

Major Events Incentive Program Subfund	R.S. 51:2365.1
Marketing Fund	R.S. 47:318
Medicaid Assistance Program Fraud Detection Fund	R.S. 46:440.1
MediFund	R.S. 51:2211-13
Mineral and Energy Operation Fund	R.S. 30:136.3
Municipal Fire and Police Civil Service Operating Fund	R.S. 22:1476(A)(2)
Natural Resource Restoration Trust Fund	R.S. 30:2480.2
New Orleans Public Safety Fund	R.S. 40:1402
Office of Workers' Compensation Administrative Fund	R.S. 23:1291.1(E)
Overcollections Fund	R.S. 39:100.21, R.S. 17:407.27(B)(3), 3046.3(C), 5068(D)(3), and 4019(C)
Pari-mutuel Live Racing Facility Gaming Control Fund and all recipient funds	R.S. 27:392
Payments Towards the UAL Fund	R.S. 39:100.11 and 467(G), R.S. 39:82(A) and 352
Rapid Response Fund	R.S. 51:2361, 2362, 2363, R.S. 3:4423(3), R.S. 23:1514(D)(5)
Riverboat Gaming Enforcement Fund	R.S. 27:92(B)(2)(c) and (C)
Sickle Cell Fund	R.S. 39:100.123
Southern University AgCenter Program Fund	R.S. 27:392(B)(6)(b)
Sports Facility Assistance Fund	R.S. 39:100.1 and 467(G), and R.S. 47:1602.1 and 1520(A)(1)(e)
State Emergency Response Fund	R.S. 39:100.26(A) and 100.31
Science, Technology, Engineering, and Math (STEM) Upgrade Fund	R.S. 17:3138.3
Support Education in Louisiana First Fund	R.S. 17:421.7, R.S. 27:92(B)(2), 270(A)(3)
Telecommunications for the Deaf Fund	R.S. 47:301.1(F) and 1061
Tobacco Regulation Enforcement Fund	R.S. 47:841(G)
Tobacco Settlement Enforcement Fund	R.S. 13:5073(A)(1), and R.S. 39:98.7
Tobacco Tax Health Care Fund	R.S. 47:841.1
Tobacco Tax Medicaid Match Fund	R.S. 47:841.2
Two Percent Fire Insurance Fund	R.S. 22:437
Unfunded Accrued Liability and Specialized Educational Institutions Support Fund	R.S. 39:100.136; and R.S. 47:6351(G)(3) and (4)
UNO Slidell Technology Park Fund	R.S. 17:3397.11
Video Draw Poker Device Fund	R.S. 27:437(B)(2) and (C)
Video Draw Poker Device Purse Supplement Fund	R.S. 27:439
Workforce and Innovation for a Strong Economy	R.S. 17:3138.2, 3138.3, and 3138.4
Workforce Training Rapid Response Fund	R.S. 17:1874

Proposed law directs the state treasurer to transfer any balances remaining in the funds eliminated to the state general fund.

NEW OPPORTUNITIES WAIVER FUND (R.S. 39:100.61)

Present law (R.S. 39:100.61) creates the New Opportunities Waiver Fund and provides for sources of monies in the fund including:

- (1) 12% of recurring state general fund, not to exceed \$50 million any fiscal year, that is recognized by the Revenue Estimating Conference in excess of the official forecast at the beginning of the current fiscal year.

- (2) Any donations, gifts, grants, appropriations, or other revenue designated to the fund and received by the treasurer.

Present law (R.S. 47:120.171) provides that a state taxpayer that files an individual income tax return may donate an amount of their refund to the New Opportunities Waiver Fund.

Proposed law eliminates the recurring state general fund as a source of revenue into the fund and changes the other revenue from any donations, gifts, grants, appropriations, or other revenue to donations received from the refund of a state taxpayer as provided for in present law.

Present law (R.S. 47:302.2-302.55, 322.1-322.48, and 332.1-322.54) dedicates certain state sales and use tax revenues for deposit into certain special treasury funds for local entities. Proposed law repeals all such dedications and eliminates all such funds.

Effective July 1, 2017.

(Amends R.S. 3:2(C), 4321(B), 4411(A), and 4423(3), R.S. 13:5073(A)(1), R.S. 17:407.27(B)(3), 3046.3(C), 4019(C), and 5068(D)(3), R.S. 22:347(A)(intro para), 835(B), and 1476(A)(2), R.S. 23:1514(D)(5), R.S. 27:27.1(F), 92(B)(2), 249(A), 270(A)(2) and (3)(a), 392(B)(2)(a), and 437(B)(1), R.S. 33:9551(E)(3), 9561(E)(3), and 9571(E)(3), R.S. 39:82(A), 100.61(B)(1), 352, and 467(G), R.S. 40:1582(E), 1593, and 2845(A)(6)(b), R.S. 42:262(B), R.S. 46:977.13, R.S. 47:1061(A)(4), and 9029(B), R.S. 51:1927.1, 2211(A), 2332(3), 2341(F), 2361, 2362(A)(intro para), 2363, 2365, 2365.1(B) and (C), and 2366, and Section 4(B) of Act No. 421 of 2013 R.S.; repeals R.S. 3:4321(C) and (D), and 4411(B) and (C), R.S. 11:544, R.S. 15:147(B)(14), 167, 185.5, and 572.8(N), R.S. 17:354, 421.7, 1874, 3129.6, 3138.2, 3138.3, 3138.4, 3397.11, and 4001, R.S. 22:347(A)(1), (2), and (3), 437(A) through (E), 831(B), and 835(C), (D), and (F), 1071(D)(3)(b) and (c), and 2134, R.S. 24:39, 1291.1(E), and 1515, R.S. 27:92(C), 392(B)(2)(b) through (C), 437(B)(2) and (C), and 439, R.S. 28:826 and 842, R.S. 30:136.3, 2205, and 2480.2, R.S. 39:91, 97.3, 98.7, 100.1, 100.11, 100.21, 100.26, 100.31, 100.41, 100.51, 100.81, 100.122, 100.123, 100.126, 100.136, 100.146, 467(G), and 1357, R.S. 40:16.2, 1402, 1428(A)(4) and (C), 1547, and 2845(D)(2) and (3) and (E), R.S. 46:114.4, 440.1, 2731, and 2901, R.S. 47:301.1(F), 302.2 through 302.55, 318, 322.1 through 322.43, 322.45 through 322.48, 332.1 through 332.15, 332.16 through 332.49, 332.51 through 332.54, 841(G), 841.1, 841.2, 1061(B), 1520(A)(1)(e), 1602.1, and 6351(G)(3) and (4), R.S. 49:214.6.7(D) and (E) and 259, R.S. 51:2212(3), 2213, 2315, and 2365.1(D), and C.Cr.P. Art. 926.1(K), Section 7 of Act No. 420 of 2013 R.S., Section 9 of Act No. 138 of the 2005 R.S., and Section 3 of Act No. 1065 of the 1997 R.S.)

2017 Regular Session

ACT No. 355

HOUSE BILL NO. 590

BY REPRESENTATIVES HILFERTY AND DAVIS

1 AN ACT

2 To amend and reenact R.S. 49:308.5 and to enact R.S. 24:653(N), relative to the review of
3 special treasury funds; to provide for the submission of a plan to review special
4 treasury funds; to provide for the review of and recommendation on certain special
5 treasury funds; to provide for exceptions; to provide for a dedicated fund review
6 subcommittee of the Joint Legislative Committee on the Budget; to provide for an
7 effective date; and to provide for related matters.

8 Be it enacted by the Legislature of Louisiana:

9 Section 1. R.S. 24:653(N) is hereby enacted to read as follows:

10 §653. Duties and functions

11 * * *

12 N.(1) The committee shall have a dedicated fund review subcommittee
13 which shall review and make recommendations on special funds in the state treasury
14 that dedicate state revenue.

15 (2) The committee, by its own rules, motions, or resolutions, shall provide
16 for the size, membership, appointment, all administrative matters, and the delegated
17 powers and duties of the dedicated fund review subcommittee. The committee shall
18 provide that the membership of the subcommittee is bipartisan and diverse.

19 (3) No later than September 1, 2017, and every two years thereafter the
20 committee shall provide for the dedicated fund review subcommittee.

21 (4) The dedicated fund review subcommittee shall conduct the review of
22 special funds and submit recommendations to the committee as required in R.S.
23 49:308.5.

1 Section 2. R.S. 49:308.5 is hereby amended and reenacted to read as follows:

2 §308.5. ~~Special~~ Legislative review and recommendation on special funds and
3 dedication of money

4 A. The legislature hereby finds that due to the number of special funds in the
5 state treasury that dedicate state revenue, it is difficult for the governor, the
6 legislature, and the public to assess the ~~return on investment~~ benefit of the activities
7 supported by such funds. In order to address this situation, the legislature finds that
8 a system of transparency and accountability needs to be established and that the
9 authority for such funds should be routinely sunset unless reviewed. Unless the
10 recommendations resulting from the review conclude that the return on investment
11 benefit of the activities funded by monies deposited in such fund warrants the
12 continuation of this method of funding, the legislature should take such action as is
13 necessary to eliminate such special funds and the dedication of state revenues to such
14 activities. Further, inducing competition for funding from the state general fund will
15 put all activities on an equal footing and will allow the governor and the legislature
16 to better prioritize funding.

17 B.(1) The division of administration shall establish a procedure to assure that
18 the activities supported by a special fund are subject to the same level of
19 transparency and accountability as activities supported by the state general fund. The
20 procedure shall include the annual submission of reports no later than December first
21 of each year for all entities and activities supported by appropriations from the fund.

22 (2) The reports shall be submitted to the president of the Senate, the speaker
23 of the House of Representatives, and the division of administration. The reports to
24 the division of administration shall be submitted electronically in a form and format
25 as specified and established by the commissioner of administration. The division of
26 administration shall publish the reports in an electronic database so as to ensure
27 transparency and accountability.

28 (3)(a) ~~Beginning October 1, 2009~~ No later than October 1, 2017, and every
29 two years thereafter, the division of administration shall ~~develop~~ submit a plan ~~and~~
30 ~~schedule for the review~~ of the special funds and dedications to the Joint Legislative

1 ~~Committee on the Budget that specifies at least fifty percent of the special dedicated~~
2 ~~funds in law as of the date of the submission of the plan. The Joint Legislative~~
3 ~~Committee on the Budget shall review the plan and may add special funds to the plan~~
4 ~~submitted by the division of administration prior to approval by the committee. The~~
5 ~~plan and schedule shall be submitted to the Joint Legislative Committee on the~~
6 ~~Budget for its review and approval. The plan may be adjusted annually as needed.~~

7 (b) ~~Each plan and schedule shall provide for the review of not more than~~
8 ~~twenty-five percent of the special funds and dedications. The plan and schedule shall~~
9 ~~specify the funds and dedications that are to be reviewed. The Joint Legislative~~
10 ~~Committee on the Budget shall ensure that after two consecutive plans have been~~
11 ~~approved, all special funds established by law on the date of the submission of the~~
12 ~~second consecutive plan will have been approved in a plan at least once in the~~
13 ~~previous four years.~~

14 (c)(4) ~~Once the plan for review of special funds is approved by the Joint~~
15 ~~Legislative Committee on the Budget, the Dedicated Fund Review Subcommittee of~~
16 ~~the Joint Legislative Committee on the Budget, hereinafter referred to as "the~~
17 ~~subcommittee", The Joint Legislative Committee on the Budget, hereinafter referred~~
18 ~~to as "the committee", shall conduct a review of the special funds and dedications as~~
19 ~~specified in each such plan, and schedule resulting in a recommendation for each~~
20 ~~specified fund in the plan. The subcommittee shall meet only on a day in which the~~
21 ~~Joint Legislative Committee on the Budget is scheduled to convene.~~

22 C.(1) ~~No later than fifteen days after the approval of the plan by the Joint~~
23 ~~Legislative Committee on the Budget, the subcommittee shall cause to be posted on~~
24 ~~the website of the Louisiana Legislature, notification of a hearing schedule which~~
25 ~~shall include a date for presentation and discussion of each specified special fund in~~
26 ~~the approved plan. Additionally, the Joint Legislative Committee on the Budget shall~~
27 ~~notify the commissioner of administration and the treasurer of the hearing schedule.~~
28 ~~The commissioner of administration shall notify any agency or entity receiving an~~
29 ~~appropriation from a special fund specified in the plan in the previous five fiscal~~
30 ~~years of the hearing schedule.~~

1 (2)(a) No later than thirty days after the approval of the plan, the treasurer
2 shall submit to the subcommittee a summary of the terms, sources, conditions, and
3 uses of the special fund as required by law and a five-year history of the following:

4 (i) Sources and amounts of revenue into the fund.

5 (ii) Amounts appropriated or allocated from the fund and the recipients of
6 each appropriation or allocation.

7 (iii) Investments and earnings of the fund.

8 (iv) Annual balance in the fund.

9 (b) The treasurer or his staff shall be in attendance and available to provide
10 information at any hearing that the subcommittee holds on any special fund.

11 (3)(a) No later than thirty days after the approval of the plan, the head of
12 each agency or entity receiving an appropriation or allocation from the special
13 dedicated fund within the previous five years shall submit to the subcommittee the
14 following:

15 (i) Five-year history of the amount of the appropriation or allocation of the
16 fund to the agency or entity.

17 (ii) Detailed use of the fund in each of the previous five years in which the
18 agency or entity received an appropriation or dedication from the fund, including the
19 total amount of funding for each activity financed with the fund and the amount of
20 financing for the activity from the fund.

21 (iii) Outcomes or other relevant performance information for any activity
22 receiving financing from the fund.

23 (iv) If dedication is a fee, the cost of providing the service offset by the fee.

24 (b) The head of the agency or entity, or his staff, shall be in attendance and
25 available to provide information at any hearing on a special fund received by their
26 agency or entity.

27 (4) The subcommittee shall allow public comment on each special fund
28 included in the plan.

29 (5) The subcommittee may request any other information which the
30 subcommittee believes is necessary in conducting the review of the special funds.

- 1 D.(1) Following the review of each special fund as required in this Section,
2 members of the subcommittee shall offer motions as are necessary to produce a
3 report of findings and recommendations on each special dedicated fund reviewed.
4 Such findings and recommendations may include but are not limited to no change
5 to the fund, a change to the revenue source into the fund, a change in the amount
6 dedicated into the fund, a change in the use of the fund, or elimination of the fund.
- 7 (2) The subcommittee shall report the findings and recommendations to the
8 Joint Legislative Committee on the Budget for review. The Joint Legislative
9 Committee on the Budget may recommend modifications to the report submitted by
10 the subcommittee, however, such modifications shall be noted in the report along
11 with any original findings or recommendations of the subcommittee.
- 12 ~~(4) E.~~ No later than February 15, 2018, and every two
13 years thereafter, the ~~committee~~ Joint Legislative Committee on the Budget shall
14 report the findings and recommendations of each biennial review to the ~~speaker of~~
15 ~~the House of Representatives, the president of the Senate~~ presiding officer of each
16 house of the legislature for electronic distribution to each member of the legislature,
17 the governor, the treasurer, and the commissioner of administration.
- 18 E. F. This Section shall not apply to or affect the laws which dedicate or
19 otherwise provide for the use of the following money or the laws which provide for
20 the following special funds in the state treasury:
- 21 (1) Special funds or dedications of money received by the state or by any
22 state board, agency, or commission which is protected by the Constitution of
23 Louisiana and laws effectuating such special funds and dedications or special funds
24 containing money which is not required by the constitution to be deposited in the
25 state treasury pursuant to Article VII, Section 9(A) of the Constitution of Louisiana.
- 26 (2) Special funds in the state treasury established solely as a requirement of
27 the terms, conditions, or requirements of:
- 28 (a) Grants, donations, or other forms of assistance.
- 29 (b) Court or regulatory agency orders or judgments.

1 (c) Contracts of the state or of its agencies, boards, or commissions,
2 including contracts related to the issuance of bonds, notes, and other indebtedness.

3 (3) Special funds and dedications of money provided by law for money
4 received by or on behalf of a state board, agency, authority, or commission which is
5 mainly composed of and represents members of a trade, business, or professional
6 association from fees or assessments paid by the members of the trade, business, or
7 professional association and which expends the money on market or product research
8 and development.

9 (4) Special funds and dedications of money provided by law related to the
10 judiciary.

11 (5) Special funds and dedications of money provided by law related to
12 retirement funds.

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

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

2017 Regular Session

ACT No. 293

HOUSE BILL NO. 113

BY REPRESENTATIVE BROADWATER

1 AN ACT

2 To amend and reenact R.S. 17:3351.20(A)(1) and (F), relative to fees charged to students at

3 public postsecondary education institutions; to extend the authority of a public

4 postsecondary education management board to establish, adjust, and increase certain

5 fees; to provide limitations; to extend the requirement that such boards report

6 annually to the legislature relative to such fees; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3351.20(A)(1) and (F) are hereby amended and reenacted to read

9 as follows:

10 §3351.20. Mandatory fees

11 A.(1) In addition to the authority granted by any other provision of law,

12 including but not limited to R.S. 17:3139.5, 3351.7, and 3351.8, and in accordance

13 with Article VII, Section 2.1 of the Constitution of Louisiana, the Legislature of

14 Louisiana hereby authorizes the Board of Supervisors of Louisiana State University

15 and Agricultural and Mechanical College, the Board of Supervisors of Southern

16 University and Agricultural and Mechanical College, the Board of Supervisors for

17 the University of Louisiana System, and the Board of Supervisors of Louisiana

18 Community and Technical Colleges to establish at each institution under their

19 respective management and supervision mandatory fees to be charged to students

20 enrolled at such institutions and to adjust the amounts of such fees as they deem

21 necessary. Such authority shall apply for the 2015-2016 ~~and 2016-2017~~ through the

3 * * *

10 based financial assistance fund as provided in Subsection C of this Section.

PRESIDENT OF THE SENATE

APPROVED: _____

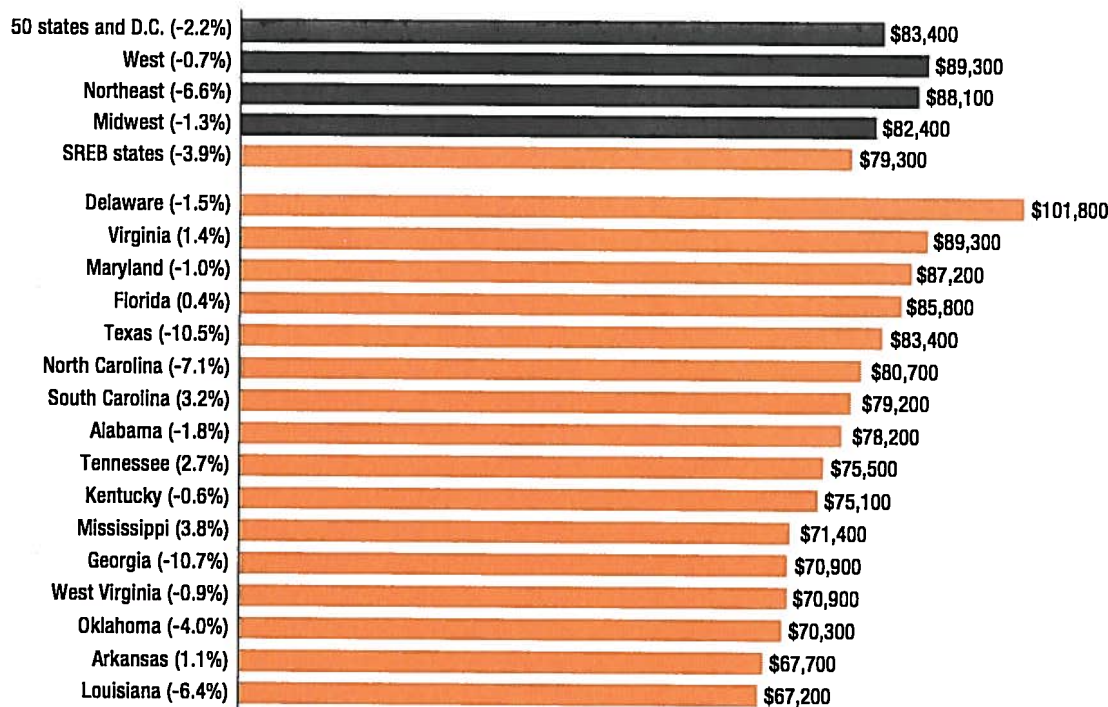
Appendix: Chapter 3.

Attachment 3.2.1	SREB 2 and 4 yr Average Salaries for Full-Time Instructional Faculty
Attachment 3.2.2	Faculty Counts by Institution Type
Attachment 3.3.1	Board of Regents Support Fund Restructuring Adopted 11/2/16
Attachment 3.6.1	Program Lists

From 2010-11 to 2015-16, salaries of faculty ranked as professors at public four-year colleges and universities in the SREB region increased by nearly 8 percent. Salaries of associate and assistant professors increased by 8 and 10 percent, respectively. The 5 percent increase for the all-ranks salary average in the SREB region was lower than increases seen in the West and Midwest, but higher than in the Northeast where the increase was 2 percent. In the West and Midwest, it was 9 and 8 percent, respectively.

Between 2010-11 and 2015-16, full-time faculty salaries at public two-year colleges in SREB states rose by less than 2 percent. They also increased as a percentage of the average U.S. salary — from 84 percent of the national average to 87 percent. Despite these increases, the average salary in the SREB region remained lower than in any other region. These salaries moved closer to the national average in fewer than half of SREB states from 2010-11 to 2015-16. In most, they decreased — by almost 12 percent in Georgia and Louisiana, and by smaller percentages in seven other states. However, faculty salaries at public two-year colleges were above the national average in Delaware, Maryland and Virginia.

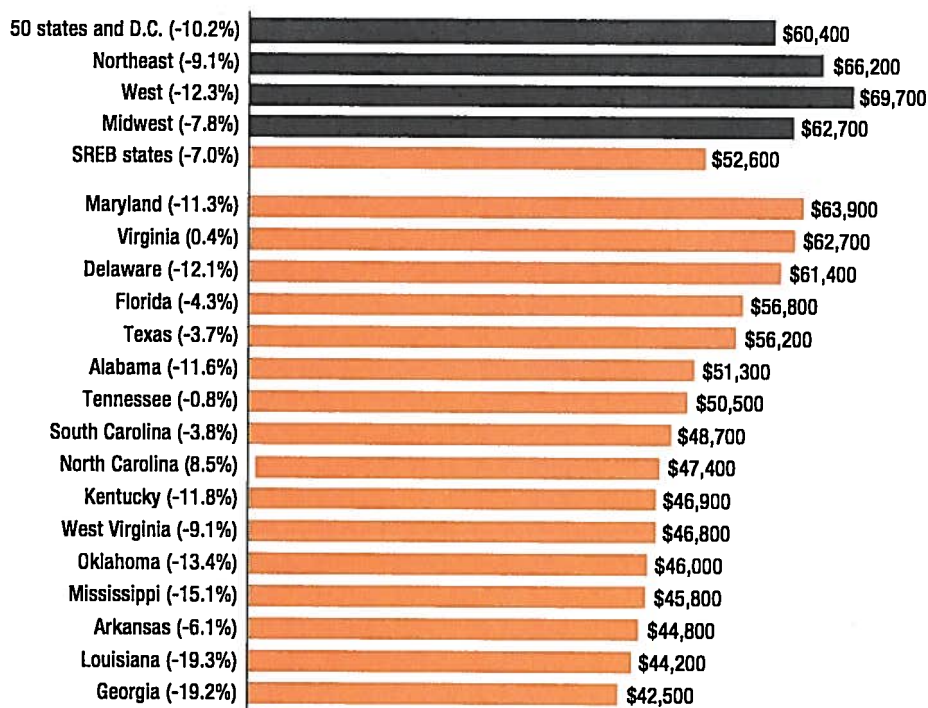
Average Salaries, Full-Time Instructional Faculty at Public Four-Year Colleges and Universities, 2015-16



Note: Inflation-adjusted change 2010-11 to 2015-16 shown in parentheses.

Sources: SREB-State Data Exchange and SREB analysis of National Center for Education Statistics data.

Average Salaries, Full-Time Instructional Faculty at Public Two-Year Colleges, 2015-16



Note: Inflation-adjusted change 2010-11 to 2015-16 shown in parentheses.

Sources: SREB-State Data Exchange and SREB analysis of National Center for Education Statistics data.

Salaries show considerable variation among smaller colleges and universities and larger, more complex institutions. Pay is generally higher at larger public universities that have more advanced degree programs and higher research productivity. In SREB states, average faculty salaries in 2015-16 ranged from \$57,400 at four-year colleges and universities that award few graduate degrees to \$91,800 at large universities that award the most doctoral degrees.

Faculty salaries also vary among teaching fields. At public four-year colleges and universities, average salaries for humanities faculty rose 15 percent nationwide and 16 percent in the SREB region between 2011-12 and 2016-17. Salaries for faculty in sciences and technologies went up nearly 12 percent nationally and almost 9 percent in the SREB region. Business management faculty salaries went up more than 16 percent nationally and in the SREB region. Salaries in the social and behavioral sciences rose over 12 percent nationally and nearly 12 percent in the SREB region. Those in education rose 14 percent nationally and over 12 percent in the SREB region, and nursing salaries went up about 25 percent nationally and in the SREB region.

ATTACHMENT 3.2.2.2

System	EEO Category Descr	Primary Function	Inst Level	SREB Category	Full-Time Faculty Count	Part-Time Faculty FTE
LCTCS	Faculty	IN	T	7	183	71.5
LCTCS	Faculty	IN	T	8	121	28.1
LCTCS	Faculty	IN	2	7	1131	267.6
LSU	Faculty	IN	S	9	508	66.3
LSU	Faculty	IN	2	7	73	13.0
LSU	Faculty	IN	4	1	1272	75.3
LSU	Faculty	IN	4	4	113	22.0
LSU	Faculty	IN	4	6	87	22.5
SU	Faculty	IN	S	9	29	9.6
SU	Faculty	IN	2	7	69	39.5
SU	Faculty	IN	4	3	286	48.1
SU	Faculty	IN	4	5	98	21.5
ULS	Faculty	IN	4	2	1207	135.8
ULS	Faculty	IN	4	3	766	66.7
ULS	Faculty	IN	4	4	913	158.4

**Board of Regents Support Fund Restructuring
Adopted 11/2/16**

Support Fund as a Whole

- Ensure Louisiana's unique Support Fund – the only such state-supported program in the country – deploys its extremely limited and dwindling resources strategically to accomplish constitutionally mandated goals of building excellence in higher education and contributing to Louisiana's economic development.
- Applications for funding and funded projects must explicitly reflect the submitting campus's role, scope, mission, and strategic priorities as defined in campus-based strategic and/or master planning.
- All awards except Endowed Professorships determined on a competitive basis with external review
- Align with BoR Centers of Excellence criteria: to be eligible, a program/unit/activity must demonstrate existing or potential:
 - strong performance record and alignment with the strategic goals of the campus
 - focus in one or more areas of research, education, and/or training relevant to the State
 - appropriate range of academic, training and/or research opportunities in the area(s) of focus
 - engagement with the economic, social, and/or cultural life of the community/region
- New structure to be phased in beginning in FY 2017-18 and assessment of its continued viability and need for additional refocusing considered based on program impact, Regents' priorities, and potential for persistent, long-term declines in Support Fund income received
- All existing obligations – multi-year contracts, federal matching, etc. – will be honored as the new structure is implemented
- Phase-out plan to be provided to match endowment requests received/underway when previous subprograms terminate and/or policies/match requirements change (\$7.2M in unfunded requests as of April 2016)

Proposed Structure

I. Enhancement for Academic, Research, and Agricultural Departments and Units¹

A. Enhancement for Excellence

- Focus on infrastructure (broadly defined) in priority areas: equipment, supplies, curriculum redesign, development of new areas of focus, etc.
- Emphasis on need for supplemental funding and benefits of BoRSF investment to students, faculty, and the community or region (economic and/or social)
- Model on current Traditional Enhancement and previous P-KSFI subprograms and operate as three components: primarily research, primarily education, and primarily workforce development – offering both small short-term grants (e.g., for an equipment purchase or specific activity) and larger and longer-term awards (3-5 years), all on a departmental/unit/center basis.
- Build into Enhancement activities undergraduate and graduate student support – research experiences for undergrads, graduate research or professional development support, supplements to recruit/retain high-performing, URM, and/or high-need students, etc. Overlap of activities in a single project – research, education, workforce – permitted and encouraged as part of a holistic approach to enhancing an academic unit.
- Encourage multi-campus, multi-level (i.e., research university-regional university-community college) partnerships for high-priority areas (e.g., LONI Institute project through P-KSFI) to

¹ "Departments and Units" is not intended to restrict eligibility to discipline-based departments. Instead, the phrase broadly refers to all formally constituted academic, research or agricultural organizational units on the campus, including centers, multidisciplinary research groups, etc. Informal or ad hoc partnerships or collaborative groups are not included, though multiple formally constituted units could collaborate on a single proposal.

support major activities including cluster hires, shared or core facility equipment purchases/access, cross-campus student opportunities, etc.

- Require projects to include appropriate sustainability plans to maintain activities after BoRSF funding ends; note that BoRSF monies are not intended by the Constitution or Regents policy to sustain activities permanently or over the long term.

B. Federal Matching

- Retain matching for EPSCoR projects under BoR management.
- Matching for major non-BoR campus-based consortial proposals to federal competitions: limited annual funding, to be combined with cash commitments from participating campuses. Expenditures only for LA higher education activities and campuses per constitutional restrictions. Given need to respond to federal solicitation deadlines, funds awarded on a first-come, first-served basis, pending submission and external review of a proposal to verify quality and impact.

C. Endowed Two-Year Workforce Scholarships

- Continue scholarship matching in high-demand workforce areas and monitor demand and impact.
- Based on program impact on two-year campuses, consider broadening opportunity to non-two-year campuses while retaining workforce focus.
- Eliminate First-Generation Scholarships – insufficient for meaningful impact on access and not aligned with the Support Fund’s constitutionally defined mission. Retain opportunities for departments/units to request funds for support of first-generation students within Enhancement projects.

II. Targeted R&D

- Restrict Industrial Ties Research Subprogram (ITRS) to MPRAC/BoR research focus areas adopted in 2015: Advanced Manufacturing and Materials; Life Sciences and Bioengineering; Digital Media and Enterprise Software; Coastal and Water Management; and Clean Technology and Energy. MPRAC will revisit focus areas on a regular basis, and ITRS eligibility will reflect any revisions to selected areas adopted by MPRAC and the BoR.
- Retain RCS as funding for basic research in foundational STEM areas leading to competitiveness for federal funding.
- Increase funding for ITRS to support economic development activities:
 - Two activities: industrial partnerships and proof-of-concept/prototyping
 - Up to three years of funding
 - Tiered industrial matching – cash match at a minimum level required for large companies (500+ employees); smaller, in-kind matches allowed for in-State and smaller companies; incentives for participation of start-ups, particularly those initiated by faculty, and partnerships with SBIR/STTR applicants with significant chances of receiving federal funds, and potentially tie BoRSF funding caps to match amounts (1:1 BoRSF request with non-state industrial partner, higher increments of BoRSF request with in-state and start-up companies)
- Retain ATLAS as a small research/creative opportunity for arts, humanities, and social sciences faculty – including faculty partnerships with regional arts organizations (galleries, performing arts organizations, etc.), with emphasis on near-term completion and impact.
- Require all RCS and ITRS projects and strongly encourage ATLAS projects to include student (undergrad and/or graduate) and/or post-doctoral fellow participation in research activities; where appropriate, strongly encourage partnerships with other institutions/institutional types.

III. Faculty Endowment

- 60% private-40% BoRSF match and tier minimum Endowed Chair levels by campus type: research, regional, CC/TCC while providing opportunities for campuses to seek higher endowment levels when appropriate to the subject area/function of the endowment.
- Four types of Endowed Chair based on campus definition of the chair's expected role: primarily scholarly, primarily teaching, primarily workforce, and combination (equal split scholarship, teaching, and/or workforce). All chairs are expected to include a mix of these functions – the different types are to provide guidance to campuses in framing expectations, purposes, and objectives for the chair and chairholder.
- Chair matching in areas explicitly linked with campus role/scope/mission and strategic priorities.
- Require all campuses to justify endowment investment by planned use (i.e., demonstrate how the endowment proceeds plus pledged campus contribution of salary and other resources is sufficient to attract and retain a superior scholar in the focus area). Endowment levels should be treated as minimum – any campus may propose higher endowment levels with justification.
- Higher corpus levels strongly encouraged for STEM and Business disciplines, which typically require greater investments in faculty and facilities.
- Given permanence of endowments, scoring to include assessment of value of long-term investment in subject area and plans for adjustment as subject area/chair focus evolves.
- Revise Endowed Professorships:
 - Retain non-competitive award, but align eligibility with campus role, scope, mission, and strategic priorities.
 - Reduce BoRSF match to 20% (i.e., \$80,000 minimum non-State contribution matched with \$20,000 BoRSF) for all campuses with more than 15 matching slots awarded; campuses with fewer than 15 slots (currently 15 campuses) retain 60%/40% matching until they receive 15 matches.
 - Guarantee two slots per eligible campus per year, with any funds remaining after guarantees are met to be distributed through a system to be determined.
 - If a department/administrative unit/campus has a number of faculty endowments (both BoRSF-matched and not) equal to or greater than the number of FTE faculty members, it becomes ineligible for additional matches.
 - Require for each new submission for match a brief statement that defines the need for the professorship, its intended purpose, selection criteria for the holder, etc.

IV. Graduate Student Recruitment

- Retain endowed graduate scholarships and monitor demand and outcomes (student performance & post-graduation placement, contributions to major initiatives/priorities, etc.) to ensure such permanent investments provide strong benefits to the State.
- As part of the Departmental Enhancement initiative, retain SREB membership opportunities and introduce stipend supplements for campuses to promote and sustain strong and diverse graduate populations, and contribute to the research capacity of campuses and departments.
- Eliminate stand-alone fellowship programs, which keep many strong students on the sidelines of research and teaching opportunities; instead incorporate significant graduate student support and participation in Enhancement and R&D projects (research assistantships, professional development opportunities, pedagogical support, fellowships and fellowship supplements in support of project goals, etc.).

ATTACHMENT 3.6.1

Inst	CIP	Degr	Degree Subject	3Yr Avg Cmpl	Cmpl 2015-16	F15 UL Enrl	F15 Enrl	Inst Req	BoR Rec	Notes
LCTCS										
DCC	513103	AAS	DIETETICS TECHNICIAN	8	11		25	C	T	Limited adm prgm w/ low actual enrlmt; only 11-18% attempt licensure; questionable value to stu. Program is costly to the campus. All who seek licensure pass the exam, but with such low numbers bothering to take the exam, the value is not apparent.
SCLTC	470303	AAS	INDUSTRIAL MAINT TECHNICOL	2	4		14	C	T	Consistently low compltrs (4-0-1-0-0). -- others move TD (12 in '16) into AAS/Technical Studies.
Sowela	240102	AGS	GENERAL STUDIES	2	3		417	C	RI	Campus must devlp & implement concentratns & an advising plan by April 2018, or terminate.
LSU System										
SU System										
SUBR	131101	MA	SCHOOL COUNSELING	5	3	26	26	C	T	Prgm not accredited; grads after Spr2017 will not be BESE certified: need to find other optns for stu immediately. (3-8-5)
SUBR	512309	MS	THERAPEUTIC RECREATION	4	2	13	13	C	RI	Campus must submit prgm revsn (2-4-3-2-14) with new focus/title & CIP by 1 Sep, or terminate. Recommend merging w/ MS/Vocatnl Rehabilittn (6-15-12-8-24) both w/ strong supporting BS degrees; both could be strengthened.
SUBR	520801	BS	FINANCE	5	7	22	49	C	T/R	Low (7-7-0-6-13) compared to 9 other Finance prgms w/ avg 19(rgnl), 52 (state) 125 (LSU); new funding for Risk Mgt & Insurance: move concentratns into BS/Bus Mgt.
SUNO	131202	BS	ELEMENTARY ED GR 1-5	7	4	40	101	T/R	T/R	Terminate this program. Campus will complete new prgm currc with new focus, title CIP by 1 May = BS/Educational Studies. Far more focused than BGS, stu will graduate with a degree and can come back to take Praxis, do clinical.
SUNO	540101	BA	HISTORY	4	2	11	15	C	T	Prgm continues to see decline in grads (2-4-6-8-7), esp. compared to other BA/History prgms.
SUSLA	110701	AS	COMPUTER SCIENCE	6	1		31	R	RI	Campus asked to redesign prgm as part of the LC review, but proposal was incomplete (hard to follow) -- must submit redesigned prgm proposal w/ new focus/title & CIP by 1 Aug, or terminate.... Submit regular proposal; we will expedite.
SUSLA	260101	AS	BIOLOGY	3	1		38	C	T	Prgm cont. to see decline in completers (1,5,4); sold as a transfer degree: should focus on the LT degree or use AGS.
UL System										
GSU	130401	M ED	ED LEADERSHIP	2	1	9	9	C	T	Repeatedly low; stu can go to ULM, LSU, or Tech, all w strong productivity; ULM = online. (See Notes)
GSU	451001	BA	POLITICAL SCIENCE	5	6	13	28	C	RI	Campus must submit prgm revsn, as discussed, w new focus/title & CIP by 1 Sep, or terminate.
GSU	520601	BS	ECONOMICS	5	3	8	12	C	T	Decreasing majors & completers (3-6-5-7-7); stronger prgms nearby. (LSU 107, avg 32; Tech 46, avg 14; ULL 58 avg 16)
LaTech	160101	BA	MODERN LANGS	4	5	5	6	C	T	Strong minor but weak degree; focus on minor & redirect upper level resources.
Nicholls	131321	GC	ED TECHNOL LEADERSHIP	-	-	-	-	C	T	No campus data on enrlmnts or interest.
Nicholls	131321	GC	TECHNOL FACILITATOR GR K-12	-	-	-	-	C	T	No campus data on enrlmnts or interest.
ULL	090101	BA	ORGANIZATIONAL COMM	8	8	24	35	T/R	T/R	Move into new consolidated BA/Strategic Comm, as a concentration.
ULL	090102	BA	MASS COMMUNICATIONS	39	43	118	242	R	R	Move "Advertising" concentration, ONLY, to new BA/Strategic Comm.
ULL	090900	BA	NEW -- Strategic Communication	-	-	-	-	NEW	NEW	New Redesigned, Consolidated Degree apprvd as part of prgm rev process.
ULL	090902	BA	PUBLIC RELATIONS	47	54	132	212	T/R	T/R	Move into new consolidated BA/Strategic Comm, as a concentration.
ULM	490102	BS	AVIATION	5	4	22	40	C	RI	ULM is moving into a focus on drone technology & piloting. In current, fixed wing prgm, avg 5 grads, compared to Tech's avg of 20. Campus will submit prgm revsn with new focus/title & CIP by 1 Oct, or terminate outright.
Degree Codes (Degr)										
Associate			AA, AAS, AS - Associate of Arts, or Science, or Applied Science							Recommendation Codes:
Bachelor			BA, BS, BID, BM, BSBA - of Arts, Science, Interior Design, Music, Business Admin							C = Continuation: Institution is working to strengthen program; build completers.
Certificate			PBC, PMC, GC - Post Baccalaureate, Post-Masters, Graduate Certificate							NEW = New/Revised Program recommended for approval & addition to CRIN.
Masters			MA, MAT, MS, MM, MSWSE - of Arts, Arts in Teaching, Science, Music, Microsystems Engineering							T = Termination: cancel the program; "teach out" current students or switch to another major.
Doctorate			PhD - of Philosophy (research)							T/R = Terminate the program and incorporate it into another program (e.g., consolidation).
										R = Revise the Program (e.g., add or move a concentration/minor).
										RI = Major program revision: no new admissions; must finalize new curriculum & plan by deadline, or be cancelled. (Communicate w BoR staff along the way.)

Appendix: Chapter 4.

Attachment 4.2.1	Academic Affairs Policy 2.22 Minimum Requirements for Dual Enrollment
Attachment 4.3.1	Act 250 of the 2017 Regular Session
Attachment 4.4.1	Academic Affairs Policy 2.18 Minimum Placement Requirements for Entry-level, College Level Mathematics and English



Academic Affairs Policy 2.22

Minimum Requirements for Dual Enrollment

Public Postsecondary Quality Guidelines

Purpose: To ensure quality and transferability of dual enrollment courses.

Dual Enrollment is the enrollment of a high school (HS) student in a college course for which dual credit (both college and HS credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is: (1) an on-site or online college course taught by the postsecondary institution, or (2) a specially scheduled college course taught at the high school. Postsecondary institutions must adhere to BoR Policy and must comply with all accreditation requirements for awarding credit.

Course Content, Rigor. Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.

- 1) Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching HS course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- 2) Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
- 3) Academic (GenEd/transfer) courses must be listed on the Master Articulation Matrix, with Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

Student Eligibility¹. Because HS students, in most cases, have not had the degree of exposure to academic course content that a freshman student would have experienced through completing the Regents' academic (*TOPS-University*) core, it is logical that eligibility requirements for Matrix courses would be slightly more specific in demonstrating readiness for college-level work. Students must meet any eligibility requirements the postsecondary institution designates, including prerequisites, placement measures, etc., in addition to *minimum* requirements outlined below. *Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general.*

Academic Courses (Master Articulation Matrix)

With the goal of concentrating on the Core foundation and college readiness upon graduation, HS students in need of remediation in mathematics or English/writing must be making progress to complete all required remediation to enroll in any courses on the Master Articulation Matrix, i.e., to demonstrate ACT (or equivalent) Composite of at least 19 with subscores of at least 19 (Math) and 18 (English).² The postsecondary institution may require higher readiness indicators.

¹ Minimum requirements are effective Fall 2018. Students who successfully completed (with grades \geq C) DE courses in the preceding semester may be *grandfathered* in to continue enrollment.

² Students who have not yet taken the ACT in high school may qualify via posted *Minimum Admission/Placement Score Guides*, e.g., Pre-ACT (18E, 19M), Aspire (433E, 431M) or EOC (740 E-II, 760 A-1, or 750G).

- Students who meet other readiness indicators but have <18 in ACT English may be allowed to enroll in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students who meet other readiness indicators but have <19 in ACT Math may be allowed to enroll in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior year, a student must be able to demonstrate college readiness in *both* English and mathematics.

Students may concurrently address deficiencies in several ways, e.g., by continuing to complete core classes, participating in online subject area reviews before retaking the assessment, or, after completing at least three core English/math courses, enrolling in a BESE-approved HS transition or college developmental course for which a grade $\geq C$ will be considered equivalent to the required ACT.

Dual Enrollment students must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment.

Institutions engaged in recognized Early College programs (SLCC and the Early College Academy in Lafayette Parish; RPCC and the Early College Option in Ascension Parish) will adhere to this policy except as recommended by the Management Board and endorsed by the Board of Regents.

Technical/Work Skills Courses (Not on the Articulation Matrix)

A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry based certification, certificate, or diploma. It is not a transferrable General Education course or listed on the Master Course Articulation Matrix. HS students seeking to enroll in a technical/work skills course must demonstrate an ability to benefit as defined by the Management Board and its member campuses.

Instructor. There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

- 1) To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines.
- 2) Especially if the person delivering or facilitating the instruction is not a regular member of the postsecondary institution's on-campus faculty, s/he must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes. Each institution will report to the BoR a description of the process which DE instructors are required to complete prior to offering the course.

Student Mix. College courses offered for dual enrollment credit should be differentiated from regular HS courses in content and performance expectations. The class may be comprised of all secondary students or a mix of both HS and college students, but all participating in the course should be fully participating at the college level, whether enrolled for college credit or auditing for content or challenge. If a dual credit course includes students not taking the course for college credit, postsecondary institutions should be prepared to offer a compelling explanation as to how the *collegiate level* of the course is ensured.

-- 2017-19 Minimum Dual Enrollment/Placement Scores --

Alternative minimum scores are offered below for college-level enrollment. Postsecondary institutions may set higher scores for placement in particular courses or for high school enrollment in college courses.

Academic Courses (on the Master Articulation Matrix)		
	ENGLISH	MATHEMATICS*
For students with ACT or SAT scores. (May use alternate measures for ACT/SAT score earned before 10 th grade.)		
ACT	18	19
SAT	25 WL	500
For High School Dual Enrollment: students who have not yet taken the ACT/SAT in high school**		
ASPIRE	433	431
EOC	English II: 740	Algebra I: 760, or Geometry: 750
Pre-ACT	18	19
Pre-SAT	25WL	500
<p>* For College Algebra, >20 ACT, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended.</p> <p>** ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and <u>do not</u> replace ACT. If a student has taken the ACT or SAT in HS, the ACT/SAT score must be used as the placement measure.</p>		

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Office of Academic and Student Affairs for approval by the Board of Regents.

2017 Regular Session

ACT No. 250

ENROLLED

SENATE BILL NO. 190

BY SENATORS THOMPSON, ALARIO, APPEL, FANNIN, GATTI, JOHNS, LONG,
MILKOVICH, MORRISH, PERRY, WALSWORTH AND WARD

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

1 AN ACT

2 To enact R.S. 17:2927.1, relative to college and career readiness; to provide for
3 identification of high school students who do not meet certain college readiness
4 standards; to provide relative to the provision of certain courses designed to help
5 students meet such readiness standards; to provide relative to professional
6 development for teachers of such courses; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:2927.1 is hereby enacted to read as follows:

9 **§2927.1. College transition courses; testing; reports**

10 **A. The State Board of Elementary and Secondary Education, in**
11 **collaboration with public school governing authorities and the public**
12 **postsecondary education management boards, shall publish a list of transition**
13 **courses designed to improve identified student academic weaknesses in English**
14 **and mathematics and to enable such students to achieve college readiness by the**
15 **end of their senior year of high school. Transition courses shall align with**
16 **applicable state content standards.**

17 **B. Beginning with the 2017-2018 school year, a student's English and**
18 **mathematics scores from the ACT test and the standards for remediation**
19 **established by the Board of Regents shall be used to determine readiness for**
20 **college-level credit-bearing coursework.**

21 **C. Beginning with the 2018-2019 school year, each high school senior**
22 **who did not meet the established college readiness standards for English and**
23 **mathematics shall be given the opportunity to take an appropriate transition**
24 **course.**

- 1 **D. Each public school governing authority shall:**
- 2 **(1) Identify each high school senior who did not meet the established**
- 3 **college readiness standards and provide the student with information on**
- 4 **available transition courses designed to address identified academic weaknesses.**
- 5 **(2) Use course assessment data to determine student attainment.**
- 6 **(3) Provide appropriate professional development to teachers of**
- 7 **transition courses as part of existing professional development activities.**

8 Section 2. This Act shall become effective upon signature by the governor or, if not

9 signed by the governor, upon expiration of the time for bills to become law without signature

10 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If

11 vetoed by the governor and subsequently approved by the legislature, this Act shall become

12 effective on the day following such approval.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

ACADEMIC AFFAIRS POLICY 2.18

MINIMUM PLACEMENT REQUIREMENTS for Entry-Level, College-Level MATHEMATICS and ENGLISH

Purpose. This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in Mathematics and English. It is designed to:

- o establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college;
- o establish an entry-level foundation/basic skills measure; and
- o increase the retention and graduation rates of college students;

General Consideration. ACT's national benchmarks are based on empirical studies of student performance in college: they are the minimum ACT subject-area test score to indicate a 50% chance of obtaining at least a "B" (or ~75% chance of at least a "C") in the corresponding credit-bearing college courses: 18 ACT English; 22 ACT Math (College Algebra). The minimum scores guidelines for placement in college-level, degree credit English or mathematics courses mirror the national benchmarks but recognize that not all majors begin with College Algebra, and not all freshmen are ready to begin in courses that apply to their major.

College Course/ Course Area	ACT Subscore	SAT Subscore	ACCUPLACER
English Composition	18 ENGLISH	25 WL	86 Sentence Skills
College Mathematics	19 MATH *	25-25.5 or 500-510 M	65 Elementary Algebra *
- Passing grade in college-level English or Math, or \geq C grade in an appropriate developmental English/Math course within the last 18 months. - *For College Algebra: >20 ACT Math, 530 SAT Math, or ≥ 70 Accuplacer Colg-Lvl Math recommended. - Alternate placement measures for Dual Enrollment students who have not yet taken the ACT in high school are addressed in the DE policy, AA 2.22. - Other nationally normed placement assessment instruments, as approved by the Board of Regents.			

The Board of Regents recognizes that while a single cut score on an assessment may be an efficient measure, it provides only limited information on a student's level of college readiness. Therefore, the placement benchmarks described above should be used in conjunction with other factors to determine whether and how an institution should provide accompanying support. The decision to enroll a college student in an entry-level degree credit course rests with the institution.

Requirements for Placement.

A College or University must assess basic student readiness based on one of the instruments listed above; the placement score must be recorded and reported in SSPS for new and first-time freshman students. An institution may add its own placement system or require further assessment to determine final placement, validated on the principle that students should have a 50% probability of making at least a "B" in the course, or 75% probability of making at least a "C". When a broader review suggests readiness and the campus bypasses minimum placement recommendations, it has the obligation to address and remediate academic weaknesses of such students to support academic success.

On a Pilot basis, a college student with up to 3 points below the minimum subscore (as low as 15 ACT English; 16 ACT Math) may be enrolled in an entry-level, college-level English or Mathematics course, provided that the campus provides a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include a corresponding remedial/review section; expanded course hours/week (5-hours vs 3-hours); mandatory math/writing labs; expanded office hours; etc.

The BoR will monitor success of students with less than the minimum placement guidelines, focusing on: English/math course grades; semester/term GPA; enrollment persistence; and graduation/completion. Entering and returning classes in 2018-19 to 2020-21 will be reviewed, with an update and recommendation to the Board of Regents in Spring, 2020 regarding the impact and recommendations re: continuation of the Pilot.

-- 2017-19 Minimum Admission/Placement Score Guides --

A supplement to AA Policy 2.18

Alternative minimum scores are offered below for college-level enrollment—including dual enrollment, for students who have not taken the ACT in high school, or whose ACT subscores do not meet the criteria listed in AA 2.18. As always, postsecondary institutions may set higher scores for placement in particular courses or for admission purposes.

	ENGLISH	MATHEMATICS*
For High School Dual Enrollment students who have not yet taken the ACT in high school**		
ASPIRE	433	431
EOC	English II: 740	Algebra I: 760, or Geometry: 750
Pre-ACT	18	19
Pre-SAT	25 WL	500
* For College Algebra, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended. ** ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and <u>do not</u> replace ACT: if a student has taken the ACT in HS, the ACT score or one of the alternates listed below must apply.		
For students who have taken the ACT/SAT after the 9th grade or have completed (or are no longer enrolled in) High School.		
ACT	18	19
SAT	25 WL (430-440 pre 2015)	500 (460-470 pre-2015)
ACCUPLACER	86 Sent Struc	65 (Elem Alg) 40 (Col-Lvl Math)
* For College Algebra, >20 ACT Math, 530 SAT Math, ≥ 70 Accuplacer Colg-Lvl Math is recommended.		

Optional, Pilot: for co-requisite delivery of introductory college-level English or mathematics, with the mandatory provision of supporting services necessary for student success -- a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include expanded course hours/week (e.g., 5-hours vs 3-hours); a corresponding remedial/review section; mandatory math/writing labs; expanded faculty office hours; etc. Institution will report on student support; student success will be monitored.

Not for Dual Enrollment (or PR admission status).

	ENGLISH	MATHEMATICS
ACT	15	16
SAT	22 WL	430 (21.5)
ACCUPLACER	65	44 Elem Alg

Appendix: Chapter 5.

Attachment 5.4.1 The ALL Plan (Office of Board of Regents)

Attachment 5.5.1 Act 44 of the 2017 Regular Session

2017 Regular Session

ACT No. 44ENROLLED

SENATE BILL NO. 71

BY SENATOR DONAHUE

Prefiled pursuant to Article III, Section 2(A)(4)(b)(i) of the Constitution of Louisiana.

1 AN ACT

2 To amend and reenact R.S. 17:5002(A)(2), (B), (D)(1)(b) and (2)(b), the introductory
3 paragraph of 5041, and the introductory paragraph of 5042, relative to the Taylor
4 Opportunity Program for Students; to provide relative to the amounts of program
5 awards; and to provide for related matters.

6 Be it enacted by the Legislature of Louisiana:

7 Section 1. R.S. 17:5002(A)(2), (B), (D)(1)(b) and (2)(b), the introductory paragraph
8 of 5041, and the introductory paragraph of 5042 are hereby amended and reenacted to read
9 as follows:

10 §5002. Awards and amounts

11 A. * * *

12 (2) The award amount shall be as provided for in Subsection B or D of this
13 Section ~~to a student enrolled in any given institution shall be equal to the award~~
14 ~~amount paid for a student at that institution during the 2016-2017 academic year~~
15 unless the legislature, by law, increases the award amount.

16 B. Any student who is eligible for an Opportunity, Performance, or Honors
17 Award pursuant to this Chapter and who has enrolled:

18 (1) In any public college or university in this state, shall be awarded by the
19 state an amount determined by the administering agency to equal the tuition charged
20 by the public college or university during the 2016-2017 academic year.

21 (2) At any regionally accredited independent college or university in the state

1 which is a member of the Louisiana Association of Independent Colleges and
2 Universities to pursue an academic undergraduate degree, shall be awarded by the
3 state an amount to be determined by the administering agency to equal the weighted
4 average of ~~amounts paid under this Section to~~ **the tuition amounts charged to**
5 students attending public colleges and universities that offer academic undergraduate
6 degrees at the baccalaureate level during the 2016-2017 academic year.

7 (3) In a school that has a valid and current certificate of registration issued
8 by the Louisiana State Board of Cosmetology in accordance with law and that is
9 accredited by an accrediting organization recognized by the United States
10 Department of Education or in any proprietary school that has a valid and current
11 license issued by the Board of Regents in accordance with law and that is accredited
12 by an accrediting organization recognized by the United States Department of
13 Education, shall be awarded by the state an amount determined by the administering
14 agency to equal the weighted average of ~~amounts paid under this Section for the~~
15 **tuition amounts charged to** students attending public colleges and universities
16 during the 2016-2017 academic year and who are enrolled in the permitted skill or
17 occupational training, as may be applicable.

18 (4) In an out-of-state college or university that is specifically designed to
19 accommodate deaf and hard-of-hearing students under R.S. 17:5027(C), shall be
20 awarded an amount determined by the administering agency to equal the weighted
21 average of ~~amounts paid under this Section for~~ **the tuition amounts charged to**
22 students attending Louisiana public colleges and universities that offer academic
23 undergraduate degrees during the 2016-2017 academic year.

24 * * *

25 D.(1) Except as otherwise provided in this Subsection, a student who is
26 eligible for a TOPS-Tech Award pursuant to this Chapter and who is enrolled:

27 * * *

28 (b) In an eligible college or university other than as provided for in
29 Subparagraph (a) of this Paragraph in those associate's degree or other shorter-term
30 training education programs that are aligned to state workforce priorities as

1 determined by the Board of Regents and the Louisiana Workforce Investment
2 Council shall be awarded by the state an amount determined by the administering
3 agency to equal the weighted average of ~~amounts paid~~ the tuition amounts charged
4 to students attending an eligible public college or university that does not offer an
5 academic undergraduate degree at the baccalaureate level during the 2016-2017
6 academic year. If the Board of Regents and the Louisiana Workforce Investment
7 Council determine that a program is no longer aligned with those priorities, an
8 otherwise eligible student who had previously received an award and enrolled in that
9 program may continue to use the award.

10 (2) A student who graduated prior to the 2016-2017 school year, who is
11 eligible for a TOPS-Tech Award pursuant to this Chapter, and who is enrolled:

12 * * *

13 (b) In an eligible college or university other than as provided for in
14 Subparagraph (a) of this Paragraph shall be awarded by the state an amount
15 determined by the administering agency to equal the weighted average of ~~amounts~~
16 paid the tuition amounts charged to students attending an eligible public college
17 or university that does not offer an academic undergraduate degree at the
18 baccalaureate level during the 2016-2017 academic year.

19 * * *

20 §5041. Maintaining eligibility; Honors, Performance, Opportunity

21 To maintain continued state payment of ~~an amount equal to tuition and other~~
22 ~~amounts for~~ any amount pursuant to an Opportunity, Performance, or Honors
23 Award ~~pursuant to this Chapter~~ once enrolled in college a student shall meet all of
24 the following:

25 * * *

26 §5042. Maintaining eligibility; TOPS-Tech

27 To maintain continued state payment of ~~an~~ any amount ~~equal to tuition~~
28 pursuant to a TOPS-Tech Award once enrolled in an institution, a student shall meet
29 all of the following:

30 * * *

1 Section 2. This Act shall become effective upon signature by the governor or, if not
2 signed by the governor, upon expiration of the time for bills to become law without signature
3 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
4 vetoed by the governor and subsequently approved by the legislature, this Act shall become
5 effective on the day following such approval.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Attachment 6.5.1 HB 184 of the 2017 Regular Session

HLS 17RS-944

ENGROSSED

2017 Regular Session

HOUSE BILL NO. 184

BY REPRESENTATIVE ABRAHAM

FUNDS/FUNDING: Creates the Louisiana Jobs Now Fund for the purpose of funding postsecondary education degree and certificate production in high-demand fields

1 AN ACT

2 To enact R.S. 17:3138.7 and 3090, relative to special treasury funds; to establish the
3 Louisiana Jobs Now Fund as a special fund in the state treasury; to provide for
4 deposits into the fund; to provide for uses of the fund; to establish the Achieving a
5 Better Life Experience in Louisiana Fund as a special treasury fund; to provide for
6 deposits into and uses of the Achieving a Better Life Experience in Louisiana Fund;
7 to provide for an effective date; and to provide for related matters.

8 Be it enacted by the Legislature of Louisiana:

9 Section 1. R.S. 17:3138.7 and 3090 are hereby enacted to read as follows:

10 §3138.7. Louisiana Jobs Now Fund

11 A.(1) The Louisiana Jobs Now Fund, hereinafter referred to in this Section
12 as the "fund", is hereby created within the state treasury as a special fund for the
13 purpose of funding degree and certificate production in high-demand fields through
14 programs offered by Louisiana's public postsecondary education institutions to meet
15 the state's current and future workforce needs.

16 (2) The state treasurer is authorized and directed to annually transfer an
17 amount equal to the amount of elementary and secondary school tuition income tax
18 deductions claimed by taxpayers, pursuant to R.S. 47:297.10, and the amount of
19 educational expenses income tax credits to taxpayers, pursuant to R.S. 47:297(D).

1 in the last calendar year for which the deductions and credits were available, not to
2 exceed thirty-four million dollars from the state general fund into the fund.

3 (3) Monies in the fund shall be invested in the same manner as monies in the
4 general fund. Interest earned on investment of monies in the fund shall be credited
5 to the fund. Unexpended and unencumbered monies in the fund at the end of the
6 fiscal year shall remain in the fund.

7 B.(1) Monies in the fund shall be appropriated to the postsecondary
8 education management boards to be distributed to and used by postsecondary
9 education institutions in accordance with the distribution methodology to be
10 developed as provided for in this Section.

11 (2) The funds distributed pursuant to this Section shall be used by the
12 institution towards degree production at public four-year universities in science,
13 technology, engineering, and math (STEM) programs and towards degree and
14 certificate production at public two-year, community, and technical colleges in fields
15 required for four-star or five-star jobs, as defined by the Louisiana Workforce
16 Commission's Louisiana Star Jobs program or its successors.

17 (3) Any funds distributed to an institution that remains unexpended or
18 unobligated at the end of the fiscal year shall be available for use in the subsequent
19 fiscal year by an institution pursuant to their implementation plan.

20 (4)(a) Funding shall be distributed by the postsecondary education
21 management boards only upon the certification by the postsecondary education
22 management board on behalf of the receiving public postsecondary education
23 institution that a match of no less than twenty-five percent of the amount of funding
24 to be distributed has been guaranteed by a private entity. The certification shall
25 detail the type of private match to be provided, which may include, but is not limited
26 to: cash; in-kind donations of technology, personnel, construction materials, facility
27 modification, or tangible property; internships; scholarships; sponsorship of staff
28 or faculty; or faculty endowment.

1 **(b) In any fiscal year that the total appropriated funds from the sum of the**
2 **state general fund and dedicated funds for higher education are below the**
3 **appropriated funding in the prior fiscal year, the postsecondary education**
4 **management boards may, at their discretion, delay or waive requirements as set forth**
5 **in Subparagraph (a) of this Paragraph.**

6 **C. The methodology for distribution of funds shall be as follows:**

7 **(1) Fifty percent of funds shall be distributed to public four-year universities**
8 **based on each institution's prior year degree production in science, technology,**
9 **engineering, and math (STEM) programs.**

10 **(2) Fifty percent of funds shall be distributed to public two-year, community,**
11 **and technical colleges based on each institution's prior year degree and certificate**
12 **production in fields required for four-star or five-star jobs, as defined by the**
13 **Louisiana Workforce Commission's Louisiana Star Jobs program or its successors.**

14 **(3) The four postsecondary education system presidents shall annually**
15 **review and approve the distribution methodology, the list of degree and certificate**
16 **programs upon which the distribution is based, and the final distribution amounts.**

17 **D. The Board of Regents shall provide annual reporting to the Senate**
18 **Committee on Education, Senate Committee on Finance, the House Committee on**
19 **Education, and the House Committee on Appropriations. Such report shall include**
20 **the distribution methodology, the list of degree and certificate programs upon which**
21 **the distribution is based, the final distribution amounts, the number of jobs created**
22 **as a result of the distribution, and the methodology and data used to determine the**
23 **reported number of jobs created. The postsecondary education management boards**
24 **shall report to the Board of Regents the information necessary for the Board of**
25 **Regents to satisfy the requirements of this Subsection.**

26 **E. The fund is in addition to, and separate from, any monies appropriated or**
27 **allocated to any postsecondary education management board. Allocations from this**
28 **fund shall not be included in the Board of Regents' funding formula calculation, nor**
29 **shall it supplant any state general fund allocations provided to institutions. The**

1 availability of the fund shall not in any way substitute, limit, or otherwise affect the
2 allocation of any funds otherwise available to those institutions under state or federal
3 laws.

4 * * *

5 §3090. Achieving a Better Life Experience in Louisiana Fund

6 A. There shall be established as a special fund in the state treasury the
7 Achieving a Better Life Experience in Louisiana Fund, hereinafter referred to as the
8 "ABLE Fund". The assets of the Louisiana Tuition Trust Authority reserved for the
9 payment of the obligations of the authority pursuant to its agreements with ABLE
10 program account owners shall be deposited into the ABLE Fund. Funds received by
11 the authority from persons making deposits in an ABLE program account, all interest
12 and investment income earned by the fund, and all other receipts of the authority
13 from any other source which the authority determines appropriate, shall be deposited
14 in the ABLE Fund. Any claim for redemption or withdrawal pursuant to a
15 Louisiana ABLE account owner's agreement shall be solely against the account
16 owner's portion of the assets of the ABLE Fund. No account owner or beneficiary
17 of a Louisiana ABLE account shall have any claim against the state general fund or
18 other funds or revenue sources of the state.

19 B. The monies in the ABLE Fund shall be used solely as provided in this
20 Chapter.

21 C. All unexpended and unencumbered monies in ABLE program accounts
22 at the end of a fiscal year shall remain in such fund account and be available in the
23 next fiscal year.

24 D. The monies in the ABLE Fund shall be invested by the state treasurer in
25 accordance with state law and as provided for by program rules, regulations, and
26 guidelines, and interest earned on the investment of these monies shall be credited
27 to the respective fund accounts, following compliance with the requirement of
28 Article VII, Section 9(B) of the constitution relative to the Bond Security and
29 Redemption Fund. However, principal deposited by account owners and interest

- 1 earned thereon is not public money and therefore is not subject to the requirements
 2 of Article VII, Section 9(B) of the constitution.
 3 Section 2. This Act shall become effective on July 1, 2018, if the Act that originated
 4 as House Bill No. 202 of the 2017 Regular Session of the Legislature is enacted into law.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 184 Engrossed

2017 Regular Session

Abraham

Abstract: Creates the La. Jobs Now Fund and the Achieving a Better Life Experience in Louisiana Fund provides for deposits and uses of the funds.

Proposed law creates the La. Jobs Now Fund (the fund) for the purpose of funding degree and certificate production in high-demand fields through programs offered by La.'s public postsecondary education institutions to meet the state's current and future workforce needs.

The state treasurer is required to annually transfer an amount equal to the elementary and secondary school tuition income tax deductions claimed by taxpayers, pursuant to present law, and the amount of educational expenses income tax credits to taxpayers, pursuant to present law, in the last calendar year for which the deductions and credits were available, not to exceed \$34 million from the state general fund into the fund.

Proposed law requires monies in the fund shall be appropriated to the postsecondary education management boards to be distributed to and used by postsecondary education institutions towards degree production at public four-year universities in science, technology, engineering, and math (STEM) programs and towards degree and certificate production at public two-year, community, and technical colleges in fields required for four-star or five-star jobs, as defined by the La. Workforce Commission's La. Star Jobs program or its successors.

Proposed law provides for the methodology for distribution of funds as follows:

- (1) 50% percent to public four-year universities based on each institution's prior year degree production in science, technology, engineering, and math (STEM) programs.
- (2) 50% to public two-year, community, and technical colleges based on each institution's prior year degree and certificate production in fields required for four-star or five-star jobs, as defined by the La. Workforce Commission's La. Star Jobs program or its successors.

Proposed law requires the Board of Regents to provide annual reporting to certain legislative committees.

Proposed law creates the Achieving a Better Life Experience in Louisiana Fund (ABLE Fund) and provides for the deposit of the assets of the Louisiana Tuition Trust Authority reserved for the payment of the obligations of the authority pursuant to its agreements with ABLE program account owners into the fund.

Proposed law provides that money in the ABLE Fund shall be used for the ABLE program in present law including to assist individuals and families in saving private funds for the purpose of supporting persons with disabilities.

Effective July 1, 2018, if the Act that originated as HB 202 of the 2017 R.S. is enacted.

(Adds R.S. 17:3138.7 and 3090)

Summary of Amendments Adopted by House

The Committee Amendments Proposed by House Committee on Appropriations to the original bill:

1. Change the deposits into the La. Jobs Now Fund from \$34 million state general fund to an amount equal to certain school and education tax deductions and tax credits, in the last calendar year for which the deductions and credits were available, not to exceed \$34 million state general fund.
2. Change the match requirement for distribution of the La. Jobs Now Fund from 20% to 25%.
3. Change the entity responsible for reporting to the legislature regarding the La. Jobs Now Fund from the post secondary education management boards to the Board of Regents.
4. Add to the information required to be reported to the legislature the final distribution amounts, the number of jobs created as a result of the distribution, and the methodology and data used to determine the reported number of jobs created.
5. Create the Achieving a Better Life Experience in Louisiana Fund.
6. Change the effective date from July 1, 2017, to July 1, 2018, if the Act that originated as HB 202 of the 2017 R.S. is enacted.