall semester and need to complete the training.

The rest of the form provides specific information on false reports, formal complaints, and retaliation complaints.

If you have any questions, please let me know.

Sincerely,



Valencia Sarpy Jones  
Chair, LSU Board of Supervisors

Copy: William F. Tate, IV, President  
Kim Hunter Reed, Commissioner  
Todd Manuel, Vice President of Inclusion, Civil Rights & Title IX

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<sup>1</sup> Data for the B3 Form are an aggregate from B2 Forms submitted by each chancellor. Those data by campus can be found in the attached Campus Data table.

# Form B3 - System Data Report 2022-2023 Academic Year, Fall Semester<sup>1</sup>

Louisiana State University

<b>Confidential Advisors and Responsible Employees<sup>2</sup></b>	<b>Total</b>
a. Number of Responsible Employees	16,123
b. Number of Confidential Advisors	50
<b>Annual Training (please include number and percentage)<sup>3</sup></b>	
a. Completion rate of Responsible Employees	14,403(89%)
b. Completion rate of Confidential Advisors	48 (96%)
Responsible Employee Reporting <sup>4</sup>	
a. Number of employees who made false reports	0
Number of employees terminated	N/A
b. Number of employees who made false reports	0
Number of employees terminated	N/A
Power-Based Violence Formal Complaints <sup>5</sup>	
a. Formal Complaints received	9
b. Formal Complaints resulting in occurrence of power-based violence	0 (2 pending)
c. Formal Complaints resulting in discipline or corrective action	
Type of discipline or corrective action taken	
i. Suspension	
iii. Expulsion	
Retaliation	
a. Reports of retaliation received	0
b. Investigations	0
c. Findings	N/A
i. Retaliation occurred	
ii. Retaliation did not occur	

<sup>1</sup> Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

<sup>2</sup> In accordance with Act 472, the System's report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

<sup>3</sup> In accordance with Act 472, the System's report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

<sup>5</sup> In accordance with Act 472, the System's report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (*see 2<sup>nd</sup> form*).

<sup>6</sup> In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.



## Form B3 – System Data Report

2022-2023 Academic Year, Fall Semester[1]; Reporting Dates: April 1 - September 30, 2022

Institution	Date Formal Complaint Filed [2]	Type of Complaint [3]	Status of Formal Complaint [4]	Basis for Complaint [5]	Disposition [6]	Disciplinary Status [7]	Gender of Complainant [8]	Gender of Respondent [9]
LSU Health Sciences Center Shreveport	9/4/2022	Title IX	Dismissed - did not meet "severe, pervasive, objectively offensive, standard. Referred to HR for action	Sexual Harassment	Closed	None	Female	Male
LSU Health Sciences Center Shreveport	9/4/2022	Title IX	Dismissed - did not meet "severe, pervasive, objectively offensive, standard. Referred to HR for action	Sexual Harassment	Closed	None	Male	Male
LSU Agricultural Center	8/11/2022	Title IX	Open	Quid Pro Quo Sexual Harassment	Investigation	TBD	Female	Male
LSUE	8/24/2022	PBV	Dismissed under Title IX and referred to HR.	Sexual Harassment	Closed	None	Male	Female
LSU A & M	2022-05-06	Title IX	Closed - Informal Resolution (125 days)	Sexual Assault-Forcible Rape	Informal Resolution Agreement	n/a	Female	Female
LSU A & M	2022-06-09	Title IX	Closed - Formal Resolution Process	Hostile Environment Sexual Harassment	Not Responsible	n/a	Male	Male
LSU A & M	2022-07-15	Title IX	Closed - Formal Complaint Withdrawn	Sexual Assault - Forcible Fondling Stalking	Formal Complaint Dismissed	n/a	Female	Male
LSU A & M	2022-08-08	Title IX	Open - Pending Formal Hearing	Dating Violence Sexual Assault-Forcible Rape Stalking	Formal Hearing Scheduled	TBD	Female	Male
LSU A & M	2022-09-16	PBV	Closed - Formal Complaint Withdrawn	Dating Violence	Formal Complaint Dismissed	n/a	Female	Female

- [1] June 29, 2021 is the effective date for purposes of complying with the Title IX Coordinator's reporting requirements under Act 472 for 2021-2022 Academic Year, Fall Semester only. Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of August 1st.
- [2] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators can copy and paste their reports regarding Formal Complaints into the Chancellor's report.
- [3] Type of Complaint, Title IX or Power-Based Violence (PBV).
- [4] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation. If closed, length of time taken to resolve complaint.
- [5] Type of power-based violence or retaliation alleged.
- [6] Disposition of any disciplinary processes arising from the Formal Complaints.
- [7] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.
- [8] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.
- [9] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

# Southern University System Power-Based Violence Reporting

## DATA NARRATIVE

### OUR COMMITMENT

As you know, institutions are mandated to provide a safe learning environment that is free from sexual misconduct as provided in Title IX of the Education Amendments of 1972 and its implementing regulations, along with other applicable laws. Title IX and its regulations prohibit any form of discrimination or harassment based on sex for all students and employees of educational systems that receive federal funding.

The Southern University System remains committed to maintaining a diverse, equitable, inclusive, and safe educational and work environment for all its stakeholders. The State of Louisiana approved the Uniform Policy on Power-Based Violence for college and universities statewide on August 10, 2021. Heretofore, the Southern University System has approved and fully implemented the policy on power-based violence, sexual misconduct, and Title IX. Federal guidelines for Title IX state that policies and protective measures should be applicable to both students and employees. With newly proposed regulations anticipated to be published in the Spring or Summer of 2023, SUS has requested a full review and revision of its current policy to include those proposed revisions. The updates to the system policy will be more inclusive of processes and measures applicable to employees should they experience discrimination or sexual misconduct on any of the system's campuses. We anticipate that a draft of the revision will go before the system Board of Supervisors in the first quarter of 2023.

### TRAINING RESPONSIBLE EMPLOYEES

All campus employees are now considered Responsible Employees (Mandatory Reporters) unless they have been designated and trained by the Office of Title IX to assume other roles in protecting students (e.g., Confidential Advisors). The system's campuses rolled out virtual training through our Learning Management Systems in August of 2022. The training topics included Preventing Sexual Harassment in the Workplace, Responsible Employee Reporting, and Explaining Power-Based Violence. Successfully, the system has trained and certified 100% of its confidential advisors, investigators, and Title IX Coordinators. We also have a 77% Responsible Employee training completion rate which yields an almost 20% increase from last year's completion rate. We have also onboarded, certified and trained hearing panel participants and decision makers for the landmass campuses. The next training will include all campus leadership and athletics to prepare for the upcoming Title IX regulations and provisions.

Pursuant to the system's compliance office training to include the BOR's sessions will be introduced and scheduled during both Faculty Convocation, and New Student Orientation for each campus with a 100% completion goal by the end of the first quarter of the year. While this will ensure compliance with the new state laws, the Southern University System will continue to offer both virtual and in-person informational and training sessions to education our campus communities. Each campus has taken the initiative to begin programming and disseminating information regarding the newly adopted SUS Uniform Policy on Power-Based Violence, Sexual Misconduct, and Title IX. Please see the attached reported on verified completion rates throughout the system. We have also had a 100% completion rate of training for each designated Confidential Advisor for each campus.





# Form B3 - System Data Report

## 2022-2023 Academic Year, Fall Semester<sup>1</sup>

Confidential Advisors and Responsible Employees <sup>2</sup>	Total
a. Number of Responsible Employees	2052
b. Number of Confidential Advisors	19
<b>Annual Training</b> (please include number and percentage) <sup>3</sup>	
a. Completion rate of Responsible Employees	1584(77%)
b. Completion rate of Confidential Advisors	19(100%)
<b>Responsible Employee Reporting<sup>4</sup></b>	
a. Number of employees who made false reports	0
i. Number of employees terminated	0
b. Number of employees who failed to report	0
i. Number of employees terminated	0
<b>Power-Based Violence Formal Complaints<sup>5</sup></b>	
a. Formal Complaints received	12
b. Formal Complaints resulting in occurrence of power-based violence	3
c. Formal Complaints resulting in discipline or corrective action	3
Type of discipline or corrective action taken	
i. Suspension	0
ii. Expulsion	0
<b>Retaliation<sup>6</sup></b>	
a. Reports of retaliation received	0
b. Investigations	0
c. Findings	0
i. Retaliation occurred	0
ii. Retaliation did not occur	0

<sup>1</sup> June 29, 2021 is the effective date of the state statute for purposes of complying with the Title IX Coordinator reporting requirements under Act 472 for 2021-2022 Academic Year, Fall Semester only. Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of August 1st.

<sup>2</sup> In accordance with Act 472, the System's report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

<sup>3</sup> In accordance with Act 472, the System's report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

<sup>4</sup> Although this section is not required by Act 472, for data collection purposes BOR requests statistics regarding a responsible employees' failure to comply with reporting requirements.

<sup>5</sup> In accordance with Act 472, the System's report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (see 2<sup>nd</sup> form).

<sup>6</sup> In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.

**Form B3 – System Data Report | April 1 - September 30, 2022**

2022-2023 Academic Year, Fall Semester[1]

Institution	Date Formal Complaint Filed [2]	Type of Complaint [3]	Status of Formal Complaint [4]	Basis for Complaint [5]	Disposition [6]	Disciplinary Status [7]	Gender of Complainant [8]	Gender of Respondent [9]
SUBR	4/11/22	Power-based Violence/Title IX	Dismissed	Sexual Misconduct	Did not fall under campus jurisdiction.	Not Applicable	Female	Male
SUBR	4/18/22	Power-based Violence/Title IX	Dismissed	Sexual Misconduct	Did not fall under campus jurisdiction.	Not Applicable	Female	Male
SUBR	4/20/22	Power-based Violence/Title IX	Dismissed	Sexual Misconduct	Did not fall under campus jurisdiction.	Not Applicable	Female	Male
SUBR	4/24/22	Title IX	Hearing	Dating Violence	In-Process	Temporary Interim Measures	Female	Male
SUBR	4/25/22	Power-based Violence/Title IX	Dismissed	Sexual Misconduct	Did not fall under campus jurisdiction.	Not Applicable	Female	Male
SUBR	4/26/22	Title IX	Hearing	Sexual Misconduct	In-Process	Temporary Interim Measures	Female	Male
SUBR	5/3/22	Title IX	Under Investigation	Sexual Assault	In-Process	Temporary Interim Measures	Female	Male
SUBR	5/10/22	Title IX	Dismissed	Dating Violence	Non-Responsive Complainant	Not Applicable	Female	Male
SUBR	7/12/22	Title VII	Dismissed	Harrasment	Referred to Human Resources	Not Applicable	Female	Male
SUBR	7/13/22	Title IX	Under Investigation	Sexual Misconduct	In-Process	Temporary Interim Measures	Female	Male
SUBR	9/14/22	Grievance	Dismissed	Discrimination	Referred to ADA Compliance	Not Applicable	Female	Female

[1] June 29, 2021 is the effective date for purposes of complying with the Title IX Coordinator's reporting requirements under Act 472 for 2021-2022 Academic Year, Fall Semester only. Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of August 1st.

[2] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators

[3] Type of Complaint, Title IX or Power-Based Violence (PBV).

[4] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation. If closed, length of time taken to resolve complaint.

[5] Type of power-based violence or retaliation alleged.

[6] Disposition of any disciplinary processes arising from the Formal Complaints.

[7] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

[8] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

[9] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.



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

## **System President's Data Report Narrative**

Pursuant to Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature and the Louisiana Board of Regents Uniform Policy on Power-Based Violence and Sexual Misconduct, the University of Louisiana System's President and Chief Executive Officer is required to submit a written report each fall semester and each spring semester to the System's management board and post the report to the University of Louisiana System's website. The information included in the Fall 2022 report is for the time frame April 2022 through September 2022.

The report includes information about the number of confidential advisors and the number of responsible employees on the campuses of UL System member institutions. Also noted in the report is the number of confidential advisors and mandatory reporters who have completed the required training. UL System institutions will continue to train responsible employees. Further, UL System Title IX Coordinators are providing training to their respective stakeholders regarding the power-based violence legislation and associated policies and practices.

Also presented in the report is the number of formal complaints received by UL System institutions and the number of complaints that resulted in findings of occurrences of power-based violence. Please take note that additional reports received by the UL System member institutions that did not meet the reporting criteria of Title IX or power-based violence were not included in this report.

# Form B3 – System Data Report 2022-2023 Academic Year, Fall Semester<sup>1</sup>

University of Louisiana System

<b>Confidential Advisors and Responsible Employees<sup>2</sup></b>	<b>Total</b>
a. Number of Responsible Employees	9975
b. Number of Confidential Advisors	74
<b>Annual Training</b> <i>(please include number and percentage)<sup>3</sup></i>	
a. Completion rate of Responsible Employees	9890/99%
b. Completion rate of Confidential Advisors	74/100%
<b>Responsible Employee Reporting<sup>4</sup></b>	
a. Number of employees who knowingly failed to report	0
i. Number of employees terminated	0
b. Number of employees who made false reports	0
i. Number of employees terminated	0
<b>Power-Based Violence Formal Complaints<sup>5</sup></b>	
a. Formal Complaints received	21
b. Formal Complaints resulting in occurrence of power-based violence	4
c. Formal Complaints resulting in discipline or corrective action	4
Type of discipline or corrective action taken	
i. Suspension	1
ii. Expulsion	0
<b>Retaliation<sup>6</sup></b>	
a. Reports of retaliation received	3
b. Investigations	3
c. Findings	0
i. Retaliation occurred	2
ii. Retaliation did not occur	0

<sup>1</sup> Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

<sup>2</sup> In accordance with Act 472, the System’s report shall include the number of Responsible Employees (i.e., employees) and Confidential Advisors for the system.

<sup>3</sup> In accordance with Act 472, the System’s report shall include the number and percentage of Responsible Employees and Confidential Advisors who have completed annual training.

<sup>4</sup> Although this section is not required by Act 472, for data collection purposes BOR requests statistics regarding a responsible employees’ failure to comply with reporting requirements.

<sup>5</sup> In accordance with Act 472, the System’s report shall include (1) the number of Formal Complaints of power-based violence received by a system, (2) the number of Formal Complaints which resulted in a finding that power-based violence violations occurred, (3) the number of Formal Complaints in which the finding of power-based violations resulted in discipline or corrective action, (4) the type of discipline or corrective action taken, and (5) the amount of time it took to resolve each Formal Complaint (*see 2<sup>nd</sup> form*).

<sup>6</sup> In accordance with Act 472, the System's report shall include information about retaliation which includes the number of reports of retaliation, and any findings of any investigations or reports of retaliation.

# Form B3 – System Data Report | April 1 - September 30, 2022

## 2022-2023 Academic Year, Fall Semester [1]

Institution	Date Formal Complaint Filed [2]	Type of Complaint [3]	Status of Formal Complaint [4]	Basis for Complaint [5]	Disposition [6]	Disciplinary Status [7]	Gender of Complainant [8]	Gender of Respondent [9]
Grambling State University	4/3/2022	Title IX	Closed (69 days)	Sexual Harassment	Resolved	Termination	Male	Male
Grambling State University	6/8/2022	Title IX	Pending	Gender Inequity	Pending	Pending	Male	N/A
Grambling State University	9/2/2022	Title IX	Pending	Rape	Pending	Pending	Female	Male
Louisiana Tech University	6/6/2022	Title IX	Pending	Sexual Harassment	Pending	Pending	Female	Male
Louisiana Tech University	6/23/2022	Title IX	Closed (10 days)	Sexual Harassment	Dismissed	N/A	Male	Male
McNeese State University	4/11/2022	Title IX	Closed (90 days)	Stalking and Sexual Harassment	Formal Resolution Process	Respondent found responsible. Sanctions imposed: no-contact order, mandated counseling, written reprimand, and class scheduling restrictions	Female	Male
McNeese State University	5/9/2022	Power-based Violence	Closed (42 days)	Harassment and Verbal Abuse	Informal Resolution Process	Mediation between the complainant and respondent with no disciplinary action necessary	Female	Male
McNeese State University	6/8/2022	Power-based Violence	Closed (83 days)	Discregard, Harassment, Policies Violation, and Sexual Misconduct	Student Code of Conduct Process	Respondent found responsible. Sanctions imposed: letter of apology to complainant, substance abuse and sexual harassment training required (1 hour of each), and suspension from the University for one year	Female	Male
McNeese State University	6/28/2022	Title IX	Case dismissed due to not meeting the scope of Title IX or Power-Based Violence (16 days)	Sexual Harassment	Case referred to the Office of Inclusive Excellence	No disciplinary action was taken	Male	Male
McNeese State University	8/22/2022	Title IX	Case resolved (4 days)	Stalking and Harassment	Informal Resolution Process	Respondent accepted responsibility. Sanctions imposed: mandated mental health counseling, no-contact order, non-disclosure agreement, and probation for one year	Male	Male
Nicholls State University	4/8/2022	Title IX	Closed (17 days)	Sexual Harassment	Complainant withdrew complaint	N/A	Female	Female
Nicholls State University	4/10/2022	Power-based Violence	Closed (44 days)	Sexual Misconduct	Informal Resolution Process	Mediation between the complainant and respondent with no disciplinary action necessary	Female	Male
Nicholls State University	9/1/2022	Power-based Violence	Pending	Sexual Harassment	N/A	N/A	Female	Male
Nicholls State University	9/12/2022	Title IX	Pending	Sexual Harassment	N/A	N/A	Female	Male
Nicholls State University	9/19/2022	Title IX	Pending	Sexual Harassment	N/A	N/A	Female	Male
Northeastern State University	8/29/2022	Title IX	Pending	Sexual Misconduct	N/A	N/A	Female	Male
Northeastern State University	9/23/2022	Title IX	Pending	Sexual Misconduct	N/A	N/A	Male	Male
University of Louisiana at Lafayette	7/11/2022	Title IX	Pending	Sexual Assault	N/A	N/A	Female	Male
University of Louisiana at Monroe	5/19/2022	Title IX	Closed (18 days)	Sexual Harassment	Dismissed	N/A	Female	Male
University of Louisiana at Monroe	6/2/2022	Title IX	Closed (5 days)	Sexual Harassment	Dismissed	N/A	Female	Male
University of New Orleans	4/1/2022	Title IX	Pending	Sexual Harassment and Retaliation	N/A	N/A	Female	Male

[1] Beginning with AY 2022-2023, Fall Semester reporting will have an effective date of April 1st of the current calendar year.

[2] Information about Formal Complaints is specifically required to be included in the Chancellor's report. For convenience, BOR Recommends the Title IX Coordinators' reporting in the third column serve as the basis of information to be included in the Chancellor's report, so effectively Title IX Coordinators can copy and paste their reports regarding Formal Complaints into the Chancellor's report.

[3] Type of Complaint, Title IX or Power-Based Violence (PBV).

[4] Status of investigation as it pertains to Formal Complaints filed for an accusation of power-based violence or retaliation. If closed, length of time taken to resolve complaint.

[5] Type of power-based violence or retaliation alleged.

[6] Disposition of any disciplinary processes arising from the Formal Complaints.

[7] Institution should indicate where they are in the disciplinary status and also note if there was a sanction imposed and what sanction was imposed.

[8] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

[9] Although not required by law, for data collection purposes BOR requests information pertaining to the gender of both the Complainant and Respondent.

*Collis B. Temple, III*  
*Chair*

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

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

**BOARD OF REGENTS**

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

*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**FACILITIES AND PROPERTY COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-10  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

C. Facilities and Property

1. Act 959 Project: University of Louisiana – Lafayette New Iberia Research Center Building 29 Laboratory Renovation
2. Land Transfer: Fletcher Technical Community College - Louisiana Marine and Petroleum Institute Site to Louisiana Universities Marine Consortium

**VII. Reports and Recommendations**  
**C. Facilities and Property**

**1. Act 959 Project**

**University of Louisiana – Lafayette New Iberia Research Center Laboratory Renovation**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The University of Louisiana System, on behalf of the University of Louisiana - Lafayette (ULL), submitted an Act 959 project for the purpose of constructing a research laboratory in Building 29 at the New Iberia Research Center (NIRC) site.

The project scope involves renovating approximately 12,000 square feet of shell space on the third floor of NIRC's Building 29. The renovation creates a fully functioning research laboratory for non-human primate research. The renovation will allow ULL/NIRC to expand their ongoing work with major pharmaceutical companies, generate additional revenue, and continue to support national and international medical developments for humans. The total project cost is approximately \$2.6M. The project will be funded with a \$2M grant from the National Institutes of Health, and NIRC will contribute \$568,034 in matching self-generated revenues. Upon completion, ULL will own and operate the building; however, the Federal government will provide oversight of the facility for a twenty-year period maintain its continued use for approved biomedical research.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Act 959 project submitted by the University of Louisiana System, on behalf of the University of Louisiana - Lafayette, to renovate laboratories at the New Iberia Research Center.**

**2. Land Transfer**

**Fletcher Technical Community College's Louisiana Marine and Petroleum Institute land to Louisiana Universities Marine Consortium**

In 2022 the Louisiana Community and Technical College System approved the transfer of the Louisiana Marine and Petroleum Institute (LAMPI) portion of Fletcher Technical Community College's (Fletcher) property located at 331 Dickson Rd., in Houma, Louisiana 70363, to the Louisiana Universities Marine Consortium (LUMCON). The transfer of this property will release the LCTCS and Fletcher from all liability associated with the property going forward. LUMCON's Blue Works facility is currently being built on the site and will be a 27,000 square foot facility serving as a coastal and marine education center. In addition to Blue Works, LUMCON intends to construct a marine operations center on this site where they will house two ocean-going research vessels. An appraisal for the property will not be completed since this is strictly a land transfer. The LAMPI building previously located on this site was demolished to provide space for the ongoing and upcoming LUMCON facilities.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the transfer of a portion of Fletcher Technical Community College's Louisiana Marine and Petroleum Institute property to the Board of Regents on behalf of the Louisiana Universities Marine Consortium and authorizes the Chair and/or the Commissioner to execute the necessary documents to complete transfer of title.**



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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, Louisiana

VII. Reports and Recommendations

D. Academic and Student Affairs

1. Consent Agenda

- a. Routine Staff Approvals
- b. Addition of Standardized AP/CLEP Scores to AA 2.23 Prior Learning Assessment
- c. Report regarding Act 356 of the 2009 Regular Legislative Session (Articulation and Transfer)
- d. Report regarding Act 682 of the 2022 Regular Legislative Session (Postsecondary Inclusive Education Advisory Council)

2. Academic Programs

- a. AAS Criminal Justice – River Parishes CC
- b. AAS Practical Nursing – Northwest Louisiana TCC

3. Academic Affairs Policies

- a. New Policies
  - i. New AA 2.24 Reverse Transfer
  - ii. New AA 2.25 Universal Transfer Pathways
- b. Policy Revisions
  - i. Addition of the Nexus Degree to AA 2.15 Definition of Undergraduate Degrees and Undergraduate/Graduate Certificates
  - ii. Revised AA 2.22 Dual Enrollment

**AGENDA ITEM VII.D.1.a.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
Grambling State U	Request to offer the Bachelor of Arts (BA) in History (CIP 54.0101) and the Bachelor of Science (BS) in Kinesiology (CIP 13.1314) 100% online. <b>Approved.</b>
McNeese State U	Request to change the title for the BS in Health and Human Performance, General to BS Health and Human Performance to be more consistent with the curriculum and make the program more marketable. <b>Approved.</b>
McNeese State U	Request to change the following CIP codes to better align with new CIP codes issued by National Center for Education Statistics (NCES): <ul style="list-style-type: none"> <li>• Post-Baccalaureate Certificate (PBC) in Special Education Mild/Moderate for Elementary Education Grades 1-5 from 13.1001 to 13.1017</li> <li>• PBC in Special Education Mild/Moderate for Secondary Education Grades 6-12 from 13.1001 to 13.1019</li> </ul> <b>Approved.</b>
LSU Health Sciences Center New Orleans	Request to change the following names: <ul style="list-style-type: none"> <li>• Department of Clinical Lab Science to Department of Medical Lab Science</li> <li>• BS Medical Technology to BS Medical Lab Science</li> <li>• Master of Health Sciences (MHS) in Rehab and Counseling to MHS in Counseling.</li> </ul> All changes are to reflect industry standard terminology and program content. <b>Approved.</b>
LSU Shreveport	Request for approval to establish the following Graduate Certificates (GC) <ul style="list-style-type: none"> <li>• GC in Nonprofit Administration (CIP 52.0206)</li> <li>• GC in Occupational Physiology (CIP 26.0901)</li> </ul> Progress report due June 1, 2024. <b>Approved.</b>
UL Lafayette	Request to change the CIP code for the Master of Architecture (M ARCH) from 04.0201 to 04.0902 to reflect the program's content more accurately. <b>Approved.</b>

**AGENDA ITEM VII.D.1.b.**

**Addition of Standard AP and CLEP Scores to AA 2.23 Prior Learning Assessment**

**Staff Summary**

In March 2022, the Board approved Louisiana’s first statewide Prior Learning Assessment (PLA) policy. PLA refers to the evaluation and awarding of college credit for a student’s prior learning experiences from a variety of sources including but not limited to military training, job training, and various standardized exams verifying content knowledge such as College Board’s Advanced Placement (AP) exams and the College-Level Examination Program (CLEP) exams. AP credit plays an important role for students earning early college credit in Louisiana high schools. According to College Board, Louisiana is the top state in the country for the number of students who take CLEP exams and for students sending those scores on to colleges and universities for credit.

The PLA policy includes the requirement that institutions honor Regents established statewide standard scores for standardized tests. Regents staff worked with the Statewide Articulation and Transfer Council (SATC) and system Chief Academic Officers to solidify agreed upon scores for AP and CLEP to count for college credit at our state’s institutions. Institutions will now be required to grant college credit for these established AP and CLEP scores.

**STAFF RECOMMENDATION**

**For information only. No action required.**

**Louisiana Public Postsecondary Institutions  
Summary Table -- Minimum AP Cut Scores for College Credit**

INSTITUTION	Art Hist	Art 2D - Studio	Art 3D - Studio	Art - Draw	Biology	Calc AB	Calc BC	Chem	Comp Sci A	Comp Sci AB	Econ - Macro	Econ - Micro	Eng Lang Comp	Eng Lit	Envtl Sci	Geog - Human	Gov - Comp PolSci	Gov - US PolSci	Hist - Euro	Hist - US	Hist - World	Mus Theo	Phys B	Phys C: E M	Phys C: Mech	Psyc	Statistics	Lang - Chinese	Lang - French	Lang - French Lit	Lang - German	Lang - Ital	Lang - Japns	Lang - Latin Lit	Lan - Latin Virgl	Lang - Spanish	Lang - Span Lit										
BPCC	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3		3	3		3									3										
BRCC	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3		3	3		3	3	3	3	3		3									3									
CLTCC	3			3	3	3	3	3			3	3	3	3			3	3	3	3	3				3			3											3								
Delgado	3			3	3	3	3	3	3		3	3	3	3	3	3		3		3	3	3			3	3		3										3									
Fletcher TCC	3				3			3	3	3	3	3	3	3			3	3		3	3	3	3	3		3	3		3										3								
LA Delta					3			3			3	3	3				3		3	3	3		3	3	3	3	3		3										3								
Northshore TCC	3				3			3	3	3	3	3	3	3			3	3	3	3	3	3	3	3		3	3		3											3							
Nunez	3			3	3			3			3	3	3	3	3			3		3	3	3			3	3		3												3							
RPCC	3				3	3	3	3			3	3	3					3		3	3	3		3			3													3							
SLCC	3			3	3	3	3	3			3	3	3	3			3	3	3	3	3	3				3			3												3						
Sowela TCC	3				3	3	3	3	3	3	3	3	3	3	3			3		3	3	3		3	3		3	3																			
LSU E	3				3	3	3	3	3	3			3	3			3	3	3	3		3	3	3	3				3												3						
SUSLA					3	3	3	3	3	3	3	3	3	3				3		3				3			3															3					
LSU	3				3	3	3	3	3	3	4	4	3	3	3		3	3	3	3	3	3	3	3	3	3	3		3												3						
LSU A	3				3	3	3	3			3	3	3				3	3	3	3				3	3	3	3	3		3												3					
LSUS	3				3	3	3	3	3	3	3	3	3	3			3	3	3	3	3	3	3	3	3				3														3				
SUBR	3				3	3	3	3	3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3		3														3				
SUNO	3				3	3	3	3	3	3	3	3	3	3	3		3	3		3	3			3		3	3		3														3	3			
Grambling	3			3	3	3	3	3	3	3	3	3	3	3	3				3					3	3	3	3	3		3													3				
LA Tech	3				3	3	3	3	3	3	3	3	3	3			3	3	3	3	3	3	3	3	3		3	3		3													3	3			
McNeese	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3																	
Nicholls	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3															3	3		
Northwestern	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3	3		3	3		3														3	3		
Southeastern	3				3	3	3	3			3	3	3	3			3	3	3	3				3	3	3	3	3		3															3		
UL Lafayette	3				3	3	3	3	3				3	3			3	3	3	3	3		3	3	3	3	3		3																3		
UL Monroe	3				3	3	3	3	3	3	3	3	3	3			3	3	3	3	3	3	3	3	3	3	3		3																3	3	
UNO	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3			3	3	3	3	3		3																	

**Louisiana Public Postsecondary Institutions  
Summary Table -- Minimum CLEP Cut Scores for College Credit**

INSTITUTION	COMPOSITION & LITERATURE					WORLD LANGUAGES			HISTORY & SOCIAL SCIENCES										SCIENCE & MATHEMATICS					BUSINESS										
	American Literature	Analyzing/Interpreting Literature	College Composition	English Literature	Humanities	French (Level 1 & 2)	German (Level 1 & 2)	Spanish (Level 1 & 2)	American Government	US History - Early to 1877	US History - 1865 to Present	Human Growth & Development	Intro to Educational Psych	Principles of Macroeconomics	Principles of Microeconomics	Intro Psychology	Intro Sociology	Social Sciences & History	Western Civ: Ancient to 1648	Western Cif: 1648 to Present	World Civilization to 1500	World Civilization 1500 to Present	Biology	Calculus	Chemistry	College Algebra	College Mathematics	Natural Sciences	Precalculus	Financial Accounting	Info Systems & Computer Apps	Intro Business Law	Principles of Management	Principles of Marketing
BPCC	50		50	50	50	50-59		50-63	50	50	50	50	50	50	50	50		50	50				50	50	50	50			50	50	50	50	50	
BRCC	50	50	50	50					50	50	50	50		50	50	50					50	50		50	56		50	50	60	50	50	50	50	
CLTCC			50					50	50	50					50	50							50			50				50				
Delgado	50	50	50*	50		50		50	50	50	50		50	50	50	50				50	50			50	50	50	50			50	50	50	50	
Fletcher TCC			50			50		50	50	50			50	50	50	50				50	50			50		50				50	50			
LA Delta	50	50	50	50	50	50		50	50	50	50	50	50	50	50	50				50	50			50		50				50	50	50	50	
Northshore TCC	50		50	50	50				50	50	50			50	50	50				50	50			50		50		50			50	50	50	50
Nunez	50	50	50	50		50		50	50	50	50	50	50	50	50	50				50	50			50		50	50	50			50	50	50	50
RPCC	50		50	50		50		50	50	50			50	50	50	50				50	50			50	56	50	50			50			50	50
SLCC	50	50	50	50	50	50-59		50-63	50	50	50	50	50	50	50	50	50						50	50	50	50	50	50	50	50	50	50	50	
Sowela TCC			50	50					50	50	50	50		50	50	50							50		50	50				50	50	50		
LSU E	50	50	50	50		50-59		50	50	50	50	50	50	50	50	50				50	50			50	50	50	50	50	50					
SUSLA	50		50			50		50	50	50		50	50	50	50	50				50	50			50	50	50	50	50			50	50		50
LSU			58			35-50	40-61	40-61	58	50	50	50	50	50	50	50	50	50	50	50	50			50	56		50	50	50	50				
LSU A		50	50			50	50		50	50	50	50	50	50	50	50				50	50			50	56		50	50	50					
LSUS			50	50	50	50		50																50		50	50				50	50	50	50
SUBR		50	50		50	50	50	50	50	50	50	50	50	50	50	50				50	50			50	50	50	50	50	50	50		50		50
SUNO			50						50	50	50					50	50							50		50	50					50		50
Grambling	50		50	50	50	50	50	50-63	50	50	50	50	50	50	50	50	50						50	50	50	50		50	50	50	50	50	50	
LA Tech	50		50*	50		50-62		50-66	50	50	50			50	50	50							50	50	50	50			50			50	50	
McNeese	50		50	50		50/59	50	50/63	50	50	50		50	50	50	50				50	50			50	50	50	50		50	50				
Nicholls	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50						50	50	50	50	50	50	50	50	50	50	50	50
Northwestern	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50						50	50	50	50	50	50	50	50	50	50	50	50
Southeastern	60		59	60					50	50	50				50	50							50		50	50			50	50		50	50	
UL Lafayette	50		55*	50		50/59	50/60	50/63	50	50	50				50	50							50	60!	50	50	50	50		50				
UL Monroe	50	-	55	50	-	50	50	50	50	50	50	50	50	50	50	50				50	50			50	50	50	50		-	50	50	50	50	
UNO	50	50	50	-	-	50	50	50	50	50	50	-	-	50	50	50				-	-	-		50	50	50	50	50	-	50	-	50	50	

\* Submission of an essay is also required at Delgado, Louisiana Tech and UL Lafayette

! Departmental review of educational background and major is also required at UL Lafayette.

## **AGENDA ITEM VII.D.1.c.**

### **Report regarding Act 356 of the 2009 Regular Legislative Session 2021-22 Report: Articulation and Transfer**

#### **Introduction**

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

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

In the thirteen 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 many of the mandates of Act 356 and subsequent clarifying legislation.

#### **Considerations**

To meet the Regents' Master Plan attainment goal of a 60% educated populace by 2030, Louisiana educational stakeholders will have to ensure that more categories of students other than traditional freshmen enter the various education pipelines beginning in secondary education through to the attainment of credentials.

To increase credential attainment in the state, aside from the traditional full-time freshman population, this includes 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, designed with students success in mind.

Current transfer student enrollment and completion rates have been static for some time and, in some metrics, decreasing. Too few students are completing their ASLT and AALT curricula, and of those who do complete, too few are using that degree for its intended purpose and transferring to a baccalaureate degree.

To change this landscape, the Board of Regents passed a statewide Prior Learning Assessment Policy (AA 2.23) that establishes guidelines for the evaluation and awarding of undergraduate credit for college-level learning acquired outside of the traditional learning environment. This policy will advantage both traditional age students and the adult population returning to college with professional experience that can be evaluated and potentially count as credit towards a degree; additionally, military and veterans returning to continue their education will be able to count military experiences toward degree credit.

ACT 308 (2022) of this past 2022 Louisiana Legislative Session substantively clarified and expanded ACT 356 (2009) around the transfer of students and articulation of credit amongst public postsecondary institutions. This new legislation called for the creation of specific transfer pathways in each of the most enrolled bachelors' majors. Once implemented, these pathways will guarantee that students can begin their educational journey at any public postsecondary institution and be sure that all of their coursework will transfer and count as part of their degree requirements.

In 21-22, Regents staff collaborated with the Statewide Articulation and Transfer Council (SATC) on topics related to transfer articulation. Regents and SATC took actions associated with the transfer process concerning 1) Universal Transfer Legislation, and 2) New General Education rubrics developed by Board Staff for use in the articulation matrix. In the May 2022 SATC meeting, the council committed to working with the Board of Regents on these ongoing issues to ensure that transfer students will not have to retake general education coursework due to articulation issues. At the August 2022 meeting, the Board of Regents approved the Articulation Matrix for Academic Year 2022-2023 using the new general education rubrics. It is anticipated that this change will result in substantially more transfer courses being approved towards degree credit for transfer students.

### **Moving Forward**

Legislative mandates required by ACT 308 (2022) will be ongoing as Regents staff and SATC work with campus Chief Articulation Officers (CARTO) to further align course articulations as exact equivalents rather than transferring by title and ensure full application of the new Universal Transfer Pathways.

The Articulation Matrix provides a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives brought on by ACT 308 (2022), it is clear that substantive and robust review efforts will continue refining and expanding these tools. BoR staff began to work on a computer platform for the articulation matrix that will elevate the matrix from a downloadable matrix to a user-friendly computer application.

The following *21-22 Report: Articulation and Transfer* 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 context with the future needs of the state and the anticipation that this new legislation will substantively help to move Articulation and Transfer to the next level.

### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the 2021-22 Report: Articulation and Transfer and authorize Regents staff to submit this report on behalf of the Board to the House and Senate Committees on Education.**

## 2021-22 Report: Articulation and Transfer

### **Background**

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 degree programs. It directs that the report address: (1) the number and percentage of students who complete a transfer associate degree program; (2) the number and percentage of students who earn a transfer associate degree and subsequently transfer to a four-year college or university; (3) the number and percentage of transfer students who complete a baccalaureate degree; (4) 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; (5) status of development and implementation of the academic transfer module process; and (6) articulation of credits earned by veterans and spouses. Those elements are addressed, to the extent possible, within this report.

It is significant to note that the data for this 2021-22 report reflects enrollment and completion trends that were impacted by the COVID-19 pandemic and weather events during 2020 and 2021.

### **Associate Transfer 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 “LT”) 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 CC, Bossier Parish CC, Delgado CC, Elaine P. Nunez CC, L. E. Fletcher TCC, La Delta CC, LSU Eunice, River Parishes CC, South Louisiana CC, Southern University at Shreveport, and SOWELA TCC.

At its inception, enrollment in the LT program grew steadily from 214 in 2010 to 2,802 in 2021. But that growth has stalled and even begun to decline, with students in the 2,802 Louisiana Transfer majors representing only 31% of the total AA, AS, ASLT, and AALT majors in 2021-2022. Similarly, the number of graduates from the ASLT and AALT programs has leveled out in the mid-three-hundreds and has begun to decline. The number of LT, 2021-2022, majors that went on to graduate in 2021-22 was 37%.

Similarly, Associate of Science in Teaching graduates have been static for the past three academic years (2019-20, 2020-21, and 2021-22) by 21, 19, and 21, respectively (Chart 2). The AST degree represented a 4% (Chart 2) yield of majors to graduates this year due to mismatched requirements between the AST and DOE-mandated revisions to 4-year program curricula. Modifications to the AST program structure were approved at the January 2022 Regent’s meeting to ensure the program aligns with the state’s 4-year programs and to remove barriers to graduation, including passage of the Praxis II. In contrast to the LT graduates, 76% of AST graduates enroll in a 4-year program.

Currently, 32% of the total number of baccalaureate completers began as transfer students, demonstrating the sizeable impact that can be achieved by better functioning transfer policy and practice.

Campuses continue to promote the LT as an option for students aspiring to pursue a bachelor’s degree. However, the reduction in the size of the LT programs cannot be assigned solely to external factors such as natural disasters or the pandemic over the last two years. It is important to note that not just transfer student numbers are declining, but all student populations have shown steady decrease over the past two years.

Universal Transfer Legislation (Act 308, 2022) creates the development of Universal Pathways which will restructure the more restrictive ALT and AALT pathways into more uniform and easy-to-follow transfer maps. BoR staff have already identified the top twenty pathways and are working with faculty from all departments to structure these associate degree maps. By gathering faculty from each discipline, BoR looks to remove previous challenges that have prevented students from completing these degrees, such as course equivalencies, sequences, and prerequisites.



**Chart 1: Louisiana Transfer Degree: Majors and Graduates, 2021-22**

	-- AALT --		-- ASLT --		--TOTALS--	
	Majors Fall 2021	Graduates 2021-2022	Majors Fall 2021	Graduates 2021-2022	Majors, Fall 2021	Graduates 2021-2022
<b>Baton Rouge CC</b>	395	206	176	59	571	265
<b>Bossier Parish CC</b>	143	54	46	9	189	63
<b>Delgado CC</b>	203	82	196	44	399	126
<b>Elaine P. Nunez CC</b>	47	27	65	12	112	39
<b>L.E. Fletcher TCC</b>	9	0	41	0	50	0
<b>Louisiana Delta CC</b>	127	38	75	26	202	64
<b>LSU Eunice</b>	313	98	253	49	566	147
<b>NorthShore TCC</b>	28	2	57	1	85	3
<b>River Parishes CC</b>	116	227	88	35	204	262
<b>South Louisiana CC</b>	64	30	67	22	131	52
<b>SU-Shreveport</b>	279	9	0	0	279	9
<b>SOWELA TCC</b>	10	5	4	0	14	5
<b>Total</b>	<b>1,734</b>	<b>778</b>	<b>1,068</b>	<b>257</b>	<b>2,802</b>	<b>1,035</b>

**Chart 2: Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2021-22**

AS/Teaching, Grades 1-5		
	Majors, Fall 2021	Graduates, 2021-22
<b>Baton Rouge CC</b>	185	6
<b>Bossier Parish CC</b>	117	1
<b>Delgado CC</b>	119	5
<b>Elaine P. Nunez CC</b>	33	0
<b>Louisiana Delta CC</b>	43	0
<b>River Parishes CC</b>	47	9
<b>Total</b>	544	21

**Associate Transfer Degrees and University Enrollment**

The Louisiana Transfer Degree was designed with a structured curriculum designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours of the General Education Core, and junior level standing in the university. Since its creation in 2010, 1,703 LT graduates have enrolled in a university. The top university enrollees of ASLT graduates are UNO (97), LSU (93), and UL-Lafayette (72); the top universities enrolling AALT graduates are LSU (326), SLU (160), and UL-Lafayette (137). While overall numbers for Louisiana Transfer students fell again this year, students transferred and graduated from four-year institutions in higher numbers than last year. In the next year, BoR will develop Universal Transfer Pathways (Act 308, 2022) which will remove and modify some of the more restrictive parts of the ASLT and AALT to create the next generation of the ASLT and AALT Transfer programs.

**Chart 3: Associate Transfer Degrees and University Enrollment**

<b>L.T. Grad. Year</b>	<b>Degree</b>	<b>L.T. Graduates</b>	<b>Enrolled in a University</b>	<b>Percentage</b>
<b>2010-11</b>	AALT	1	0	0%
	ASLT	6	2	33%
	<b>LT (Total)</b>	<b>7</b>	<b>2</b>	<b>29%</b>
<b>2011-12</b>	AALT	38	30	79%
	ASLT	47	32	68%
	<b>LT (Total)</b>	<b>85</b>	<b>62</b>	<b>73%</b>
<b>2012-13</b>	AALT	64	50	78%
	ASLT	51	35	69%
	<b>LT (Total)</b>	<b>115</b>	<b>85</b>	<b>74%</b>
<b>2013-14</b>	AALT	69	54	78%
	ASLT	60	43	72%
	<b>LT (Total)</b>	<b>129</b>	<b>97</b>	<b>75%</b>
<b>2014-15</b>	AALT	125	91	73%
	ASLT	74	53	72%
	<b>LT (Total)</b>	<b>199</b>	<b>144</b>	<b>72%</b>
<b>2015-16</b>	AALT	150	116	77%
	ASLT	79	45	57%
	<b>LT (Total)</b>	<b>229</b>	<b>161</b>	<b>70%</b>
<b>2016-17</b>	AALT	198	136	69%
	ASLT	75	54	72%
	<b>LT (Total)</b>	<b>273</b>	<b>190</b>	<b>70%</b>
<b>2017-18</b>	AALT	204	143	70%
	ASLT	73	46	63%
	<b>LT (Total)</b>	<b>277</b>	<b>189</b>	<b>68%</b>
<b>2018-19</b>	AALT	280	200	71%
	ASLT	75	50	67%
	<b>LT (Total)</b>	<b>355</b>	<b>250</b>	<b>70%</b>
<b>2019-20</b>	AALT	262	181	69%
	ASLT	86	59	69%
	<b>LT (Total)</b>	<b>348</b>	<b>240</b>	<b>69%</b>
<b>2020-21</b>	AALT	254	165	65%
	ASLT	89	46	52%
	<b>LT (Total)</b>	<b>343</b>	<b>211</b>	<b>62%</b>
<b>2021-22</b>	AALT	262	54	21%
	ASLT	82	18	22%
	<b>LT (Total)</b>	<b>344</b>	<b>72</b>	<b>21%</b>

*Note: 2021-22 numbers include graduates in Summer or Fall 2021 who had enrolled in a university by the 2021-22 academic year (e.g., before the summer term, 2022).*

The Associate of Science in Teaching leads to a specific teacher education major and has seen comparable success to the LT in having its graduates continue enrollment to a university.

**Chart 4: Associate of Science in Teaching (Grades 1-5)**

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
2010-2011	43	35	81%
2011-2012	59	46	78%
2012-2013	27	24	89%
2013-2014	46	36	78%
2014-2015	35	30	86%
2015-2016	32	27	84%
2016-2017	22	17	77%
2017-2018	27	19	70%
2018-2019	36	23	64%
2019-2020	21	14	67%
2020-2021	19	9	47%
2021-22	21	4	19%
<b>Total</b>	<b>388</b>	<b>284</b>	<b>73%</b>

*Note: 2021-22 numbers include completers in Summer or Fall 2021 who had enrolled in a university by the 2021-22 academic year ended; it does not include completers who will have enrolled in Fall 2022.*

All non-applied associate degrees are considered transfer degrees in that they contain primarily transferable academic coursework and a sizeable portion of the 39-hour general education core for all bachelor's degrees. These would 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 table below shows the number of associate degree graduates in the 2021-22 academic year (Summer/Fall/Winter/Spring semesters or terms) who had transferred to a university through 2021-22.

**Chart 5: 2021-22 Graduates with Associate Degrees Who Enrolled in a University**

Associate Degree	2021-22 Graduates	Enrolled in University	Percentage
AA	176	29	16%
AALT	254	165	65%
AAS	2,344	274	12%
AGS	1,290	371	29%
ASCJ	11	6	55%
ASLT	89	46	52%
AS	792	255	32%
ASN	966	90	9%
AST	19	15	79%
<b>Grand Total</b>	<b>5,941</b>	<b>1,251</b>	<b>21%</b>

The data suggest that those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies, just as initially envisioned. The AALT, ASLT, and AST have higher continuation rates with university enrollment (at 52%-65%). The ASN, which leads to licensure as a Registered Nurse, and the AAS, designed for direct workforce training and application, continue to have the

lowest continuation rates (9% and 12%) respectively. Graduates from these programs generally go straight into the workforce rather than directly transferring and continuing their studies.

This year BOR added the Associate of Applied Science (AAS) to the list of acceptable degrees for transfer. Currently, LSUA accepts AAS degrees into their four-year Bachelor of Arts in Applied Sciences.

### **Transfer Students and the Baccalaureate Degree**

The table below shows that 32% of 2021-22 baccalaureate graduates began as transfer students, which varies significantly among institutions. For Academic Year 2021-22, LSUA, McNeese, and Northwestern showed modest increases in their transfer completers from the previous year.

It is essential to highlight that the 32% rate of transfer baccalaureate completers does not represent the opportunity for growth that needs to exist to meet the Master Plan’s 60 by 30 goal. Too few students are enrolling and completing the LT degrees with subsequent transferal to complete their baccalaureate at 4-year institutions to impact the numbers needed for the future.

**Chart 6: Baccalaureate Completers that Began as Transfer Students 2021-22**

Institution	2020-2021		2021-2022		Total Bac Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2020-2021	2021-2022	2020-2021	2021-2022
GSU	209	10	248	13	518	629	40%	39%
LA Tech	265	20	228	23	1,482	1,494	18%	15%
LSU	789	77	779	80	4,528	4,792	17%	16%
LSUA	298	84	399	99	435	554	69%	72%
LSUS	318	75	299	74	441	418	72%	72%
MSU	323	61	307	68	1,077	990	30%	31%
Nicholls	335	62	321	58	995	1,023	34%	31%
NSU	574	185	618	201	1,271	1,336	45%	46%
SLU	645	72	568	52	1,831	1,832	35%	31%
SUBR	275	28	252	29	715	709	38%	36%
SUNO	178	42	187	42	230	245	77%	76%
ULL	939	280	856	264	2,777	2,542	34%	34%
ULM	420	75	363	49	1,173	1,078	36%	34%
UNO	659	98	527	80	1,131	996	58%	53%
<b>Grand Total</b>	<b>6,227</b>	<b>1,169</b>	<b>5,952</b>	<b>1,132</b>	<b>18,604</b>	<b>18,638</b>	<b>33%</b>	<b>32%</b>

The Board of Regents uses annual completer report data to determine time to degree for ‘native’ and ‘transfer’ graduates. In the table below, ‘**Began as Freshmen**’ graduates are ‘**native**’ students who first enrolled as entering freshmen. ‘**Began as Transfer**’ graduates are those who enrolled at the degree-granting university after having enrolled at another, e.g., they could have transferred 0~100+ credits. Data on the actual number of credits earned by students/graduates are not available.

**Chart 7: Average Enrollment Time to Degree (Years) 2020-21 and 2021-22 Graduates  
(Based on 1<sup>st</sup> semester of enrollment at the Awarding University)**

Awarding University	Average Time to Degree (Years) Baccalaureate Completers					
	Began as Freshman		Began as Transfer		All Graduates	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
<b>GSU</b>	5.2	5.3	4.3	4.3	4.8	4.9
<b>LA Tech</b>	4.2	4.0	4.0	3.4	4.1	3.9
<b>LSU</b>	4.2	4.1	3.4	3.4	4.1	4.0
<b>LSUA</b>	6.2	5.7	3.3	3.1	4.2	3.8
<b>LSUS</b>	5.3	5.2	3.4	3.4	4.0	3.9
<b>MSU</b>	4.8	4.9	4.0	3.6	4.5	4.5
<b>Nicholls</b>	4.8	4.8	3.8	3.9	4.5	4.5
<b>NSU</b>	4.8	4.8	4.3	4.3	4.6	4.6
<b>SLU</b>	4.8	4.8	3.7	3.8	4.4	4.5
<b>SUBR</b>	5.2	5.3	4.2	4.6	4.8	5.1
<b>SUNO</b>	7.7	8.4	5.6	5.7	6.1	6.3
<b>ULL</b>	4.9	4.8	3.5	3.7	4.4	4.4
<b>ULM</b>	4.6	4.6	3.7	4.0	4.3	4.4
<b>UNO</b>	5.1	4.8	3.7	3.7	4.3	4.2
<b>Grand Total</b>	<b>4.6</b>	<b>4.6</b>	<b>3.8</b>	<b>3.8</b>	<b>4.3</b>	<b>4.3</b>

Statewide transfer students in 2021-22 graduated in an average of 3.8 semesters after transfer, compared to first-time freshmen who graduated in 4.6 semesters. This number (Began as Transfer) varies greatly by institution; this year, students from LSUA had the shortest average time to completion with 3.1 semesters. LA Tech (3.4), LSU (3.4), LSUS (3.4), and MSU (3.6) followed with subsequent shortest average times to completion.

Of the 18,638 baccalaureate graduates during the 2021-22 academic year, 68% began as first-time freshmen at the university from which they graduated, and 5,952 (32%) were transfers.

### **Academic Transfer Opportunities**

The Board of Regents continues to work with statewide public postsecondary institutions to collaborate and develop quality transfer programs. The Statewide Articulation Transfer Council (SATC) met quarterly during Academic Year 2021-22 developed a statewide model for prior learning assessment approved by the BoR at its March 2022 meeting and conducted a review of transfer policies to increase access and equity to Louisiana’s public postsecondary institutions. Additionally, transfer legislation presented to the legislature expanded the purview of Act 356 (2009) and passed Act 308 (2022) which requires the development of Universal Transfer Pathways which will be developed for AY 22-23.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. A one-stop-shop online portal, [adualenrollment.com](http://adualenrollment.com), was launched on January 25<sup>th</sup>, 2022, to provide students, counselors, and parents with a convenient and user-friendly location to obtain information regarding all aspects of dual enrollment, particularly the transferability of coursework. Board of Regents staff are developing a platform to host the Articulation Matrix. This application will move the Articulation Matrix from its present iteration as an Excel spreadsheet to an interactive online user-friendly application. The next year will see AP/CLEP and IB courses added to the matrix as well as the American Council on Education’s military equivalents of general education courses currently on the matrix.

In addition, the Board of Regents Teacher and Leadership Initiatives office convened representatives from 2-year and 4-year institutions to review and revise graduation requirements for the Associate of Science in Teaching. New policy recommendations were approved at the January 2022 Board meeting removing completion barriers.

### **Military Articulation and Transfer: Veterans and Spouses**

Expedited articulation and transfer assist all students in pursuing their educational goals. In this eighth year of the *Governor's Military and Veteran Friendly Campus (GMVFC)* designation (per Act 232 of the 2015 Session & Act 429 of the 2021 Session), public colleges and universities reported decreased numbers in many of the elements specifically required for veterans and their spouses. This year, a new reporting element was added to the GMVFC Report. The total number of veteran, spouse, and dependent graduates for each campus is now required.

The area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past eight years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. Last summer, the LaVetCorps<sup>1</sup> and the Louisiana Department of Veterans Affairs (LDVA) signed a Memorandum of Understanding with each public postsecondary institution to expand the presence of the LaVetCorps on their campuses. BoR continues to partner with LaVetCorps and sponsored training sessions for their campus Navigators in November 2022 which will continue in 2023. Additionally, BoR further supported our adult and military students by developing policies such as A.A. Policy 2.23 Prior Learning Assessment (approved by the Regents in March 2022) to ensure that all credits earned by military students can be reviewed and applied to their degree programs.

Academic year 2021-22 represented the third year in a row with the full participation of all statewide public postsecondary campuses in the *GMVFC* program. This represents 100% participation in this program by public postsecondary institutions in the state.

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<sup>1</sup> LaVetCorps is a cooperative program between the Louisiana Department of Veterans Affairs and AmeriCorps. The mission of LaVetCorps is to empower veterans' families and campus communities to help veterans returning from active military service transition home to college and their local community successfully.

**Chart 9: Overview of Veteran & Spouse/Dependent Transfer Activity for 2021-2022**

SYSTEM	CAMPUS	TOTAL VETS	TOTAL SPOUSE/ DEPS	TOTAL CREDIT HRS	TOTAL SPOUSE/DEPS CREDIT HRS	TOTAL CREDIT HOURS V+S	Total Vet Grads	Total Spouse/DEP Grads
<b>LSU System</b>	LSU A&M	2014	6	1,314	10,966	12,283	1,024	1,292
	LSUA	123	111	7,297	5,760.11	13,057	28	11
	LSUE	44	8	1914	511	2425	4	6
	LSUS	20	14	1,932	971	2,903	69	31
<b>SU System</b>	SUBR	21	9	1,157	603	1,760	18	6
	SUNO	13	1	148	18	166	10	6
	SUSLA	11	9	43	68	111	3	1
<b>UL System</b>	GSU	6	11	456.2	573	1,029.20	7	22
	LA TECH	59	28	1,799.48	504	2,303.48	5	2
	MCNEESE	54	136	2,350	3,548	5,898	8	13
	NICHOLLS	37	3	1,118.73	57	1,175.73	35	12
	NSU	0	1	0	8	8	89	28
	SLU	30	9	1,815.00	635.5	2,450.50	63	53
	ULL	97	64	4,993	2,958	7,951	0	0
	ULM	74	81	5,392	2,708	8,100	22	39
UNO	29	18	525	400	925	33	2	
<b>LCTCS</b>	BRCC	49	61	3,105	6,602	9,707	32	64
	BPCC	4	5	27	30	57	72	12
	CLTCC	28	95	304	0	304	67	92
	DELGADO	597	969	2,709	5,052	7,761	93	159
	FTCC	40	70	2,038	3,361	5,399	2	12
	LDCC	16	22	914	1,233	2,147	52	58
	NTCC	7	11	69	175	244	11	20
	NWLTC	0	0	0	0	0	8	2
	NUNEZ	8	8	43	49	92	12	5
	RPCC	97	179	206	288	494	24	20
	SLCC	58	81	1,043	1,483	2,526	26	3
SOWELA	30	167	400	799	1,199	22	24	
<b>TOTAL</b>		<b>2,014</b>	<b>6,012</b>	<b>43,112</b>	<b>49,361</b>	<b>92,476</b>	<b>1,024</b>	<b>1,292</b>

## **Summary**

The Board of Regents, the Statewide Articulation and Transfer Council, and the entire postsecondary education system continues to promote student success and improve the transfer and articulation experience statewide. Plans are underway to transfer the current Articulation Matrix to a web-based, user-friendly application and expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military recommendations.

All students benefit as campuses broaden their approach to evaluating prior learning and awarding or articulating credit students bring with their enrollment. A statewide policy for Prior Learning Assessment (PLA) approved in March 2022 by the Regents' will be integral to this process. Linking credentials to certifications, as LCTCS is doing with several of its technical programs, will make it easier to grant articulated college credits for certifications achieved as students turn to the colleges to continue their education.

Considering the disruptions of COVID-19 and natural disasters impacting education this past year, efforts to improve outreach and communication effectiveness must continue so that students, from K-12 through retirement age, can easily find their path to a postsecondary degree or credential. Most critically, transfer students of all types will be crucial in attaining the Master Plan's overarching goal, for 60% of the population to have a credential of value by 2030. BoR was successful in passing legislation to expand and relieve the structure of the LT to attract more students to these pathways. A user-friendly, straightforward map that students can use to guide their journey from Associate to Bachelor's degree will create a new pipeline to enable more students to successfully complete their degree and transition to a future workforce where they can be successful citizens of Louisiana.



**REPORT OF THE POSTSECONDARY INCLUSIVE  
EDUCATION ADVISORY COUNCIL  
PRODUCED IN RESPONSE TO ACT 682 OF THE 2022  
REGULAR LEGISLATIVE SESSION**

**LOUISIANA BOARD OF REGENTS**



BOARD *of* REGENTS  
STATE OF LOUISIANA

**February 2023**

**LOUISIANA BOARD OF REGENTS**

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*Commissioner of Higher Education*

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## **I. Introduction and Background**

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 resources from the Louisiana Postsecondary Inclusive Education Fund.

## **II. Process to Inform Task Force Work & Methodology**

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:

<b>Act 682: Legislative Tasks Charged</b>
<ul style="list-style-type: none"><li>● 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</li><li>● Develop an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs</li><li>● Review applications and determine the amount of funds to distribute for each inclusive program</li><li>● Determine a method to distribute information about inclusive programs to students and their families</li></ul>

This report serves as an action-to-date account, detailing current findings as well as a timeline for the Advisory Council’s next steps.

## **IV. Overview of Work to Date**

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 (Appendix B). The Council has met four times since the passage of Act 682 (see Appendix C for meeting agendas). Starting with the legislative charge, the Task Force held its first meeting on August 17, 2022, and elected Dr. Gerlinde Beckers, Director, Lions Connected, Southeastern Louisiana University, as the Chair of

the Task Force and both Dr. Kim Hunter Reed, Commissioner of Higher Education, Louisiana Board of Regents and Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Louisiana Board of Regents, as Co-Vice-Chairs. In addition, the Advisory Council decided to begin work by undertaking a thorough inventory of both the needs of public postsecondary education institutions with existing inclusive programs and those with an interest in developing an inclusive program. The Advisory Council approached this by developing two surveys created by the members. Upon approval by members in September, these surveys were distributed through postsecondary education system chief academic officers and campus presidents.

The goal of these surveys was to provide a foundation to both inform the Advisory Council of the need for public postsecondary institutions to expand or develop postsecondary inclusive education programs in the state as well as a determine the allocation of monies in the Louisiana Postsecondary Inclusive Education Fund. Based on the survey responses, the Advisory Council was able to compile a list of public postsecondary institutions that either currently have or have an interest in creating an inclusive education program (see Table 1). The list of existing programs shows that there are no current programs in the northern part of the state.

**Table 1**

<b>Institutions with Inclusive Education Programs</b>	<b>Institutions Interested in Creating an Inclusive Program</b>
<ul style="list-style-type: none"> <li>● Baton Rouge Community College</li> <li>● Bossier Parish Community College</li> <li>● Louisiana State University of Alexandria</li> <li>● Nicholls State University</li> <li>● Northshore Technical Community College</li> <li>● Southeastern Louisiana University</li> <li>● University of Louisiana at Lafayette</li> </ul>	<ul style="list-style-type: none"> <li>● Central Louisiana Technical &amp; Community College</li> <li>● Fletcher Technical Community College</li> <li>● Louisiana State University A&amp;M</li> <li>● Louisiana State University Eunice</li> <li>● Louisiana State University Shreveport</li> <li>● Louisiana Tech University</li> <li>● McNeese State University</li> <li>● Northwestern State University</li> <li>● Nunez Community College</li> <li>● River Parishes Community College</li> <li>● Southern University A&amp;M</li> <li>● SOWELA Technical Community College</li> <li>● University of Louisiana at Monroe</li> </ul>

Based on these results, the Advisory Council discussed at its October 2022 meeting how the monies in the Louisiana Postsecondary Inclusive Education Fund should be allocated to those institutions whose applications were approved. It was determined that \$100,000 would be

allocated to The Louisiana Alliance for Postsecondary Inclusive Education (LAPIE) to provide technical assistance to institutions expanding or establishing inclusive education programs, with the remaining \$900,000 to be split between new and existing programs, with a maximum of \$80,000 for new programs and \$50,000 for existing programs. This approach was approved by the Advisory Council in November 2022.

At the October 2022 meeting, Chair Beckers provided to the Advisory Council drafts of application forms for both expansion and establishment of inclusive education programs. The Advisory Council discussed the forms and the questions that should be included, creating an Application for Initial Program Development (Appendix D) and an Application for Enhancement of Existing Programs (Appendix E). In addition, Dr. Denley, in conjunction with Dr. Beckers and Board of Regents staff, created an application guidelines document to help steer applicants through the application process (Appendix F). Table 2 indicates the agreed-upon timeline for next steps related to the application. Table 3 indicates the members of the application review committee.

**Table 2**

<b>Louisiana Postsecondary Inclusive Education Fund Application Deadlines</b>	
November 15, 2022	RFA issued
January 12, 2023	Last day applicants may submit questions about the RFA
January 17, 2023	Application submission deadline 5:00 pm CST
January 23-February 3, 2023	Applications reviewed by review committee
February 3-10, 2023	Systems to certify recommended applications
February 10, 2023	Reports and recommendations of review committee provided to the Advisory Council
March 1, 2023	Final approval by the Advisory Council
April 3, 2023	Contracts negotiated and executed

All documents, the application timeline, and application review committee members were approved by the Advisory Council at their November 2022 meeting.

To disseminate this information to both public postsecondary institutions and the public, the Board of Regents hosted an informational webinar on November 14, 2022. The webinar included panelists who discussed creating Postsecondary Inclusive Education Program opportunities in Louisiana, as well as information on the application process as provided in Act 682 to fund and expand inclusive programs in the state. A recording of the webinar has been posted to the Board of Regents website.

**Table 3**

<b>Louisiana Postsecondary Inclusive Education Fund Application Review Committee Members</b>
<ul style="list-style-type: none"><li>• Dr. James Ammons, Southern University System</li><li>• Dr. Roy Haggerty, Louisiana State University System</li><li>• Dr. Jeannine Kahn, University of Louisiana System</li><li>• Dr. Wendi Palermo, Louisiana Community and Technical College System</li><li>• Dr. Tristan Denley, Board of Regents</li><li>• Ms. Bambi Polotzola, Office of Disability Affairs</li></ul>

**V. Next Steps**

The Louisiana Postsecondary Inclusive Advisory Council met over the course of four months to assess the need for inclusive education programs in the state, create a process for institutions to apply for funds 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 determine and establish best practices to apply for monies from the Louisiana Postsecondary Inclusive Education Fund.

In January 2023, the Advisory Council will receive applications to both enhance existing programs and establish 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 March meeting.

The Louisiana Postsecondary Inclusive Advisory Council is grateful for the leadership and participation of Senator Gerald Boudreaux. The Council looks forward to making the initial awards and continuing to assess the ongoing needs and public postsecondary interest in the state.

An update on the allocation of funds will be provided to the legislature prior to the 2023 legislative session to allow for additional consideration in the upcoming Regular Session.

**Appendix A:**

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

1 AN ACT

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

8 Be it enacted by the Legislature of Louisiana:

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

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

11 **Inclusive Education Advisory Council**

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

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



- 1 postsecondary institution.
- 2 (2) Any money donated to the fund or appropriated to the fund by the  
3 legislature shall be deposited in the fund. Monies in the fund shall be invested  
4 in the same manner as monies in the general fund. Interest earned on  
5 investment of monies in the fund shall be credited to the fund.
- 6 (3) Monies in the fund shall be appropriated to the Board of Regents for  
7 distribution to public postsecondary institutions only for:
- 8 (a) The creation, operation, and expansion of inclusive programs.  
9 (b) Technical assistance in creating or expanding inclusive programs.  
10 (c) Dissemination of information on inclusive programs in Louisiana to  
11 students with intellectual or developmental disabilities and the parent or  
12 guardian of the students.
- 13 (4) Any funds distributed to an institution that remain unexpended or  
14 unobligated at the end of the fiscal year shall remain in the fund and, subject to  
15 appropriation, be available for use in the subsequent fiscal year by an  
16 institution for the purposes as provided in this Section.
- 17 (5) Funding shall be distributed by the Board of Regents to a public  
18 postsecondary education management board only upon the certification by the  
19 board, on behalf of the receiving institution, that the institution has or is  
20 creating an inclusive program and that all funds shall be used by the institution  
21 for the inclusive program.
- 22 (6) The fund is in addition to, and separate from, other monies  
23 appropriated or allocated to any public postsecondary education management  
24 board. Allocations from the fund shall not be included in the Board of Regents'  
25 funding formula calculation, nor shall they supplant any state general fund  
26 allocations to institutions. The availability of the fund shall not in any way  
27 substitute, limit, or otherwise affect the allocation of any funds otherwise  
28 available to those institutions under state or federal laws.
- 29 B.(1) The Postsecondary Inclusive Education Advisory Council, referred  
30 to in this Section as the "council", is hereby created under the auspices of the

- 1 Board of Regents for the purpose of advising the board with respect to inclusive  
 2 programs and methods to fund and expand inclusive programs in the state.
- 3 (2) The council shall assist the Board of Regents in:
- 4 (a) Identifying existing inclusive programs capable of providing technical  
 5 assistance to institutions creating or expanding inclusive programs and  
 6 developing a method to provide grants for such technical assistance.
- 7 (b) Developing an annual application process for public postsecondary  
 8 institutions to request funds to create or expand inclusive programs.
- 9 (c) Reviewing applications and determining the amount of funds to  
 10 distribute for each inclusive program.
- 11 (d) Determining a method to distribute information about inclusive  
 12 programs to students and their families.
- 13 (3)(a) The council shall be composed of the following members:
- 14 (i) Two members with expertise in postsecondary educational  
 15 programming for students with intellectual and developmental disabilities,  
 16 appointed by the governor.
- 17 (ii) The commissioner of higher education or his designee.
- 18 (iii) A director of an inclusive program appointed by the chairman of the  
 19 Senate Committee on Education.
- 20 (iv) A director of an inclusive program appointed by the chairman of the  
 21 House Committee on Education.
- 22 (v) The president of the Louisiana State University System or his  
 23 designee.
- 24 (vi) The president of the Southern University System or his designee.
- 25 (vii) The president of the University of Louisiana System or his designee.
- 26 (viii) The president of the Louisiana Community and Technical College  
 27 System or his designee.
- 28 (ix) The executive director of the Louisiana Developmental Disabilities  
 29 Council or his designee.
- 30 (x) The director of the Louisiana Rehabilitation Services or his designee.

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

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

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

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

4 \* \* \*

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

8 \* \* \*

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

11 \* \* \*

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

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

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

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

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

**Appendix B:**

<b>Member</b>	<b>Title</b>	<b>Seat Information</b>
Dr. Gerlinde Beckers	Director, Lions Connected, SLU	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Mary Breaud	Associate Professor of Education, Nicholls	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Kim Hunter Reed	Commissioner of Higher Education	Commissioner of Higher Education
Dr. Caroline Jurisich	Director, ULL LIFE Program	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
Brittany Soden	Director, LSUA SPERO	Director of an inclusive program, appointed by the chairman of the House Committee on Education
Dr. Dan Bureau	Assistant Vice President for Student Health & Wellbeing, LSU A&M	President of the Louisiana State University System or his designee
President Dennis J. Shields	President-Chancellor, Southern University System	President of the Southern University System or his designee
Dr. Jeannine Kahn	Provost and Vice President for Academic Affairs, UL System	President of the University of Louisiana system or his designee
Dr. Willie Smith	Chancellor, Baton Rouge Community College	President of the Louisiana Community and Technical College System or his designee
Amy Deaville	Executive Director, Louisiana Developmental Disabilities Council	Executive Director of the Louisiana Developmental Disabilities Council or his designee
Melisa Bayham	Director, Louisiana Rehabilitation Services	Director of the Louisiana Rehabilitation Services or his designee
Gerald "Mitch" Dillon	Alumnus of an Inclusive Program	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
Johnny Manela	Parent of a Student who graduated from an Inclusive Program	Parent or legal guardian of a student who is enrolled in or who has completed an inclusive program appointed by the Louisiana Developmental Disabilities Council
Katherine Granier	Acting Superintendent, Louisiana Special School District	Superintendent of the Special School District or his designee

## Appendix C:

*Collis B. Temple, III*  
*Chair*

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

*Sonia A. Pérez*  
*Secretary*

*Kim Hunter Reed, Ph.D.*  
*Commissioner of*  
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### **BOARD OF REGENTS**

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*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

### **POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**

#### **AGENDA**

Wednesday, August 17, 2022

1 p.m. – 3 p.m.

Claiborne Building, 1<sup>st</sup> Floor  
Iowa Room, 1-153  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call and Introductions
- III. Review of Act 682 of 2022 Legislative Session
  - **Senator Gerald Boudreaux**
- IV. State of Higher Education Inclusive Programs
  - **Dr. Gerlinde Beckers**, Southeastern Lions Connected
  - **Dr. Mary Breaud**, Nicholls Bridge to Independence
  - **Brittany Soden**, Louisiana State University Alexandria SPERO
  - **Roxane West**, McNeese and SOWELA Pilot
  - **Dr. Caroline Jurisich**, University of Louisiana at Lafayette LIFE Program

- V. Discussion of Next Steps
- VI. Election of Chair and Vice-Chair
- VII. Public Comments
- VIII. Adjournment

#### Proposed Next Meetings:

- **Monday, September 19, 2022, 10 a.m. to 12 p.m.**
- **Monday, October 17, 2022, 1 p.m. to 3 p.m.**
- **November 2022, TBD**

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*Catarena M. Lobré, Student*

**POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**

**AGENDA**

Monday, September 19, 2022

10 a.m. – 12 p.m.

Claiborne Building, 1<sup>st</sup> Floor

Iowa Room, 1-153

1201 North Third Street

Baton Rouge, Louisiana

- I. Call to Order, Roll Call, & Approval of August 17, 2022 Minutes
- II. State of Higher Education Inclusive Programs
  - Dr. Caroline Jurisich, University of Louisiana at Lafayette LIFE Program
- III. Requirements of CTP and Accreditation
  - Dr. Gerlinde Beckers
- IV. Survey of Programs Discussion
- V. Funding and Application Discussion
- VI. Public Comments
- VII. Adjournment

**Next Meetings:**

- Monday, October 17, 2022, 1 p.m. to 3 p.m.
- November 1, 2022, 10 a.m. to 12 p.m.



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*Catarena M. Lobré, Student*

**POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**  
**AGENDA**

**Monday, October 17, 2022**  
**1 p.m. to 3 p.m.**

**Claiborne Building, 1<sup>st</sup> Floor**  
**Iowa Room, 1-153**  
**1201 North Third Street**  
**Baton Rouge, Louisiana**

- I. Call to Order
- II. Roll Call and Approval of September 19, 2022 Minutes
- III. Survey Preliminary Data Discussion
- IV. New Program Proposal Questions Discussion
- V. Public Comments
- VI. Adjournment

**Proposed Next Meetings:**

- **November 1, 2022, 10 a.m. to 12 p.m.**

*Collis B. Temple, III*  
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**POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**  
**AGENDA**

Tuesday, November 1, 2022  
10 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 17, 2022 Minutes
- III. Survey Responses Updates
- IV. Review and Approval of Funding Allocation and Timeline
- V. Review and Approval of Draft Application Documents
- VI. Discussion and Approval of Application Review Process
- VII. Discussion of FY 2023-24 Budget Request
- VIII. Discussion of Annual Report
- IX. Updates
  - Informational Webinar – November 14, 2022, 10:00AM
- X. Other Business
- XI. Public Comments
- XII. Adjournment

**Proposed Next Meetings:**

- **March 1, 2022, 9:00 a.m. to 11:00 a.m.**

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**Appendix D:**

**Postsecondary Inclusion Fund  
Application for Initial Program Development (less than 3 years old)**

**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.

\*Include documentation with the application.

**Section 2: Program Description**

1. Proposed Postsecondary Inclusive Education Program (PIEP) name:
  
2. Year in which the proposed PIEP program 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 PIE program will be "organized" at the institution:

7. 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:
8. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
9. Is there more than one level or benchmark within the PIEP at which students may exit?  
\_\_\_\_\_ Yes or No  
If yes, describe the levels or benchmarks:
10. Do students enrolled in the PIEP have opportunities to earn an industry-recognized certificate or certification(s)?  
\_\_\_\_\_ Yes or No  
If yes, name the industry-recognized certificate or certification(s):
11. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?  
\_\_\_\_\_ Yes or No  
If yes, name the micro-credential(s)/badge(s):
12. 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 co-curricular 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 PIE program-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 \$80,000)?
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).

## 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 PIE program 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 LAPIE program 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 E:

### Postsecondary Inclusive Fund Application for Enhancement Projects for Existing Programs (3 or more years old)

#### 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.

\*Include documentation with the application.

#### Section 2: Program Description

1. Postsecondary Inclusive Education Program (PIEP) name:
2. Enter the number of students:
  - Enrolled in the existing program in the current year
  - Projected to enroll in the program next year
  - Projected to enroll in the program the year after next
3. In which college, department, administrative unit, or other institutional component does the PIEP "live" at the institution? That is, where in the institution is the PIEP "housed?"
  - Academic unit (e.g., college, department, etc.)
  - Continuing education
  - Administrative unit other than academic unit or continuing education (e.g., student services)
4. Provide a general summary of the proposed use and outcomes of the Louisiana Postsecondary Inclusive Education Fund (LPIEF) enhancement grant:

#### Section 3: Program History

1. **Summary of program changes** – Describe any changes planned for the PIEP and provide the rationale for making these changes.



2. **Summary of evaluation data and student outcomes** – Describe the outcomes experienced by PIEP students during the current program. What proportion of students made Satisfactory Academic Progress (SAP), completed their programs, participated in work experiences and internships, achieved employment, etc.? The summary of evaluation findings and student outcomes should provide support for any program changes, such as enhancements, expansion, and or improvements, that are planned with the additional funds.

#### **Section 4: Student Eligibility and Admission**

1. Describe how students with intellectual disabilities are **recruited** to enroll in the PIEP.
2. Describe the process through which student **eligibility is verified**, including the documentation used to determine 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 is made:
  - a. Criteria used to make admission decision:
  - b. Name and title of individual (or group) who makes the final admission decision:
  - c. Maximum number of students the program currently serves each year:

#### **Section 5: Assessment and Advising**

1. Describe how **assessments** of students' interests, skills, and needs 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 6: Performance Indicators

1. Describe the **performance indicators** established to determine SAP. What standards are be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. **List the performance indicators that are part of the annual report.** Include both programmatic and student-level information, such as but not limited to the following: number of applicants, admissions 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. Describe any **additional performance indicators** to be used to measure the **enhanced** PIEP's success.
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 \$50,000)?
2. Provide validation of matching funds at a ratio of one-to-one 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).

## **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? How will the planned enhancements be sustained?

Appendix F:

# **POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**

Guidelines for the Submission of

Postsecondary Inclusive Education Fund Applications

**Applications Due: January 17, 2023, 5:00 p.m. Central**

**FISCAL YEAR 2022-23**

Request for Applications

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

# REQUEST FOR APPLICATIONS

## Important Notices

### A. GENERAL INFORMATION

### B. 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.

### C. 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.

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

## **2. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM**

### **A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS**

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

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

### **B. ELIGIBILITY**

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

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

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

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

### **C. PROJECT REQUIREMENTS AND CONSIDERATIONS**

The Postsecondary Inclusive Education Fund (LPIEF) Act (682) of the 2022 Regular Legislative Session requires an institution to provide<sup>1</sup>:

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

**D. APPLICATION REVIEW PROCESS**

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

- a. **FINAL SELECTION OF APPLICATIONS TO BE FUNDED:**  
After recommendations are submitted, the LPIEAC makes final determinations of applications to be funded based on the competitive review process.
- b. **TIMETABLE:** The following schedule for submission, assessment, and approval of funding will apply for FY 2022-23. **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.**

November 15, 2022	RFA issued
January 12, 2023	Last day applicants may submit questions about the RFA
January 17, 2023	Application submission deadline 5:00 pm CST
January 23-February 3, 2023	Applications reviewed by review committee
February 3-10, 2023	Systems to certify recommended applications
February 10, 2023	Reports and recommendations of review committee provided to the LPIEAC
March 1, 2023	Final approval by the LPIEAC
April 3, 2023	Contracts negotiated and executed

**E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS**

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<sup>1</sup> 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.

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 **Enhancement Projects for Existing Programs 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 **February 28, 2025**.

**3. PROJECT BUDGET INFORMATION**

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

**A. DISALLOWED BUDGET ITEMS**

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

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

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot



be used for entertainment costs, including performers, musicians, and rental of entertainment venues. These activities may be provided as part of host entity support.

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

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

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

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

**B. FUNDS FOR PERSONNEL**

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

**C. STUDENT SUPPORT EXPENSES**

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

**D. OTHER EXPENSES**

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

## AGENDA ITEM VII.D.2.a.

### Proposed Associate of Applied Science in Criminal Justice River Parishes Community College

#### **Background Information**

River Parishes Community College (RPCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Criminal Justice. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2022 Academic Plan.

#### **Staff Summary**

The proposed AAS in Criminal Justice provides a foundation in criminological, sociological, and psychological ideas as it relates to criminal justice. Graduates will gain the knowledge, technical skills, and communication skills necessary to meet the demands in occupations such as law enforcement, criminological research, crime analysis, the courts, adult and juvenile justice, and public safety. The proposed program was developed in response to a request from the Ascension Parish Sheriff's Office for more trained officers. The current Sheriff, himself a graduate of RPCC, has pledged his full support of the program and plans to partner with the college to assist with recruiting efforts and to provide hands-on training within the core coursework. The program is designed with a number of transferrable courses which will allow the student flexibility to either enter the workforce upon completion of the program or continue their educational pursuits at a four-year institution.

#### **1. Value:**

- a. Workforce Demand and Job Opportunities: RPCC anticipates the program will serve as a direct pipeline into the Ascension Parish Sheriff's Office. Information below is from the Louisiana Workforce Commission (LWC) and the US Department of Labor Occupational Information Network (O\*Net).

Occupation	Star Rating <sup>1</sup>	LA Annual Job Openings <sup>2</sup>	Annual Growth (2020-2030) <sup>2</sup>	Typical-level Salary <sup>1</sup>	Experienced Salary <sup>1</sup>
Police/Sheriff	****	1000	9%	\$40,000	\$59,000
Correctional Officer	***	690	-5%	\$49,600	\$77,000
Detective/Investigator	***	130	5%	\$47,000	\$126,000

<sup>1</sup>Source – LWC

<sup>2</sup>Source – O\*Net

- b. Curriculum Alignment with Employer Needs: RPCC worked directly with the Ascension Parish Sheriff's Office to develop the program, its curriculum, and student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly aligns with those identified by the US Department of Labor for police officers and related professions.
- c. Same or Similar In-State Programs: RPCC, along with other community colleges in their region, currently have transferrable degrees or concentrations in Criminal Justice. There is no program offered in the immediate region with an AAS in Criminal Justice designed to allow students to

immediately enter the workforce upon completion.

- d. **Student Enrollment and Completion:** Enrollment and completion data are based on enrollment in similar community college programs statewide as well as the average number of applicants in RPCC's Criminal Justice concentration within their AALT (Associate of Arts Louisiana Transfer) program.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	40	50	60
TOTAL Estimated Program Graduates	0	10	20	35

2. **Resources:** The approximate cost of the proposed program represents the salary and related benefits associated with hiring a full-time Criminal Justice professor and subscription costs for library resources to support the new program.

	Current	Needed	Additional Costs
<b>Faculty</b>	RPCC currently employs the faculty needed to teach the required general education courses and some core courses.	RPCC plans to hire one new full-time Criminal Justice faculty member.	\$65,000/yr.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Library subscription costs needed to support the new program.	\$8,000/yr.
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$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 program will begin as face-to-face with plans of expanding to a 100% online program within 3 years of implementation.
- **Affordability:** Many of the courses in this program are transferrable. The college's prior learning policy will allow students with law enforcement experience to potentially earn credit for courses. Several general education courses required for this program currently use OER.
- **Partnerships:** RPCC plans to partner with the Ascension Parish Sheriff's Office for assistance with recruiting and to provide hands-on training within certain courses.
- **Work-based Learning:** There are no paid internships or apprenticeships included in this program but the Ascension Parish Sheriff's Office plans to incorporate hands-on experiences in some core coursework.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Underserved populations will be able to complete this program and go straight to work, thus allowing them to quickly enter the workforce.

**Staff Analysis**

The proposed AAS in Criminal Justice will allow RPCC to assist with meeting the needs of law enforcement in its region while expanding educational options for graduates with the inclusion of transferrable general

education courses. RPCC's partnership with the Ascension Parish Sheriff's Office will ensure program content meets employer needs and supports employment of graduates.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Criminal Justice (CIP 43.0104) at River Parishes Community College, with a progress report due June 1, 2024.**

**AGENDA ITEM VII.D.2.b.**

**Proposed Associate of Applied Science in Practical Nursing  
Northwest Louisiana Technical Community College**

**Background Information**

Northwest Louisiana Technical Community College (NLTCC) requests Board of Regents’ approval to offer an Associate of Applied Science (AAS) in Practical Nursing. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution’s 2022 Academic Plan.

**Staff Summary**

The purpose of the Associate of Applied Science in Practical Nursing is to serve students who are interested in pursuing a career in nursing by preparing students to meet the licensure requirements to become a Licensed Practical Nurse (LPN), and by offering additional coursework in the curriculum that will allow them to continue their education. The proposed 76 credit hour program consists of both classroom instruction and supervised clinical activities. The program was developed to support transfer to local universities and promote completion of a BSN degree. Students enrolled in the AAS Practical Nursing program will take courses that directly transfer to an associate or bachelor’s RN program.

**1. Value:**

- a. Workforce Demand and Job Opportunities: LPN is one of the fastest growing job markets as the overall need for health services is expected to continue to increase. The AAS PN degree can also lead to an ASN or BSN degree and Registered Nurse licensure. Information below is from the Louisiana Workforce Commission (LWC) and the US Department of Labor Occupational Information Network (O\*Net).

<b>Occupation</b>	<b>Star Rating<sup>1</sup></b>	<b>LA Annual Job Openings<sup>2</sup></b>	<b>Annual Growth (2020-2030)<sub>2</sub></b>	<b>Typical-level Salary<sup>1</sup></b>	<b>Experienced Salary<sup>1</sup></b>
<b>Licensed Practical and Vocational Nurses</b>	*****	1480	2%	\$40,000	\$50,500
<b>Registered Nurses</b>	*****	2270	2%	\$64,044	\$85,905

<sup>1</sup>Source – LWC

<sup>2</sup>Source – O\*Net

- b. Curriculum Alignment with Employer Needs: NLTCC’s Allied Health department participates in a bi-yearly Occupational Advisory Committee (OAC) which includes members from local business and industry. The OAC evaluates workforce data and regional needs to determine program demand, curriculum development, and student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly aligns with those identified by the US Department of Labor for LPNs and related professions.

- c. Same or Similar In-State Programs: SOWELA, CLTCC and SLCC recently received approval to offer the AAS in Practical Nursing (PN). NLTCC’s proposed AAS will be only the second of its kind (along with BPCC) to serve the northern region of the state and surrounding communities in dire need of well-trained nurses. The program also affords students who have previously earned a technical diploma (TD) the opportunity to return and complete the general education courses to earn the AAS.
- d. Student Enrollment and Completion: The proposed program is an expansion of the college’s TD in Practical Nursing. Enrollment and completion data below were based on the data from this related program.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	20	27	32
TOTAL Estimated Program Graduates	0	5	10	15

2. **Resources**: The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
<b>Faculty</b>	Program can be implemented with current faculty.	None projected.	\$0
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$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**: Mode of delivery for general education courses will be hybrid. Instruction for the Practical Nursing core courses will continue as approved by the LSBPNE as hybrid.
- **Affordability**: The use of open education resources will be utilized throughout each course to increase affordability to the student. In addition, transfer articulation and prior learning assessment will be assessed and accepted as applicable for each course.
- **Partnerships**: NLTCC has an established articulation agreement with NSU for the transfer of general education courses. The college also partners with the following healthcare facilities for advisory and clinical purposes: Minden Medical Center, Claiborne Memoria, Willis Knighton, Christus Schumpert, Commcare, Nexion Health, Presbyterian Village, Vivian Health, DeSoto Regional, and Ochsner.
- **Work-based Learning**: Clinical externships/rotations will continue for Practical Nursing core courses based on college curriculum and policy.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The general education courses will allow students a direct pathway to pursue an ASN or BSN degree more quickly and seamlessly following completion of the Practical Nursing AAS.

Additionally, the AAS degree will make the Practical Nursing graduate more marketable to healthcare employers as a pathway toward degree advancement to Registered Nurse.

**Staff Analysis**

NLTCC has requested to add the AAS of Practical Nursing to help support its goal of preparing graduates for entry-level employment as well as the opportunity to pursue additional educational credentials. The program will serve an important employer need for the northwest region of the state while providing students options for immediate employment or further education.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Practical Nursing (CIP 51.3901) at Northwest Louisiana Technical Community College, with a progress report due June 1, 2024.**

**AGENDA ITEM VII.D.3.a.i.**

**Academic Affairs Policy 2.24  
Reverse Transfer**

**Executive Summary**

In 2021-22, approximately 7,000 students in Louisiana transferred from an associate degree granting institution to a four-year college or university with the intention of completing the bachelor's degree. About 5,900 of those students did not complete the associate degree before transferring. Those who later withdraw from the four-year institution may have completed at least 60 credit hours, the minimum required for an associate degree, but will have no degree awarded. Reverse transfer is the practice of identifying those students who have met requirements for an associate degree through the combination of courses completed at both institutions and awarding them the earned associate degree from the original institution.

Act 205 of the 2022 Louisiana Legislature Regular Session requires a statewide articulation agreement for the reverse articulation or reverse transfer of academic credits earned by a student while enrolled in a four-year postsecondary institution back to a community college for the purpose of enabling a student to complete the requirements for an associate degree from the community college. The proposed policy establishes the guidelines and procedures for statewide reverse transfer and aims to facilitate reasonable flexibility to institutions in awarding degrees through reverse transfer.

In close consultation with the Statewide Articulation and Transfer Council (SATC) and system Chief Academic Officers, Regents staff evaluated reverse transfer policies from other state higher education systems and developed the proposed AA 2.24 Reverse Transfer policy. Statewide student data collected and maintained by Regents will be used to provide annual lists of potential reverse transfer candidates to all institutions.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of Academic Affairs Policy 2.24 Reverse Transfer.**



## **Academic Affairs Policy 2.25 Reverse Transfer**

### **1. Purpose**

Act 205 of the 2022 Louisiana Legislature Regular Session requires a statewide articulation agreement for the reverse articulation or reverse transfer of academic credits earned by a student while enrolled in a four-year postsecondary institution back to a community college for the purpose of enabling a student to complete the requirements for an associate degree from the community college. This policy, governed by the Board of Regents in collaboration with the Statewide Articulation and Transfer Council (SATC), establishes the guidelines and procedures for statewide reverse transfer and aims to facilitate reasonable flexibility to institutions in awarding degrees through reverse transfer.

### **2. Reverse Transfer Definition**

Reverse Transfer is the transfer of college credit from a bachelor's degree granting institution to an associate degree granting institution where the student was previously enrolled that results in an associate degree awarded by the appropriate associate degree granting institution as a result of college credits transferred from a public four-year institution that fulfill those degree requirements after the student has transferred to said university.

### **3. Reverse Transfer Degree Candidates**

Potential Reverse Transfer degree candidates are those students who meet all of the following criteria:

- a. Were previously enrolled as degree seeking students at a Louisiana community college or other Louisiana associate degree-granting institution.<sup>1</sup>
- b. Have earned a minimum of 15 college credits towards an associate degree at the associate degree-granting institution.
- c. Have earned a combined minimum of 60 total college-level credits.
- d. Have not previously earned a college degree.

The Board of Regents maintains the statewide repository of postsecondary student data and will conduct regular evaluations to identify potential reverse transfer candidates for all public postsecondary institutions in the state. Regents screening degree audit will be run to identify those students who are potential reverse transfer degree candidates based on the definition above. The list of potential candidates will be provided to institutions at least once per year.

### **4. Granting Degrees**

Institutions must evaluate the academic records of students identified by the Regents as potential Reverse Transfer candidates at least once per year, and must take action to offer and award the appropriate associate degree to those candidates who consent.

- a. Institutional "last hour" policies (policies that require a student be enrolled for the final hours completed toward the degree) should be waived for Reverse Transfer degree candidates.
- b. Upper division courses completed at a four-year institution may be considered for lower division course substitution on a case-by-case basis and in accordance with current policy at the associate degree-granting institution.
- c. It is the student's responsibility to clear any "holds" to be considered for a Reverse Transfer degree.

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<sup>1</sup> Reverse Transfer degrees may be awarded to students who complete degree requirements outside of Louisiana at the discretion of the institution.

- d. Student transcript information provided by the Board of Regents should be considered as an official transcript. Diploma and transcript delivery directly to students with financial obligations to the institution are handled according to state law and institutional policy.

It is incumbent upon institutions to ensure that this policy and all institutional policies governing Reverse Transfer are clearly stated and publicized. Information about Reverse Transfer should be incorporated into the advising process for all students who withdraw from an institution before completing a degree.

## **5. Governance and Compliance**

- a. The Statewide Articulation and Transfer Council (SATC) will have oversight of the Reverse Transfer policy and will review the policy and its impact annually. Oversight responsibilities include, but are not limited to, assessment and evaluation of the process, reporting to the Legislature, and modifications in the process/policies as needed.
- b. Policies/procedures must be in compliance with the standards of accreditation set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) including but not limited to:
  - a. Reverse Transfer candidates must complete "...at least 25 percent of the credit hours required for the degree" at the Louisiana institution awarding the associate's degree. (SACSCOC Section 9.4)
  - b. Reverse Transfer candidates must adhere to the Catalog requirements established by the degree-granting institution. (SACSCOC Section 9.7)
- c. All student information shared between and among institutions to facilitate Reverse Transfer awards must be in compliance with FERPA guidelines and applicable State of Louisiana statutes.

## **6. Fees**

Institutions may not charge student fees for the degree audit process nor graduation fees at the associate degree-granting institution.

## **7. Data**

Institutions shall annually submit data to the Board of Regents relating to Reverse Transfer at the institution in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

**AGENDA ITEM VII.D.3.a.ii.**

**Academic Affairs Policy 2.25  
Universal Transfer Pathways**

**Executive Summary**

Act 308 of the Louisiana Legislature 2022 Regular Session, which provides the requirements for student transfer at the state’s public post-secondary institutions, requires the creation and implementation of statewide transfer pathways from two-year associate degree programs into four-year baccalaureate degree programs.

Since 2012, Louisiana’s regionally accredited two-year institutions have been authorized to offer the Associate of Arts Louisiana Transfer (AALT) and the Associate of Science Louisiana Transfer (ASLT). A student who has met all requirements of these degrees is guaranteed the transfer of all 60 units of the degree to any four-year public institution in the state with junior status. The program provides significant flexibility in the curriculum for students to gear their community college studies to align with specific bachelor’s degree programs at their institution of choice. While the degree has successfully served thousands of students since implementation, the proposed policy aims to elevate the LT degrees by establishing subject specific pathways that will guarantee transfer into that specific bachelor’s degree program.

In collaboration with the Statewide Articulation and Transfer Council (SATC) and system Chief Academic Officers, and with support from Student Ready Strategies (a student-centered higher education consulting firm), Regents staff are working directly with institutions and faculty to develop subject-area specific transfer pathways in the state’s top twenty programs. The proposed policy establishes the process for the development, implementation, and maintenance of those and future pathways.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of Academic Affairs Policy 2.25 Universal Transfer Pathways.**

## **Academic Affairs Policy 2.24 Universal Transfer Pathways**

### **1. Purpose**

Act 308 of the Louisiana Legislature 2022 Regular Session, which provides the requirements for student transfer at the state's public postsecondary institutions, requires the creation and implementation of statewide transfer pathways from two-year associate degree programs into four-year baccalaureate degree programs. This policy, governed by the Board of Regents in collaboration with the Statewide Articulation and Transfer Council (SATC), outlines the requirements for the establishment and implementation of these pathways.

### **2. Creation and Maintenance of Statewide Transfer Pathways**

All transfer pathways shall be established by a committee of faculty that includes one representative from every institution in the state that will offer either the first half or second half of the pathway and approved by each institution according to the standard curriculum review and approval process. Representatives may be selected by each institution. These committees will be facilitated by Board of Regents staff. All institutions shall honor the first 60 hours of the transfer pathway as agreed upon by the faculty committee. All four-year institutions shall provide the remaining degree requirements for transfer pathway students.

Transfer pathway agreements must include:

- Standardized statewide 60-hour curriculum for the first two years including course-specific grade requirements where applicable.
- Remaining curriculum required to complete the bachelor's degree from each participating institution.
- Common course name and description of major courses included in the pathway that are added to the course articulation matrix.

Changes to existing transfer pathways requires the approval of a committee of faculty that includes one representative from every institution in the state that will offer either the first half or second half of the pathway. Each pathway must be reviewed by the appropriate faculty committee at least every five years.

### **3. Pathway Structure and Curriculum**

Statewide transfer pathways will include 60 credit hours of coursework that will directly transfer into a specified bachelor's degree program at a four-year college or university. These 60 hours may be awarded according to Regents Policy AA 2.23 Prior Learning Assessment. Four-year institutions will provide the remaining courses required for pathway students to complete the bachelor's degree. The total number of hours required for transfer pathway students to complete the bachelor's degree shall not exceed the total number of hours required for the degree minus the 60 hours completed in the pathway. All pathways must include:

- a) **39 hours General Education:** All transfer pathways must include the complete 39-hour Board of Regents General Education curriculum. These courses must appear on the statewide transfer articulation matrix. General education course requirements may be prescribed or flexible as defined by the faculty transfer pathway committee. Course requirements should remain flexible whenever possible. Prescribed courses must clearly align with the degree subject area. All transfer pathways must align with statewide math pathways standards.
- b) **21 hours Major Requirements:** All transfer pathways must include 21 hours of courses that will fulfill that number of required major courses at the receiving four-year institution. These courses will appear on the statewide transfer articulation matrix and must be honored according to the statewide common course identified in the matrix. Major course requirements may be prescribed or flexible as defined by the faculty transfer pathway committee.
- c) **Remaining Major Requirements:** The remaining major course requirements to complete the bachelor's degree shall not exceed the total number of hours required for the degree minus the 60 hours completed in

the pathway. Four-year institutions may determine these requirements independently, but they must be clearly stated as part of the pathway.

Students who complete the full 60-hour pathway curriculum and meet all pathway requirements and institutional residency requirements shall be awarded the Associate of Science Louisiana Transfer (ASLT) or Associate of Arts Louisiana Transfer (AALT) in the transfer pathway subject area.

#### **4. Student Transfer**

Students may complete all or part of the first 60 hours of a transfer pathway and may or may not have been awarded an associate degree. Regardless, four-year institutions must honor all courses in partially and fully completed pathways for transfer into the pathway's corresponding bachelor's degree program.

#### **5. Additional Institutional Requirements**

Institutions may not require substitutions for the agreed upon curriculum in the first 60 hours of the transfer pathway.

Institutions may not establish requirements for transfer pathway students that exceed those required of current students. Students must be able to complete the bachelor's degree on time with no extra course requirements. Specific general education and major course requirements, and requirements imposed by national accreditors must be built into the transfer pathway curriculum by the transfer pathway committee.

#### **6. Advising**

All institutions participating in a transfer pathway must have a designated advisor on campus for that pathway. This person may be a faculty or staff advisor. Institutions must ensure that the advisor contact information is clearly posted on relevant institutional websites and materials. It is the responsibility of each institution to maintain current pathway contact lists.

Degree audits, curriculum maps, and other documents relating to the pathway must clearly identify program requirements and ensure students clearly understand the processes and procedures for completion and transfer of the pathway.

#### **7. Fees**

Institutions may not charge transfer pathway students fees that exceed standard application fees for all admitted students.

#### **8. Data**

Institutions shall annually submit data to the Board of Regents relating to transfer pathways at the institution in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

## **AGENDA ITEM VII.D.3.b.i.**

### **Addition of Nexus Degree to Academic Affairs Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates**

#### **Staff Summary**

The nexus degree was developed in Georgia to act as a workforce need driven alternative to the existing associate degree and baccalaureate degree. A nexus degree is a degree program that combines specialized academic curricular content, including upper division or junior level courses, in a high demand career field along with a significant work-based learning component. In addition to being a standalone entry level degree, a nexus degree may be earned in combination with a traditional bachelor's degree or by a student who has already earned an associate or bachelor's degree and who wishes to return to higher education to either redirect their career path or add to their existing credential portfolio in their field.

The centerpiece of the 60-hour nexus degree curriculum consists of 21 hours of specialized subject-based content developed in close partnership with industry. Within that 21 hours, students will engage in junior level coursework and required work-based learning experiences. The work-based learning component may include an apprenticeship, clinical placement, coop, industry-based certification, internship, or preceptorship. The remainder of the 60-hour curriculum is comprised of a 27 hours of general education, and 12 hours of general education electives.

The proposed nexus may be offered by both 2-year and 4-year institutions. Two-year institutions approved to offer a nexus degree will be allowed to only teach the upper division courses in those degree programs.

#### **Related Policy Updates**

The full implementation of the addition of the Nexus degree to the state inventory of degree designations will require minor changes to several other academic affairs policies, forms, and guideline documents. In most cases, the Nexus will be added to the list of degree level options such as for degree program proposals or a list of approved academic terms. The Nexus degree will also be added to AA 2.16: Statewide General Education Requirements. The 27-credit general education curriculum for the Nexus degree will be identical to that of the Associate of Science.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the addition of the Nexus degree to Academic Affairs Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates and authorize staff to add the Nexus degree to all lists of approved degree options wherever applicable.**

## **Academic Affairs Policy 2.15**

### **Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates**

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential. All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation. Certificates #1-5 are limited to two-year institutions.

#### **Undergraduate Certificates**

1. **Career and Technical Certificate (CTC)** - An applied skills program (6-18 SCH) that provides specific, meaningful technical skills relative to employment readiness. The CTC includes a demonstrated alignment with, and a process whereby a student's competencies are verified against, a set of pre-determined standards which lead to and/or prepare an individual to test for an industry-based certification (IBC), state licensure, or state-recognized certification awarded by an independent, third party that is recognized by business and industry and/or the State of Louisiana. At least half of the CTC requirements should be distinctive from other credentials. The CTC is not designed for transfer to an academic degree program. CTCs may be combined to form a Certificate of Technical Studies (CTS) and/or a Technical Diploma (TD).

Approval authority: The approval authority rests with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents for review (e.g., name, CIP) and verification before being added to the CRIN for implementation.

Example: CTC in Emergency Medical Technician (EMT); CTC in Certified Nurse Assistant (CNA).

2. **Certificate of Technical Studies (CTS)** - An applied, technical program (16-33 SCH) to provide a student with a broad technical competency in a specific area or field. The CTS is not designed for transfer into an academic degree program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: CTS in Automotive Engine Technology

3. **Technical Diploma (TD)** - An applied, technical program (45-60 SCH) usually formed by combining multiple CTSs and/or CTCs. TD programs are not designed for transfer to an academic program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: TD in Automotive Technology (CTS in Automotive Engine Technology, plus CTCs in Automotive Body Repair, Automotive Detailing, etc.)

4. **Certificate of Applied Science (CAS)** - A more academically-oriented offering (usually 25-45 SCH) created by combining a CTS with a limited general education component (at least 9 SCH). At a minimum, the general education component should be fully transferrable into an undergraduate academic program.

Final approval authority: Board of Regents.

Example: CAS in Medical Billing and Coding

5. **Certificate of General Studies (CGS)** - An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The CGS framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 SCH) and two elective courses. CGS programs are strictly limited to two-year institutions.

Final approval authority: Board of Regents.

6. **Post-Associate Certificate (PAC)** – An academic or technical offering (12-33 SCH) that is earned after a student has already completed a recognized associate’s degree, usually for additional professional or technical certification.

Final approval authority: Board of Regents.

Example: PAC in Radiation Therapy

7. **Undergraduate Certificate (UC)** – An undergraduate, university offering of at least 18 SCH. At least half must be at the upper level. Prerequisites may be stated or implied. The institution’s General Catalog must specify any general requirements for eligibility to declare a UC.

(a) A series of courses related to a specific topic or skill, particularly in technology or data fields in high market demand, listed on the CRIN by CIP and Subject Area.

(b) A series of courses published in the institution’s General Catalog as a concentration or minor in a major or discipline. This UC will be listed on the CRIN as CIP 24.0199 *Concentration/Minor*, but may be posted on the student transcript by title of the concentration/minor; it requires an annual report from the campus listing the certificate titles awarded in the previous academic year.

Final approval authority: Board of Regents.

Example: UC in Software Development

8. **Post-Baccalaureate Certificate (PBC)** – An undergraduate, academic offering (12-33 SCH) that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification, graduate school admission is usually not required for this undergraduate certificate.

Final approval authority: Board of Regents.

Example: PBC in Elementary Education Gr 1-5

## **Associate<sup>1</sup> Degrees**

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation or certification requirements) they may exceed the 60-credit limit. Exceptions to the standard number of credits must be approved by the respective Management Board. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

1. **Associate of Applied Science (AAS)** - An applied degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a TD with 15 SCH of required general education or can be a distinct curriculum. All general education coursework must meet SACSCOC requirements. If technical coursework required of the degree is intended for transfer to a university, this coursework must meet appropriate SACSCOC requirements.

Final approval authority: Board of Regents.

Example: AAS in Motor Vehicle Technology

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<sup>1</sup> There are select circumstances when AAS, AA, AS, and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents’ 1999 Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.



2. **Associate of Arts (AA)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: AA in Visual and Performing Arts
  
3. **Associate of Science (AS)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: AS in Computer Science
  
4. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: Associate of General Studies
  
5. **Louisiana Transfer Associate (AALT or ASLT)** – an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 SCH in the degree plus credit for completion of the Board of Regents’ required general education block at any public university.  
Final approval authority: Board of Regents.

### Nexus Degrees

A nexus degree is a degree program that combines specialized academic curricular content in a high demand career field with a significant work-based learning experience. A nexus degree is a stand-alone entry level credential for that high-demand field. A nexus degree may be earned in combination with a traditional bachelor’s degree to create a 21<sup>st</sup> century academic experience. A nexus degree may also be earned by a student who has already earned an undergraduate degree, but who wishes to return to higher education to either redirect their career path or add to their existing credential portfolio in their field.

The standard number of credits required for a nexus degree is 60. Institutions with compelling reasons (accreditation or certification requirements) for exceeding the 60 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system’s policy. The curriculum should be developed in partnership with the appropriate industry sector.

The nexus degree curriculum consists of 21 hours of specialized subject-based content including required specialized prerequisites plus 27 hours of BOR general education requirements. The remaining 12 hours consists of general electives. A student with a Bachelor’s degree or associate degree who has completed the 27 hours of general education requirements may be awarded a nexus degree by completing only the 21 hour specialized content curriculum.

At least 15 of the 21 hours of the specialized subject-based content must be at the upper division level. At least 9 of the 21 hours of the specialized subject-based content must be work-based learning with at least 3 hours at the upper division level. Work-based learning experiences may include an apprenticeship, clinical placement, coop, industry-based certification, internship, or preceptorship.

Nexus degrees may be awarded at all Louisiana public post-secondary institutions. Two-year institutions approved to offer a nexus degree are permitted to teach only the upper division coursework contained in the approved degrees’ curricula. Faculty who teach that upper division material must hold the appropriate qualifications to satisfy accreditation requirements.

1. **Nexus Degree (NX)** – An academic degree program with a significant general education core. The nexus contains a specialized curriculum that is focused on a high demand career field together with a required work-based learning experience.

Final approval authority: Board of Regents.

Example: NX in Network Cybersecurity

## **Baccalaureate**

The standard number of credits required for baccalaureate degrees is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation or certification requirements) for exceeding the 120 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

Baccalaureate degrees are limited to four-year institutions.

1. **Bachelor of Applied Science (BAS)** - An applied/academic degree program designed to prepare students for technical employment and generally not intended as preparation for graduate study. The BAS routinely combines technical/general education courses gained in an AAS program with additional university requirements. All coursework completed in the BAS program must meet SACSCOC requirements for transferability.

Final approval authority: Board of Regents.

Example: BAS in Allied Health

2. **Bachelor of Arts (BA)** - An academic degree program with a significant general education core. The BA degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: BA in English

3. **Bachelor of Science (BS)** - An academic degree program with a significant general education core. The BS degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: BS in Mathematics

4. **Bachelor (B)** - An academic degree program with a significant general education core, designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (BAS, BA, or BS) have been determined to be inappropriate.

Final approval authority: Board of Regents.

Example: Bachelor of General Studies

## **Graduate Certificates**

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School.

Final approval authority: Board of Regents.

1. **Graduate Certificate (GC)** – a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits.

Example: GC in Communications Systems

2. **Post-Masters Certificate (PMC)** – an academic offering, usually related to additional licensure or certification that is earned after a student has already completed a recognized Master’s degree.

Example: PMC in Family Nurse Practitioner

3. **Post-Doctorate Certificate (PDC)** – an academic offering that is earned after a student has already completed a recognized Doctoral degree.

4. **Post-Professional Certificate (PPC)** – an academic offering that is designed for additional training or certification after a student has already completed a recognized Professional degree.

Example: PPC in Endodontics

Degree designation abbreviations for any graduate certificates would be only those specified above.

A. Exceptions

Exceptions to degree definitions and standard number of credit hours may be considered on a case-by-case basis, in accordance with System policy, for recommendation to and consideration by the Board of Regents.

B. General Education Requirements

Academic Affairs Policy 2.16 addresses statewide general education requirements for undergraduate degree and certificate programs.

C. Proposals for New Degrees or Certificates

Baccalaureate and graduate level degrees must adhere to policies regarding Letters of Intent (in Academic Affairs Policy 2.04).

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.05)

## AGENDA ITEM VII.D.3.b.ii.

### Revised Academic Affairs Policy 2.22 (Dual Enrollment)

#### Executive Summary

In response to the COVID-19 pandemic in Spring 2020, the Board of Regents, in consultation with the Louisiana Department of Education (LDOE) and the Louisiana Office of Student Financial Assistance (LOSFA) developed an interim dual enrollment policy. This policy was designed to assist secondary and postsecondary institutions in navigating changes due to the cancellation of standardized tests and learning disruptions beyond students' control caused by the COVID-19 pandemic. The interim dual enrollment policy removed the composite ACT requirement, allowing students to be admitted into academic dual enrollment courses with a 2.5 cumulative GPA, AND either any assessment found in the policy OR a counselor recommendation based on overall student performance and grade trends in the subject. The Interim Policy for Dual Enrollment was approved by the Board of Regents at the April 22, 2020 meeting and was effective through Academic Year 2022-23.

The interim dual enrollment policy, which remains in place until the end of Academic Year 2022-23, has served as a pilot, allowing Regents staff the opportunity to analyze the impact of its expanded access and multiple measures approach. The interim eligibility criteria have significantly increased access to dual enrollment, and our analysis shows that students admitted through counselor recommendation have achieved success at rates very comparable to those of students who demonstrated eligibility by other means. With this analysis's clear indication of student success through multiple measures of eligibility for dual enrollment, Regents staff recommends the continuation of this interim policy. Regents staff are not putting forward any increases to current eligibility thresholds, but rather recommend additional expanded eligibility pathways.

Staff have worked with the systems as well as presented to the Dual Enrollment Task Force and Student Success Council on the proposed policy revisions to Academic Affairs Policy 2.22.

#### Summary of Proposed Policy Revisions

The following is a bullet-point summary of the proposed revisions to Academic Affairs 2.22, in addition, the proposed changes to the policy are highlighted in green in the attached policy.

##### **New Additions:**

- Includes minimum requirements for academic dual enrollment courses and technical dual enrollment courses.
- Expands eligibility criteria permitting admission into a specific subject area dual enrollment course with a 3.0 high school subject-area GPA and counselor recommendation based on grade trends in the subject.
- Expands minimum admission into additional dual enrollment courses based on success in previous dual enrollment courses.
- Articulates the components needed in establishing a Memorandum of Understanding.
- Provides a definition of an early college academy and defines steps to establishing an early college academy.
- Adds Advanced Placement exams to the option of subject-specific minimum scores.

##### **Unchanged Elements:**

- Establishes minimum requirements for entrance into academic dual enrollment courses, acknowledging additional institutional prerequisite requirements or placement measures may be implemented.

- Continues eligibility criteria established in interim dual enrollment policy, which establishes the minimum requirement of a 2.5 cumulative GPA, any subject-specific score on any assessment listed or counselor recommendation admission.
- Ends the minimum requirement of a composite ACT or subject-specific ACT score.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the revisions to Academic Affairs Policy 2.22 effective Fall 2023.**



## **Academic Affairs Policy 2.22 Minimum Requirements for Dual Enrollment**

**Purpose:** This policy establishes the minimum requirements for high school student eligibility to enroll in dual enrollment courses offered by Louisiana public postsecondary institutions.<sup>1</sup>

This policy is designed to:

- Enable and encourage institutions to provide pathways of access to dual enrollment courses.
- Ensure quality and rigor of dual enrollment courses.
- Define minimum academic and technical dual enrollment eligibility requirements for students.

This policy is effective for Academic Year 2023-2024; however, any or all aspects of the policy may be implemented immediately.

### **Definitions:**

**Dual Enrollment:** The enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

**Early College Credit:** College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

**Academic Dual Enrollment Course:** A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

**Technical Dual Enrollment Course:** A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science designed to prepare students for immediate employment or career entry.

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<sup>1</sup> The Board of Regents establishes minimum admission standards for first-time first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic admissions requirements for entry for first-time first-year and transfer students.

## Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

- A. Academic Dual Enrollment Courses
- B. Technical Dual Enrollment Courses

### A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

<b>A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria<sup>1</sup></b>		
<b>1. Success in high school</b>		
2.5 cumulative high school GPA		
<b>AND</b>		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	<b>OR</b>	Counselor recommendation based on overall student performance and grade trends in the subject.
<b>2. Success in subject area</b>		
3.0 cumulative <b>high school</b> subject-area GPA, as determined by the postsecondary institution.	<b>AND</b>	Counselor recommendation based on grade trends in the subject.
<b>3. Success in previous dual enrollment courses<sup>2</sup></b>		
2.5 cumulative <b>college</b> GPA, as demonstrated in prior dual enrollment participation.		
<b>4. Meet the eligibility thresholds required by an approved Early College Academy.</b>		

<sup>1</sup> Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

<sup>2</sup> Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

### B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.<sup>3</sup>

<b>A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria</b>	
<b>1. Success in high school</b>	
2.0 cumulative high school GPA	
<b>2. Success in high school performance</b>	
Counselor recommendation based on relevant high school performance.	
<b>3. Success in previous dual enrollment courses</b>	
2.0 cumulative <b>college</b> GPA, as demonstrated in prior dual enrollment participation.	
<b>4. Meet the eligibility thresholds required by an approved Early College Academy.</b>	

<sup>3</sup> In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.



## **Courses and Instruction**

### **Course Content and Rigor**

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

### **Dual Enrollment Instructors**

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to SACSCOC (or COE) credential guidelines.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

### **Dual Enrollment Student Advising**

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

### **Dual Enrollment Agreements**

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty standards
- Fees and costs charged to students and families
- Fees and costs borne by the secondary and postsecondary institutions
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation

## **Other Dual Enrollment Programming Options**

### **Early College Academy**

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate's degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9<sup>th</sup> grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

### **Fast Forward**

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science, an Associate of Arts or Science designed to transfer to a Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to [FastForward.la](http://FastForward.la).

### **Dual Enrollment Reporting**

Institutions shall submit data annually to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

**Academic Affairs Policy 2.22 Figure 1  
Placement Scores**

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanity or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

	<b>Placement Scores for Humanities and Social Sciences</b>	<b>Placement Scores for Science and Mathematics</b>
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math)  Geometry: Mastery or above <b><u>and</u></b> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area
*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS), ≥ 250 (AAF) or ≥ 41 ALEKS PPL are recommended.		

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

E. Research and Sponsored Initiatives

1. Consent Agenda

- a. Appointment of Endowed Chairholders without National Search: Loyola University New Orleans and Tulane University Health Sciences Center
- b. Request to Divide BoRSF-Matched Endowed Chair: Grambling State University
- c. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2023-24

2. Other Business

## **AGENDA ITEM VII.E.1.a.**

### **Appointment of Endowed Chairholders without National Search: Loyola University New Orleans and Tulane University Health Sciences Center**

#### **Background Information**

At its January 12, 2015 meeting, the Board unanimously approved the following revision to the Endowed Chairs for Eminent Scholars policy:

Effective immediately, all campuses shall provide documentation to the Commissioner of Higher Education that each Chair vacancy is being filled – whether externally or internally – following a national search. Any request for waiver of this policy shall be made in writing to the Commissioner of Higher Education and reviewed by external consultants. Upon receipt of the consultants’ response, the Commissioner will provide a formal recommendation for consideration and approval by the Board of Regents. Board approval of the waiver must be provided prior to appointment of the chairholder. The Board reserves the right to render a campus not in compliance with this policy to be ineligible for new Endowed Chairs funds.

#### **Staff Summary**

Loyola University New Orleans requests to waive the national search requirement for the Gerald N. Gaston Eminent Scholar Chair in International Business, a \$1 million chair matched by the Board of Regents Support Fund in FY 2000-01. Loyola asks to name Dr. Felipe Massa, currently a tenured Associate Professor in the Joseph A. Butt, S.J., College of Business.

Tulane University Health Sciences Center has put forth a similar request for the Aron Family Chair for Gene Therapy, a \$2 million chair matched by the Board of Regents Support Fund in FY 1996-97. TUHSC asks to name Dr. Hong-Wen Deng, Professor of Medicine and Director of the Center for Biomedical Informatics and Genomics.

The qualifications and experience of both proposed chairholders have been reviewed and deemed appropriate to requirements outlined in the Endowed Chairs program policy for appointment of an internal candidate without a national search.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of Loyola University New Orleans’ request to appoint Dr. Felipe Massa to the Gerald N. Gaston Eminent Scholar Chair in International Business and Tulane University Health Sciences Center’s request to appoint Dr. Hong-Wen Deng to the Aron Family Chair for Gene Therapy without conducting national searches. As stipulated in Board policy, Letters of Appointment to Dr. Massa and Dr. Deng must be submitted to the Board within 90 days of this approval.**

## **AGENDA ITEM VII.E.1.b.**

### **Request to Divide BoRSF-Matched Endowed Chair: Grambling State University**

#### **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 Contractor's Education Trust Fund Chair is a \$1 million endowed chair held by Grambling State University, matched by the BoRSF in FY 1992-93. Grambling now requests approval to divide this Chair into four Endowed Professorships, each with a total corpus of \$250,000, as follows:

- Contractor's Education Trust Fund Super Endowed Professorship #1;
- Contractor's Education Trust Fund Super Endowed Professorship #2;
- Contractor's Education Trust Fund Super Endowed Professorship #3; and
- Contractor's Education Trust Fund Super Endowed Professorship #4.

This action has been approved by the original donor for the purpose of enhancing and supporting faculty in construction-related fields.

#### **STAFF RECOMMENDATION**

**Consistent with the August 2011 policy, the Senior Staff recommends approval of the division of the Contractor's Education Trust Fund Chair into four (4) endowed professorships as follows: (1) Contractor's Education Trust Fund Super Endowed Professorship #1; (2) Contractor's Education Trust Fund Super Endowed Professorship #2; (3) Contractor's Education Trust Fund Super Endowed Professorship #3; and Contractor's Education Trust Fund Super Endowed Professorship #4, each with a corpus of \$250,000.**

**AGENDA ITEM VII.E.1.c.**

**Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2023-24**

**Background Information**

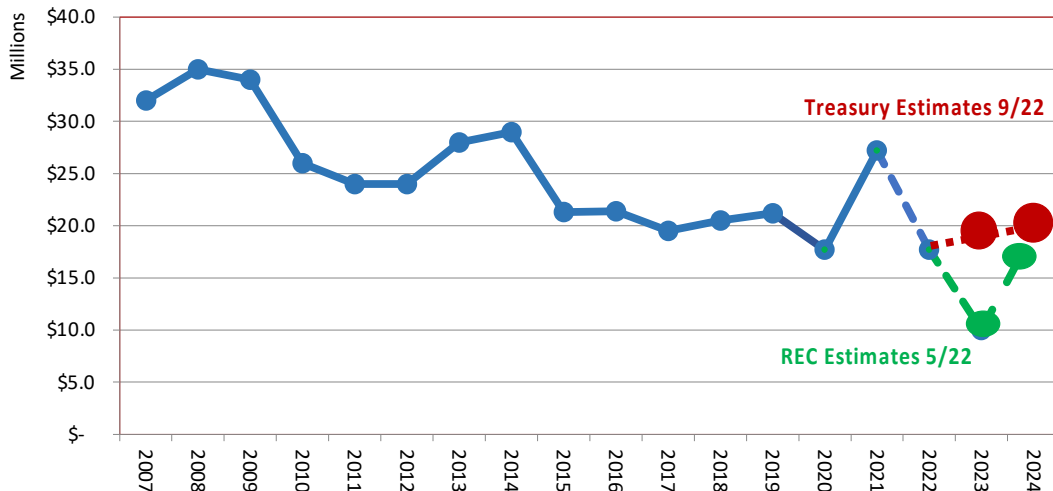
The Board of Regents Support Fund (BoRSF), constitutionally designated and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for 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, Research and Development, and Enhancement.

**Staff Summary**

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both 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. A total of \$17.7 million was received in FY 2021-22.

**SUPPORT FUND REVENUES  
 FY 2006-07 THROUGH FY 2023-24**



Given the recent history of the Trust Fund income, projections of the Treasurer and Revenue Estimating Conference are similar, ranging from \$19.45 million (REC, May 2022) to \$20.5 million (Treasury, September 2022). Due to the substantial surplus of FY 2020-21 revenues, which have not yet been expended due to continued uncertainty, the Support Fund is well positioned to budget slightly above REC forecasts to recommend a steady funding level in FY 2023-24.

Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$20 million is a reasonable budget level for the BoRSF in FY 2023-24, with contingencies to accommodate potential shortfalls. This recommended budget level will enable full support for existing contracts and matching obligations and reasonable levels of new monies for all BoRSF grant and endowment programs. 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 adjust as the budget picture clarifies in early 2023. Recommended contingencies call for staff to monitor updated revenue estimates and make a recommendation to the Board in summer 2023 should there be an indication that reductions are needed before the FY 2023-24 competitive cycle begins. If estimates fall below the recommended budget level, staff will 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 over time. The contingencies recommended enable the Board and the staff to reassess and make necessary changes 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.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the FY 2023-24 BoRSF Plan and Budget, with contingencies, as presented.**



**ATTACHMENT A**

**FY 2023-24 Board of Regents Support Fund Budget: BoRSF Planning Committee/Staff Recommendation**

Support Fund Program/Subprogram	FY 2023-24 PROPOSED BUDGET		FY 2022-23 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
<b>Federal Matching</b>	<b>\$1,425,000</b>	<b>\$250,000</b>	<b>\$1,550,000</b>	<b>\$375,000</b>
<b>Endowed Chairs</b>	<b>\$0</b>	<b>\$2,420,000</b>	<b>\$0</b>	<b>\$2,420,000</b>
<b>Graduate Fellows</b>	<b>\$0</b>	<b>\$1,120,000</b>	<b>\$0</b>	<b>\$1,120,000</b>
Traditional (GF)		\$0		\$0
BoR/SREB Fellowships		\$0		\$0
Endowed Grad Scholarships		\$1,120,000		\$1,120,000
<b>Research &amp; Development</b>	<b>\$3,434,040</b>	<b>\$2,500,000</b>	<b>\$3,391,575</b>	<b>\$2,500,000</b>
Research Competitiveness	\$2,279,731	\$1,350,000	\$2,312,694	\$1,350,000
Industrial Ties/PoCP	\$1,154,309	\$750,000	\$1,078,881	\$750,000
Awds to Artists & Scholars	\$0	\$400,000	\$0	\$400,000
<b>Enhancement</b>	<b>\$1,951,000</b>	<b>\$6,303,075</b>	<b>\$1,733,268</b>	<b>\$6,321,154</b>
Departmental ENH (includes BoR/SREB)	\$1,951,000	\$3,303,075	\$1,733,268	\$3,321,154
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$1,000,000	\$0	\$1,000,000
<b>Administration (Formula)</b>	<b>\$0</b>	<b>\$596,885</b>	<b>\$0</b>	<b>\$589,003</b>
<b>TOTAL</b>	<b>\$6,810,040</b>	<b>\$13,189,960</b>	<b>\$6,674,843</b>	<b>\$13,325,157</b>
<b>FISCAL YEAR BUDGET</b>	<b>\$20,000,000</b>		<b>\$20,000,000</b>	

**CONTINGENCIES:**

Higher than Budgeted:

- Additional revenues allocated as approved by the Board
- No increase in spending authority

Lower than Budgeted

- Summer 2023 consideration of REC spring 2022 projections to determine whether budget reductions are needed prior to competitive cycle launch.
- 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 to Promote Student and Faculty Diversity**

The Board of Regents/SREB Doctoral Support Initiative to Promote Student and Faculty Diversity provides up to ten (10) support slots per year statewide to help recruit and retain underrepresented minority students seeking 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.

### **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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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**STATEWIDE PROGRAMS COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

F. Statewide Programs

1. Consent Agenda

- a. Approval of Final Rulemaking –Rulemaking to amend Sections 509, 703, 705, 803, 805, and 2103 and to add Chapter 24 of the Scholarship and Grant Program rules to implement the provisions of Act 207, Act 463, Act 681, and Act 502 of the 2022 Regular Session of the Louisiana Legislature.\*
- b. Approval of Rulemaking–Rulemaking to amend Section 2103 of the Scholarship and Grant Program rules to add a mental health sub-type to the temporary disability exceptions available to students when they cannot meet certain TOPS continuation requirements.
- c. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- d. TOPS Home Study Exceptions - TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

\* Act 447 – Adds Geometry to TOPS Tech Core Curriculum (Begins with 2027 High School Graduates); Act 463 – Implements Geaux Teach Program; Act 681 – Implements Proclamation 183 JBE 2021 (Hurricane Ida Exceptions); Act 502 – Adds two Computer Science courses as an alternative to Foreign Language courses to the TOPS Opportunity, Performance, and Honors core curriculum (Begins with 2027 High School Graduates).

## Agenda Item VII.F.1.a.

**Consent Agenda: Final Rulemaking to amend Sections 509, 703, 705, 803, 805, and 2103 and to add Chapter 24 of the Scholarship and Grant Program rules to implement the provisions of Act 447, Act 463, Act 681, and Act 502 of the 2022 Regular Session of the Louisiana Legislature.**

### **Background:**

At its August 24, 2022, 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, 2022.

This rulemaking implements the provisions of Act 447, Act 463, Act 681, and Act 502 of the 2022 Regular Session of the Louisiana Legislature, as follows:

- Act 447
  - Section 803: Adds Geometry as a required core curriculum course for students completing the TOPS Tech core curriculum beginning with 2027 high school graduates.
- Act 463
  - Adds Chapter 24 to the Administrative Rules to implement the Geaux Teach Program, a new program to provide financial assistance to students pursuing a teaching degree at Louisiana's colleges and universities.
- Act 681
  - Implements Proclamation 183 JBE 2021
  - Section 509: Provides an ACT deadline of December 31, 2021, for 2021 high school graduates if the student provides documentation that he was registered for an ACT exam that was canceled due to Hurricane Ida. Allows for exceptions to this deadline if the student was registered for a test that was cancelled due to Hurricane Ida and the student was unable to schedule a test prior to the deadline due to circumstances beyond his control.
  - Sections 703 and 803 provide exceptions to the initial eligibility requirements for TOPS Opportunity, Performance and Honors Awards and TOPS Tech Awards, respectively:
    - Defines displaced student as one who was living in or attending a public or nonpublic high school or who was attending a home study program and living in Jefferson, Lafourche, Livingston, Plaquemines, St. Charles, St. Helena, St. James, St. John the Baptist, Tangipahoa, or Terrebonne Parish on August 27, 2021;
    - Displaced students shall not have to meet the core curriculum requirement if certified by the principal that the student was unable to meet the requirement because the course/courses were not available at the school attended;
    - Displaced students who graduate from an out of state high school shall not be required to have a higher ACT score; and
    - Provides an exception to the 2-year residency requirement.
  - Sections 705 and 805 provide exceptions to the continuing eligibility requirements for students whose home of record was located in or who attended school in Jefferson, Lafourche, Livingston, Plaquemines, St. Charles, St. Helena, St. James, St. John the Baptist, Tangipahoa, or Terrebonne Parish on August 27, 2021.
    - Steady academic progress

- Continuation GPA
- Extends period of suspension on a one for one basis for each semester a student is unable to enroll/complete due to the effects of Hurricane Ida.
- Section 2103: Provides that TOPS-eligible students who were unable to enroll for the first-time as a full-time student by the applicable deadline, to enroll as full-time students, to maintain continuous enrollment in school, or to earn 24 hours during the 2021-2022 academic year (TOPS) may submit a request for exception in accordance with the normal exception procedures.
- Act 502
  - Section 703: Provides that a student may choose to complete two computer science courses rather than two foreign language courses to complete the TOPS Opportunity, Performance, and Honors core curriculum beginning with 2027 high school graduates.

**LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.**



## **Agenda Item VII.F.1.b.**

### **Consent Agenda: Rulemaking to add Mental Health Sub-Type to the Temporary Disability Exceptions**

Rulemaking to amend Section 2103 of the Scholarship and Grant Program rules to add a mental health sub-type to the temporary disability exceptions available to students when they cannot meet certain TOPS continuation requirements.

#### **Background:**

In addition to the exceptional circumstances exceptions that are presented to the Board of Regents, there are currently fourteen objective circumstances for which a student may receive an exception to the requirements to enroll full time, to maintain continuous enrollment, and to earn 24 hours each academic year. These objective circumstances range from physical rehabilitation to COVID-19, and all of these exception types have specific documentation requirements that must be met to be approved.

One of these objective circumstances is temporary disability, which is currently broken into two categories: temporary disability – self and temporary disability – care of immediate family member. The documentation required to be granted an exception based on temporary disability includes a letter from a qualified health care provider stating that there is a disability and that it affected a student's ability to attend school or to earn the required annual hours. In the case of a mental health issue, a student is able to provide a letter from a clergyman in lieu of providing a letter from a qualified health care provider.

Over the past several months, LOSFA staff has seen a notable increase in the number of temporary disability exceptions that are related to mental health issues affecting students. At this time, the only method by which staff follows this trend is by counting the number of mental health exceptions that are processed in each TOPS objective circumstances meeting. In order to more efficiently follow this trend, staff proposes to add a sub-type to the temporary disability exception available to students who are unable to meet the full-time enrollment, continuous enrollment, and annual earned hours requirements for TOPS. This addition does not add a different type of exception; it simply allows for a more efficient manner of tracking the number of mental health-related exceptions that are received and/or granted.

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

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

## **Agenda Item VII.F.1.c.**

### **Consent Agenda: TOPS Exceptions**

Requests for exception to the TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

#### **Background:**

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

Eleven requests for exception were reviewed and approved by the LOSFA Advisory Board at its meetings on November 3, 2022 and December 6, 2022. All eleven 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 TOPS requests for exception as presented.**

## **Agenda Item VII.F.1.d.**

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

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

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 time frame was beyond the student's control.

Two requests for an exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on November 3, 2022. The students have presented facts and documentation 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 deadline to begin a home study program no later than the conclusion of the tenth grade year.**

*Collis B. Temple, III*  
*Chair*

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

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**PLANNING, RESEARCH and PERFORMANCE COMMITTEE**

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

G. Planning, Research and Performance

1. Consent Agenda

- a. Proprietary Schools Advisory Commission
  - i. Initial Applications
    - a) Rosebud Training Academy, Baker, LA
  - ii. Renewal Applications
    - a) 160 Driving Academy, Metairie, LA - License #2340
    - b) Academy of Interactive Entertainment, Lafayette, LA - License #2136
    - c) Accelerated Dental Assisting Academy - Metairie, LA - License #2230\*\*\*
    - d) Accelerated Dental Assisting Academy - Houma, LA - License #2228\*\*\*
    - e) Ayers Career College, Shreveport, LA - License #828
    - f) Coastal College - Baton Rouge, New Orleans, LA - License #2019
    - g) Coastal Truck Driving School of New Orleans, LA - License #2200
    - h) Crescent City School of Gaming & Bartending, New Orleans, LA - License #594
    - i) Delta College Inc. - Slidell Branch, LA - License #2066
    - j) Delta College, Inc. - Covington, LA - License #947
    - k) Diesel Driving Academy - Shreveport, LA - License #369
    - l) Durham Transport Academy, Shreveport, LA - License #2341
    - m) Excel Health Careers, Laplace, LA - License #2342

- n) iWeld Institute, Houma, LA - License #2323
- o) Joshua Career Institute of Louisiana, Shreveport, LA - License #2307
- p) Lafayette Dental Assistant School, Lafayette, LA- License #2251
- q) Mia's Medical Academy, Baton Rouge, LA - License #2202
- r) National Aesthetic Laser Institute, Baton Rouge, LA - License #2295
- s) New Orleans Dental Assistant School, New Orleans, LA - License #2252
- t) Nursing Assistant Network Association (NANA), New Orleans, LA - License #920
- u) Over Drive Truck Driving School of Louisiana, LLC, Pineville, LA - License #2283
- v) Pelican Chapter, ABC - Baton Rouge Campus, Baton Rouge, LA - License #2172
- w) Pelican Chapter, ABC - Southwest Campus, Westlake, LA - License #2173
- x) Phlebotomy Training Specialists, Baton Rouge, LA - License #2344
- y) Shreveport Dental Assistant School, Shreveport, LA - License #2253
- z) The Captain School, Marrero, LA - License #2161
- aa) The Microblading Institute, Lafayette, LA - License #2324
- bb) Thomas Training and Developmental Center, Inc., Franklin, LA - License #948
- cc) Unitech Training Academy - Baton Rouge, LA - License #2256
- dd) Unitech Training Academy - West Monroe, LA - License #2068
- ee) Woodland Healthcare Training, Baton Rouge, LA - License #2284

## 2. Proprietary Schools Adjudicatory Hearing Results

## 3. Teacher Preparation Programs More than 120 Credit Hours Board of Regents Criteria

*Collis B. Temple, III*  
*Chair*

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

*Sonia A. Pérez*  
*Secretary*

*Kim Hunter Reed, Ph.D.*  
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*Judy A. Williams-Brown*  
*Catarena M. Lobre, Student*

**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**November 15, 2022**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, November 15, 2022, in Room 155 in the Claiborne Building. Chair James Fontenot called the meeting to order at 10:07 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**

Melanie Amrhein, Vice Chair  
Chris Broadwater  
Sherrie Despino  
James Fontenot, Chair  
Randy Plaisance  
Susana Schowen

**Commission Members Absent**

James Dorris  
Jada Lewis  
Carmen Million

**Staff Members Present**

Courtney Britton  
Dr. Susannah Craig  
Brianna Golden  
Mighan Johnson  
Deesi Kirkland  
Uma Subramanian  
Antonio Williams

**Guests Present**

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting of September 13, 2022.

**On motion of Sherrie Despino, seconded by Susana Schowen, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the September 13, 2022, Proprietary Schools Advisory Commission meeting.**

The next item considered by the Commission was the initial license application from Rosebud Training Academy. The school will be located in Baker, Louisiana. The school was represented by its owner, Ms. Vikki Lee and consultant Mr. Eric Lewis. Ms. Mighan Johnson reviewed the materials for the Commission members, informing them that the

institution was proposing to offer one program: Certified Nursing Assistant Training (84 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

Discussion included the owner's healthcare industry background and motivation for opening the school, her current healthcare contract training business, which would also serve as the site for the proposed school, the school's financials, tuition for the program, teaching responsibility and community partner relationships, including Louisiana Workforce Commission.

**On motion of Melanie Amrhein seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Rosebud Training Academy, Baker, Louisiana.**

The next agenda item was the Adjudicatory Hearing for the licensed proprietary school, Kingdom Technical College in Shreveport, LA. Mr. Broadwater served as hearing chair, prosecuting attorney was Ms. Brianna Golden and Ms. Britton represented the commission and staff.

The commission considered the evidence to decide if the school was guilty of one charge: 1) failure to submit payment for its initial License, a violation of La. R.S. 17:3140.3(B)(1) – “The fee for an initial license or change of ownership shall be two thousand dollars.” Staff presented evidence via Ms. Britton's testimony and nine staff exhibits. Kingdom Technical did not provide any evidence, though the school was given proper notice of the hearing. After reviewing and discussing the evidence as presented,

**On motion of Chris Broadwater and seconded, by Susana Schowen, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents revoke the license for Kingdom Technical College.**

The next agenda item was operating license renewals. Over the previous two months, 31 schools submitted complete renewal applications. Ms. Britton also noted that two schools, Accelerated Dental Assisting Academy-Metairie and Accelerated Dental Assisting Academy-Houma, had made a special request for a shorter license period of 11 months opposed to 12 months, to align the renewal application dates of all Accelerated Dental Assisting Academy schools.

Five school licenses would not be renewed this cycle:

License #2338 BARBRI - Baton Rouge  
 License #2339 BARBRI - New Orleans  
 License #2001 Eastern College of Health Vocations – New Orleans  
 License #2343 Houma Dental Assistant School  
 License #2325 United Training Academy – New Orleans.

Proprietary School staff have confirmed student records are being kept at other operating branches, have received student records via digital submission, or are awaiting final teach out of students and expect student records to be delivered within the next two months.

**On motion of Sherrie Despino, seconded by Melanie Amrhein, the Proprietary Schools Advisory Commission unanimously voted the Board of Regents renew the licenses of the following proprietary schools:**

160 Driving Academy, Metairie, LA - License #2340  
 Academy of Interactive Entertainment, Lafayette, LA - License #2136  
 Accelerated Dental Assisting Academy - Metairie, LA - License #2230\*  
 Accelerated Dental Assisting Academy - Houma, LA - License #2228\*  
 Ayers Career College, Shreveport, LA - License #828  
 Coastal College - Baton Rouge, New Orleans, LA - License #2019  
 Coastal Truck Driving School of New Orleans, LA - License #2200  
 Crescent City School of Gaming & Bartending, New Orleans, LA - License #594  
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 Delta College, Inc. - Covington, LA - License #947  
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 Mia's Medical Academy, Baton Rouge, LA - License #2202  
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 Unitech Training Academy - Baton Rouge, LA - License #2256  
 Unitech Training Academy - West Monroe, LA - License #2068  
 Woodland Healthcare Training, Baton Rouge, LA - License #2284

The next agenda item was an update on program approvals. Chair Fontenot reminded the Commission that program approvals were being shared for informational purposes only. No questions were brought forward regarding the following program approvals.

**Camelot College**

Baton Rouge, LA

- Amend

*Advance Medical Assistant Program – 900.0 clock hours*



**Delta College of Arts & Technology-Baton Rouge**

Baton Rouge, LA

- Amend  
*Nursing Assistant – 136.0 clock hours*

**Delta College of Arts & Technology-Lafayette**

Baton Rouge, LA

- Amend  
*Nursing Assistant – 136.0 clock hours*

**McCann School of Business & Technology**

Monroe, LA

- Amend  
*CDL Training: Class A Tractor Trailer – 160.0 clock hours*

**Unitech Training Academy-New Orleans**

New Orleans, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**Unitech Training Academy-Baton Rouge**

Baton Rouge, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**Unitech Training Academy-Houma**

Houma, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**Unitech Training Academy-Lafayette**

Lafayette, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**Unitech Training Academy-Alexandria**

Alexandria, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**Unitech Training Academy-West Monroe**

West Monroe, LA

- Add  
*Medical Office Assistant – 600.0 clock hours*

**St. Agatha Career Schools, LLC**

New Orleans, LA

- Add  
*Patient Care Technician – 130.0 clock hours*  
*Certified Nursing Assistant – 84.0 clock hours*

**Next Level Educational Solutions**

LaPlace, LA

- Add

*Patient Care Technician – 170.0 clock hours*

*Certified Nursing Assistant – 84.0 clock hours*

**Woodland Healthcare Training, LLC**

Denham Springs, LA

- Amend

*Advance Medical Assistant Program – 300.0 clock hours*

*Phlebotomy Technician – 128.0 clock hours*

**Goodwill Technical College**

New Orleans, LA

- Amend

*Hospitality – 255.0 clock hours*

*IT Support Specialist – 255.0 clock hours*

The next agenda item was the 2021-2022 Year End reporting. Ms. Britton presented the numbers related to the schools, applications and program changes and Ms. Deesi Kirkland, Fiscal Administrator, presented the financial records for the Proprietary School accounts.

For the other business items, meeting dates for 2023 were distributed. The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, January 31, 2023 at 10:00 a.m., in Room 1-153 of the Claiborne Building. There being no further business, the meeting adjourned at 11:17 a.m.

APPENDIX A  
GUESTS

Vikki Lee	Rosebud Training Academy
Amanda LaGroue	LA Department of Justice
Eric Lewis	Rosebud Training Academy

## **Agenda Item VII.G.2.**

### **Advisory Commission on Proprietary Schools Adjudicatory Hearing**

#### **Background**

Kingdom Technical College was licensed as a Louisiana Proprietary School from December 2019 until December 2021. During that time the school never enrolled any students. In December of 2021, the school was unable to produce a complete renewal application, specifically they had no financial information to provide. Due to the incomplete application, the license expired per Louisiana R.S. 3140. The school submitted a new license application in May of 2022. This application was heard at the July 2022 meeting of the Advisory Commission on Proprietary Schools (“Commission”) and the new license was granted by the Board on August 24, 2022.

Fees associated with the application were sent for deposit in August and were returned as insufficient funds. The school was contacted and informed staff that the account had been closed by the bank and that the school would need 2-3 weeks to submit payment. The school was given a due date of two weeks. After that deadline passed the school was afforded an additional week. When the school still did not submit repayment, a hearing was called before the next scheduled Commission meeting.

#### **Hearing Summary**

This summary is to inform you that, at its November 15, 2022 meeting, the Commission held an adjudicatory hearing and by a formal vote in a public hearing, found that Kingdom Technical College, LLC. (“the School”) was in violation of the following provisions of the Louisiana Proprietary School laws, rules, and/or regulations:

1. One (1) violation of La. R.S. 17:3140.3(B)(1) – “The fee for an initial license or change of ownership shall be two thousand dollars.”

Pursuant to La. R.S. 17:3140.7(D)(3), “The commission may recommend to the board that the license of a school be suspended, revoked, cancelled, or restricted for any of the following reasons: ... Failure to comply with the provisions of this Chapter.” Accordingly, the Commission voted to recommend the school’s license be revoked. A copy of the fully executed Findings of Fact and Conclusions of Law has been provided.

This summary is being sent pursuant to La. R.S. 17:3140.9(D), which requires the Commission to transmit its findings and recommendations to the Board of Regents. Additionally provided is the record of this proceeding for the Board’s review.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board accept the recommendations of the commission to revoke the Proprietary School License of Kingdom Technical College, based on the record of proceedings conducted before the commission.**

LOUISIANA BOARD OF REGENTS  
ADVISORY COMMISSION ON PROPRIETARY SCHOOLS  
ADJUDICATORY HEARING

IN THE MATTER OF  
KINGDOM TECHNICAL COLLEGE

CASE NO: 2022-1115

**FINDINGS OF FACT AND CONCLUSIONS OF LAW**

The Advisory Commission on Proprietary Schools (“Commission”) held an administrative adjudicatory hearing in this matter on November 15, 2022. A quorum of the Commission was present with Chris Broadwater, commission member, serving as hearing officer. The Commission’s representative was Courtney Britton and its prosecuting attorney was Brianna Golden. Kingdom Technical College, LLC (“the School”) owner, Canavery Martin, and the school director and registered officer, LaTasha Heard, were not present in proper person, nor were they represented by counsel

The Commission determined that the School had been properly served with notice of the hearing and proceeded with the hearing.

A. Findings of Fact:

After receiving the evidence presented, including exhibits and testimony, the Commission made the following findings of fact:

1. The School did not provide payment of the Proprietary School License fees as required for initial licensure.

B. Conclusions of Law:

Based upon the evidence presented and the aforementioned findings of fact, the Commission concluded that, as a matter of law, the School is guilty of one (1) violation of the following provision of the Louisiana Proprietary School laws, rules, and/or regulations:

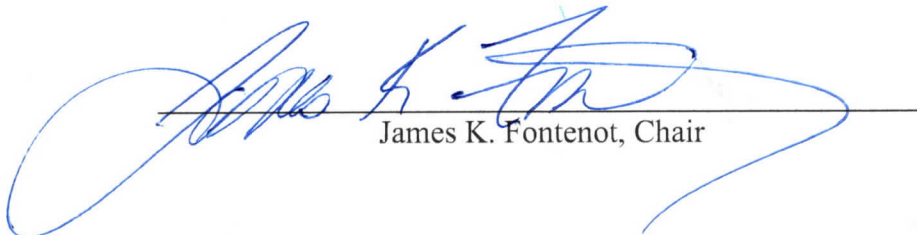
1. Louisiana Revised Statute 17:3140.3(B)(1) – “The fee for an initial license or change of ownership shall be two thousand dollars.”

C. Recommended Penalties

After making the aforementioned findings of fact and conclusions of law, the Commission recommends to the Board that the license of the School be revoked.

The findings of fact, conclusions of law, and recommended penalty were approved by the Commission in an open hearing on November 15, 2022, at Baton Rouge Louisiana

This document signed this 16<sup>th</sup> day of November, 2022, at Baton Rouge, Louisiana.

  
James K. Fontenot, Chair

## **Proprietary Schools Adjudicatory Hearing Evidence List**

The list of the staff exhibit evidence is below. To review these items you may visit the dropbox link found here: [https://www.dropbox.com/sh/7l7tf2s3n2viknv/AACoBvAa1s-VxPc\\_O7vJ4mf6a?dl=0](https://www.dropbox.com/sh/7l7tf2s3n2viknv/AACoBvAa1s-VxPc_O7vJ4mf6a?dl=0)

StaffExhibit1 – Checks submitted for Initial License fees, July 2022

StaffExhibit2 – Bank Insufficient Funds Notice, September 2022

StaffExhibit3 – Notice Letter to School with a replacement funds due date of October 5, 2022

StaffExhibit4 – Email from school requesting an extension

StaffExhibit5 – 2<sup>nd</sup> Notice Letter to school with due date extension of October 14, 2022

StaffExhibit6 – School's request for a second extension and staff's response

StaffExhibit7 – Hearing Notice Sent to School

StaffExhibit8 – Certified mail card for hearing notice

StaffExhibit9 – Staff email to School director confirming that they may also submit a written statement in lieu of attending the hearing

## AGENDA ITEM VII.G.3.

### **Teacher Preparation Programs More than 120 Credit Hours Board of Regents Criteria**

#### **Executive Summary**

Act 255 of the 2022 Regular Session amended and reenacted statute relative to the certification of teachers; to provide relative to the responsibilities of the State Board of Elementary and Secondary Education; to provide for teaching certification qualifications and requirements; to provide eligibility criteria; to provide for the granting of teaching certifications; and to provide relative to approved teacher education programs. One of the requirements, charged the Louisiana Board of Regents with identifying criteria to determine if a teacher preparation degree is recognized as dual degree or dual certification.

According to the law, beginning with the 2024-25 academic year, each approved teacher education program shall not require more than one hundred twenty semester hours of college credit for degree completion, inclusive of any classroom observation time or mentorship requirements. Programs designated by the Board of Regents as dual degrees or dual certifications shall be permitted to exceed the one hundred twenty semester-hour credit limit.

In September of 2022, all College of Education Deans/Directors were surveyed to determine the number of programs over the 120-hour requirement and asked to provide the rationale. Board of Regents staff worked with the leadership team of the Louisiana Association of Colleges for Teacher Education to recommend four criteria:

1. The degree program results in licensure in two certification areas;
2. The degree program results in licensure in two or more grade categories (B-K, PreK-3, 1-5, 4-8, 6-12);
3. The degree program is bound by specific accreditation course requirements when the program is accredited by a content-specific body (e.g. NASM, NASAD); and
4. The degree program results in two degrees.

In addition, Board of Regents staff consulted with all the College of Education Deans/Directors/Chairs and staff members at the Louisiana Department of Education to discuss the rationale for the four criteria and recommend approval.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the criteria to allow certain teacher preparation programs to be over the 120 semester hours of college credit for degree completion.**

*Collis B. Temple, III*  
*Chair*

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

*Kim Hunter Reed, Ph.D.*  
*Commissioner of*  
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*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

**BOARD OF REGENTS**

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*Board of Regents as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**

**PERSONNEL COMMITTEE\***

Monday, January 9, 2023

Claiborne Building, 1<sup>st</sup> Floor  
Louisiana Purchase Room 1-100  
1201 North Third Street  
Baton Rouge, LA 70802

VII. Reports and Recommendations

H. Personnel

1. Appointment of Executive Director and Chief Scientist of Louisiana Universities Marine Consortium

\*NOTE: The Personnel Committee of the Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:16 et seq., to discuss personnel matters