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December 16, 2021

The Honorable Cleo Fields
Chair, Senate Education Committee

Dear Senator Fields,

We are pleased to share with you an update of the work of the Dual Enrollment Task Force. Written in response to Act 147 of the 2021 Regular Legislative Session as well as Act 128 of the 2019 Regular Legislative Session, this report is submitted for information to the Senate Committee on Education.

Act 128 called for the creation of the Dual Enrollment Task Force under the jurisdiction of the Board of Regents. In February 2020, the Task Force considered all aspects of dual enrollment currently in place in the State, analyzed national best practices, and made recommendations to the Governor and Legislature via the first report (Attachments 1 & 2).

Since July 2019, the Task Force has met fourteen times and has accomplished several of the goals established in February 2020. Attachment 1 provides an update on each recommendation outlined in the February 2020 report (Attachment 2). Attachment 3, which serves as the first Dual Enrollment Annual Report, expands on the first report and provides the first detailed analysis of Louisiana's dual enrollment efforts. The report is designed to acknowledge progress, identify opportunities, and illuminate persistent equity gaps, demonstrating both the Louisiana Board of Regents and the Department of Education's commitment to advancing and improving students' dual enrollment participation. These efforts were nationally recognized recently, alongside six other states, by the College in High School Alliance and Data Quality Campaign as a profile in progress, through which dual enrollment data are actionably being used to advance student success.

Looking forward, the Task Force will continue to convene, focusing future work on the four themes of universal access and equity, funding mechanisms, course access and pathways, and instructor support and program integrity. We are excited to launch the state's dual enrollment portal early next year, a one-stop for parents, students, and educators on this important subject. We also look forward to advancing our 2022 legislative request designed to build the core of high school educators qualified to teach dual enrollment. These items are foundational to our big goal of universal access to dual enrollment and expanded student success in our state.

The work of this Task Force represents a system redesign that has the power to expand affordable college and career opportunities in our state. I am grateful for the Task Force members' commitment to early college opportunities.

We welcome any questions and look forward to working with you during the upcoming legislative session.

Sincerely,






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

Cc. Senate President Page Cortez
Speaker of the House Clay Schexnayder
Yolanda Dixon, Secretary of the Senate
Michelle Fontenot, Clerk of the House of Representatives
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The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. The following agency priorities were first adopted in February 2020. Due to the COVID-19 pandemic, some initiatives have been delayed, yet several have moved forward or have been accomplished.


| Board of Regents (Higher Education) | | |
|---|--|--|
| | 2020 February Report Recommendations | 2021 Updates |
|  | Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification. | At its April 2021 meeting, the Board of Regents approved the interim dual enrollment eligibility policy extension into Academic Year 2022-23 to expand access and analyze impact. |
|  | Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment. | In January 2021, LOUIS secured a \$2 million federal grant to support the development of 25 general education master courses using OER and interactive ancillaries to support dual enrollment. Implementation expected in Academic Year 2022-23. |
|  | In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels | First annual dual enrollment report presented to join Board of Regents and Board of Elementary and Secondary Education in June 2021. |
| | Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application. | Research of a centralized dual enrollment communication infrastructure completed. Dual Enrollment portal designed. The launch of phases 1 and 2 expected in January 2022. |



Board of Elementary and Secondary Education (K-12)

| | 2020 February Report Recommendations | 2021 Updates |
|--|---|--|
| | Consider a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ. | Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or high-demand apprenticeship. Accountability updates have been suggested to BESE to accelerate dual enrollment participation. These have not yet been approved. |
| | Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs. | Timeline of priority shifted due to the COVID-19 pandemic. |
| | Widespread implementation of transition courses. | Timeline of priority shifted due to the COVID-19 pandemic. |

Department of Education (K-12)

| | 2020 February Report Recommendations | 2021 Updates |
|---|--|---|
| | In coordination with BoR, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts. | First annual dual enrollment report presented to joint Board of Regents and Board of Elementary and Secondary Education in June 2021. |
|  | Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act. | Interagency work proceeding on implementation of Jump Start 2.0 and Perkins V state plan and accountability metrics. The Department launched Fast Forward. |
| | Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment. | Timeline of priority shifted due to COVID-19 pandemic. |
| | Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state. | School systems retained funds to carryover from 2019-20 to 2020-21. |



LOUISIANA DUAL ENROLLMENT

Task Force Report

Submitted to the Louisiana State Legislature
February 2020

A young man and woman are smiling and looking at a tablet together in a library. The man is wearing glasses and headphones, and the woman is wearing a plaid shirt. They are standing in front of bookshelves filled with books.

Table of Contents

| | |
|--|----|
| The Case for Universal Access to Dual Enrollment | 2 |
| Dual Enrollment Trends in Louisiana | 3 |
| Process to Inform Task Force Work | 5 |
| Guiding Principles of a Statewide Framework | 6 |
| Findings and Considerations | 7 |
| 2020 Recommendations | 15 |
| References | 16 |
| Appendices | 17 |

I. The Case for Universal Access to Dual Enrollment

Act 128 of the 2019 Regular Legislative Session (Appendix A) created the Dual Enrollment Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors.

Dual enrollment is defined in Act 128 as “the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned.”

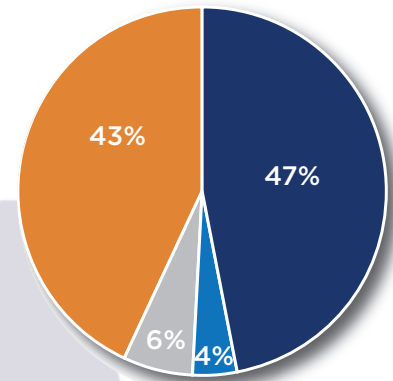
Research across the country documents that students who participate in dual enrollment are more likely than their peers to enroll in college, build academic momentum, and persist to completion. One study, using a nationally representative sample of students, showed that students who took at least one dual enrollment course were 10% more likely to complete a bachelor’s degree than the comparison group. The benefits were even greater (12%) for students whose parents never attended college (An, 2013). The U.S. Department of Education’s What Works Clearinghouse completed a review of dozens of studies on the effects of dual enrollment. The review found a medium-to-large evidence base exists showing that dual enrollment has positive impacts on students (WWC, 2017).

Figure A

Louisiana Student Demographics

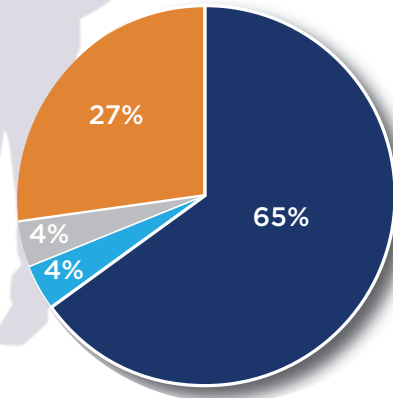
Grades 9-12 Enrollment

- White
- African American
- Hispanic/Latino
- Other



Dual Enrollment

- White
- African American
- Hispanic/Latino
- Other



Source
Louisiana Department of Education,
Strategic Data, Analytics and
Accountability Division

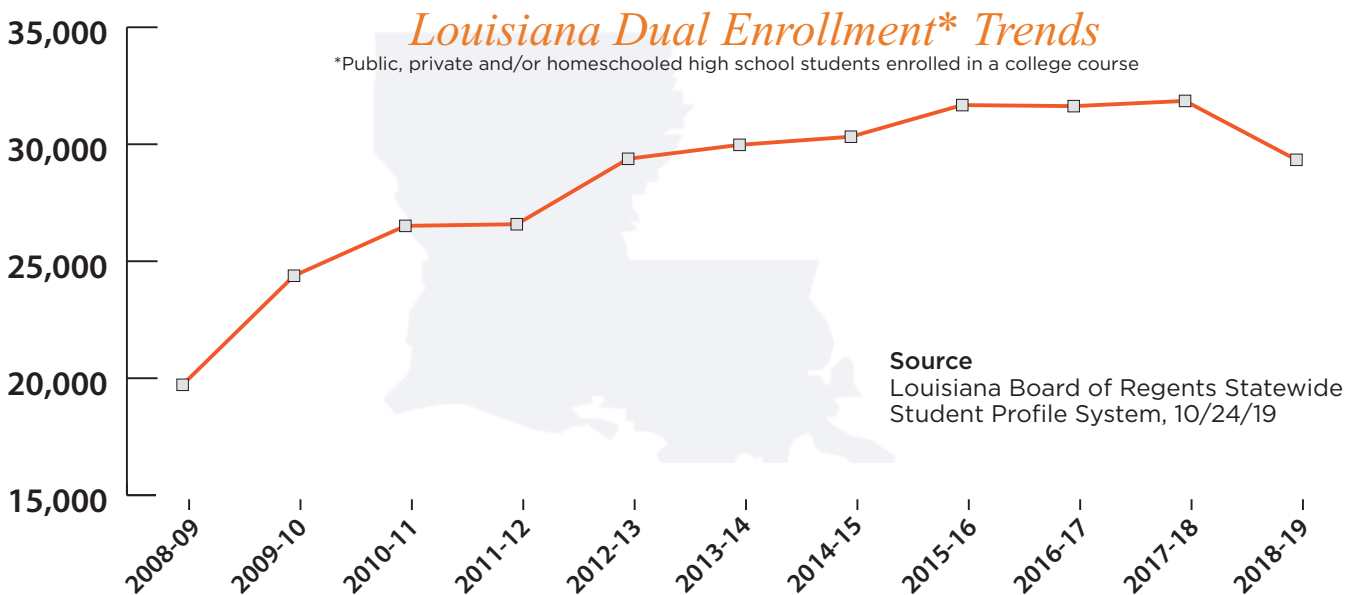
Louisiana currently lacks a strategy for providing universal access to dual enrollment, resulting in widely varying participation rates in high schools across the state and significantly lower participation by low-income and minority students (See Figure A). The Task Force recognizes that a statewide framework will be necessary to harness these successful programs for the benefit of low-income, minority, and first-generation college students. Doing so will help achieve

the state’s goals for talent development as well as eliminate persistent and damaging equity gaps.

A fully supported statewide framework for dual enrollment is essential to prepare increasing numbers of students for college and career success. Improving student transitions from high school into college will necessitate shared responsibility by Louisiana’s secondary and postsecondary systems (Barnett, 2016).

II. Dual Enrollment Trends in Louisiana

Figure B



Through the early 2000s, dual enrollment participation in Louisiana was limited to fewer than 3,000 academically advanced students participating in local programs. Significant growth started in 2005 with the creation of the TOPS Tech Early Start Scholarship. This legislatively created award pays up to \$50 per credit hour for technical or applied courses leading to an Industry Based Certification (IBC), a Certificate of Applied Sciences, or a Certificate of Technical Sciences at a Louisiana public postsecondary education institution when such certification or certificate is approved by the Workforce Investment Council. Funding for the TOPS Tech Early Start program is part of the TOPS budget, and remains available for students. The Early

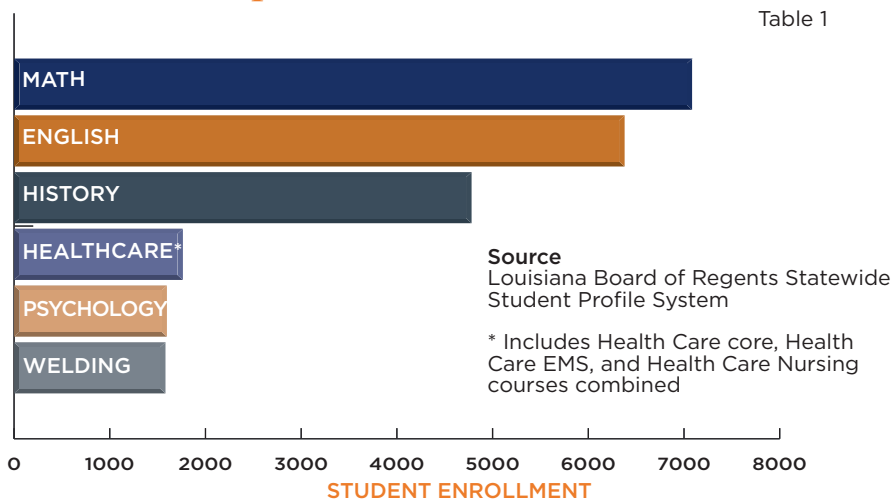
Start Program followed TOPS Tech Early Start, and paid for degree, developmental, or work skills courses at a rate of \$100 per credit hour. Funding for this program is no longer available.

With the defunding of Early Start funds beginning in 2013, school systems have transitioned to expending Supplemental Course Allocation (SCA) funds as well as local general funds to provide funding for Dual Enrollment courses. According to data from the Louisiana Department of Education, in the 2017-18 school year districts spent \$9 million of the \$17 million SCA appropriation on dual enrollment. The Supplemental Course Allocation gives school districts and other public schools a Minimum Foundation

Program (MFP) allocation related to the cost of high school credit courses. It is individualized to the needs of secondary students and is provided outside the traditional secondary school. Funds allocated through SCA will target the following types of courses for high school credit: Career and technical preparation, academic work required to achieve TOPS, advanced coursework not available at the school due to limited resources, dual enrollment, and intensive remediation for students struggling to stay on pace for graduation.

2017-18 Top 6 Dual Enrollment Courses

Table 1



The growth in the number of students taking dual enrollment courses in Louisiana public colleges and universities plateaued subsequent to the establishment of SCA, growing less than 2% per year through 2017-18, as shown in Figure B. The Board of Regents increased minimum dual enrollment student eligibility requirements for general education courses in 2017-18. This was followed by an 8% decline in participation from 2017-18 to 2018-19. Enrollment in Career and Technical Education (CTE) courses was not impacted by this new policy; participation in CTE dual enrollment remained low.

Louisiana Department of Education records for dual enrollment show that 19,648 reported public school students dually enrolled in 2017-18 (most recent data available). Of the 19,648 reported enrollees, 87% were on the TOPS University diploma pathway, 11% were on a Jump Start diploma pathway, and 1% were not declared. In terms of ethnicity, 65% of the enrolled students were White, 27% Black, 4% Hispanic, and 4% other.

Further analysis indicates that 41% of this population is considered economically disadvantaged, compared with 69% of all Louisiana public high school students. Considering the demographic and socio-economic composition of the population of Louisiana (see Figure A), these numbers reflect a lack of parity in access to early college pro-

grams for students from under-represented and disadvantaged populations.

In addition to dual enrollment, high school students can earn college credit by exam. While not the subject of this report, it is important to recognize other models that support college transition. In 2017-18, students in Louisiana took 30,079 Advanced Placement (AP) exams with 7,305 students earning a score of at least 3 (the minimum score needed to receive college credit). According to the College Board, the organization responsible for administering and scoring AP and College Level Examination Program (CLEP) exams, 2018-19 saw Louisiana's highest-ever recorded participation in CLEP tests, with 18,102 exams taken. This included a record number of exams (8,084) passed with a qualifying score for college credit. Additional research is necessary to better understand the inconsistency in the awarding of credit based on CLEP across Louisiana public postsecondary institutions and the extent to which such credit assists a student in progressing to a postsecondary credential of value.

The Board of Regents' 2019 Master Plan recognized the need to expand talent development within the state in order to meet the workforce needs of the future. Dual enrollment is a specific policy highlighted to accelerate the earning of early college credit by Louisiana's high school students. These pre-college credit programs will be facilitated through the development of secondary-to-post-secondary academic and career pathways and are critical to the state's success in increasing educational attainment. The ability for future high school graduates to have a head start in college coursework via dual enrollment will be a game-changer for Louisiana students by expanding access, equity, and college readiness, as well as facilitating transition to college. Recognizing the necessity to expand this opportunity across Louisiana, in December 2019 the Board of Elementary and Secondary Education and the Board of Regents set a joint goal that every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both, beginning with the high school freshman class of 2025 (senior class of 2029).

III. Process to Inform Task Force Work

Act 128 specifically called for the Task Force to consist of twelve stakeholders representing K-12, postsecondary education, and the broader community. The Board of Regents, aided by consultants from Education Strategy Group, began a review of dual enrollment practices in Louisiana in the context of best practices from across the country. This provided opportunities for the Task Force to consider the most up-to-date in-state and national information in developing its framework and recommendations for the Governor’s and Legislature’s consideration.

Since July 2019, the Task Force has met seven times at various regional sites to deliberate and facilitate presentations and attendance by secondary and postsecondary partnerships across the state. Table 2 indicates the various locations at which the Task Force conducted its meetings.



The agenda for each meeting of the Task Force featured area representatives sharing information regarding how they facilitate the delivery of dual enrollment in their respective region. This was useful to the Task Force in developing an understanding of the various types of dual enrollment options available to students, along with the challenges and opportunities that exist in different communities across the state (see Appendix B).

In addition to showcasing local dual enrollment programs at each meeting, the Board of Regents and Education Strategy Group conducted key informant interviews and surveys with stakeholders throughout the state. The goal of this project was to inform the Task Force of varying dual enrollment practices and priorities from both K-12 and higher education leaders. The findings from this project were presented at the November Task Force meeting and are summarized in Appendix C.

Table 2

| Date | Location |
|-------------------------------------|---|
| July 24, 2019 | Richland Parish School Board (Rayville, LA) |
| September 9, 2019 | Southeastern Louisiana University (Hammond, LA) |
| October 7, 2019 | South Louisiana Community College (Lafayette, LA) |
| November 4, 2019 | LA Tech University at Bossier Parish Community College (Bossier City, LA) |
| December 2, 2019 | Louisiana State University and A&M College (Baton Rouge, LA) |
| January 6, 2020 & February 19, 2020 | Claiborne Building (Baton Rouge, LA) |

IV. Guiding Principles of a Statewide Framework

The Dual Enrollment Task Force supports the establishment of a statewide framework designed to ensure students have universal access to dual enrollment courses during high school. Dual enrollment is defined as the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned. The Task Force sees value when high school students have access to high-quality academic, career and technical college courses. Dual enrollment provides an early start for students on their college and career journeys and signals to all students that a credential beyond high school is foundational to their success. In addition, dual enrollment allows students to decrease their time to degree once in college, thus making higher education more affordable for families. To that end, the following guiding principles are offered to anchor this effort:

1. All high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields.
2. The availability of dual enrollment courses in both technical and academic fields is critical to supporting the varied postsecondary pathways that students pursue. Therefore, courses must

be accessible to Louisiana's students in both areas, with opportunities provided for students to enroll in either or a combination of both.

3. Expansion of dual enrollment opportunities should focus on increased access and equitable participation.
4. Each high school student should be able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and minimized cost of attendance expenses such as textbook, testing, and transportation costs.
5. Meaningful, predictive assessments administered in 10th grade or earlier will determine the college readiness of students and identify those in need of additional preparation.
6. Institutions of higher education should emphasize consistent academic quality in the delivery of postsecondary courses offered for dual enrollment, regardless of course location, instructor type, or delivery modality.
7. Existing state and federal funding streams should be utilized to their full extent to expand equitable participation in dual enrollment.

8. With a focus on access and equity, the state's K-12 Accountability System, overseen by BESE, should provide appropriate incentives for schools to increase successful student completion of dual enrollment courses and college-level assessments.

While the Task Force's first priority was to set the foundation for the dual enrollment framework, it also recognized significant challenges and opportunities that must be addressed in order for Louisiana to reach its goal of expanding early college access across the state. These findings are provided in the following categories for consideration:

- Universal Access and Equity
- Funding Mechanisms
- Course Access and Pathways
- Instructor Support and Program Integrity
- Communication, Outreach and Public Reporting

V. Findings and Considerations

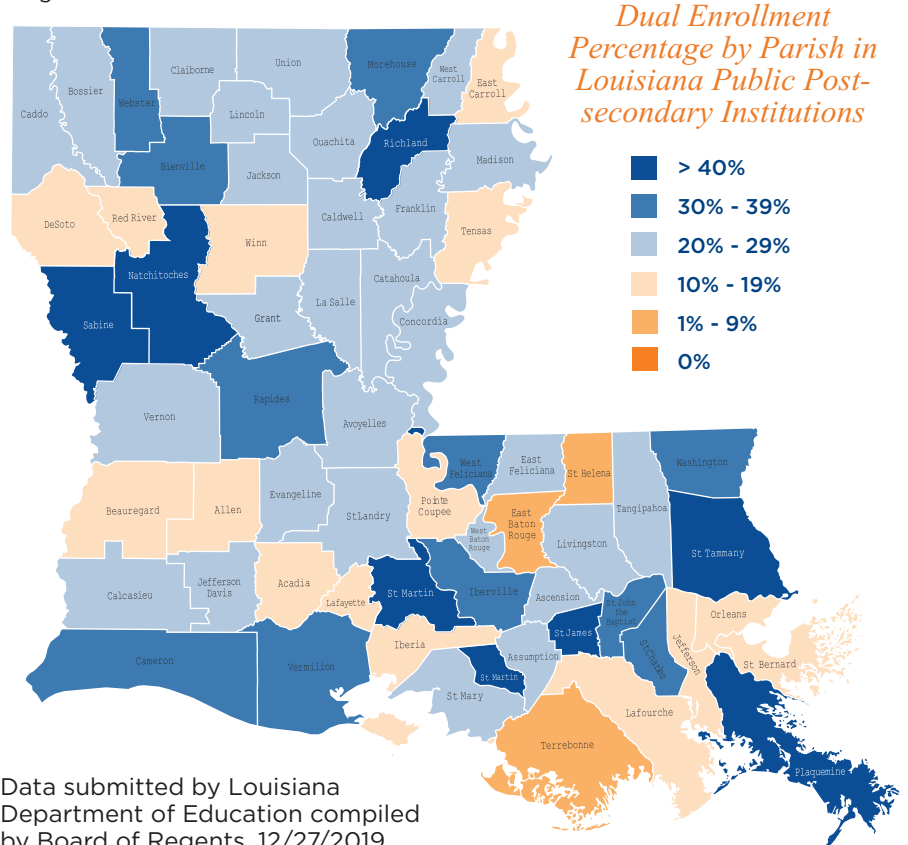
A. Universal Access and Equity

Findings

Ensuring universal access to dual enrollment will yield a student population in dual enrollment which mirrors the demographic, socioeconomic and geographic grades 9-12 student population. Louisiana's 9-12 population in 2017-18 was 47% white, 43% African American, 6% Hispanic, and 4% other. Yet, of the 19,648 students in dual enrollment courses, demographic analysis showed 65% white, 27% African American, 4% Hispanic, and 4% other. Figure C highlights the low participation rate in dual enrollment among students in many rural parishes.

Historically, Louisiana has not specified a clear equity goal for dual enrollment nor does the state have a uniform framework to ensure equal access. As a result, dual enrollment in Louisiana is varied and complex, resulting in different course offerings, funding mechanisms and opportunities. Adoption of a statewide dual enrollment framework to ensure universal access and equity of opportunity is critical to reaching the recently agreed shared goal of Board of Elementary and Secondary Education and the Board of Regents for all graduates of Louisiana public high schools, beginning with the high school freshman class of

Figure C



Data submitted by Louisiana Department of Education compiled by Board of Regents, 12/27/2019

Sources:

1. Dual Enrollment Students - LA Board of Regents Statewide Student Profile System Preparatory Students
2. High School Juniors and Seniors - LA DOE High School Session 2017-2018

Notes:

1. Dual Enrollment % = counts of prep students/counts of HS juniors & seniors
2. 1,607 prep students were reported out of 8,588 HS juniors & seniors in unknown parishes

2025 (senior class of 2029), to complete high school having earned college credit (academic and/or career-technical), a post-secondary credential of value, or both.

Conditions Necessary for Success

1. Alignment of policies and practices overseen by BESE, including the K-12 accountability systems, to incentivize increased dual enrollment completion with a focus on access and equity.

Louisiana's high school accountability system has long rewarded schools for Advanced Placement and dual enrollment participation. However, significantly higher weightings for demonstrated proficiency on a single AP or CLEP exam than for passing a college course is impacting school and student course-taking behavior. BESE and the Accountability Commission should review these and other incentives, to consider ways to further reward schools that successfully demonstrate equitable outcomes in dual enrollment completion and demonstrated course proficiency.

2. Capacity-building to support high-quality academic and career-technical course offerings across the state.

Effectively navigating the complexity of dual enrollment systems that span K-12 and postsecondary systems is difficult for administrators and counselors across the state. There are some excellent dual enrollment opportunities in Louisiana, but schools and colleges not already engaged are often isolated from firmly established programs. Schools would benefit from a resource guide and information sessions with postsecondary institutions to learn more about the academic and career and technical dual enrollment offerings as well as the various delivery models available. This could enhance the opportunities for students in Louisiana. In addition, counselors, college admissions officers, CTE directors, and dual enrollment managers would benefit from an enhanced communication infrastructure, a

centralized one-stop shop website linking training, shared resources, and professional networks to facilitate peer learning. Finally, access to timely, accurate information about dual enrollment is essential for parents and students.

3. Dual enrollment resources and regional training for professional school counselors and college admissions counselors, to encourage program consistency and success.

Examples were provided to the Task Force of tools and resources used in Tennessee and Idaho to support school counselors in advising students on college and career pathways. For example, Tennessee has eliminated the counselors' role in test proctoring, runs regional workshops, provides data tools for counselors to use in assessing student college readiness, and has created a designation process for schools that exceed standards on advising, college and career planning, and a curriculum linked to guided pathways. Louisiana's existing school counseling model should be reviewed to account for the standards specific to pathway counseling.

4. Resources and training for instructional faculty to ensure higher-quality offerings that meet accreditation requirements.

Ensuring universal access to dual enrollment will require the preparation and education necessary for high school teachers to meet the accreditation requirements that would allow them to join college faculty in



offering dual enrollment courses. In addition all SACSCOC and Council on Occupational Education criteria regarding resources and student support would need to be addressed. The Statewide Dual Enrollment Framework can provide a road map for the effective establishment of dual enrollment programs that meet accreditation requirements, contain the appropriate content and rigor necessary in college courses, support faculty to ensure quality of instruction and provide strong educational experiences for students taking both academic and CTE courses.

5. Regular evaluations conducted by the Department of Education and the Board of Regents of the effectiveness of dual enrollment programs to determine necessary improvements.

In the past, Regents has conducted a few analyses of student success in coursework subsequent to dual enrollment, but has not undertaken comprehensive or targeted evaluations. Conducting evaluations will help identify specific areas of strength and those in need of improvement to ensure that rigorous coursework and appropriate student support are available across Louisiana, to ensure statewide progress toward equity goals.



B. Funding Mechanisms

Findings

The Task Force envisions a future in which each high school student in Louisiana is able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and other expenses that students may otherwise incur minimized, including textbook, testing, and transportation costs. Without sufficient resources available to support the equitable delivery of dual enrollment, the considerable variability in course offerings and costs across schools and colleges limits access for many students. In many cases, costs incurred by families prohibit or limit enrollment.

Supplemental Course Allocation (SCA) funds are a valuable incentive for public schools to offer dual enrollment, but insufficient to cover the full cost of dual enrollment for some school systems – including textbooks

and materials. Despite these increases, most schools exhaust their SCA funds due to increased participation in SCA courses. Many schools subsidize additional student participation in SCA courses with general funds. Conversely, according to Louisiana Department of Education records, approximately 8% of SCA funds (\$1.5 million) allocated last year were not committed at the end of the academic year and were redistributed to schools systems in accordance with Act 482 of the 2014 legislative session and used for summer school coursework that was inclusive of Dual Enrollment.

The capacity to expand access to career-technical dual enrollment courses is often limited by the added costs of equipment and materials. Department of Education data show that SCA funds subsidized close to 9,000 dual enrollments in the 2018-19 academic year for technical courses, indicating public schools are relying on SCA as a key funding mechanism for these courses. Though some

students taking dual enrollment courses in high-demand fields receive TOPS Tech Early Start scholarships, LOSFA data show there has been a significant decline in their utilization, with 50% fewer dollars awarded in scholarships in 2018-19 than five years earlier. TOPS Tech Early Start is used extensively by some schools, but funds as little as one-third of technical dual enrollment courses due to limitations on the award amount and student eligibility restrictions. The postsecondary education funding formula indirectly incentivizes public institutions to enroll high school students by including them in student credit hour calculations. Once these students matriculate to college after graduation, institutions are rewarded for their progression toward a postsecondary credential.

In addition, there is no specific funding for intensive cohort-based pathway programs that integrate preparation with dual enrollment coursework, including Early College High Schools and Career Academies.

Conditions Necessary for Success

1. A reliable funding stream or combination of funding sources to support the state's vision of universal access to dual enrollment.

This requires that existing state and federal funding streams be utilized to their full extent to ensure equitable participation in dual enrollment. The Task Force may include additional recommendations regarding long-term funding of dual enrollment in its final report to the Legislature by October 1, 2020.

2. Initial investment in capacity-building to support both the teaching corps needed to implement universal access to dual enrollment and the infrastructure to ensure more students are prepared and eligible to participate.

The state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase dual enrollment access and equity in areas of high need, as described in the recommendations on page 15.

3. Funding mechanisms that provide incentives for public K-12 and postsecondary institutions to expand access to underserved students and achieve equity in dual enrollment participation.

Legislation establishing the Task Force asked it to consider ways in which performance-based funding for both K-12 and post-

secondary institutions might further the goal of universal access to dual enrollment. The Task Force examined the ways in which Louisiana schools and institutions of higher education utilize existing funding streams, as well as funding mechanisms in other states, particularly Georgia, Idaho, Indiana, Kentucky, and Oklahoma. The Task Force recommends that any dual enrollment funding rewards behavior that increases access for students and locations currently underserved, and helps to reduce equity gaps in student participation and performance in dual enrollment.

4. Schools and/or colleges provide tuition and fee waivers to students experiencing economic hardship.

Under Louisiana Act 240 of 2019, each public school's governing authority must adopt and publish a policy on the collection of student fees. This law was enacted to ensure that students are not prevented from participating in curricular or co-curricular programs solely due to their inability to pay. Each school board's fees policy must include a process for students, parents, or guardians to request and receive an economic hardship waiver for any school fee. Department of Education guidance clarified that this law applies to dual enrollment courses. School boards were required to adopt these policies by December 1, 2019. Successful implementation of this law and commitment by all partners to eliminating tuition and fees for students experiencing economic hardship will further the Task

Force's goal of reducing financial barriers to providing universal access to dual enrollment.

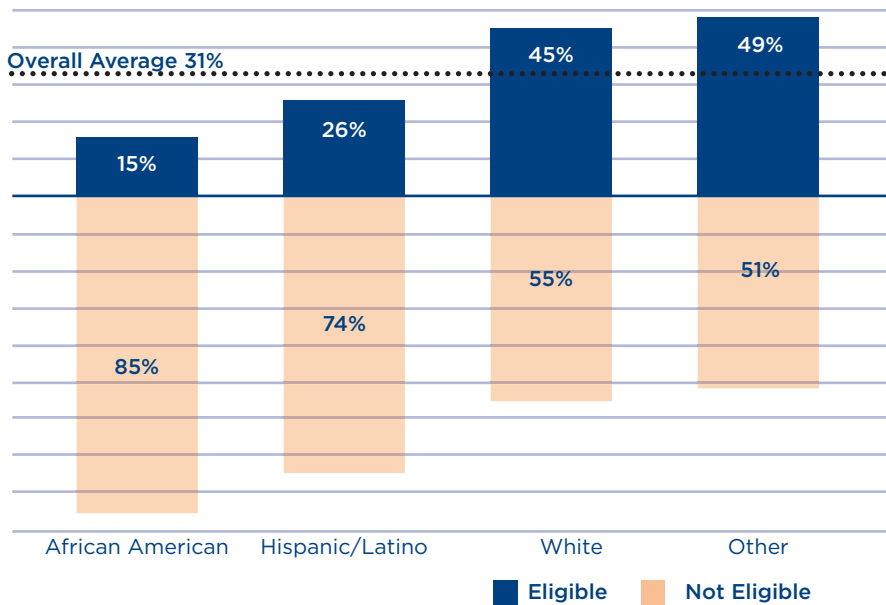
5. A uniform pricing structure to ensure affordability of dual enrollment courses, to include maximum and/or minimum tuition and fees.

Dual enrollment tuition and fees charged by colleges and universities to students or schools vary widely, from \$35 to \$170 per credit hour. Interviews and surveys of school officials reveal that some high schools provide one or more dual enrollment courses at no cost to students, often funded by SCA funds. SCA does not require schools to provide SCA-funded courses for free, but schools often do so for a predetermined number of courses per student or until funds are exhausted. Among the legislative charges assigned to the Task Force were to research and consider a process to establish a uniform pricing structure for dual enrollment courses offered by each public postsecondary education institution with the ability to honor existing MOUs. Regents staff conferred with public university systems' Chief Financial Officers and presented to the Task Force a draft framework of such a pricing structure. Having reviewed this information, the Task Force recommends continued deliberation on uniform pricing in the context of the funding system to be used to promote equitable access to quality dual enrollment opportunities for students in all school districts across Louisiana.

Figure D

% of Grade 12 Students Eligible for Academic Dual Enrollment

Source
Louisiana Department of Education.
Strategic Data, Analytics and
Accountability Division



C. Course Access and Pathways

Findings

A 2019 report by the College in High School Alliance and Education Strategy Group noted the importance of state policy and coordination in ensuring that geography does not determine student access to dual enrollment courses and that barriers do not unnecessarily limit participation in dual enrollment in academic and career areas of interest (Unlocking Potential, 2019). This report, and a May 2018 report by the Education Commission of the States, emphasized steps to broaden access to dual enrollment coursework for middle-achieving students through more flexible student eligibility standards, pre-collegiate experiences to prepare students for dual enrollment, and a wider range of course offerings, including collegiate courses in technical fields (Zinth & Barnett, 2018). In Louisiana, 83 public high schools have fewer than 5% of students in dual enrollment courses, with nearly half of these reporting no enrollment, according to data re-

ported to the U.S. Department of Education's Civil Rights Data Collection. Within schools offering dual enrollment, many have persistent inequities in student participation when viewed by gender, race/ethnicity, and income status. Disparities in participation is highly correlated with inequitable academic preparation, as shown in Figure D. Only 31% of 12th grade students in 2017-18 met the current eligibility requirements to enroll in an academic dual enrollment course. While 45% of white students met eligibility requirements, only 15% of African American students and 26% of Hispanic/Latino students were eligible.

Effective Fall 2018, statewide minimum eligibility policies established by the Board of Regents (Academic Affairs Policy 2.22) require students to meet three minimum criteria for participation in academic dual enrollment courses: (1) an ACT composite score of at least 19; (2) minimum ACT subject scores in Math (19) and English (18); and (3) a minimum 2.5 grade point average (GPA). Individual postsecondary institutions may

establish higher eligibility or course-specific placement criteria, as well as additional requirements and fees. This complex eligibility structure, compared to minimal eligibility requirements in other states, results in confusion among dual enrollment administrators and directly affects the number of students who are able to participate.

In addition, there has been limited implementation of high school transition courses designed for high school seniors who do not meet college readiness standards in English and mathematics. Limited funding for early assessments, such as the Pre-ACT, decrease schools' ability to identify and prepare all students for participation in dual enrollment and qualify them for courses earlier than in their senior year.

In 2014, the Louisiana Department of Education launched a career-technical education graduation diploma known as Jump Start, significantly increasing the number of high school students able to graduate with an industry-based credential. Dual enrollment enhances the value of Jump Start diplomas by enabling students to earn transferable college credit, providing students an opportunity to earn stackable postsecondary certificates and degrees. It is notable, however, that some high schools and career centers have developed extensive career pathways featuring dual enrollment courses connected to industry-based credentials, while others have only limited dual enrollment options.



Conditions Necessary for Success

To successfully promote course access and create pathways to explore college and career options, the following four conditions are necessary:

1. Universal early use of predictive assessments to identify students potentially eligible for dual enrollment and those in need of additional preparation in order to qualify.

Data obtained from early predictive assessments will allow secondary schools to analyze student scores and determine future dual enrollment eligibility. In addition, early assessments will provide schools the opportunity to implement supports needed to help students meet readiness standards.

2. Widespread implementation of transition courses, including identification of students by the end of their sophomore year who are not on track to meet Regents' college readiness standards.

In response to early predictive assessment, transition courses can provide necessary interven-

tion for students not on track towards college readiness standards. According to a recent scan by the Education Commission of the States, 29 states are offering interventions through transition courses to students who fall below college readiness standards. In addition to transition courses, intervention methods such as tutoring, mentoring, career assessment, and non-academic supports, can be deployed to assist students.

3. Continued support for technical dual enrollment courses through the expansion of technical options for all students.

The successful launch in 2014 of the Jump Start graduation pathway has resulted in significant increases in the number of high school students earning industry-based credentials. Dual enrollment enhances the value of Jump Start diplomas by enabling students to earn transferable college credit toward stackable postsecondary certificates and degrees. The Louisiana Department of Education, Workforce Investment Council, and Louisiana Community and Technical College System (LCTCS) should identify ad-

ditional ways to encourage schools to offer more advanced and higher-value credentials featuring dual enrollment as part of Jump Start. Additionally, many students completing a TOPS University Diploma can also benefit from taking career and technical dual enrollment courses. LCTCS should consider additional ways to incorporate technical dual enrollment in Louisiana's draft state plan and accountability metrics for implementing the federal Perkins Career and Technical Education Act.

4. Alignment of dual enrollment courses to established academic and career pathways leading to college certificates and degrees, to ensure courses taken are highly applicable to students' future postsecondary success.

Dual enrollment pathways can help students confirm or rule out potential academic and career interests, minimizing the earning of excess course credits and their associated costs. Pathways can be developed in a way that enables a student to complete credit applicable to any postsecondary credential the student decides to pursue.



D. Instructor Support and Program Integrity

Findings

According to recent interviews with practitioners from across the state, there is considerable variation in levels of training and academic oversight provided by colleges and universities to dual enrollment instructors. In many cases, it is incumbent upon the academic department by which the course is being offered to provide instructors with professional development and access to course materials, and no formal or standardized structures exist for providing such support. Inconsistency is a key issue: while some instructors receive frequent, tailored training from their college or university, others report limited engagement and oversight. Public institutions report recent increased emphasis

on instructor oversight due to the Regents' Public Postsecondary Quality Guidelines for Dual Enrollment, effective 2018, which specify academic oversight expectations and formal training for instructors and facilitators.

In addition, high schools have found it challenging to recruit and retain teachers with the credentials necessary to teach dual enrollment courses—or to fund certification of new instructors. For the delivery of courses applicable to undergraduate degree programs, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines on Faculty Qualifications call for instructors to have at least a master's degree along with at least 18 hours of graduate coursework in their discipline. SACSCOC's Dual Enrollment Policy Statement clarifies that dual enrollment instructors should

possess the minimum credentials required of campus faculty. Like many other states across the country, Louisiana is experiencing a shortage of high school instructors who meet this requirement. Nevertheless, only a few graduate institutions, such as Louisiana Tech University, offer free or discounted coursework for high school instructors to meet credentialing requirements.

In light of the shortage, many Louisiana colleges and universities offer dual enrollment courses taught by regular college faculty, either in the classroom or online. Another strategy used by some Louisiana colleges and universities to fill the need is the hybrid Instructor of Record/Facilitator model, in which a non-credentialed high school instructor facilitates the course and a credentialed university faculty member serves as

the Instructor of Record. While this model has expanded access to dual enrollment, it requires significant investment of campus resources to be implemented with academic integrity.

Conditions Necessary for Success

1. Building teacher corps capacity to incentivize high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university.

To address the shortage of credentialed instructors, programs or incentives should be developed for high school teachers to obtain graduate coursework or technical certifications necessary to serve as dual enrollment instructors. For example, the state could develop a financial aid program for potential dual enrollment instructors that leverages state, federal Title II and/or other aligned funding, similar to programs implemented in Colorado, Indiana, Minnesota, Ohio, and Wyoming. The state could also work with local school districts to offer incentives (such as stipends or supplements) for dual enrollment instructors who complete graduate coursework. Additionally, universities could utilize alternate course delivery models, such as online courses, to facilitate the completion of graduate credit. Graduate programs at both Louisiana Tech and LSU are already targeting

high school instructors seeking advanced credentials; these could be enhanced and expanded with state investment and coordination.

2. Increased levels of training and academic oversight of dual enrollment instructors and facilitators provided by colleges and universities.

To ensure program integrity, colleges and universities should provide increased training for and academic oversight of dual enrollment instructors. To fulfill their duties, academic departments need institutional resources and support, including college-wide guidelines for offering professional development, access to course materials, and evaluation of courses.

E. Communication, Outreach and Public Reporting

The Task Force recognized the significant communication and outreach necessary to ensure parents and students are well informed of the benefits of and requirements for participation in dual enrollment. Our universal access goal will not be accomplished if student participation and success, especially among underserved populations, are not significantly increased. This requires a robust engagement strategy to reach and empower school superintendents, school boards, administrators, teachers, counselors, postsecondary presidents and administrators, fac-

ulty, and staff, as well as K-12, higher education, and college access and parent engagement organizations, to participate in promoting universal access to dual enrollment.

As the state increases access, school counselors must be able to expand college and financial aid advisement to students. Unfortunately, these professionals have too many students and responsibilities that hinder their ability to help students effectively navigate complex dual enrollment systems and myriad of information attached to them. Online surveys distributed to school counselors throughout the state revealed severe challenges surrounding communication of dual enrollment opportunities, which included the consistency of available information, the ability to access needed information, and the timing of information distribution.

To monitor our success and continuing challenges, we must be accountable and annually report on our progress and next steps. Currently Louisiana lacks adequate annual reporting on dual enrollment. To monitor progress of the newly established Regents and BESE goal, the Department of Education and Board of Regents should implement transparent annual reporting on dual enrollment participation, performance, and equity at both school and institutional levels.

VI. 2020 Recommendations

At its inaugural meeting, the Task Force decided to prepare this interim report in January 2020 to provide guiding principles, highlight key findings and share initial recommendations.

The time is right to build on the momentum and interest in expanding dual enrollment opportunities in this state. Therefore, the Task Force recommends to the Governor and Legislature adoption of the guiding principles for universal access to dual enrollment and support for an initial seed investment to undertake the capacity-building necessary to advance universal access and expand early college opportunities.

Specifically, the state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase access and equity in dual enrollment in areas of high need, such as:

1. Incentives for high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university;
2. Incentives to increase student preparation and readiness, including but not limited to early predictive assessments, tutoring, test preparation and other effective interventions;

3. Incentives for high school counselors to receive the training necessary to support students in their dual enrollment course selections and overall program participation;

4. Support for districts to establish and sustain intensive cohort-based pathway programs that increase the preparation of students for college and careers, including Early College High Schools and Career Academies;

5. Development and adoption of Open Educational Resources to reduce textbook and materials costs; and

6. Expansion of innovative dual enrollment delivery methods through the usage of mobile Science, Technology, Engineering and Mathematics (STEM) laboratories throughout Louisiana.

This grant, combined with the following agency and board initiatives, can improve policy conditions and increase coordination to accelerate our success:

Board of Regents (Higher Education)

1. Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.

2. Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.

3. In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels including disaggregated data.

4. Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.

Board of Elementary and Secondary Education (K-12)

1. Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.



2. Explore a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.

Department of Education (K-12)

1. Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.

2. In coordination with the Board of Regents, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.

3. Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.

4. Continue alignment of technical dual enrollment courses with Jump Start programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.

A final report will be submitted to the Legislature, as required by Act 128, by October 1, 2020. The Task Force will continue to meet to discuss further refinement of the Statewide Framework, work with agencies to implement necessary already-identified system improvements and continue research and data analysis.

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Appendix A

2019 Regular Session

ACT No. 128

ENROLLED

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

BY SENATOR MORRISH

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

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:183.3(A)(1)(b) is hereby amended and reenacted, and R.S.
9 17:2922.1 is hereby enacted to read as follows:

10 §183.3. Career major; description; curriculum and graduation requirements

11 A.(1)(a) * * *

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

17 * * *

18 **§2922.1. Dual Enrollment Framework Task Force, creation, purpose,**
19 **membership, definitions, reporting, termination**

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

Page 1 of 5

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

- 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.

SB NO. 243

ENROLLED

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: _____

Page 5 of 5

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Appendix B

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Dual Enrollment Framework Task Force Commission Agenda

July 24, 2019

10:00 a.m.

Richland Parish School Board Meeting Room
411 Foster St., Rayville, LA 71269

Objective:

- Make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to all qualified public high school juniors and seniors.

Agenda Items:

1. Call to Order & Roll Call
2. Welcome
 - The Honorable John Bel Edwards, Governor, State of Louisiana
3. Election of Chair
4. Overview of Legislation
5. State of Dual Enrollment in Louisiana
 - Overview
 - Discussion by LCTCS
6. Statewide Systems of Dual Enrollment Frameworks Across the Country: Lessons Learned
 - Adam Lowe, Advisor at Education Strategy Group
7. Discussion of Process and Next Steps
8. Other Business

Proposed Next Meetings

Monday, September 9, 2019

Monday, November 4, 2019

Monday, February 17, 2019

| <u>Member</u> | <u>Title</u> | <u>Seat Information as listed in statute</u> |
|------------------------------|--|--|
| Mr. Donald Songy | Education Policy Advisor, Office of the Governor | (1) The governor or his designee. |
| Dr. Kim Hunter Reed | Commissioner of Higher Education | (2) The commissioner of higher education or his designee. |
| Mr. Ken Bradford | Assistant Superintendent | (3) The state superintendent of education or his designee |
| Ms. Doris Voitier | State Board of Elementary and Secondary Education Member | (4) The president of the State Board of Elementary and Secondary Education or his designee |
| Dr. Janet Pope | Executive Director of the Louisiana School Boards Association | (5) The executive director of the Louisiana School Boards Association or his designee. |
| Mr. Mike Faulk | Executive Director of the Louisiana Association of School Superintendents | (6) The executive director of the Louisiana Association of School Superintendents or his designee. |
| Mr. Tomy Byler | Principal at North Vermillion High School | (7) The executive director of the Louisiana Association of Principals or his designee. |
| Ms. Denise Latour | Past President of the Louisiana School Counselor Association | (8) The president of the Louisiana School Counselor Association or his designee. |
| Dr. Jeannine O. Kahn | Provost & Vice President for Academic Affairs | (9) The chairman of the College and Career Readiness Commission or his designee. |
| Ms. Carrie Griffin Monica | Executive Director of Stand for Children | (10) Stand for Children |
| Mr. Barry Erwin | President & CEO of Council for A Better Louisiana | (11) Council for a Better Louisiana |
| Ms. Linda Johnson | Louisiana Association of Public Charter Schools | (12) Louisiana Public Charter School Association |

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Dual Enrollment Framework Task Force

October 7, 2019
12 p.m. – 3:30 p.m.
South Louisiana Community College
Health & Sciences Building Auditorium
Lafayette, LA

Agenda Items:

- 12:00 p.m.-12:05 p.m.: **Call to Order, Roll Call & Approval of September 9, 2019 Minutes**
- 12:05 p.m.- 2:00 p.m.: **Financial Models & Uniform Tuition/Fees**
 - Terrence Ginn, Deputy Commissioner for Finance and Administration
 - Matthew LaBruyere, Associate Commissioner for Finance and Administration
- 2:00 p.m. – 2: 45 p.m.: **Accountability Measures**
 - Dr. Erin Bendily, Assistant Superintendent, Policy and Governmental Affairs at Louisiana Department of Education
- 2:45 p.m. – 3:15 p.m.: **Showcase of Local Partnerships**
 - Alex Melton, Principal of Early College Academy
 - Andre Perez, Executive Director for Academic Initiatives at SLCC
 - Caronda Bean, Director of Dual Enrollment at SLCC
 - Amanda Doyle, Director of University Connection at ULL
- 3:15 p.m.- 3:30 p.m.: **Next Steps & Adjournment**

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Dual Enrollment Framework Task Force

November 4, 2019 12 p.m. to 3:30 p.m.

Louisiana Tech at Bossier Parish Community College
Building H- Conference Room 418
6220 E. Texas Street
Bossier City, LA 71111

1. 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of October 7, 2019 Minutes**
2. 12:05 p.m.- 12:25 p.m.: **Recommendations by College & Career Readiness Commission**
 - Dr. Jim Henderson, *President and CEO, University of Louisiana System*
3. 12:25 p.m.- 1:10 p.m. **Findings from Statewide Dual Enrollment Program Interviews & Communication Surveys**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Lauren Norton, *Senior Associate, Education Strategy Group*
 - Mellynn Baker, *Institutional Research Associate, Louisiana Board of Regents*
4. 1:10 p.m. – 1:55 p.m.: **Communications & Outreach**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Dr. Lupe Lamadrid, *Senior Policy Analyst, Louisiana Board of Regents*
5. 1:55 p.m.- 2:35 p.m.: **Showcase of Local Partnerships**
 - Dr. Keisha Smith, *State Director for Louisiana, Education Trust*
 - Dr. Melva Williams, *Vice Chancellor for Student Affairs and Enrollment Management, Southern University at Shreveport*
 - Gordan D. Ford, *Executive Director and Chief Executive Officer, Lincoln Preparatory School*
 - Dr. Barry Morales, *Director of Dual Enrollment, Louisiana Tech*
6. 2:35 p.m.- 3:25 p.m.: **Career & Technical Education Discussion**
 - Ken Bradford, *Assistant Superintendent, Louisiana Department of Education*
 - Dr. René Cintrón, *Chief Academic Affairs Officer, LCTCS*
 - Alexandra Ekstron, *Program Director, High School Initiatives, BPCC*
 - Lynne McCoy, *Director of Academic Outreach, BPCC*
 - Jayda Spillers, *Principal, Bossier Parish School for Technology and Innovative Learning*
7. 3:25 p.m.- 3:30 p.m.: **Public Comments, Next Steps, & Adjournment**

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Dual Enrollment Framework Task Force

December 2, 2019 1 p.m. to 4 p.m.

LSU Foundation
3796 Nicholson Dr.
Baton Rouge, LA 70802

1. 1:00 p.m. - 1:05 p.m.: **Call to Order, Roll Call & Approval of November 4, 2019 Minutes**
2. 1:05 p.m. – 1:20 p.m.: **LSU College Readiness Dual Enrollment Program**
 - Dr. Matthew R. Lee, *LSU Vice Provost for Academic Programs and Support Services*
 - Phoebe B. Rouse, *LSU College Readiness Dual Enrollment Program Director*
3. 1:20 - 1:30 p.m.: **Review of Legislation & Charge of Task Force**
4. 1:30 p.m. - 2:15 p.m.: **Discussion of Draft Guiding Principles**
5. 2:15 p.m. - 3:00 p.m.: **Discussion of Foundational Areas to Address**
6. 3:00 p.m. - 3:45 p.m.: **Discussion of Conditions Necessary for Success**
7. 3:45 p.m. - 4:00 p.m.: **Public Comments, Next Steps, & Adjournment**

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William S. Jewell, Student

Dual Enrollment Framework Task Force

January 6, 2020
12 p.m. to 3 p.m.
Claiborne Building- Rm. 1-135 (Iowa Room)
1201 N 3rd St.
Baton Rouge, LA 70802

- 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of December 2, 2019 Minutes**
- 12:05 p.m. -12:15 p.m.: **Public Comments**
- 12:15 p.m.- 2:00 p.m.: **Discussion and Approval of Draft Dual Enrollment Report**
- 2:00 p.m.- 2:30 p.m.: **Discussion of Next Steps**
- 2:40 p.m.- 3:00 p.m.: **Other Business & Adjournment**

Appendix C



Louisiana Dual Enrollment Task Force Key Informant Interview Summary of Findings

Prepared by Adam I. Lowe and Lauren Norton | October 2019

Goals & Approach

- To inform the Dual Enrollment Task Force by soliciting additional insights into dual enrollment practices and priorities from K12 and higher education leaders
- To collect examples of successful programs that can be highlighted
- Representatives of 15 colleges and universities and 10 superintendents, principals, and counselors from varied programs across the state interviewed by phone

Key Takeaways from Our Interviews

- Considerable variability in financing dual enrollment limits access for many students
- Access is limited primarily to students already likely to succeed in college
- While navigational supports are available, they are inconsistently utilized
- Numerous approaches aim to address the gap in credentialed instructors
- Principals and counselors expressed several challenges with communications

Near Term Opportunities

- Set equity goals and measure and report progress.
- Simplify complex Board of Regents and TOPS Tech Early Start Student Eligibility requirements.
- Build on Jumpstart momentum to expand Career and Technical dual enrollment course-taking.
- Develop a state communications hub and infrastructure.
- Replicate successful pathway programs like Early College, Career Academies, and the Extension Academy pilot.

Longer Term Opportunities

- Offer and use earlier predictive assessments to identify students potentially eligible for dual enrollment.
- Reduce financial burden incurred by students and families.
- Consider increased weighting for dual enrollment courses in the high school Accountability System.
- Support continued institutional improvement of academic quality and course oversight.
- Expand pool of dual enrollment instructors through graduate programs and professional development.

DUAL ENROLLMENT COMMUNICATION SURVEY



Board of Regents staff administered a 7 question survey regarding dual enrollment communication. This survey was sent to members of the Louisiana Association of Principals and the Louisiana School Counselor Association.

DEMOGRAPHICS

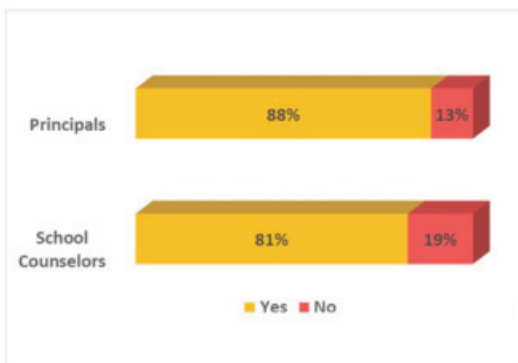


48 Principals
36 School Counselors

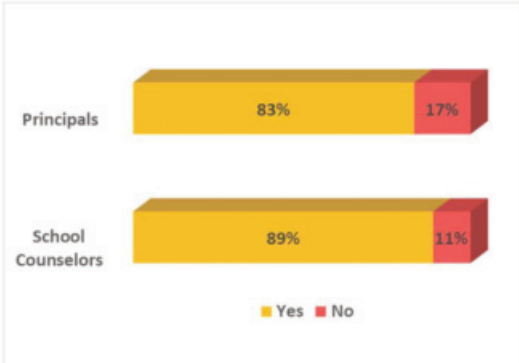


59 Cities

ARE YOU SATISFIED WITH DUAL ENROLLMENT COMMUNICATION?



ARE YOU SATISFIED WITH DUAL ENROLLMENT RESOURCES?



TOP 3 METHODS OF RECEIVING INFORMATION CONCERNING DUAL ENROLLMENT

- #### SCHOOL COUNSELORS
1. COLLEGES
 2. LOCAL SCHOOL DISTRICT
 3. LDOE

- #### PRINCIPALS
1. LOCAL SCHOOL DISTRICT
 2. COLLEGES
 3. LDOE

CHALLENGES OF COMMUNICATION:

"At this point, there are several inconsistencies between universities."

"I never know when things change unless I look. I have close contact with my college partnership and ask them directly."

"I don't really receive information concerning dual enrollment policies."



ACKNOWLEDGEMENTS

This report was adopted unanimously by the Dual Enrollment Task Force on February 19, 2020. Members of the Task Force who contributed to the report's findings attended seven meetings over eight months held in communities across the state and provided feedback on numerous drafts of the report include:

Dr. Kim Hunter Reed, Co-Chair of Dual Enrollment Task Force and Commissioner of Higher Education, Louisiana Board of Regents

Mike Faulk, Co-Chair of Dual Enrollment Task Force and Executive Director, Louisiana Association of School Superintendents

Ken Bradford, Assistant Superintendent, Louisiana Department of Education

Tommy Byler, Principal of North Vermillion High School, Louisiana Association of Principals designee

Barry Erwin, President & CEO, Council for A Better Louisiana

Richard Hartley, Education Policy Advisor, Office of the Governor

Donald Songy, Education Policy Advisor, Office of the Governor

Linda Johnson, President of GEO Charter Schools, Louisiana Association of Public Charter Schools designee

Dr. Jeannine O. Kahn, Provost & Vice President for Academic Affairs of University of Louisiana System, College and Career Readiness Commission designee

Denise Latour, School Counselor of Ponchatoula High School, Past-President Louisiana School Counselor Association

Carrie Griffin Monica, Executive Director, Stand for Children Louisiana

Dr. Janet Pope, Executive Director, Louisiana School Boards Association

Doris Voitier, Superintendent of St. Bernard Parish School District, Board of Elementary and Secondary Education designee

We would also like to express our gratitude for the dozens of college, university, school district, and school leaders who informed the Task Force's work through individual conversations, presentations or public comment at Task Force meetings, and by providing comments on the draft report. This report was prepared primarily by Board of Regents staff Mellynn Baker and Lupe Lamadrid, with assistance from Education Strategy Group's Adam Lowe and Lauren Norton. Significant assistance, particularly in data analysis, was provided by numerous staff members of the Board of Regents, Louisiana Department of Education, and Louisiana Office of Student Financial Assistance staff. Graphic design by Venessa Lewis.



Louisiana

DUAL ENROLLMENT

2021 Annual Report



2018-19
School Year

Table of Contents

| | |
|---|-----------|
| Welcome..... | 2 |
| Key Takeaways..... | 3 |
| Dual Enrollment Provided by Public Postsecondary Institutions..... | 4 |
| Course-Taking Patterns..... | 5 |
| Delivery Methods..... | 5 |
| Course Grades..... | 6 |
| Subjects Taken..... | 6 |
| Providers..... | 9 |
| Participation by School Type..... | 10 |
| Equity Analysis..... | 11 |
| Earning Postsecondary Credentials in High School..... | 13 |
| Dual Enrollment Taken by Public High School Graduates..... | 15 |
| Student Participation..... | 15 |
| Equity Analysis..... | 16 |
| Participation by High School Type..... | 19 |
| Recommendations..... | 22 |
| About this Report..... | 24 |

June 2021

To better understand dual enrollment participation and equity, the Louisiana Board of Regents integrated K-12 and higher education data systems to better capture student demographics and understand opportunities to increase access. This first annual comprehensive report features data from the 2018-19 school year – the last school year completed prior to the COVID-19 pandemic. The report examines data from two perspectives:

- *A snapshot in time* – the dual enrollment courses provided by public colleges and universities during the 2018-19 school year.
- *Student patterns in participation* – all dual enrollment courses taken by the 2018-19 high school graduates over the span of their high school experience.

DUAL ENROLLMENT ANNUAL REPORT WELCOME



Kim Hunter Reed, Ph.D.



Cade Brumley, Ed.D.

Increasing the number of students who complete college courses in high school is an important shared goal, as we work to improve educational outcomes and expand opportunity in our state. Studies show that students who participate in dual enrollment are more likely to enroll in college, persist and complete. That is why it's a key student success strategy here in Louisiana and across the nation.

To advance our work, in 2019 Louisiana's K-12 and postsecondary education policy boards (BESE and Board of Regents) jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. This action, coupled with the creation by the Louisiana Legislature of the state Dual Enrollment Task Force, set the expectation for universal access to dual enrollment and launched innovative efforts to redesign the high school experience for our state's students.

In February 2020, the Dual Enrollment Task Force charged Regents and the Department of Education to report annually on dual enrollment participation, performance, and equity at both school and institutional levels. This statewide report is our first analysis of our dual enrollment efforts. It is designed to acknowledge progress, identify opportunities and illuminate persistent equity gaps, demonstrating our agencies' commitment to advancing and improving students' dual enrollment participation.

The content of this year's report celebrates the 32% of the public high school graduating class of

2018-19 who took at least one dual enrollment course. The report identifies five exemplary schools where 100% of graduates completed at least one dual enrollment course, as well as nine where 100% of minority graduates did so. Despite these remarkable schools, the opportunity to begin college in high school through an academic or career/technical course is out of reach for too many of Louisiana's students. We are committed to change that.

Looking ahead, we are collaborating on the launch of the Fast Forward initiative, designed to increase the number of students graduating high school with an associate's degree or apprenticeship in a high-demand field. This pilot, combined with the ongoing dual enrollment work highlighted in this report, represents the kind of system redesign that has the power to expand affordable college and career opportunities in our state. The report analysis furthers our resolve to analyze barriers to success and remove them. Later this year our agencies will bolster the state's efforts to promote dual enrollment by launching an online dual enrollment informational portal for education leaders, parents, and students.

We value the innovative and collaborative work of teachers and faculty, school and campus leaders who contributed to the outcomes included in this report. Your efforts will equip the next generation of students for educational and economic success. We look forward to building on the momentum and welcome additional talent development champions to join our efforts to educate Louisiana's students.

A handwritten signature in black ink that reads "Kim Hunter Reed".

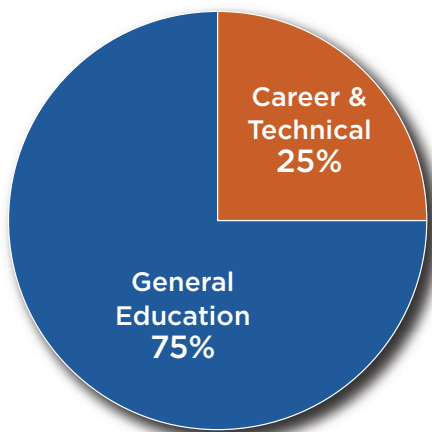
Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

A handwritten signature in black ink that reads "Cade Brumley".

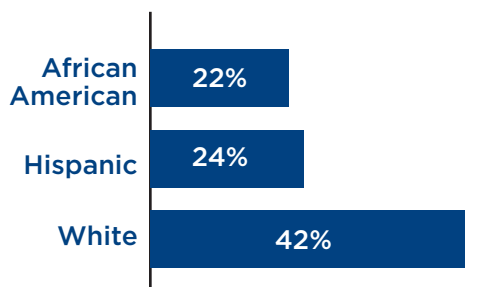
Cade Brumley, Ed.D.
State Superintendent of Education

LOUISIANA DUAL ENROLLMENT ANNUAL REPORT 2018-19 SCHOOL YEAR

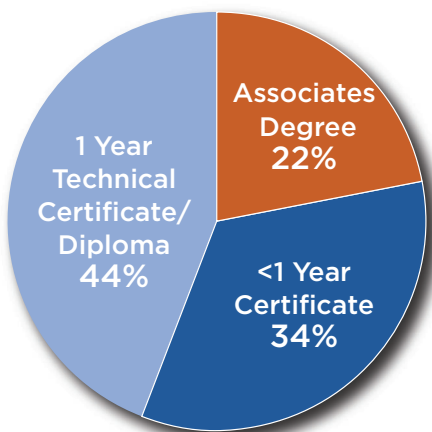
KEY TAKEAWAYS



Dual Enrollment Courses by Field



Rates of Dual Enrollment Participation



Postsecondary Credentials Earned

Dual Enrollment is Critical to College Transition

• Key to Meeting the 2029 Goal

In ten years, the Board of Elementary and Secondary Education and the Board of Regents want every student to graduate high school with college credit or a postsecondary credential of value. In 2018-19, nearly 1/3 of graduates did so thanks to completing a dual enrollment course - the largest such transition program.

• Students Take Transferable Courses

Over 90% of general education courses taken by students are highly transferable courses listed on the Regents' Course Academic Matrix. Mathematics, English Language and Literature, and History courses represented half of dual enrollment courses taken.

Equity Gaps in Dual Enrollment

• Large Gaps in Participation by Race Need to Be Addressed

Among the 2018-19 public high school graduating class, 32% completed at least one dual enrollment course. However, there was a 20-percentage point gap in participation between African American and White students, 18-percentage points for Hispanic students.

• Which School a Student Attends Impacts Participation

A significant portion of the racial equity gap lies in the differential rates of participation among schools with high percentages of students of color. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color.

Opportunities to Strengthen College and Career Pathways

• Limited Participation in Many Technical Fields

Of the total statewide dual enrollments in Career and Technical fields, half are in two areas: Health Professions and Precision Production (mostly Welding). Opportunities abound to grow dual enrollment in other fields.

• Postsecondary Credentials in High School

Only 684 students graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college. Students at two early college partnerships earned nearly half of the degrees of one year or longer.

DUAL ENROLLMENT PROVIDED BY PUBLIC POSTSECONDARY INSTITUTIONS

Statewide, 28 public colleges and universities enrolled 26,378 high school students in 69,954 dual enrollment college courses during the **2018-19 school year** (including summers). These figures encompass all high school students enrolled in a college course at one of Louisiana's public colleges or universities - including those who attended any type of Louisiana public or non-public school, as well as home-schooled and out-of-state students. In the majority of cases, high school students enrolled in a college course also earn dual credit toward their high school graduation requirements. The remainder of this section presents the entire universe of high school students enrolled in college courses at public colleges and universities (except where otherwise noted).

Due to the timing of the data collection and reporting, this report focuses on the 2018-19 school year. This was the last school year completed prior to the COVID-19 pandemic. Future reports will attempt to document the impact of the pandemic on dual enrollment.

These data represent an 8% decline in student participation from 2017-18, largely resulting from revisions to the Regents' dual enrollment policy, which increased minimum student eligibility requirements for general education courses.

These requirements - including a uniform GPA, ACT composite score, and ACT subject-specific

score - were higher than the requirements previously used by many colleges and universities.

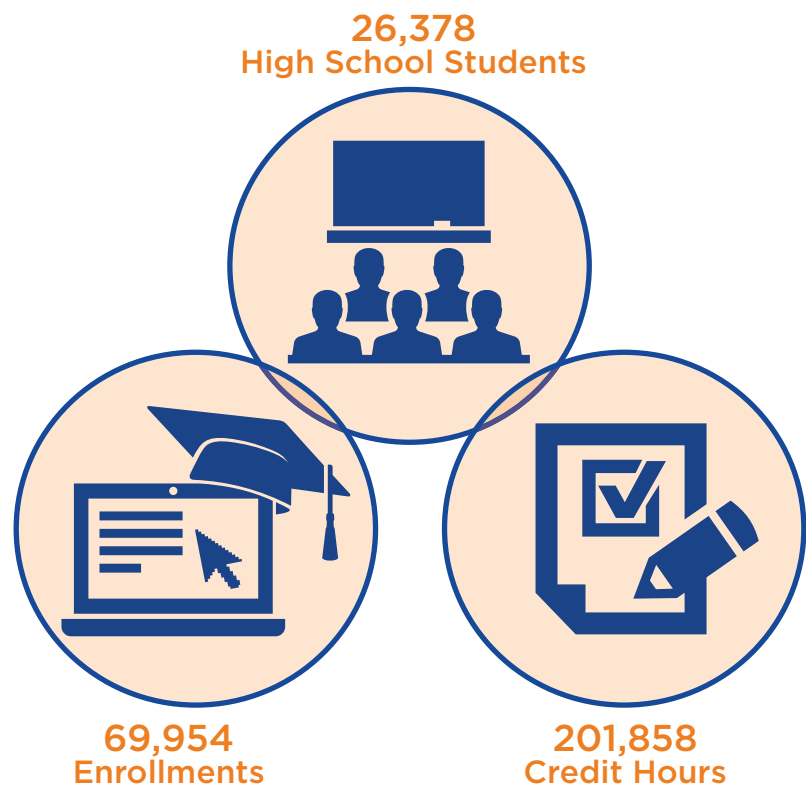
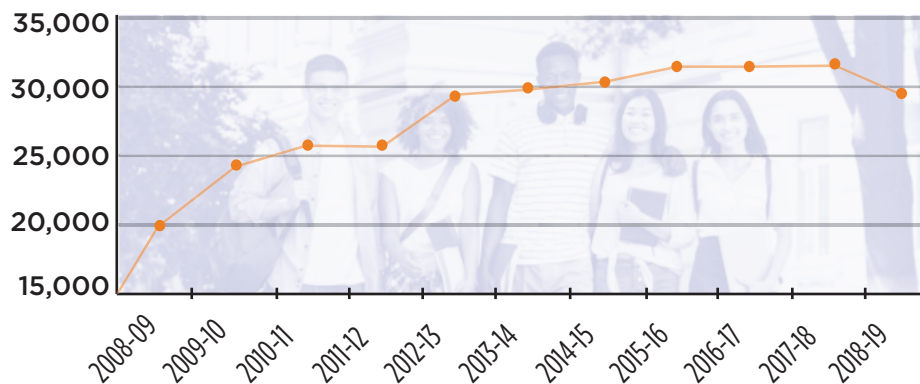


Figure 1: Dual Enrollment Student Enrollment Over Time



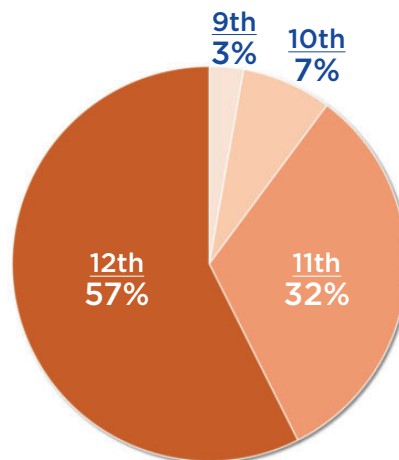
Course-Taking Patterns

In 2018-19, the majority of high school students taking dual enrollment at public colleges and universities were in 12th grade, with 90% in either 11th or 12th grade. The average student took 2.7 courses, with 75% of students enrolled in three or fewer courses.

Delivery Methods

Even prior to the COVID-19 pandemic, nearly all of Louisiana's public colleges and universities had high school students participating in online and hybrid (50-99% delivered online) dual enrollment courses. These delivery methods have increased access in rural communities where it can be challenging to find teachers with the necessary credentials to teach at a postsecondary level. Enrollment in online (8,062) and hybrid (723) courses represented 13% of dual enrollment at public institutions in 2018-19. Campuses

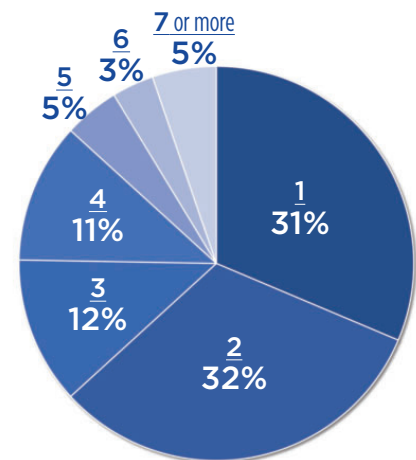
Figure 2: Dual Enrollment Students by High School Grade Level



with the largest high school enrollment in online and hybrid courses include Northwestern State University, Louisiana Tech University, LSU Eunice, LSU Alexandria, and Bossier Parish Community College.

An additional on-site model used to expand access in Louisiana is the Instructor of Record/Facilitator model, in

Figure 3: Number of Dual Enrollment Courses Taken by High School Students



which a credentialed university faculty member works with and trains a high school instructor to collaboratively deliver faculty-developed instructional materials and assessments. This model is used by the two large programs run by Southeastern Louisiana University and LSU A&M, and is represented in the counts of students taking courses on-site.

Table 1: Percent of Dual Enrollments by Delivery Method

| System | Online | Hybrid | On-Site |
|--|------------|-----------|------------|
| Louisiana Community & Technical College System | 8% | 2% | 91% |
| Louisiana State University System | 17% | 1% | 83% |
| Southern University System | 6% | 0% | 94% |
| University of Louisiana System | 14% | 1% | 86% |
| Statewide | 12% | 1% | 87% |



Course Grades

The vast majority of students succeeded in dual enrollment courses, with 91% receiving an A, B, or C. Another 3% passed with a marginal D grade, which often will limit the transferability of the credit.

A disparity of 5% in A, B, or C passing rates exists between African American and White students, as well as for students identified by the Department as economically disadvantaged based on low household incomes.

Due to the timing of institutional reporting to Regents, 16% of course outcomes were coded as incomplete in the Student Profile System. There is no reason to think these incompletes resulted in substantially different outcomes than those courses for which grades were recorded.

Subjects Taken

Dual enrollment courses are available for students in a wide range of subject areas related to students' ultimate college degrees and career pathways. Of the 69,954 course enrollments, 1,574 (2%) were classified as developmental or co-requisite education courses, with most of these offered by a handful of colleges and univer-

Figure 4: Course Grades by Race/Ethnicity

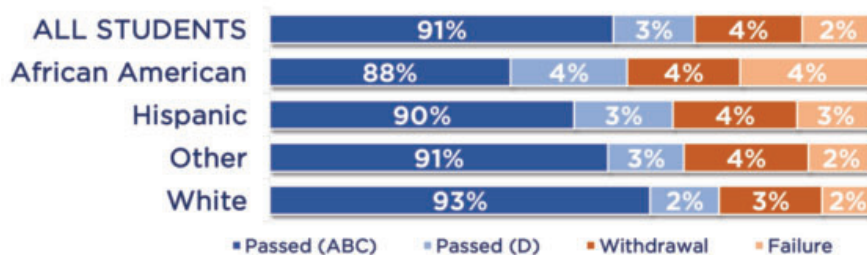


Figure 5: Course Grades by Economic Status

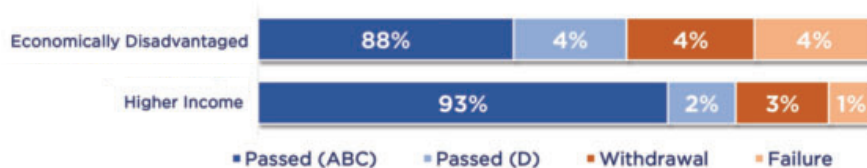


Table 2: Percent of Dual Enrollments by Field, by System

| System | Career & Technical Fields | General Education Fields |
|--|---------------------------|--------------------------|
| Louisiana Community & Technical College System | 60% | 40% |
| Louisiana State University System | 7% | 93% |
| Southern University System | 28% | 72% |
| University of Louisiana System | 3% | 97% |
| Statewide | 25% | 75% |

sities as opportunities to better prepare and transition students into college-credit-bearing courses. One-quarter of enroll-

ments were in career and technical fields, with half of these in Health Professions and Precision Production (primarily Welding).

Table 3: Dual Enrollments in General Education Fields, by Classification of Instructional Program

| General Education Fields | Enrollments | % of Total |
|---|---------------|------------|
| Mathematics & Statistics | 14,686 | 21% |
| English Language & Literature/Letters | 12,093 | 17% |
| History | 8,666 | 12% |
| Biological & Biomedical Sciences | 3,431 | 5% |
| Psychology | 2,798 | 4% |
| Social Sciences | 2,294 | 3% |
| Physical Sciences | 2,293 | 3% |
| Visual & Performing Arts | 2,152 | 3% |
| Foreign Languages, Literatures, & Linguistics | 1,606 | 2% |
| Communication, Journalism, & Related Programs | 1,197 | 2% |
| Other General Education Fields | 929 | 1% |
| Total, General Education Fields | 52,145 | 75% |

Mathematics, English language and literature, and history courses represented 51% of dual enrollment courses taken in 2018-19. Of the course enrollments in general education fields, 91% were listed on the Regents' Master Course Academic Matrix, a list of some of the most frequently taken courses across the state for which course equivalencies have been established to facilitate credit transfer.

Table 4: Dual Enrollments in General Education Academic Matrix Courses

| Matrix Common Course Name | Enrollments | % of Total |
|--|---------------|------------|
| College Algebra | 7,021 | 10% |
| English Composition I | 6,088 | 9% |
| English Composition II | 4,436 | 6% |
| Trigonometry | 3,768 | 5% |
| Intro to Psychology | 2,515 | 4% |
| Western Civilization I | 2,140 | 3% |
| American History II | 2,099 | 3% |
| Western Civilization II | 1,705 | 2% |
| American History I | 1,412 | 2% |
| Intro to Sociology | 1,162 | 2% |
| General Biology I (Science Majors) | 1,054 | 2% |
| Introductory Statistics | 816 | 1% |
| World Civilization I | 764 | 1% |
| Elementary Spanish I | 619 | <1% |
| Public Speaking | 601 | <1% |
| World Civilization II | 488 | <1% |
| Music Appreciation | 487 | <1% |
| Elementary Spanish II | 486 | <1% |
| Exploring the Arts | 426 | <1% |
| General Biology II (Science Majors) | 392 | <1% |
| Other General Education Matrix Courses | 8,820 | 13% |
| Total, General Education Matrix Courses | 47,299 | 68% |



Table 5: Dual Enrollments in Career & Technical Education Fields, by Classification of Instructional Program

| Career & Technical Education Fields | Enrollments | % of Total |
|--|---------------|------------|
| Health Professions & Related Programs | 5,830 | 8% |
| Precision Production (Including Welding) | 3,172 | 5% |
| Business, Management, Marketing & Related Support Services | 1,753 | 3% |
| Computer & Information Sciences & Support Services | 1,509 | 2% |
| Engineering/Engineering-Related Technologies/Technicians | 1,065 | 2% |
| Construction Trades | 1,031 | 1% |
| Mechanic & Repair Technologies/Technicians | 938 | 1% |
| Culinary, Entertainment & Personal Services | 764 | 1% |
| Engineering | 524 | <1% |
| Homeland Security, Law Enforcement, Firefighting & Related Protective Services | 330 | <1% |
| Other Career & Technical Fields | 893 | 1% |
| Total, Career & Technical Fields | 17,809 | 25% |

Table 6: Dual Enrollments in Career & Technical Education Matrix Courses

Of the total statewide enrollments in these fields, half were in just two areas: health professions and precision production (primarily welding). Opportunities abound to grow dual enrollment in other fields; fields notable for very minimal enrollment include education, agriculture, and communications technologies.

Of the course enrollments in career and technical education fields, 8% were listed on the Regents' Master Course Academic Matrix, which has expanded in recent years to include some of the most frequently taken career-related courses at both two- and four-year institutions to facilitate credit transfer.

| Career & Technical Education Fields | Enrollments | % of Total |
|---|--------------|------------|
| Medical Terminology | 490 | <1% |
| Computer Applications | 209 | <1% |
| Intro to Criminal Justice | 155 | <1% |
| General/Intro to Business Administration | 138 | <1% |
| Intro to Policing | 66 | <1% |
| Personal Finance | 54 | <1% |
| Nutrition | 44 | <1% |
| Intro to Corrections | 39 | <1% |
| Intro to Financial Accounting | 35 | <1% |
| Criminal Law | 34 | <1% |
| Other Career & Technical Education Matrix Courses | 107 | <1% |
| Total, Career & Technical Education Matrix Courses | 1,371 | 2% |

Providers

Table 7: Students Participating in Dual Enrollment, by System and College / University

| System | Students | Enrollments | % of Enrollments |
|--|----------|---------------|------------------|
| Louisiana Community & Technical College System | 10,948 | 25,921 | 37% |
| Louisiana State University System | 3,606 | 8,522 | 12% |
| Southern University System | 1,173 | 2,531 | 4% |
| University of Louisiana System | 12,272 | 32,980 | 47% |
| Statewide | | 69,954 | |

| College / University | Students | Enrollments | % of Enrollments |
|---|---------------|---------------|------------------|
| Louisiana Community & Technical College System | | | |
| Northshore Technical Community College | 1,762 | 4,467 | 6% |
| River Parishes Community College | 1,298 | 3,362 | 5% |
| Central Louisiana Technical Community College | 1,528 | 3,141 | 4% |
| South Louisiana Community College | 1,323 | 3,132 | 4% |
| Delgado Community College | 1,257 | 2,100 | 3% |
| Elaine P. Nunez Community College | 804 | 2,057 | 3% |
| Louisiana Delta Community College | 631 | 1,786 | 3% |
| SOWELA Technical Community College | 542 | 1,765 | 3% |
| Bossier Parish Community College | 782 | 1,422 | 2% |
| Baton Rouge Community College | 459 | 1,208 | 2% |
| L.E. Fletcher Technical Community College | 394 | 815 | 1% |
| Northwest Louisiana Technical College | 262 | 666 | 1% |
| Louisiana State University System | | | |
| LSU and A&M College | 2,121 | 3,836 | 5% |
| LSU of Alexandria | 559 | 1,835 | 3% |
| LSU Eunice | 609 | 1,794 | 3% |
| LSU Shreveport | 468 | 1,057 | 2% |
| Southern University System | | | |
| Southern University at Shreveport | 651 | 1,462 | 2% |
| Southern University and A&M College | 215 | 561 | 1% |
| Southern University at New Orleans | 307 | 508 | 1% |
| University of Louisiana System | | | |
| Southeastern Louisiana University | 3,705 | 7,374 | 11% |
| Louisiana Tech University | 2,725 | 7,269 | 10% |
| Northwestern State University | 1,905 | 6,023 | 9% |
| University of Louisiana at Monroe | 1,689 | 4,738 | 7% |
| McNeese State University | 994 | 3,817 | 5% |
| University of Louisiana at Lafayette | 811 | 1,651 | 2% |
| University of New Orleans | 783 | 1,405 | 2% |
| Nicholls State University | 317 | 638 | 1% |
| Grambling State University | 30 | 65 | 0% |
| Total, Public Colleges and Universities | 26,378 | 69,954 | |



Statewide, 28 public colleges and universities across all four systems enrolled 26,378 high school students in 69,954 dual enrollment college courses during the 2018-19 school year (including summers). Ten percent (2,553) of students took courses from more than one college or university.

Additional students appear in the Louisiana Department of Education’s Student Transcript System with codes for Louisiana independent colleges and out-of-state colleges. However, due to inconsistent reporting on this variable, we are unable to quantify the numbers of Louisiana students participating in dual enrollment through independent and out-of-state colleges.

Participation by School Type

At Louisiana public colleges and universities, 19% of dual enrollment high school students come from outside the public school system. Louisiana has the third-highest rate of Catholic and other non-public school enrollment of the fifty states. These students represent a sizable portion of many colleges’ high school student population – over 30% at LSU A&M, LSU of Alexandria, and Louisiana Tech University.

Figure 6: Participation by School Type

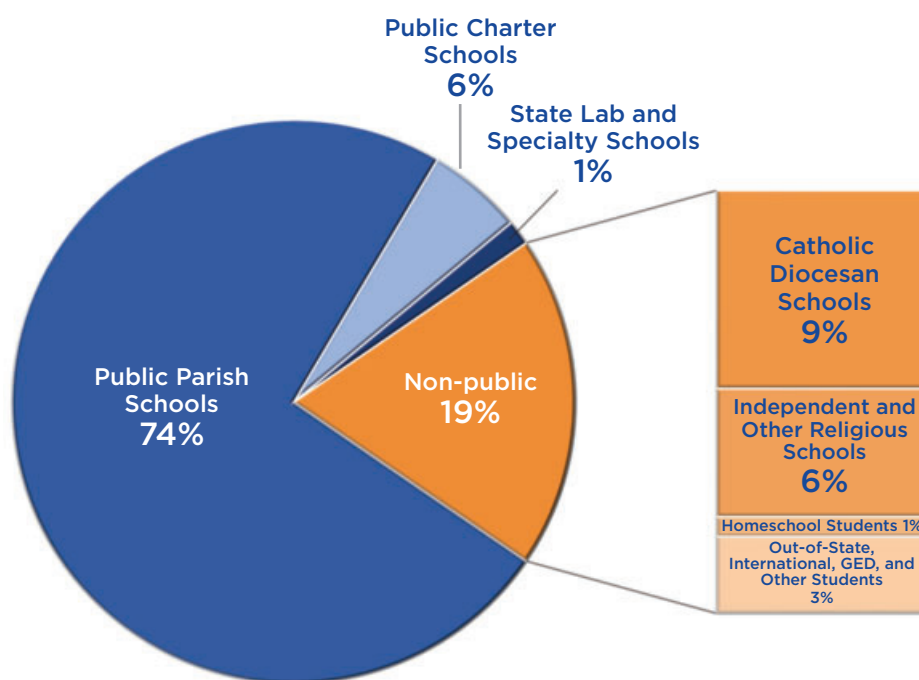


Table 8: Students Participating in Dual Enrollment, by School Type

| School Type | Enrollments |
|---|---------------|
| Public Parish Schools | 19,583 |
| Public Charter Schools | 1,458 |
| State Lab and Specialty Schools | 377 |
| Total, Public Schools | 21,418 |
| Catholic Diocesan Schools | 2,371 |
| Independent and Other Religious Schools | 1,534 |
| Homeschool Students | 236 |
| Out-of-State, International, GED and Other Students | 918 |
| Total, Non-public Schools | 5,059 |

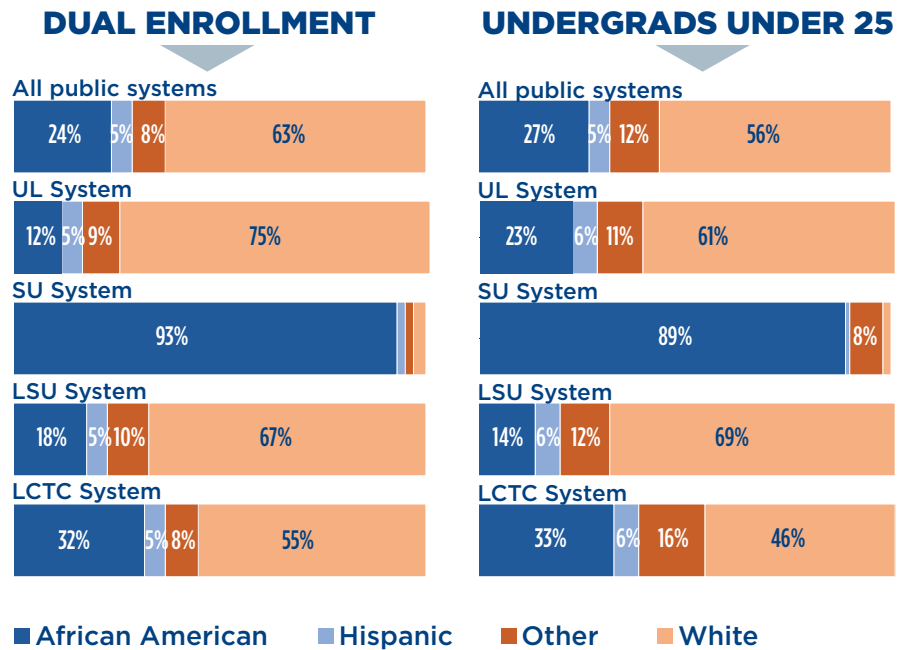
Equity Analysis

In 2018-19, students of color represented 37% of dual enrollment students in all Louisiana public colleges and universities. This is seven percentage points lower than undergraduate students of color under 25 years old attending a public college or university. The Southern University and Louisiana State University Systems are enrolling dual enrollment students of color at a higher rate than undergraduate students of color under 25 in those systems. The African American participation gap between dual enrollment and undergraduate populations is largest in the University of Louisiana System.

Both the Louisiana Community & Technical College System and the Louisiana State University System served much greater shares – 14 and 12 percentage points respectively – of the African American student population taking dual enrollment courses than their share of all dual enrollment students.

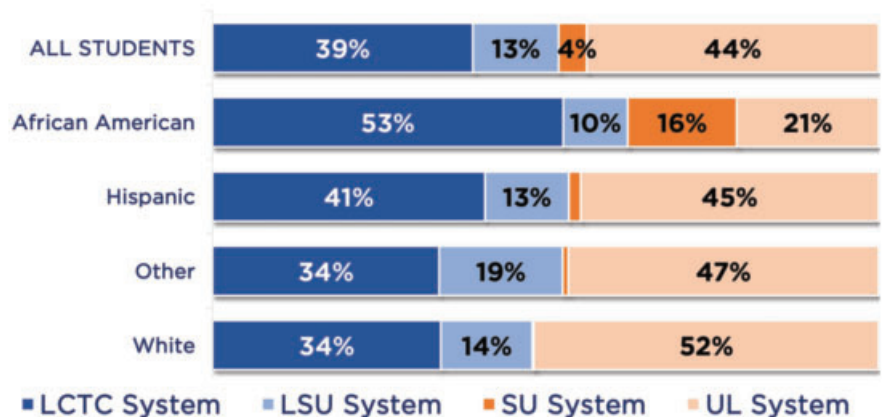


Figure 7: Race / Ethnicity Participation by Postsecondary System



“Other” includes small populations of students self-identifying as Multi-Racial, Asian, Native American, or Pacific Islander, or missing data (2% for dual enrollment, 3% for undergraduates under 25).

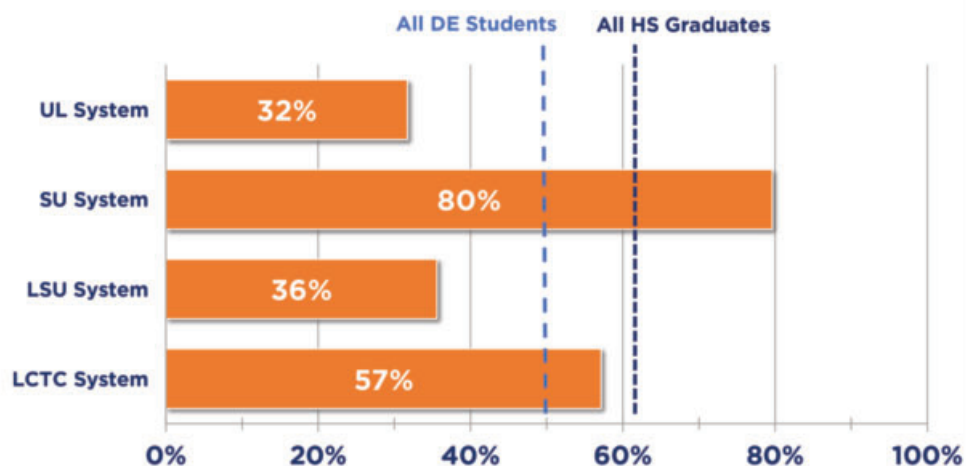
Figure 8: Share of Racial / Ethnic Populations Taking Dual Enrollment by Postsecondary System





Of the over 21,000 public school students taking dual enrollment courses from public colleges and universities, 46% are identified by the Louisiana Department of Education as economically disadvantaged based on student and family eligibility for a variety of governmental programs. These students, from lower-income families, represent 59% of the public high school graduating class of 2018-19. The dual enrollment participation gap by public school students from lower-income families is larger than average in both the Louisiana State University and University of Louisiana Systems, with fewer than 40% of their dual enrollment public school students from economically disadvantaged backgrounds.

Figure 9: Economically Disadvantaged Student Share of Public School Students Taking Dual Enrollment, by Postsecondary System



EARNING POSTSECONDARY CREDENTIALS IN HIGH SCHOOL

Regents' records of postsecondary credential completers include only 684 students who graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college, including portable certificates, diplomas, and associate's degrees. Nearly one-third (223) of these were in

short-term (less than nine credit hour) technical certificates. Nearly half of the one-year technical certificates, technical diplomas, and associate's degrees earned were through two strong partnerships: South Louisiana Community College's Early College Academy partnership with La-

fayette Parish Schools and the Early College Option established between Ascension Parish Schools and River Parishes Community College. Additionally, one private college operating in Louisiana - Bard College - graduated its first class of 20 New Orleans public school students with associate's degrees in spring 2020.

Table 9: High School Students Earning Postsecondary Credentials, By College

| Institution | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|--------------------|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| River Parishes CC | | | 119 | | 59 | 178 |
| Northshore Tech CC | 132 | | 1 | 1 | | 134 |
| Central LA Tech CC | 91 | 2 | 29 | 4 | | 126 |
| South Louisiana CC | | | 52 | 9 | 55 | 116 |
| Elaine P. Nunez CC | | | 18 | 11 | 7 | 36 |
| Delgado CC | | | 22 | | | 22 |
| Bossier Parish CC | | 4 | 13 | | 4 | 21 |
| Seven Others | | 3 | 23 | 2 | 23 | 51 |
| Total | 223 | 9 | 277 | 27 | 148 | 684 |

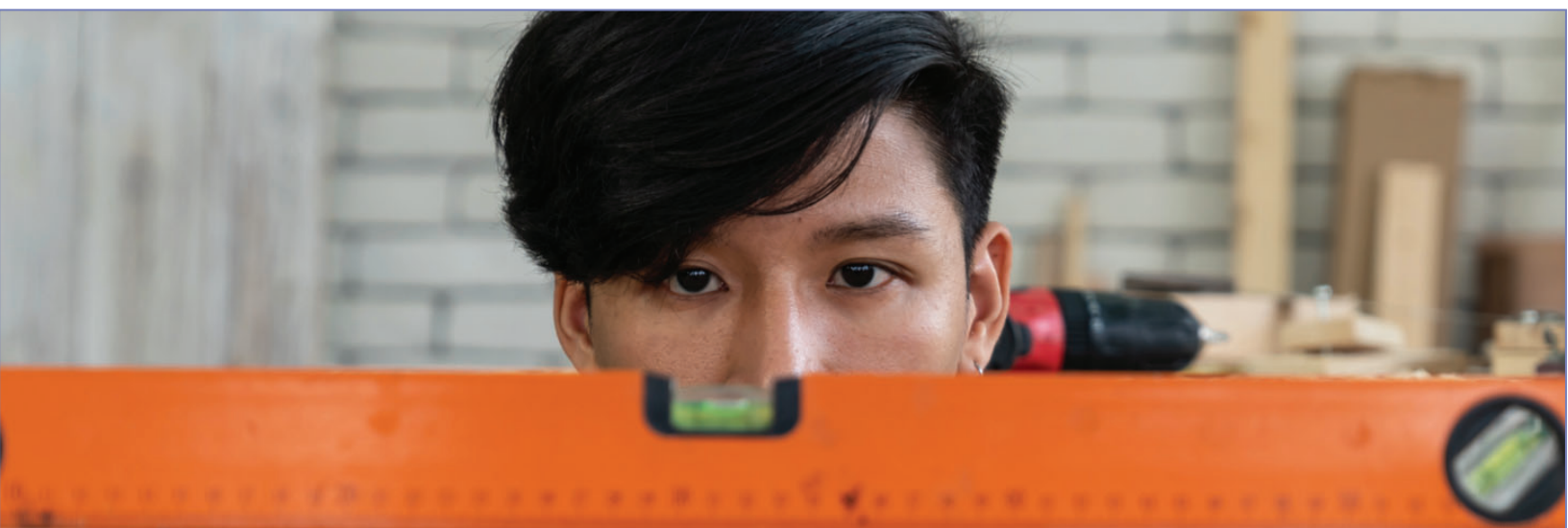




Table 10: High School Students Earning Postsecondary Credentials, By Program of Study

| Program of Study | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|---|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| Liberal Arts and Sciences; General Studies and Humanities | | | 184 | | 139 | 323 |
| Practical Nursing; Vocational Nursing and Nursing Assistants | 141 | | | | | 141 |
| Precision Metal Working | 36 | 2 | 19 | 13 | | 70 |
| Allied Health Diagnostic; Intervention; and Treatment Professions | 36 | 1 | | | | 37 |
| Health Aides/ Attendants/Orderlies | 3 | | 27 | | | 30 |
| Electrical and Power Transmission Installers | 3 | | 25 | 1 | | 29 |
| Heavy/Industrial Equipment Maintenance Technologies/ Technicians | | 3 | 4 | 12 | | 19 |
| Other Fields | 4 | 3 | 18 | 1 | 9 | 35 |
| Total | 223 | 9 | 277 | 27 | 148 | 684 |

Table 11: High School Students Earning Postsecondary Credentials, Top Five High Schools

| High School (Parish) | Certificate, <9 Hour | Certificate, 9+ Hour | Certificate, 1-year | Technical Diploma | Associate's Degree | Total Credentials |
|--|----------------------|----------------------|---------------------|-------------------|--------------------|-------------------|
| Early College Academy (Lafayette) | | | 47 | | 49 | 96 |
| Dutchtown High School (Ascension) | | | 65 | | 26 | 91 |
| Avoyelles High School (Avoyelles) | 25 | | 18 | 2 | | 45 |
| St. Amant High School (Ascension) | | | 26 | | 11 | 37 |
| East Ascension High School (Ascension) | | | 21 | | 15 | 36 |

DUAL ENROLLMENT TAKEN BY PUBLIC HIGH SCHOOL GRADUATES

Student Participation

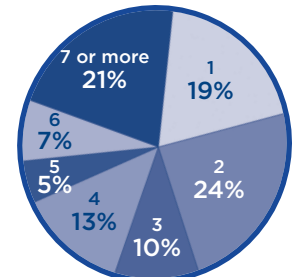
Statewide, 32% of the 42,410 students who graduated from public high schools in Louisiana in 2018-19 took at least one dual enrollment course. Over half these students took three or more dual enrollment courses over their high school experience. The remainder of this section includes this universe of public high school students who graduated in 2018-19.



13,697
Students



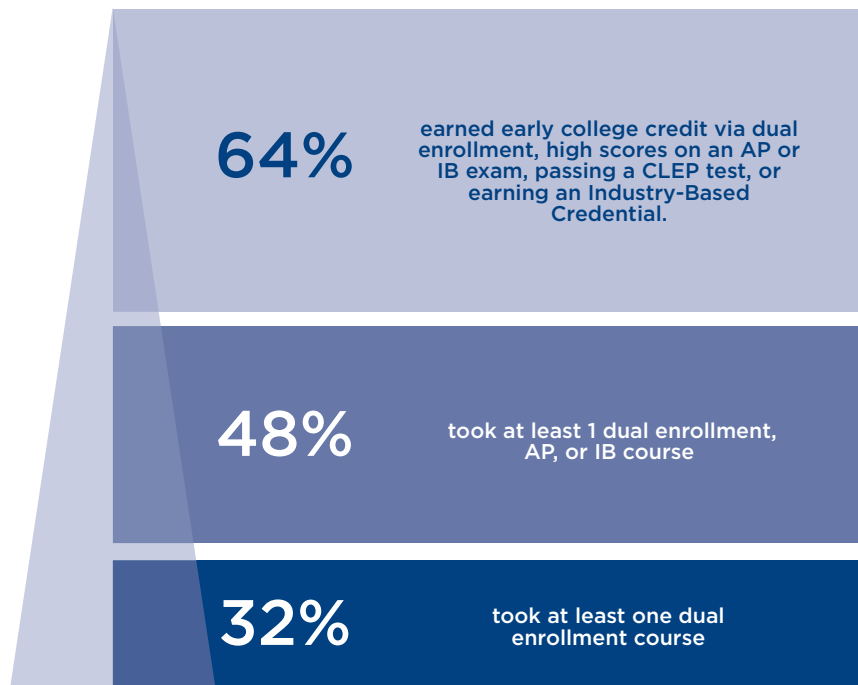
64,037
Enrollments



Average of 4.7
Courses Taken

Figure 10: 2018-19 Public High School Graduates Earning College Credit

In December 2019 the Board of Elementary and Secondary Education and the Board of Regents set a joint goal that every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both, beginning with the high school freshman class of 2025 (senior class of 2029). While the Regents is currently in the process of establishing recognized credentials of value, Department of Education data show that 64% of graduates earned early college credit via dual enrollment, high scores on an AP or IB exam, passing a CLEP test, or earning an Industry-Based Credential.





Of the 311 public high schools with at least one graduate in 2018-19, 16 (5%) were notable for having over 75% of their graduates participating in dual enrollment during high school.

Equity Analysis

Taking a rigorous, advanced course in high school, whether dual enrollment, Advanced Placement, or International

Baccalaureate, is one of the key college-preparatory experiences for students. Enrollment in advanced courses has been shown in numerous studies to increase college access, affordability, and completion. Yet in Louisiana there are large and persistent gaps in the participation rates of students of color compared with all students. In 2018-19, there was a 16 percentage point gap in the participation rate in advanced courses in

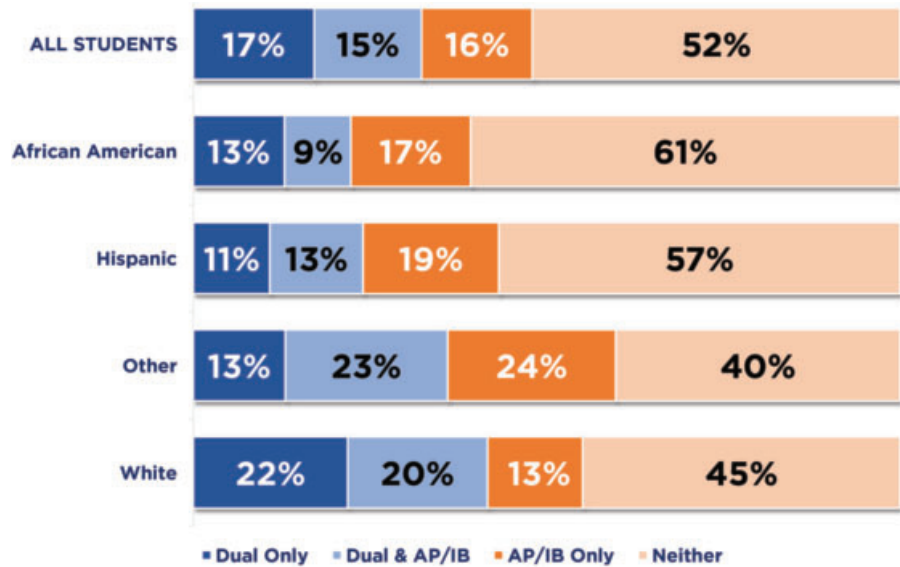
Louisiana public schools between African American students (39%) and their White student peers (55%). Looking solely at students who took at least one dual enrollment course, the gap increased to 20 percentage points between African American and White students. The Hispanic - White gap for all advanced courses was 12 percentage points; and 18 points for dual enrollment.

Table 12: High Schools with 75% or More of Graduates Who Took a Dual Enrollment Course

| High Schools | Graduates | Dual Enrollment Participation Rate |
|--|-----------|------------------------------------|
| Parish Schools | | |
| Early College Academy (Lafayette) | 57 | 100% |
| Plainview High School (Rapides) | 19 | 100% |
| John Martyn Community School (Jefferson) | <10 | 100% |
| Thomas Jefferson HS for Advanced Studies (Jefferson) | 99 | 99% |
| Red River High School (Red River) | 103 | 98% |
| Haynes Academy School for Advanced Studies (Jefferson) | 118 | 93% |
| Patrick F. Taylor Science & Technology Academy (Jefferson) | 75 | 81% |
| Phoenix High School (Plaquemines) | <10 | 78% |
| Maurepas School (Livingston) | 26 | 77% |
| Holden High School (Livingston) | 30 | 77% |
| Huntington High School (Caddo) | 172 | 75% |
| Charter Schools | | |
| Lincoln Preparatory School (Lincoln) | 38 | 100% |
| JS Clark Leadership Academy (St. Landry) | 18 | 100% |
| Avoyelles Public Charter School (Avoyelles) | 62 | 82% |
| State Lab and Specialty Schools | | |
| Thrive Academy (East Baton Rouge) | 17 | 88% |
| LSU Laboratory School (East Baton Rouge) | 117 | 83% |



Figure 11: 2018-19 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity



Despite the overall averages, some schools excel in providing dual enrollment opportunities to students of color.

Table 13: High Schools with 75% or More Graduates of Color Who Took a Dual Enrollment Course

| High Schools | Graduates of color | Dual Enrollment Participation Rate |
|---|--------------------|------------------------------------|
| Parish Schools | | |
| Evans High School (Vernon) | <10 | 100% |
| Hicks High School (Vernon) | <10 | 100% |
| Thomas Jefferson High School for Advanced Studies (Jefferson) | 55 | 100% |
| East Beauregard High School (Beauregard) | <10 | 100% |
| Plainview High School (Rapides) | <10 | 100% |
| Holden High School (Livingston) | <10 | 100% |
| Early College Academy (Lafayette) | 23 | 100% |
| Red River High School (Red River) | 73 | 99% |
| Haynes Academy School for Advanced Studies (Jefferson) | 50 | 92% |
| Phoenix High School (Plaquemines) | <10 | 77% |
| Patrick F. Taylor Science & Technology Academy (Jefferson) | 42 | 76% |
| Huntington High School (Caddo) | 165 | 75% |
| Charter Schools | | |
| Lincoln Preparatory School (Lincoln) | 37 | 100% |
| JS Clark Leadership Academy (St. Landry) | 18 | 100% |
| State Lab and Specialty Schools | | |
| Thrive Academy (East Baton Rouge) | 17 | 88% |



The equity gaps across income status are consistently high, with a 20 percentage point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 44%) and advanced courses overall (40% vs. 60%).

In recent years, female students have represented approximately 60% of students in higher education in Louisiana. The high rates of postsecondary participation by females are also reflected in dual enrollment, with 36% of female high school graduates completing at least one dual enrollment course, while only 28% of males did so. When advanced placement participation is included, the gap widens further, to 12 percentage points.

Of the 42,410 public high school graduates in 2018-19, 7% (2,893) were identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 22% enrolled in at least one advanced course during their high school careers, 28 percentage points below the rate for other graduates. For dual enrollment courses specifically, only 15% of students with disabilities participated, compared with 33% of their peers.

Figure 12: 2018-19 Public High School Graduates Who Took Advanced Courses, by Income Status

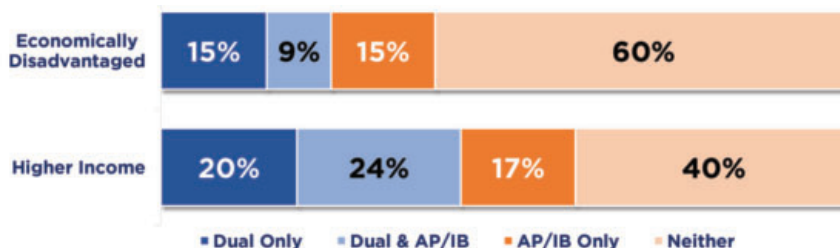


Figure 13: 2018-19 Public High School Graduates Who Took Advanced Courses, by Gender

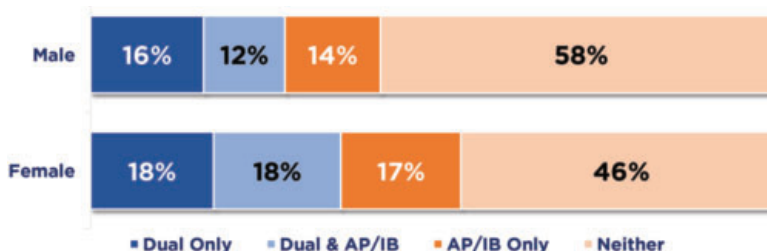


Figure 14: 2018-19 Public High School Graduates Who Took Advanced Courses, by Disability Status

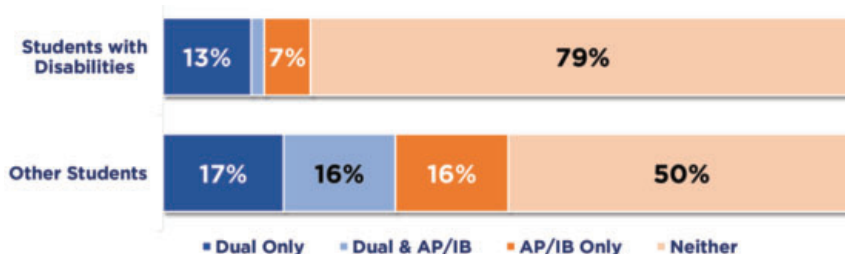


Table 14: High School Graduates Who Took a Dual Enrollment Course, By School Diversity

| % Students of Color | Dual Enrollment Participation Rate | # of Schools |
|---------------------|------------------------------------|--------------|
| 0-20% | 46% | 70 |
| 20-40% | 35% | 69 |
| 40-60% | 33% | 61 |
| 60-80% | 28% | 44 |
| 80-100% | 22% | 87 |
| All Schools | 32% | 331 |

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and high percentages of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color. A similar gap of 21 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to

those with high concentrations of poverty (greater than 80% economically disadvantaged).

Participation by High School Type

Of the 311 public high schools with at least one graduate in 2018-19, all but 16 (5%) had at least one student who participated in dual enrollment during high school.

The high rate of participation among State Lab and Specialty Schools is not surprising, given that most have selective admissions and strong connections with higher education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts, Louisiana School for

Table 15: High School Graduates Who Took a Dual Enrollment Course, By Income Status

| % Economically Disadvantaged | Dual Enrollment Participation Rate | # of Schools |
|------------------------------|------------------------------------|--------------|
| 0-40% | 43% | 38 |
| 40-60% | 38% | 104 |
| 60-80% | 25% | 108 |
| 80-100% | 22% | 81 |
| All Schools | 32% | 331 |

the Deaf, Louisiana School for the Visually Impaired, LSU Laboratory School, New Orleans Center for Creative Arts, Southern University Lab School, and Thrive Academy.

Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and three parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, and Virtual Academy of Lafourche). There are other parish-operated virtual high schools; however, students take courses from those schools and are recorded as graduates of their home high schools.

Table 16: Percent of High School Graduates Who Took a Dual Enrollment Course, By School Type

| Public High School Type | Dual Enrollment Participation Rate | # of Schools |
|---|------------------------------------|--------------|
| Parish Schools (Outside Orleans, Not Virtual) | 33% | 283 |
| Orleans Charter and OPSB Schools | 20% | 22 |
| Charter Schools (Outside Orleans) | 41% | 13 |
| State Lab and Specialty Schools | 64% | 7 |
| Virtual Schools | 33% | 6 |
| All Public Schools | 32% | 331 |

Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Locale

| Public High School Locale | Dual Enrollment Participation Rate | # of Schools |
|---------------------------|------------------------------------|--------------|
| City | 28% | 75 |
| Rural | 37% | 144 |
| Suburb | 33% | 49 |
| Town | 32% | 57 |
| Virtual | 33% | 6 |
| All Schools | 32% | 331 |

The 13 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; two schools had 100% of graduates participate, while three schools had none.

Participation rates in rural schools were five percentage points above average, while city schools were four percentage points below average. Less variation was seen by school size, though very small schools and large schools had below-average participation rates.

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

| School Size (# of graduates) | Dual Enrollment Participation Rate | # of Schools |
|------------------------------|------------------------------------|--------------|
| Very Large (250+) | 33% | 54 |
| Large (150-249) | 29% | 45 |
| Medium (75-149) | 34% | 87 |
| Small (25-74) | 34% | 107 |
| Very Small (1-24) | 28% | 38 |
| All Schools | 32% | 331 |

Participation rates vary statewide considerably, with Alexandria and Lake Charles considerably above average. The three statewide virtual schools are excluded, while the three operated by parishes were assigned to their associated regional labor market area.

Table 19: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area where School is Located

| % Students of Color | Dual Enrollment Participation Rate | # of Schools |
|---------------------|------------------------------------|--------------|
| Alexandria | 40% | 32 |
| Baton Rouge | 29% | 59 |
| Houma | 20% | 9 |
| Lafayette | 28% | 45 |
| Lake Charles | 37% | 42 |
| Monroe | 33% | 31 |
| New Orleans | 35% | 58 |
| Shreveport | 34% | 52 |
| All Schools | 32% | 328 |



Table 20: Parishes Where 50% or More of High School Graduates Took a Dual Enrollment Course (Includes Charter and State Schools)

| Parish | Dual Enrollment Participation Rate | # of Schools |
|----------------------|------------------------------------|--------------|
| Red River | 98% | 1 |
| St. John the Baptist | 67% | 2 |
| Grant | 65% | 3 |
| St. James | 65% | 2 |
| Caldwell | 55% | 1 |
| St. Martin | 51% | 3 |
| St. Tammany | 51% | 8 |
| Avoyelles | 50% | 5 |

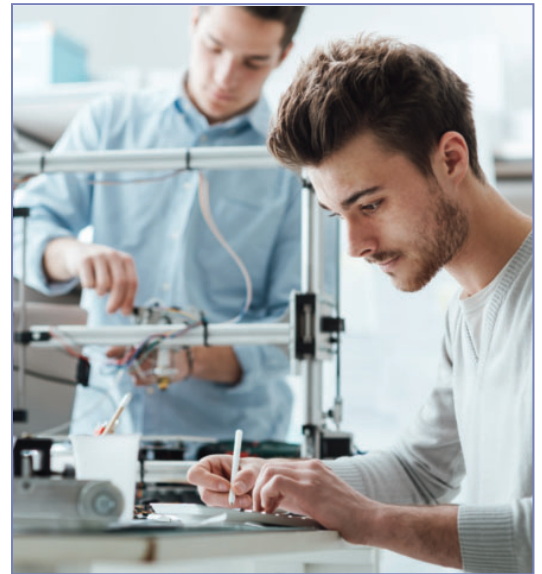
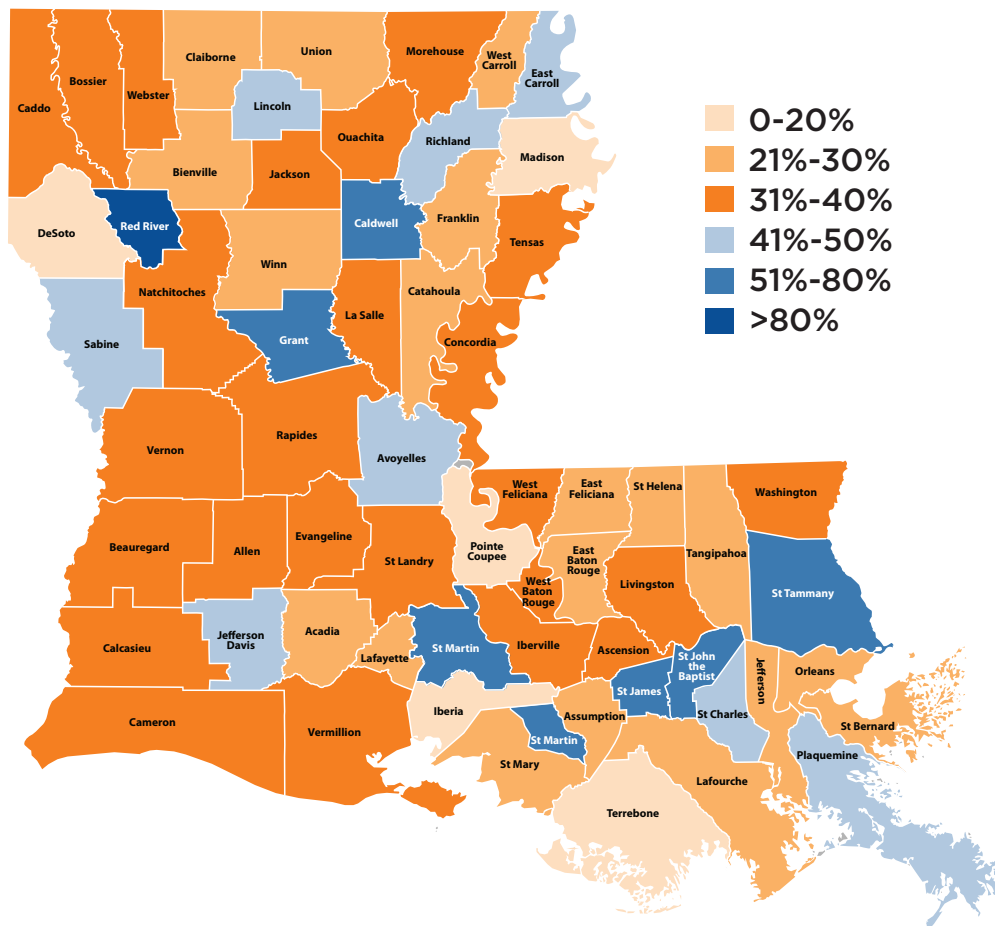


Figure 15: Percent of High School Graduates Who Took a Dual Enrollment Course (Includes Charter and State Schools)



RECOMMENDATIONS

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

Close the Equity Gaps in Dual Enrollment Participation.

Students who participate in dual enrollment are more likely to transition to college and their chances of success increase once in college. Yet the data show persistent racial and income gaps in dual enrollment participation, thus furthering equity gaps in college success. To achieve the state's goals to develop talent and eliminate equity gaps in higher education, much greater intentionality and commitment is needed from all high schools, school systems, colleges, and universities in harnessing these successful programs for the benefit of students of color, those from low-income households, first-generation students, and special education students.

As documented in the February 2020 Task Force report, disparities in participation are highly correlated with inequitable academic preparation. Stricter statewide minimum student eligibility rules for academic dual enrollment courses, which came into effect in Fall 2018, appear to have contributed to

an 8% decline in participation from the prior school year. More flexible minimum eligibility policies, such as those adopted by Regents during the COVID-19 pandemic and extended by the Board of Regents until Academic Year 2022-23, may be needed to enable students to demonstrate their ability to succeed based on multiple measures.

Increase Numbers of High School Students Earning a Postsecondary Credential of Value.

Research on student success in dual enrollment shows the value of high school students completing multiple courses on a pathway to attaining postsecondary credentials of value, including portable certificates, diplomas, and associate's degrees. Our analysis found only 684 students graduated in 2018-19 with both a high school diploma and a postsecondary credential from a public college, with 1/3 of credentials earned short-term (less than nine-credit-hour) technical certificates. Nearly half of all one-year technical certificates, technical diplomas, and associate's degrees are earned through two strong partnerships: South Louisiana Community College's Early College Academy partnership with Lafayette Parish Schools and the Early College Option led by As-

ension Parish Schools and River Parishes Community College.

Recent enhancements to the Jump Start high school diploma will encourage more students to earn the most valuable, advanced credentials promoted by the Workforce Investment Council and Regents' new Postsecondary Credentials of Value framework. Regents and the Department of Education have recently funded Fast Forward planning grants to enable partnerships in each of the state's eight Regional Labor Market Areas to develop student pathways to associate's degrees. Each partnership will create a redesigned high school experience that leads to both a high school diploma and an associate's degree via either a Jump Start 2.0 Associate's Degree Pathway or a TOPS University Associate's Degree Pathway aligned with the Louisiana Transfer Degree. Together, these initiatives will provide the framework for Louisiana schools and colleges to enhance their partnerships and evolve their practices so that more high school students can earn postsecondary credentials of value.



Expand and Promote Dual Enrollment in Career and Technical Subjects.

Louisiana has a rich history of innovation in career and technical education, with an increased focus and investment in quality high school career and technical programs since the 2014 launch of Jump Start. Dual enrollment in career and technical fields has not kept pace. With only 25% of all dual enrollments in career and technical classes in 2018-19, Louisiana lags behind leading states that are utilizing dual enrollment to align high school and college career pathways and accelerate students' attainment of postsecondary credentials in career fields. While this is consistent with 25% of students graduating high school with a career diploma, all graduates can benefit from early career exploration through college courses. Of the total statewide dual enrollments in CTE fields, half were in just two areas: Health Professions and Precision Production (primarily Welding). Opportunities abound to grow dual enroll-

ment in other fields, in particular those notable for very minimal enrollment, including Education, Agriculture, and Communications Technologies.

Increased investment by colleges in innovative dual enrollment delivery methods such as mobile Science, Technology, Engineering and Mathematics (STEM) laboratories can help increase accessibility to technical college courses in rural areas. To fund college course delivery and student participation, school districts can increase their use of federal Perkins Act funds, TOPS Tech Early Start scholarships, and offer Jump Start Summers to enable students to take dual enrollment coursework using unexpended Supplemental Course Academy funds.

Emphasize Transparency of Dual Enrollment Data Collection and Reporting.

This report represents the first attempt to prepare a comprehensive analysis of dual enrollment participation and programs in Louisiana, combin-

ing elements from both Board of Regents and Department of Education datasets. These databases are not warehoused in a centralized statewide longitudinal data system, as exists in the majority of states.

These agencies regularly work collaboratively on data sharing and research cooperation like this analysis, within the confines of Louisiana's strict student data privacy law. Our work highlights the need for continuous improvement of reporting mechanisms to achieve greater alignment of the two agencies' systems and improve data reported by high schools and institutions of higher education. As a result of revisions to data use agreements, future reporting will incorporate data from third-party vendors with exam results, such as ACT, CLEP, Advanced Placement, and International Baccalaureate. As part of their commitment to transparency that leads to greater public understanding, the agencies intend to build upon this year's annual report with future public reporting.

ABOUT THIS REPORT

This report was prepared by Adam Lowe and Nicole Osborne of the Education Strategy Group, under contract by the Louisiana Board of Regents. Considerable support was provided by Kim Kirkpatrick and Mellynn Baker at the Louisiana Board of Regents and Laura Boudreaux at the Louisiana Department of Education. The Louisiana Board of Regents is pleased to present this first annual report providing a comprehensive look at the landscape of dual enrollment offerings and participation in Louisiana. To develop key indicators of participation and equity, we integrated K-12 and higher education data systems, which allowed us to capture student demographics and identify opportunities to increase access.

This integration of data from the Regents' Student Profile System and Department of Education's Student Transcript System was critical to preparing a complete portrait of student participation. Utilizing a third-party service, the Board

of Regents and the Department of Education share student record-level data only after all personal information is scrubbed to maintain privacy. Each agency only receives information tied to identification numbers. Record matching is very successful: 99% of records from public school students in the Regents' Student Profile System had a match in the Department's records. Among matched records, 99% of gender and 95% of race/ethnicity were consistent across the datasets.

This matching enables the analysis of data elements otherwise unavailable to each agency; for example, Regents' data systems do not have records on students' economic status and matching has reduced records with unknown race/ethnicity from 14% to 2%. Given the timing of data collection, the Department does not always have accurate dual enrollment course registration numbers until transcripts are finalized for high school graduates. In both cases, record matching was es-

sential to tie students to their home high school and the institution providing the dual enrollment course.

The timing for producing this report was impacted by the timing of releases of final high school transcript data, the need to revise data-sharing agreements, COVID-19 disruptions, and the complexities of cross-system data analysis. We hope that future reports can be produced with more timely data.

