

**JOINT MEETING****BOARD of ELEMENTARY
and SECONDARY EDUCATION****AND****BOARD of REGENTS**

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

JOINT MEETING

Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, LA 70802

Wednesday, June 19, 2019**9:00 a.m.**

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

**Dr. Gary L. Jones, President, Board of Elementary
and Secondary Education, Presiding**

**WEDNESDAY, JUNE 19, 2019
Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, Louisiana 70802**

9:00 a.m.

AGENDA

1. Call to Order
2. Roll Call
3. Approval of the Minutes
 - p. 1 3.1. Approval of the Minutes of December 12, 2018
4. Items for Consideration
 - p. 6 4.1. Consideration of an update report regarding work-based learning
 - p. 13 4.2. Consideration of an update report regarding dual enrollment
 - p. 21 4.3. Consideration of course equivalency
 - p. 24 4.4. Consideration of updates to the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) matrix
 - p. 35 4.5. Consideration of the approval of Extension Academy school sites

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

December 12, 2018

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:00 a.m. on Wednesday, December 12, 2018, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Robert W. Levy, Chair, Board of Regents.

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

Board of Regents

Present

Mr. Robert Levy, Chair
Mr. Marty Chabert, Vice Chair
Mrs. Claudia Adley
Mr. Blake David
Mr. Randy Ewing
Mr. Anthony Kenney
Mr. Richard Lipsey
Mr. Edward Markle
Dr. Charles McDonald
Mr. Darren Mire
Ms. Sonia Pérez
Mr. Jay Seale III
Mr. Gerald Theunissen

Absent

Mr. Wilbert Pryor
Mr. Collis Temple III, Secretary
Ms. Jacqueline Wyatt

Board of Elementary and Secondary Education

Present

Dr. Gary Jones, President
Dr. Holly Boffy, Vice President
Ms. Jada Lewis, Secretary-Treasurer
Mr. Tony Davis
Ms. Kathy Edmonston
Mr. James Garvey, Jr.
Ms. Sandra Holloway
Ms. Kira Orange Jones
Mr. Thomas Roque
Dr. Lurie Thomason

Absent

Ms. Doris Voitier

APPROVAL OF BoR/BESE MINUTES OF JUNE 20, 2018

On motion of Regent Markle, seconded by Regent Pérez, the Board of Regents and the Board of Elementary and Secondary Education approved the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 20, 2018.

2018 KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF)
REPORT BY THE TREASURER'S OFFICE

Chair Levy welcomed Chief Investment Officer John Broussard and State Treasury Investment Officer Amy Mathews to the meeting.

Mr. Broussard provided opening comments to the Boards for the PowerPoint overview of the *2018 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) Report*. He reminded the Boards that the Fund was established in 1986 to improve the quality of education in the state. Since its inception, the LEQTF has provided over \$1.722 billion for educational enhancements and opportunities at every level of education in Louisiana.

Mr. Broussard noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. For FY 2017-2018, the LEQTF earned a total of \$66.8 million in income from all sources, which include interests, dividends, securities lending income, capital gains/losses, and royalty income. He said the total benefit to the state from the original investment is \$2.623 billion.

Mr. Broussard discussed the equity allocation and the LEQTF allocation performance vs. the benchmark performance. Mr. Broussard reviewed some points on the economy, fixed income, equities, securities lending and royalties. He said the royalties received will probably not get any better for the next few years.

Mr. Broussard said that in 2011 the Federal Office of Natural Resources discovered errors in the original tracts that made up the settlement in 1984. He said it was discovered that Louisiana and Alabama were overpaid while Texas and Mississippi were underpaid. Therefore, he said, this resulted in litigation and negotiations and finally in May 2018 the Louisiana Attorney General's Office signed off on a repayment agreement.

Members of the Boards requested that an updated estimate be provided of what the Treasurer's office thinks the earnings of the LEQTF will be and what the allocation to the related Support Fund will be for FY 2018-2019 and for FY 2019-2020.

A question and answer period and discussion followed.

On motion of BESE Member Jones, seconded by BESE Member Davis, the Board of Regents and the Board of Elementary and Secondary Education received the 2018 Kevin P. Reilly, Sr., Louisiana Education Quality Trust Fund (LEQTF) Report by Chief Investment Officer John Broussard and State Treasury Investment Officer Amy Mathews, of the Louisiana Department of the Treasury.

PROJECT PIPELINE REPAIR PRESENTATION

Dr. Susannah Craig, Associate Commissioner for Teacher and Leadership Initiatives, Board of Regents, spoke briefly about the Project Pipeline Repair program funded by the State Higher Education Executive Officers (SHEEO). She said this project helps place minority males in teacher education preparation programs. She said that SHEEO has funded four institutions across the country, one of which is Southern University and A&M College. Dr. Craig mentioned this was the second year of the project, and the funding has been increased for next year to sponsor an additional 10 students. She said that each summer all the Project Pipeline Repair students from across the country meet at one of the institutions, and this summer Louisiana will host the meeting at Southern.

Dr. VerJanis Peoples, Director, School of Education, Southern University and A&M College, said the project focuses on recruiting and preparing highly qualified minority males in their junior year of high school. She said the expectation is to convince them to become teachers, to increase the number of male teachers in Louisiana. She next introduced the Project Pipeline Repair students Mr. Ormand LeFlore, Mr. Joseph Delaney-McAllister, Mr. Blair Parker, Mr. Sherman Ruth, and Mr. Braylon Valentine, along with their mentors Mr. Herman Brister, Jr., Mr. David Gerald, Dr. Jarret Landor, and Mr. Billy Washington.

Chairman Levy noted that Commissioner of Higher Education Kim Hunter Reed had recently been named to the Executive Committee of SHEEO.

DUAL ENROLLMENT PRESENTATION

Commissioner Reed opened the conversation describing dual enrollment as an item that matters for our students and can impact the future of Louisiana. She said that dual enrollment is a real access opportunity for students.

Dr. Larry Tremblay, Deputy Commissioner for Planning, Research and Academic Affairs, Board of Regents, reviewed a glossary of terms along with data on annual unduplicated preparatory total enrollments. He said that in 2008-2009 there were almost 20,000 students enrolled in dual enrollment, and in 2017-2018 there were over 31,000 enrolled. He presented other data regarding enrollment by ethnicity, by system, and by gender. Dr. Tremblay said the most popular courses being taken by students in dual enrollment are Math and English. Student Board Member Anthony Kenney said he was a participant in dual enrollment.

A question and answer session followed with questions focused on funding sources, internet service for courses, and transportation for students.

REPORT REGARDING JUMP START 2.0

Superintendent of Education John White, Louisiana Department of Education, reviewed with the Boards the implementation plan for Jump Start 2.0. He said that in June, BESE directed the Louisiana Department of Education to develop a plan to address the recommendations contained within a labor market economist's report on the industry alignment of Jump Start IBCs. He said the Louisiana Department of Education proposed a cross-departmental working group and stakeholder engagement process to develop such a plan, which concludes in spring 2019. He next reviewed the proposed timeline.

REPORT ON THE INSTITUTIONAL APPROVAL OF THE ALIGNED TEACHER PREPARATION PROGRAMS COMPLETED PRIOR TO JANUARY 1, 2019, AND THE COURSE CATALOG

Superintendent White told the Boards that in order to better prepare new teachers for their first years in the classroom, the Louisiana Department of Education launched the nationally recognized "Believe and Prepare" pilot program in 2014. This pilot program called teacher preparation providers to offer aspiring teachers a full year of practice under an expert mentor and a competency-based program design, and catalyzed strategic partnerships between school systems and educator preparation provider partners.

Superintendent White said that in October 2016, the Louisiana Board of Elementary and Secondary Education (BESE), with support from the Louisiana Board of Regents (BoR), adopted landmark regulations to expand yearlong residencies and competency-based curricula statewide by July 2018. Since the regulations were passed, providers have received approximately \$8.3 million in transition funding and have made substantial progress in shifting to yearlong residencies and competency-based program design.

He next introduced Dr. Paula Summers Calderon, Dean, College of Education, at Southeastern Louisiana University, and Dr. Patsy Jenkins, Chair, Department of Education, at Louisiana State University at Alexandria. Each one reviewed the residency program at her respective university.

CONCLUDING REMARKS BY MR. JOHN WHITE, STATE SUPERINTENDENT OF EDUCATION, AND DR. KIM HUNTER REED, COMMISSIONER OF HIGHER EDUCATION

Commissioner Reed thanked BESE and Superintendent White for collaborating and working with the Board of Regents to assist in getting more students into and through college. She also thanked them for their service to teachers and students across the state.

Superintendent White said he is looking for real progress while working with Commissioner Reed and the Governor in the upcoming year.

ADJOURNMENT

Chairman Levy thanked both Dr. Reed and Mr. White for their leadership in K-12 and higher education. He said it is imperative that we continue working together to strengthen our education systems across the state.

On motion of Regent Lipsey, seconded by BESE Member Jones, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 10:40 a.m.

DRAFT

4. Items for Consideration

Subject **4.1 Consideration of an update report regarding work-based learning**

Meeting Jun 19, 2019 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

Contact Person(s): Dr. Kim Hunter Reed
Phone Number: 225.342.4253
Office: Board of Regents
Title: Consideration of an update report regarding work-based learning
Recommendation: Receive
Summary of recommendation or proposed changes: Commissioner of Higher Education Kim Hunter Reed and State Superintendent of Education John White will provide a verbal update regarding work-based learning. The recommendation is to receive the report.
Notice of Intent for Bulletin: _____
Notice of Intent for BESE Code and Code Reference: _____

**Links to Board of Regents' Bills from 2019 Regular Legislative Session
(SB 243 - Dual Enrollment and SCR 42 - Work-Based Learning)**

Below are the individual one-pagers and links to the enrolled versions of the dual enrollment and work-based learning bills:

Regents' One-Pagers	Legislation Links	Author
<u>SB 243 – Dual Enrollment Framework Task Force</u>	<u>SB243 – Dual Enrollment Framework Task Force</u>	Sen. Blade Morrish
<u>SCR 42 – Work-Based Learning</u>	<u>SCR 42 – Work-Based Learning</u>	Sen. Conrad Appel & Rep. Ken Brass

Board of Regents' 2019 Session homepage: <https://regents.la.gov/session2019/>

2019 Session recap: <https://regents.la.gov/wp-content/uploads/2019/04/2019-Legislative-Recap-1.pdf>

2019 Final Summary of BoR bills: <https://regents.la.gov/wp-content/uploads/2019/04/Final-Result-of-BoR-Bills1.pdf>



WORK-BASED LEARNING

SCR 42 - SEN. APPEL/REP. BRASS

THE GOAL



Address workforce shortages and better prepare students for 21st century jobs by developing a framework to implement work-based learning opportunities by connecting industry with education.



THE CHALLENGE

Louisiana's industry is grappling with a shortage of qualified, credentialed workers. Employers often recognize a gap between the education students receive in our high schools and postsecondary institutions and the skills needed in the workplace.

THE APPROACH



Undertake a collaborative effort to engage interested parties and stakeholders to build on current successes and make recommendations for a large scale, coordinated work-based learning model in Louisiana.

SENATE CONCURRENT RESOLUTION NO. 42

BY SENATOR APPEL AND REPRESENTATIVE BRASS

A CONCURRENT RESOLUTION

To urge and request the Board of Regents, the state Department of Education, the Louisiana Workforce Commission, and the Department of Economic Development to collaborate to solicit, as necessary, input, recommendations, and guidance pertaining to work-based learning programs from, and collaborate and engage with, interested parties and stakeholders, including but not limited to industry, government, high schools, public and nonpublic postsecondary education institutions, business organizations, employers, labor unions, economic development organizations, entities currently engaged in work-based learning activities, students, chambers of commerce and educational associations to inform a review of successful, high-value, work-based learning programs and projects; to establish a vision, goals, and targets for statewide impact; to develop a comprehensive, coordinated statewide framework and implementation plan for Louisiana; to identify policies and strategies designed to lead to the expansion, improvement, and better coordination of existing work-based learning initiatives in the state; and to make policy recommendations to the legislature and the governor for a large scale, coordinated work-based learning model in Louisiana.

WHEREAS, Louisiana industry is grappling with a shortage of qualified, credentialed workers in growing fields such as healthcare, advanced manufacturing, and digital technology that provide family-supporting wages and career growth opportunities; and

WHEREAS, Louisiana and nationwide employers recognize a gap between the education students receive in our high schools and postsecondary education institutions and the skills needed in the 21st century workplace; and

WHEREAS, in addition to specific knowledge and technical training, employers seek workers who understand the culture and expectations of the workplace including strong communication and problem-solving, among other essential skills; and

WHEREAS, Louisiana has one of the highest poverty rates in the country at more than eighteen percent and many of those who live and raise children in poverty do not have the work skills or credentials for employment in careers that provide a family-supporting wage, and do not have the means or time to participate in postsecondary education and training opportunities; and

WHEREAS, the state's unemployed and underemployed citizens are disproportionately minorities; and

WHEREAS, for Louisiana's economy to grow, the state must ensure that citizens can obtain skills and credentials that meet the needs of employers that provide living wages; and

WHEREAS, the state will not be able to meet its workforce needs, reduce poverty, and improve the economic health of the state and its citizens without closing gaps for minorities and impoverished communities; and

WHEREAS, work-based learning initiatives and programs that include wages, college credit and industry recognized credentials, and on-the-job training are a proven method for closing the gaps between worker skills and employer needs to help develop state and local economies; and

WHEREAS, "earn and learn" models provide a financially viable path for students and workers to and through postsecondary education opportunities, and provide opportunities for business to upskill and retrain workers; and

WHEREAS, experiential or work-based learning opportunities are an effective way to connect underserved populations to family-supporting careers; and

WHEREAS, a statewide framework for work-based learning opportunities that is driven by industry and supported by education and workforce development policy and practice in high schools and postsecondary education institutions will provide the foundation for greater industry and education alignment to meet the workforce needs and economic goals of the state.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby

urge and request the Board of Regents, the state Department of Education, the Louisiana Workforce Commission, and the Department of Economic Development to collaborate to solicit, as necessary, input, recommendations, and guidance pertaining to work-based learning programs from and collaborate and engage with interested parties and stakeholders, including but not limited to industry, government, high schools, public and nonpublic postsecondary education institutions, business organizations, employers, labor unions, economic development organizations, entities currently engaged in work-based learning activities, students, chambers of commerce and educational associations to inform a review of successful, high-value, work-based learning programs and projects; to establish a vision, goals, and targets for statewide impact; to develop a comprehensive, coordinated, statewide framework and implementation plan for Louisiana; to identify policies and strategies designed to lead to the expansion, improvement, and better coordination of existing work-based learning initiatives in the state; and to make policy recommendations to the legislature and the governor for a large scale, coordinated work-based learning model in Louisiana.

BE IT FURTHER RESOLVED that the findings from this work shall inform a strategy and framework for recommendations to the legislature and the governor on all matters relevant to the implementation of work-based learning programs, which shall include the following:

(1) A report that identifies and examines successful work-based learning programs nationally and within the state, including pertinent background material, data, an inventory of existing state and local programs and partnerships for work-based learning, and recognized best practices that may serve as models for a statewide work-based learning program in Louisiana.

(2) A policy agenda for the state's work-based learning initiative which shall include:

(a) A comprehensive review of statewide laws and policies with the greatest potential impact on the successful creation and implementation of a statewide framework for valuable work-based learning models.

(b) Identification of a statewide and regional framework for collaboration between high schools, postsecondary institutions, and industry that leverages existing programs, partnerships, and funding.

(c) An intermediary model for the coordination and implementation of regional and statewide work-based learning efforts, common language defining valuable work-based learning experiences, and a plan and timeline to scale up.

(d) Identification of methods and efforts to ensure access and equity to work-based learning opportunities for Louisiana's underserved populations.

(e) A funding model to support and sustain valuable work-based learning programs that include college credit and/or industry-based credentials, on-the-job work for pay, and other related expenses, as well as the infrastructure required to implement these programs.

(3) An implementation timeline.

BE IT FURTHER RESOLVED that the Board of Regents shall submit a written report of findings and recommendations to the legislature and the governor not later than February 1, 2021.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the chair of the Board of Regents, the commissioner of higher education, the state superintendent of education, the secretary of the Louisiana Workforce Commission, the secretary of the Department of Economic Development, and the governor.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

4. Items for Consideration

Subject **4.2 Consideration of an update report regarding dual enrollment**

Meeting Jun 19, 2019 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

Contact Person(s): Dr. Kim Hunter Reed
Phone Number: 225.342.4253
Office: Board of Regents
Title: Consideration of an update report regarding dual enrollment
Recommendation: Receive
Summary of recommendation or proposed changes: Commissioner of Higher Education Kim Hunter Reed and State Superintendent of Education John White will provide a verbal update regarding dual enrollment. The recommendation is to receive the report.
Notice of Intent for Bulletin: _____
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2019 Session recap: <https://regents.la.gov/wp-content/uploads/2019/04/2019-Legislative-Recap-1.pdf>

2019 Final Summary of BoR bills: <https://regents.la.gov/wp-content/uploads/2019/04/Final-Result-of-BoR-Bills1.pdf>



DUAL ENROLLMENT OPPORTUNITY

SB243 - SEN. MORRISH

THE GOAL



Create a task force to establish a statewide framework designed to maximize participation and provide equitable access to a limited number of dual enrollment courses at no cost to eligible and interested high school juniors and seniors.



THE CHALLENGE

Many students in LA do not have access to DE because of financial barriers. Students participate in DE at no cost in some parishes, while in other parishes DE costs are passed on to families.



THE STATISTICS

- Only 23% of LA high school students participated in DE in 2017-18.
- 21% of those students had to pay an associated cost to participate in DE.
- Economically disadvantaged students make up over 2/3rds (69%) of LA high school enrollment, but only 1/3 (37%) of the students in DE.
- African American high school students are underrepresented in DE, making up only 21% of DE students but 44% of the high school population.

SENATE BILL NO. 243 (Substitute of Senate Bill No. 194 by Senator Morrish)

BY SENATOR MORRISH

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AN ACT

To amend and reenact R.S. 17:183.3(A)(1)(b), to enact R.S. 17:2922.1, and to repeal Subpart A-3 of Part III of Chapter 1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:187.1 through 187.5, R.S. 17:3129.1, and 3137, relative to dual enrollment; to create and provide with respect to the Dual Enrollment Framework Task Force; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:183.3(A)(1)(b) is hereby amended and reenacted, and R.S. 17:2922.1 is hereby enacted to read as follows:

§183.3. Career major; description; curriculum and graduation requirements

A.(1)(a) * * *

(b) Students pursuing a career major shall be afforded the opportunity to dually enroll in ~~an~~ **a Louisiana public postsecondary education** institution ~~under the management and supervision of the Board of Supervisors of Community and Technical Colleges~~ or participate in a business internship or work-study program when such opportunities are available and appropriate.

* * *

§2922.1. Dual Enrollment Framework Task Force, creation, purpose, membership, definitions, reporting, termination

A. The Dual Enrollment Framework Task Force is hereby created under the jurisdiction of the Board of Regents for the purpose of making recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to

- 1 all qualified public high school juniors and seniors.
- 2 B.(1) The task force shall be composed of twelve members as follows:
- 3 (a) The governor or his designee.
- 4 (b) The commissioner of higher education or his designee.
- 5 (c) The state superintendent of education or his designee.
- 6 (d) The president of the State Board of Elementary and Secondary
- 7 Education or his designee.
- 8 (e) The executive director of the Louisiana School Boards Association or
- 9 his designee.
- 10 (f) The executive director of the Louisiana Association of School
- 11 Superintendents or his designee.
- 12 (g) The executive director of the Louisiana Association of Principals or
- 13 his designee.
- 14 (h) The president of the Louisiana School Counselor Association or his
- 15 designee.
- 16 (i) The chairman of the College and Career Readiness Commission or his
- 17 designee.
- 18 (j) The president of Council for a Better Louisiana or his designee.
- 19 (k) The executive director of Stand for Children Louisiana or his
- 20 designee.
- 21 (l) The executive director of the Louisiana Association of Public Charter
- 22 Schools or his designee.
- 23 (2) Members shall serve without compensation, except for per diem or
- 24 expenses to which they may be entitled as members of the constituent
- 25 organizations.
- 26 (3) A majority of the total membership shall constitute a quorum of the
- 27 task force, and any official action taken by the task force shall require an
- 28 affirmative vote of the majority of the quorum present and voting.
- 29 (4) The commissioner of higher education shall call an organizational
- 30 meeting of the task force by August 1, 2019. The task force shall elect a

1 chairman, and any other officers deemed necessary, from among the
2 membership.

3 (5) The Board of Regents shall provide staff support to the task force.

4 C. "Dual enrollment" means the enrollment of a high school student in
5 a postsecondary course for which both postsecondary and high school credit
6 may be earned.

7 (1) Dual enrollment shall include any course which provides credit:

8 (a) Toward a high school diploma and a public postsecondary education
9 academic undergraduate degree.

10 (b) Toward a high school diploma aligned to a career major as provided
11 in R.S. 17:183.1 et seq. and a public postsecondary education credential in a
12 high-demand field.

13 (2) Dual enrollment shall not include any course which provides:

14 (a) Credit only as a high school transition course or a remedial
15 postsecondary education course.

16 (b) Partial credit for a corequisite, modular, or scalable postsecondary
17 education course.

18 D. In developing recommendations for the framework, the task force
19 shall:

20 (1) Review existing laws, policies, and efforts in Louisiana and other
21 states on dual enrollment, course choice, student remediation, articulation and
22 transfer, and transition courses.

23 (2) Consider any dual enrollment recommendations from the College and
24 Career Readiness Commission.

25 (3) Seek to coordinate all dual enrollment efforts of the Board of Regents,
26 the State Board of Elementary and Secondary Education, the state Department
27 of Education, public postsecondary education management boards and
28 institutions, and the governing authority of each public high school.

29 E. In making recommendations, the task force may identify:

30 (1) Strategic funding needs.

- 1 (2) Funding sources.
- 2 (3) Course content requirements.
- 3 (4) Instructor and student qualifications.
- 4 (5) A process to:
- 5 (a) Guarantee that dual enrollment courses articulate to the appropriate
6 public postsecondary education institution.
- 7 (b) Require that dual enrollment courses and course grades are recorded
8 on a student's permanent high school and postsecondary academic transcripts.
- 9 (c) Routinely evaluate the effectiveness of the statewide dual enrollment
10 framework and dual enrollment courses.
- 11 (d) Recognize and reward schools, through the state's school and district
12 accountability system, that graduate students who have earned significant credit
13 toward a postsecondary credential or degree.
- 14 (e) Recognize and reward each postsecondary education institution,
15 within the postsecondary education funding formula, that shows significant use
16 of dual enrollment to further its institutional mission.
- 17 (f)(i) Establish a uniform pricing structure which may include a
18 maximum tuition for dual enrollment courses offered by each public
19 postsecondary education institution and which may differentiate between
20 courses taught on a postsecondary campus, online, or at a high school, and may
21 differentiate by the qualifications of the instructor.
- 22 (ii) Notwithstanding Item (i) of this Subparagraph, the recommended
23 pricing structure shall not prevent a public postsecondary education institution
24 and a public high school governing authority from entering into a memorandum
25 of understanding or other agreement to provide dual enrollment courses free
26 of charge or an amount less than that established by the pricing structure.
- 27 F. The Board of Regents shall submit a written report of task force
28 findings and recommendations to the Senate Committee on Education and the
29 House Committee on Education by October 1, 2020.
- 30 G. The task force shall terminate on June 30, 2021.

1 Section 2. Subpart A-3 of Part III of Chapter 1 of Title 17 of the Louisiana Revised
2 Statutes of 1950, comprised of R.S. 17:187.1 through 187.5, R.S. 17:3129.1, and 3137 are
3 hereby repealed.

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

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

4. Items for Consideration

Subject **4.3 Consideration of course equivalency**

Meeting Jun 19, 2019 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

Contact Person(s): Ken Bradford/Raphael Curtis
Phone Number: 225.219.0456
Office: Student Opportunities
Title: Consideration of course equivalency
Recommendation: Approve
Summary of recommendation or proposed changes: For purposes of satisfying TOPS University Diploma and TOPS scholarship eligibility requirements for incoming freshmen in 2014-2015 and beyond, the below course content has been reviewed by LDE staff, with input from Board of Regents (BOR), as follows: §2318. The TOPS University Diploma: <ul style="list-style-type: none">• Course content for English Language Part 1: Cambridge IGCSE has been determined to be equivalent to the English I course.• Course content for English Language Part 2: Cambridge IGCSE has been determined to be equivalent to the English II course.• Course content for English Literature Part 1: Cambridge IGCSE has been determined to be equivalent to the English I course.• Course content for English Literature Part 2: Cambridge IGCSE has been determined to be equivalent to the English II course.• Course content for English Language Part 1: Cambridge AICE - AS (Honors) has been determined to be equivalent to English III course.• Course content for English Language Part 2: Cambridge AICE - AS (Honors) has been determined to be equivalent to English IV course.• Course content for Literature in English Part 1: Cambridge AICE- AS (Honors) has been determined to be equivalent to the English III.• Course content for Literature in English Part 2: Cambridge AICE- AS (Honors) has been determined to be equivalent to the English IV.• Course content for Additional Math - Cambridge IGCSE has been determined to be equivalent to the Algebra III course.• Course content for the Math 1 (Probability and Statistics): Cambridge AICE (Honors) has been determined to be equivalent to the Probability and Statistics course.• Course content for Math 1 (Pure Math): Cambridge AICE - AS (Honors) has been determined to be equivalent to the Pre - Calculus course.

- Course content for **Math 2 (Part 1): Cambridge AICE - A Level** has been determined to be equivalent to the **Calculus I** course.
- Course content for **Math 2 (Part 2): Cambridge AICE - A Level** has been determined to be equivalent to **Calculus II** course.
- Course content for **Biology II: Cambridge AICE - AS (Honors)** has been determined to be equivalent to the **IB® Biology II** course.
- Course content for **Microbiology** has been determined to be equivalent to the **Biology II** course.
- Course content for **Chemistry II: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **IB® Chemistry II** course.
- Course content for **Organic Chemistry I** has been determined to be equivalent to **Chemistry II** course.
- Course content for **Physics I: Cambridge IGCSE** has been determined to be equivalent to the **Physics I** course.
- Course content for **Physics II: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **IB® Physics II** course.
- Course content for **PLTW Principles of Engineering** has been determined to be equivalent to **Physical Science** course.
- Course content for **History European: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **European History** course.
- Course content for **Geography: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **World Geography** course.
- Course content for **History International: Cambridge AICE-AS** has been determined to be equivalent to the **World History** course.
- Course content for **Economics: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **Economics** course.
- Course content for **Arabic: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **Arabic Language** course.
- Course content for **French: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **French Language** course.
- Course content for **German: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **German Language** course.
- Course content for **Spanish: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **Spanish Language** course.
- Course content for **Spanish Literature: Cambridge ACE (Honors)** has been determined to be equivalent to the **Spanish IV** course.
- Course content for **Chinese: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **Chinese Language** course.
- Course content for **Japanese: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **Japanese Language** course.

For purposes of satisfying Career Diploma graduation requirements, the below course content has been reviewed by LDE staff, with input from Board of Regents (BOR), as follows:

- Course content for **English Language Part 1: Cambridge IGCSE** has been determined to be equivalent to the **English I** course.
- Course content for **English Language Part 2: Cambridge IGCSE** has been determined to be equivalent to the **English II** course.
- Course content for **English Literature Part 1: Cambridge IGCSE** has been determined to be equivalent to the **English I** course.
- Course content for **English Literature Part 2: Cambridge IGCSE** has been determined to be equivalent to the **English II** course.
- Course content for **Additional Math - Cambridge IGCSE** has been determined to be equivalent to the **Algebra III** course.
- Course content for **Math 1 (Pure Math): Cambridge AICE - AS (Honors)** has been determined to be equivalent to the **Pre - Calculus** course.
- Course content for **Biology II: Cambridge AICE - AS (Honors)** has been determined to be equivalent to the **IB® Biology II** course.
- Course content for **Chemistry II: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **IB® Chemistry II** course.
- Course equivalent for **Physics I: Cambridge IGCSE** has been determined to be equivalent to the **Physics** course.
- Course content for **Physics II: Cambridge AICE-AS (Honors)** has been determined to be equivalent to the **IB® Physics II** course.
- Course content for **PLTW Principles of Engineering** has been determined to be equivalent to **Physical Science** course.

The LDE recommendation is to approve the aforementioned course equivalencies for purposes of satisfying TOPS University Diploma and TOPS scholarship eligibility requirements for incoming freshmen in 2014-2015 and beyond.

Notice of Intent for Bulletin: _____

Notice of Intent for BESE Code and Code Reference: _____

4. Items for Consideration

Subject **4.4 Consideration of updates to the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) matrix**

Meeting Jun 19, 2019 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

<p>Contact Person(s): Ken Bradford/Raphael Curtis Phone Number: 225.219.0456 Office: Student Opportunities</p>
<p>Title: Consideration of updates to the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) matrix</p>
<p>Recommendation: Approve</p>
<p>Summary of recommendation or proposed changes:</p> <p>Louisiana Revised Statute 17:3048.1 revises the Taylor Opportunity Program for Students (TOPS) core curriculum to align coursework with college expectations, to allow more courses to generate TOPS credit, and to incentivize advanced coursework. The proposed revisions use a weighted GPA calculation for identified Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, Honors, and Cambridge International courses in the calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015, for the following courses:</p> <ul style="list-style-type: none">• English Language: Cambridge IGCSE,• English Literature: Cambridge IGCSE,• English Language: Cambridge AICE - AS Level,• Literature in English: Cambridge AICE - AS Level,• Additional Math - Cambridge IGCSE,• Math 1 (Pure Math): Cambridge AICE - AS Level,• Math 1 (Probability and Statistics): Cambridge AICE,• Math 2: Cambridge AICE - A level,• Biology II: Cambridge AICE - AS Level,• General Microbiology (Dual Enrollment),• Microbiology (Dual Enrollment),• Chemistry II: Cambridge AICE - AS Level,• Organic Chemistry I (Dual Enrollment),• Physics I: Cambridge IGCSE,• Physics II: Cambridge AICE - AS Level,• History (European): Cambridge AICE - AS Level,• Geography: Cambridge AICE – AS,• History (International): Cambridge AICE – AS,• Economics: Cambridge AICE – AS,• Arabic: Cambridge AICE - AS Level,

- French: Cambridge AICE - AS Level,
- German: Cambridge AICE - AS Level,
- Spanish: Cambridge AICE - AS Level,
- Spanish Literature: Cambridge AICE - As Level,
- Chinese: Cambridge AICE - AS Level, and
- Japanese: Cambridge AICE - AS Level.

A calculation of the minimum cumulative GPA specified shall utilize a five-point scale for grades earned in Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, Honors, and Cambridge International courses as approved by the Board of Regents (BOR) and the Board of Elementary and Secondary Education (BESE).

Approved courses will result in students earning a cumulative GPA that exceeds 4.00 in calculation of the TOPS GPA beginning with the students entering ninth grade in 2014-2015. For such courses, five quality points shall be assigned to a letter grade of "A", four quality points shall be assigned to a letter grade of "B", three quality points shall be assigned to a letter grade of "C", two quality points shall be assigned to a letter grade of "D", and zero quality points shall be assigned to a letter grade of "F".

The LDE recommendation is to approve the addition of the aforementioned courses to the grid previously approved by BESE/BOR for weighted GPA in Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, Honors, and Cambridge International courses in the calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015.

Notice of Intent for Bulletin: _____

Notice of Intent for BESE Code and Code Reference: _____

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core (for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Advanced Placement	International Baccalaureate	Cambridge International	Gifted & Talented	Honors	Dual Enrollment
ENGLISH I – 1 unit		<u>English Language:</u> <u>Cambridge IGCSE</u> OR <u>English Literature:</u> <u>Cambridge IGCSE</u>			Common Course Code Common Course Name
ENGLISH II – 1 unit		<u>English Literature:</u> <u>Cambridge IGCSE</u> OR <u>English Literature:</u> <u>Cambridge</u>			
ENGLISH = 4 Units					
1 Unit from the following:					
AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	<u>English Language:</u> <u>Cambridge AICE - AS Level</u> OR <u>Literature in English:</u> <u>Cambridge AICE - AS Level</u>	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173 English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:					
ENGLISH IV – 1 unit	IB Literature IB Language & Literature IB Literature & Performance	<u>Literature in English:</u> <u>Cambridge AICE - AS Level</u> OR <u>Literature in English:</u> <u>Cambridge AICE - AS Level</u>	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313 English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Intro to Poetry and/or Drama

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	<u>Cambridge International</u>	Gifted & Talented	Honors	Common Course Code	Dual Enrollment	Common Course Name
ALGEBRA I – 1 unit								
GEOMETRY – 1 unit								
ALGEBRA II – 1 unit								

* Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.

1 Unit from the following:

ALGEBRA III			<u>Additional Math - Cambridge IGCSE</u>			CMAT 1213	College Algebra
ADV MATH-PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE-CALCULUS		IB Math Studies (Math Methods)	<u>Math 1 (Pure Math): Cambridge AICE - AS Level</u>	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH-FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		<u>Math 1 (Probability and Statistics): Cambridge AICE</u>		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	<u>Math 2: Cambridge AICE - A Level</u>	Calculus I Calculus I	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5	Applied Calculus Calculus I Calculus II
AP COMPUTER SCIENCE A	AP Computer Science A						

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	<u>Cambridge International</u>	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)

2 Units from the following:

BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY (GROUP 1)	AP Biology	IB Biology I	<u>Biology II: Cambridge AICE</u> <u>- AS Level</u>	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 2213 CBIO 2214	General Biology I Gen Biology I (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab)
BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY (GROUP 2)		IB Biology II				CBIO 1023 CBIO 1043 CBIO 2223 CBIO 2224	General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) <u>Biology II: DE</u> <u>Microbiology</u>
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science

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CHEMISTRY II (GROUP I)	AP Chemistry	IB Chemistry I	<u>Chemistry II: Cambridge AICE - AS Level</u>	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
CHEMISTRY II (GROUP II)		IB Chemistry II				CCEM 1113 CCEM 1133	Chemistry II Chemistry II (Sci Majors) <u>Chemistry II: DE Organic Chemistry</u>
PHYSICS I	AP Physics I: Algebra Based	IB Physics I	<u>Physics I: Cambridge IGCSE</u>	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
PHYSICS II	AP Physics II: Algebra Based	IB Physics II	<u>Physics II: Cambridge AICE - AS Level</u>				
AGRISCIENCE I & II (completion of both courses is required for 1 unit of credit)							

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II

1 Unit from the following:

US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics

2 Units from the following:

WESTERN CIVILIZATION			<u>History (European): Cambridge AICE - AS Level</u>			CHIS 1013/1023	Western Civilization I or II
EUROPEAN HISTORY	AP European History			European History			
WORLD GEOGRAPHY	AP Human Geography	IB Geography	<u>Geography: Cambridge AICE - AS</u>	World/Human Geography		CGRG 2113	World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	<u>History (International): Cambridge AICE - AS</u>		World History	CHIS 1113/1123	World Civilization I or II

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HIST OF RELIGION (non-publics only)								World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	<u>Economics: Cambridge</u> <u>AICE - AS</u>	Economics			ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics

TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core
(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

FOREIGN LANGUAGE = 2 UNITS, SAME LANGUAGE	Advanced Placement	International Baccalaureate	Cambridge International	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: <u>Cambridge AICE - AS Level</u>			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: <u>Cambridge AICE - AS Level</u>	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German: <u>Cambridge AICE - AS Level</u>	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: <u>Cambridge AICE - AS Level</u> or <u>Spanish Literature: Cambridge AICE - AS Level</u>	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: <u>Cambridge AICE - AS Level</u>	Chinese III Chinese IV			
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			

JAPANESE	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: <u>Cambridge AICE - AS Level</u>	Japanese III Japanese IV		
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TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ART = 1 UNIT	Advanced Placement	International Baccalaureate	<u>Cambridge International</u>	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre

4. Items for Consideration

Subject **4.5 Consideration of the approval of Extension Academy school sites**

Meeting Jun 19, 2019 - Joint BESE/BOR Meeting

Access Public

Type

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2019

<p>Contact Person(s): Ken Bradford/Raphael Curtis Phone Number: 225.219.0456 Office: Student Opportunities</p>
<p>Title: Consideration of the approval of Extension Academy school sites</p>
<p>Recommendation: Approve</p>
<p>Summary of recommendation or proposed changes:</p> <p>Under authority of R. S. §17:151.1 the Department and the Board of Regents released a request for application on April 4, 2019, for Extension Academy pilots. This innovation is in response to the need for a greater connectivity between high schools, colleges, and employers. These pilots will serve students who are on track for high school graduation, but not currently qualified for low-cost, high-value post-secondary credentials.</p> <p>The Extension Academy pilots will:</p> <ul style="list-style-type: none">• provide a debt free, accelerated, dual enrollment college experience for a period of no more than five years of high school that is aligned to Louisiana’s top-rated 4 and 5 star jobs;• increase employment readiness, through employer driven work-based learning experiences, internships, or apprenticeships;• ensure the attainment of Regents-recognized associate degrees, registered apprenticeships, or an advanced Industry Based Credential; and• facilitate student success after graduation through post-secondary transitional coaching. <p style="text-align: center;">* * * * *</p> <p>The Orleans Parish School Board in partnership with YouthForce NOLA has submitted a proposal which includes a consortium representing students from twenty-nine campuses located across the school system in addition to several implementation partners:</p> <ul style="list-style-type: none">• Industry aligned partners including Barriere Construction, Woodward Design & Building, GE Digital, Lucid, Ochsner Health System, LCMC Health, Canal Barge, Entergy, and Intralox;• A Higher Ed partner in Southern New Hampshire University accredited by the New England Commission of Higher Education (NECHE); and• Philanthropic and nonprofit partners. <p>The New Orleans Extension Academy will also provide work-based learning experiences followed by individualized coaching in the first three months of post- academy employment.</p>

The LDE recommendation is to approve the New Orleans Extension Academy.

Notice of Intent for Bulletin: _____

Notice of Intent for BESE Code and Code Reference: _____

Extension Academy Application Summary 2019-2020 – Three Year Pilot OPSB Consortium	
Participating Schools	Warren Easton Senior High School, McDonogh #35 College Preparatory School, Youth Study Center, Rooted School, John F. Kennedy High School, International High School of New Orleans, New Orleans Military & Maritime Academy, The NET Charter High School, The NET 2 Charter High School, Morris Jeff Community School, ReNEW Accelerated High School, Abramson Sci Academy, G W Carver High School, Livingston Collegiate Academy, Walter L. Cohen College Prep, Lord Beaconsfield Landry-Oliver Perry Walker High, Sophie B. Wright Institute of Academic Excellence, KIPP Renaissance, KIPP Booker T Washington, Joseph S. Clark Preparatory High School, Dr. Martin Luther King Charter School for Sci Tech, Benjamin Franklin High School, Edna Karr High School, Lusher Charter School, Eleanor McMain Secondary School, New Orleans Charter Science and Mathematics HS, Einstein Charter High School at Sarah Towles Reed, New Harmony High Institute, Rosenwald Collegiate Academy
Higher Education Institution Partner(s)	Southern New Hampshire University
Industry & Economic Development Partners	Intralox, Barriere Construction Co. LLC, Greater New Orleans, Inc., EML Investments LLC, New Orleans Business Alliance, Woodward Design+Build, Oschner Health System, LCMC Health, General Electric-NOLA
Industry aligned employer partners	Barriere Construction, Woodward Design+Build, GE Digital, Lucid, Oschner Health System, LCMC Health, Canal Barge, Entergy, Intralox
Nonprofit support partners	Belltower New Orleans, YouthForce NOLA, Junior Achievement of Greater New Orleans, MHA Labs, New Orleans Career Center, New Orleans Technical Education Provider (NOTEPE), Operation Spark
Grants and/or philanthropic support	Catalyst Foundation, Stephen and Sandy Rosenthal Foundation, Belltower New Orleans
Projected student Enrollments	YouthForce – 20 to start, 125 by year 3 Collegiate – 50 to start, 100 by year 3 KNOS – 30 to start, 60 by year 3
What are the culminating credentials, degree, or apprenticeships?	New Orleans Extension Academy – Work-based learning experiences, Career Expo, panels with industry representatives, job-site visits, students will leave with a strong and flexible personalized plan LAUNCH – work-based placements called “Fellowships,” YouthForce will provide support and coaching for first 3 months of post-academy employment Extension Academy at other sites – work-based learning experiences, soft skills and business etiquette, internship, fellowship, consultancy, project-based learning experience All Sites - 25:1 student to coach ratio, social worker on site
Transitional Support Partners	YouthForce support for first 3 months of post academy employment KNOS and Collegiate existing post-secondary support staff