



BOARD of REGENTS
STATE OF LOUISIANA



LOUISIANA DUAL ENROLLMENT
TASK FORCE
2024 REPORT

Table of Contents

Introduction	3
Key Takeaways.....	5
Dual Enrollment Provided by Public Postsecondary Institutions	6
Participation Trends	6
Delivery Methods.....	7
Participation by School Type.....	8
Course-Taking Patterns	9
Course Grades	10
Demographic Analysis.....	10
Subjects Taken.....	12
General Education	12
Career and Technical Fields	15
Providers.....	17
Earning Postsecondary Credentials in High School.....	20
Early College Credit Earned by High School Graduates	22
School Characteristics and Participation Rates	23
Conclusion.....	28
Appendix A: 2025 Dual Enrollment Task Force Roster	29
Appendix B: 2024 Task Force Recommendations	30
Appendix C: Dual Enrollment Students and All Undergraduate Students by Institution, 2023-24	32
Appendix D: High School Students Earning One or More Postsecondary Credentials by Institution, 2023-24	33

List of Figures

Figure 1. Trends in Dual Enrollment by Course Delivery Method	7
Figure 2. Students Participating in Dual Enrollment in 2023-24, by School Type.....	8
Figure 3. Grade Level of Dual Enrollment Students, 2023-24	9
Figure 4. Number of Dual Enrollment Courses Taken by Students, 2023-24.....	9
Figure 5. Public High School Graduating Class of 2023, Adjusted Graduation Cohort of Students Starting 9th Grade in 2019	22
Figure 6. Public High School Graduates with Early College Credit or an Industry-Based Credential by Parish of School Location, Class of 2023.....	27

List of Tables

Table 1.	Participation Trends in Dual Enrollment.....	6
Table 2.	Course Grades in Dual Enrollment Courses, 2023-24	10
Table 3.	Student Dual Enrollment Participation by Race/Ethnicity	10
Table 4.	Race/Ethnicity, 2023-24 School Year	11
Table 5.	Dual Enrollments, By Field of Study.....	12
Table 6.	Share of Dual Enrollment, By Field of Study	12
Table 7.	Dual Enrollments in General Education Fields, By Classification of Instructional Program, 2023-24.....	13
Table 8.	Dual Enrollments in General Education Courses on the Articulation Matrix, 2023-24	14
Table 9.	Dual Enrollments in Career & Technical Fields, By Classification of Instructional Program, 2023-24.....	16
Table 10.	Dual Enrollments in Career and Technical Courses on the Articulation Matrix, 2023-24	17
Table 11.	Students Participating in Dual Enrollment By System, 2023-24	17
Table 12.	Enrollments by System, 2018-19 to 2023-24	18
Table 13.	Dual Enrollment Courses by College/University, 2018-19 to 2023-24	19
Table 14.	Postsecondary Credentials Earned by High School Students, 2019-20 to 2023-24.....	20
Table 15.	High School Students Earning One or More Postsecondary Credentials, by Program of Study, 2023-24.....	21
Table 16.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Type, Class of 2023	23
Table 17.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By Locale, Class of 2023.....	24
Table 18.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By Regional Labor Market Area, Class of 2023.....	24
Table 19.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Size, Class of 2023.....	25
Table 20.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Income Composition, Class of 2023.....	25
Table 21.	Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Racial Composition, Class of 2023	26

IMAGE SOURCES (Covers): Zachary Community School District.

IMAGE SOURCES (Interior): Calcasieu Parish School Board, Louisiana Board of Regents, Louisiana Department of Education, St. Tammany Parish Public Schools, Zachary Community School District.

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

Introduction

Dual enrollment is a key student success strategy for Louisiana, signaling that college can be for everyone. Whether the courses are academic or technical in nature, dual enrollment allows students to “try” a college course experience while in high school. Serving as a bridge between high school and college, dual enrollment makes higher education more accessible and achievable for students.

Completing dual enrollment courses exposes students to what they can expect in college, providing a transitional academic experience that helps prepare them for higher education while enabling them to earn college credit that applies to their degrees. National and state research provides objective evidence that participating students are more likely to enroll in, persist in, and complete college. In Louisiana, this approach has contributed to an increase in the percentage of high school graduates enrolling in college in the first fall after graduation, reaching 56.5%, an increase of 3.7 percentage points from the previous year. This publication, the fourth annual dual enrollment report, provides five years of participation data by public colleges and universities from 2018-19 through 2022-23. Following the 2019 legislation that established the Dual Enrollment Task Force, the Board of Regents and Department of Education committed to annually report data and outcomes related to dual enrollment participation in Louisiana.

This year’s report celebrates our continued shared success in expanding access: an 11% increase in students taking dual enrollment courses, representing the third consecutive year of double-digit growth in student participation post-pandemic. Notably, dual enrollment in career and technical fields grew by 22% over the previous year. High school students in Louisiana took an average of 2.8 dual enrollment courses in 2023-24. Additionally, minority participation saw substantial gains, with double-digit growth over the previous year: a 14% increase in African American students and a 15% increase in Hispanic students, reinforcing the state’s commitment to access and student success.

Despite this impressive expansion of dual enrollment participation, the opportunity to begin college in high school—whether in academic or career and technical courses—continues to be out of reach for many of Louisiana’s students due to costs or limited course availability in their communities. We are committed to changing that by redesigning the high school experience and expanding online dual enrollment access to all parts of the state, enabling students to start their college journey while in high school and launching them early into their best possible future.

To date, initiatives in four areas—policy, rigor, information access, and teacher qualifications—have anchored Louisiana’s growth in dual enrollment participation. Key efforts include:

Policy Updates: Dual Enrollment as an Early College Pathway

- **Revised Minimum Admission Standards.** To further increase college-going, the Board of Regents revised college admission standards, adding a new college admission pathway. Students who successfully complete dual enrollment can pursue college admission at their institution of choice by meeting the required number of early college academic credits with a qualifying GPA (early college credit can be awarded through dual enrollment or AP, IB, or CLEP scores).
- **Continued Progress Towards Joint Early College Credit Goal.** In December 2019, the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. In the class of 2023, 74% of on-time high school graduates had college credit and/or an industry credential, up from 61% three years earlier.

Continued Focus on Rigor and Teacher Qualifications

- **Teacher Credential Program.** Three higher education institutions were selected to create graduate-level Dual Enrollment Teacher Credential programs. Each program will provide tailored graduate certificates designed to increase the number of credentialed high school dual enrollment instructors in Louisiana. Enrollment will begin at one institution in Fall 2025.
- **Dual Enrollment Coordinator Training.** Dual Enrollment workshops are planned in Spring 2025 to provide extensive training on the dual enrollment process.

Information Access

- **Continued Growth of Online Programs.** Throughout the year, the Dual Enrollment Task Force engaged on-site with high school and postsecondary partners to learn more about and promote the growth of online and hybrid dual enrollment programs.
- **Regional Approaches to Career and Technical Education (CTE) Dual Enrollment.** The Board of Regents and the Louisiana Department of Education developed course-taking sequences for pathways to certificates and degrees (e.g., Universal Transfer Pathways, Fast Forward).
- **Development of Partnerships with External Providers.** The Board of Regents, along with the Dual Enrollment Task Force, worked with external partners to ensure a smooth transition from high school to postsecondary institutions.

In 2025, we look forward to further exploring and developing plans to implement the new recommendations adopted by the Dual Enrollment Task Force that appear in this report. Through these targeted recommendations and the collective commitment of teachers, faculty, schools, and campus leaders, we are confident we will achieve our collective goal of high school redesign, further blurring the boundaries between high school, college, and the workforce.

Our North Star is advancing the educational and economic success of Louisiana's students and their families. Dual enrollment remains a cornerstone in achieving this goal by expanding access to college coursework, accelerating workforce readiness, and increasing opportunities for higher education. Through our strong collaboration, we will bring dual enrollment opportunities to every corner of our state, reinforcing the direct link between education and long-term economic growth.

Data Sources used in the production of this report include the Louisiana Board of Regent's Statewide Student Profile System and Statewide Completers System for analysis of public college and university enrollment and credential completions; and the Louisiana Department of Education's Student Transcript System for analysis of high school graduates.

2023-24 Key Takeaways and Highlights



36,285

Dual Enrollment Students in Louisiana

→ **Participation in Dual Enrollment Continues to Grow.** Over 3,700 additional students took dual enrollment courses from public colleges and universities in academic year 2023-24. **This 11% increase** marks the third consecutive year of double-digit growth in students participating post-pandemic.



1,292

Students Earned Postsecondary Certificates and Degrees in 2023-24

→ **Students are Increasingly Completing Technical Certificates.** 1,292 students earned postsecondary certificates and degrees in 2023-24, **an increase of 22%** over the prior year. The 1,705 credentials these students earned reflect a 47% increase over the prior year. Two-thirds of the college credentials issued were in technical fields – many with significant workforce shortages, including Health Sciences and Welding.



74%

Graduating Class of 2023 High School Graduates Earned College Credit or Industry Credential

→ **Continued Progress Towards Joint Early College Credit Goal.** In December 2019, the Board of Elementary and Secondary Education (BESE) and Regents jointly set a goal for all high school freshmen, beginning with the entering Class of 2025, to graduate with college credit, an industry-based credential, or both. In the graduating Class of 2023, 74% of on-time high school graduates had college credit and/or an industry credential, **up from 61% three years earlier.**



Nearly 1,600

Additional African American and Hispanic Students Took Dual Enrollment Courses Compared to Prior Year

→ **An Increase in African American and Hispanic Participation, Reducing the Racial Gap in Participation.** An increased number of students of all races and ethnicities took dual enrollment courses at Louisiana public colleges and universities in 2023-24.



Dual Enrollment Provided by Public Postsecondary Institutions

Participation Trends

The expansion of dual enrollment offerings by Louisiana’s public undergraduate-serving colleges and universities has helped reverse the trend of declines in immediate college attendance after high school by recent high school graduates. Dual enrollment programs have expanded across the state at both two-year and four-year institutions; post-pandemic, there is now wider availability of online and hybrid-delivered courses. Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment increased annually during the past four years, with three years of double-digit growth (Table 1).

Table 1. Participation Trends in Dual Enrollment.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Unique Students	26,378	25,939	26,076	28,875	32,577	36,285
Annual Change		▼ 2%	▲ 1%	▲ 11%	▲ 13%	▲ 11%
Course Enrollments	69,954	69,317	71,285	78,626	92,212	100,673
Annual Change		▼ 1%	▲ 3%	▲ 10%	▲ 17%	▲ 9%
Credit-Hour Enrollments	201,858	198,382	208,246	228,070	269,122	295,462
Annual Change		▼ 2%	▲ 5%	▲ 10%	▲ 18%	▲ 10%

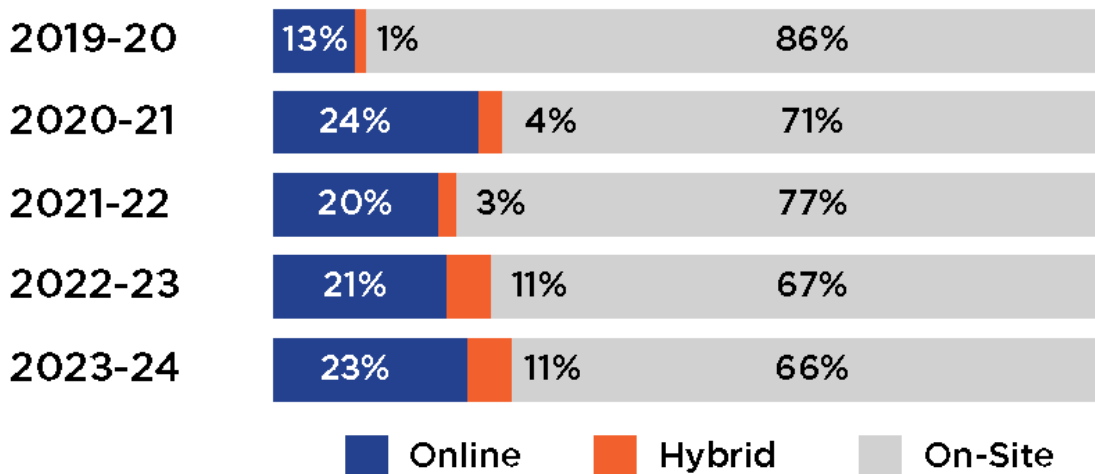
High school students earned more than 250,010 credit hours in 2023-24 academic year. This excludes additional credit hours that students likely earned but were not yet transcribed by the time institutions reported to Regents in summer 2024.

The data cited in this section include all course enrollments during the school year or summer term by high school students in Louisiana’s public colleges and universities. This encompasses high school students attending public, public charter, private, Catholic, and homeschool settings. Students from outside the public school system represent 12% of dual enrollment students served by Louisiana’s public colleges and universities.

Delivery Methods

Prior to the COVID-19 pandemic in spring 2020, only 13% of dual enrollment courses were delivered exclusively in an online format. Public colleges and universities dramatically increased the online coursework they provided during the 2020-21 pandemic-impacted school year. These programs have largely sustained their online offerings, with 23% of courses delivered online in the 2023-24 school year.

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



The large increase in hybrid enrollments (50-99% delivered online) in 2022-23 resulted from a reclassification of Southeastern Louisiana University’s extensive dual enrollment program from onsite to hybrid. Southeastern faculty Instructors of Record provide online instructional materials and assessments and train high school instructors to serve as facilitators for much of the classroom experience, which is supplemented by visits from Southeastern faculty. Courses taught via Louisiana State University A&M’s Instructor of Record model are currently included in the onsite category. This shift highlights the evolving nature of dual enrollment programs and the collaborative efforts between universities and high schools to enhance educational delivery (Figure 1).

► Key Changes

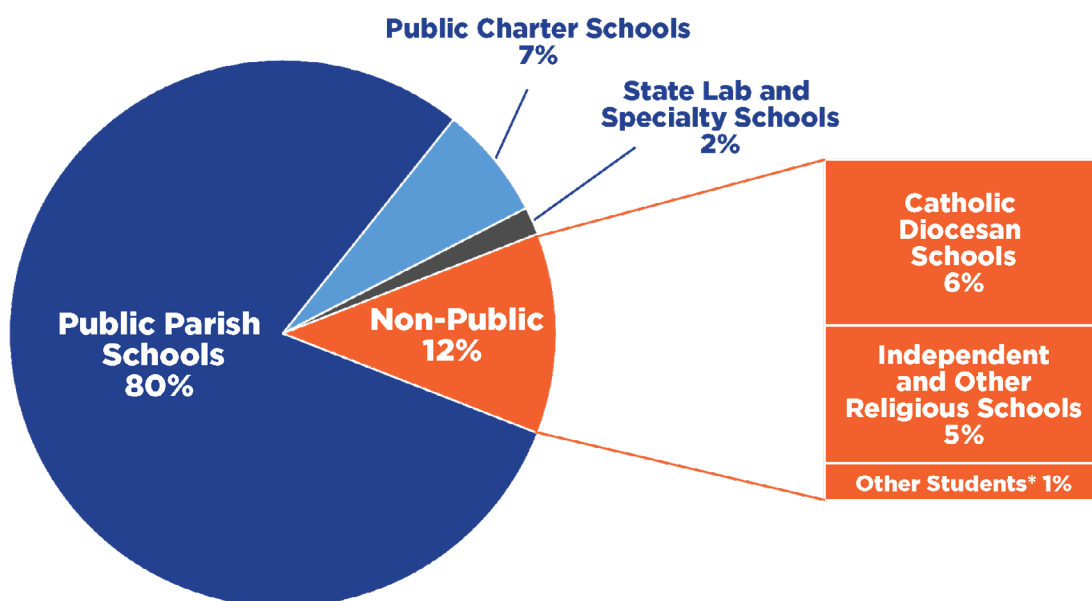
Enrollment in online dual enrollment courses grew by 18%, reaching 23,189 courses from 2022-23 to 2023-24, outpacing growth in in-person and hybrid coursework. Baton Rouge Community College (BRCC) continues to rapidly expand its online dual enrollment program, providing 4,873 courses to 2,218 students in the 2023-24 school year. The majority of BRCC's enrollments are in general education courses and are primarily provided to the 16 East Baton Rouge Parish high schools and the GEO Next Generation charter high school. Northwestern State University, LSU Eunice, and LSU Alexandria each had over 2,000 online dual enrollment courses. Together, these four institutions provided over 50% of all dual enrollment delivered online. This trend underscores the increasing reliance on online education in dual enrollment programs and the significant contributions of key institutions in this area.

Online and hybrid coursework in 2022-23 was concentrated in the most popular general education subjects: English (6,033 enrollments), Mathematics (5,482 enrollments), History (3,695 enrollments), and Psychology (3,311 enrollments). Among career or technical subjects, which often have hands-on components, the largest enrollments are in Health Professions (694), Business (507), and Computer & Information Sciences (486). The growth in online Medical Terminology and Anatomy & Physiology courses in the Health Professions field demonstrates that students can access courses in technical fields online while completing practicum and hands-on courses in person.

Participation by School Type

In the 2023-24 school year, 12% of dual enrollment high school students at Louisiana public colleges and universities come from outside the public school system (Figure 2). Louisiana has the third-highest rate of Catholic and other nonpublic school enrollment among the fifty states. These students represent a sizable portion of many institutions' high school student populations – over 33% at LSU A&M, and over 20% at LSU Shreveport, Grambling State University, Louisiana Tech University, University of Louisiana at Lafayette, University of Louisiana at Monroe, and University of New Orleans. This trend highlights the significant role that nonpublic school students play in the dual enrollment landscape within Louisiana's higher education system.

Figure 2. Students Participating in Dual Enrollment in 2023-24, by School Type.



* Other includes homeschool students, international students, and out-of-state students.

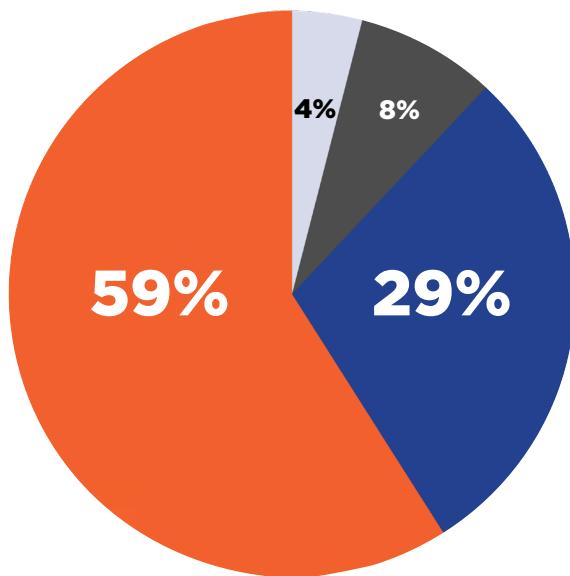
Course-Taking Patterns

During the 2023-24 school year, the majority of high school students taking dual enrollment courses at public colleges and universities were in 12th grade, with 88% in either 11th or 12th grade. Additionally, there has been a two-percentage-point increase in 10th grade students taking dual enrollment courses compared to prior years (Figure 3).

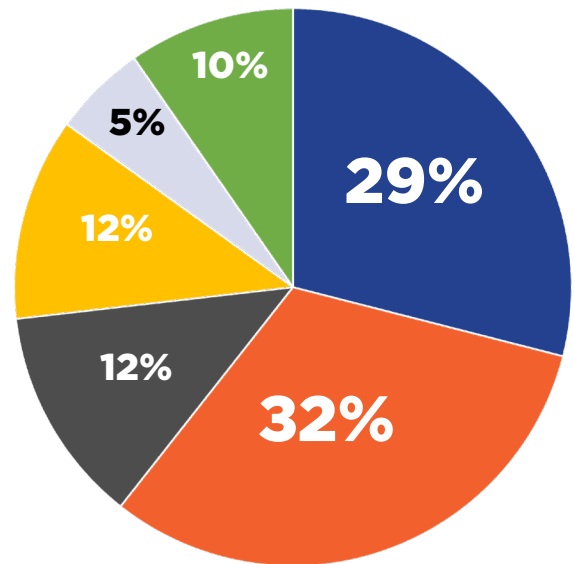
This data underscores the growing participation of younger students in dual enrollment programs, with schools providing sequences of courses that students start on early in their high school experience – most notably in East Baton Rouge Public Schools where sections of college courses are built into the high school schedule in 9th and 10th grade.

Figure 3. Grade Level of Dual Enrollment Students, 2023-24.

Figure 4. Number of Dual Enrollment Courses Taken by Students, 2023-24.



■ 12th Grade ■ 11th Grade
■ 10th Grade ■ 9th Grade



■ 1 Course ■ 2 Courses ■ 3 Courses
■ 4 Courses ■ 5 Courses ■ 6+ Courses

High school students took an average of 2.8 dual enrollment courses from public colleges and universities during the 2023-24 school year, with 73% of students enrolled in three or fewer courses. 5,121 (14%) enrolled in 15 or more credit hours, potentially earning at least one semester of college credit in one year of high school. Among these, 469 students took a full-time load of 30 or more credit hours, a 14% increase over 2022-23 (Figure 4).

This highlights that most high school students take a few dual enrollment courses per year, but the potential exists for students to earn substantial numbers of college credits.

Course Grades

In the 2023-24 academic year, 91% of students in dual enrollment courses successfully passed with grades of A, B, or C. An additional 3% passed with a marginal D grade, which typically limits the applicability or transferability of the credit (Table 2). Notably, passing rates have remained stable over the past five years, even as student participation has increased, access has expanded to a wider range of students, and eligibility criteria have become more flexible through multiple measures of readiness.

Table 2. Course Grades in Dual Enrollment Courses, 2023-24.

Passed (ABC)	Passed (D)	Withdrawal	Failure
90.7%	2.8%	3.5%	2.9%

Demographic Analysis

In the 2023-24 academic year, students of color represented 45% of dual enrollment students across all Louisiana public colleges and universities. This marks a one-percentage-point increase from the 2022-23 academic year and an eight-percentage-point increase over the past five years. Notably 10,681 African American students participated in dual enrollment courses, 1,280 more than the previous year (see Table 3). This growth was largely driven by the rapid expansion of Baton Rouge Community College’s dual enrollment partnership with East Baton Rouge Parish Schools and the GEO Next Generation Academy charter school, resulting in 900 additional African American students participating. Further increases in African American participation over the past three years can be attributed to the expansion in dual enrollment programming at the three Southern University campuses. Although these campuses enrolled only 8% of all dual enrollment students, they accounted for 24% of the African American students taking dual enrollment courses. Additionally, 303 more Hispanic students participated in dual enrollment courses compared to the prior year, with significant increases at Baton Rouge, Delgado, and Nunez Community Colleges. Much of the recent growth in enrollment among students of color has resulted from intentional efforts to expand offerings in high schools with larger populations of students of color, which previously had limited dual enrollment offerings.

Table 3. Student Dual Enrollment Participation by Race/Ethnicity.

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Increase YOY
African American	6,370 24%	6,147 24%	6,217 24%	7,830 27%	9,401 29%	10,681 29%	1,280 14%
Hispanic	1,261 5%	1,291 5%	1,511 6%	1,605 6%	2,059 6%	2,362 7%	303 15%
Other¹	2,114 8%	2,359 9%	2,356 9%	2,781 10%	2,941 9%	3,398 9%	457 16%
White	16,633 63%	16,142 62%	15,992 61%	16,659 58%	18,176 56%	19,844 55%	1,668 9%
Total	26,378	25,939	26,076	28,875	32,577	36,285	3,708 11%

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



The faster-than-average increase in students of color participating in dual enrollment has reduced the racial participation gap over the past four years (Table 4). The ethnic composition of dual enrollment students (45% students of color) is approaching that of undergraduates ages 24 and under (48% students of color). Continued progress is necessary to increase participation by students of color – African American students in particular – so their participation in dual enrollment (currently 30%) reflects their share of the high-school-age adolescent population of the state (36%).

Table 4. Race/Ethnicity, 2023-24 School Year.

Race/Ethnicity	Louisiana Youth Ages 12-17 ¹	Dual Enrollment	Undergrads 24 and Under ²
African American	36%	29%	30%
Hispanic	9%	7%	6%
Other	5%	9%	13%
White	50%	55%	52%

SOURCES: 1 – U.S. Census Bureau, 2022 population estimates, downloaded from Kids Count Data Center, Child population by race and ethnicity and age group. 2 – Louisiana Board of Regents, Master Plan Data Dashboard.

Subjects Taken

Louisiana’s public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 100,673 course enrollments in 2023-24, 20% were in career and technical fields, which grew by 10% over the prior year (Tables 5 and 6). There continue to be opportunities across the state to increase participation in fields of study aligned with careers that have considerable industry demand for talent.

Table 5. Dual Enrollments, By Field of Study.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Career & Technical Fields	17,809	17,377	13,265	15,951	18,668	20,572
Annual Change		▼ 2%	▼ 24%	▲ 20%	▲ 17%	▲ 10%
General Education Fields	52,145	51,940	58,020	62,675	73,544	80,101
Annual Change		▼ 0.4%	▲ 12%	▲ 8%	▲ 17%	▲ 9%

Table 6. Share of Dual Enrollment, By Field of Study.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Career & Technical Fields	25%	25%	19%	20%	20%	20%
General Education Fields	75%	75%	81%	80%	80%	80%

General Education

Courses in English, Mathematics, and History continued in 2023-24 to see the largest enrollments, representing nearly half of all dual enrollment courses taken. Enrollment grew over the prior year in all ten of the most frequently taken subject areas, with the highest rates of increase seen in Biology, Social Sciences, Communication/Journalism, and Psychology. Over the past five years, the numbers of enrollments in Psychology, Social Sciences, and Visual & Performing Arts courses have more than doubled (Table 7).

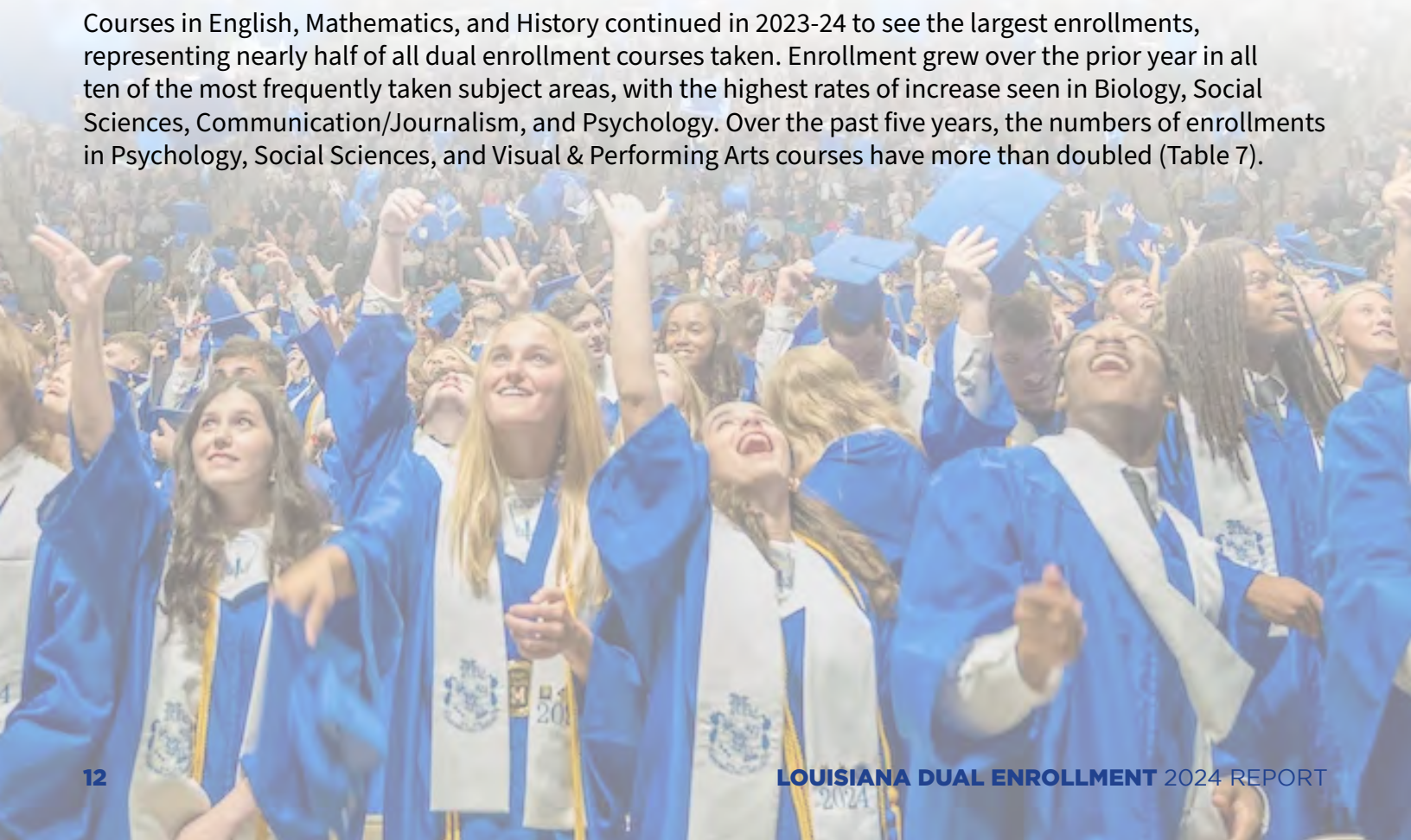


Table 7. Dual Enrollment in General Education Fields, By Classification of Instructional Program, 2023-24.

General Education Field	% of Total Enrollments	Enrollments	One-Year Change from 2022-23	Five-Year Change from 2018-19
English Language & Literature/Letters	18%	18,609	9%	54%
Mathematics & Statistics	16%	16,588	0%	13%
History	13%	12,827	7%	48%
Biological & Biomedical Sciences	6%	6,076	41%	77%
Psychology	6%	5,865	26%	110%
Social Sciences	5%	4,738	26%	107%
Visual & Performing Arts	4%	4,250	6%	97%
Physical Sciences	4%	4,144	9%	81%
Foreign Languages, Literatures, & Linguistics	3%	2,758	47%	130%
Communication, Journalism, & Related Programs	3%	2,738	5%	70%
Other General Education Fields	1%	1,508	-47%	62%
Total, General Education Fields	80%	80,145	9%	54%

Over 95% of dual enrollments in general education fields were in courses listed in the Regents’ Master Course Articulation Matrix, a list created to facilitate transfer of nearly 350 of the most frequently taken college courses. This common course catalog shows how courses taken at one college are equivalent to courses at every other public college and university; four Louisiana independent colleges voluntarily participate. Additional major-specific courses are being added to the Matrix with the implementation of the state’s Universal Transfer Pathways (Table 8).



Table 8. Dual Enrollments in General Education Courses on the Articulation Matrix, 2023-24.

Matrix Common Course Name	Enrollments
English Composition I	9,224
College Algebra	8,624
English Composition II	7,063
Intro to Psychology	5,003
Trigonometry	2,939
American History II	2,636
Western Civilization I	2,547
American History I	2,352
Western Civilization II	2,175
General Biology I	2,106
World Civilization I	1,735
Intro to Sociology I	1,467
Public Speaking	1,358
Intro to American Government	1,274
Introductory Statistics	1,269
Chemistry I (Non-Science Majors)	1,193
Music Appreciation	1,187
Intro to Visual Arts	1,174
World Regional Geography	1,161
Elementary Spanish I (3 Credit Hours)	1,018
Other General Education Matrix Courses	28,852
Total, General Education Matrix Courses	80,447

One percent of total enrollments (1,030) were classified as either developmental or co-requisite education courses (one-third in English, two-thirds in math), with three-quarters of those offered by three colleges and universities that have developed partnerships with high schools to better prepare students for and transition them into college-credit-bearing courses.

Career and Technical Fields

The 12 colleges in the Louisiana Community and Technical College System provided 82% of the 20,572 dual enrollment courses taken in career and technical fields in 2022-23, with health professions and precision production (welding) representing 40% of the enrollment. The most common career and technical courses in the Louisiana State University System are in the engineering and education fields; for the University of Louisiana System, health professions and education; and for the Southern University System, military science and computer and information systems.

Declines in career and technical coursework during the pandemic were particularly large in health professions, precision production (welding), culinary, and construction trades. Enrollment in health professions has experienced a sizable recovery over the last three years, and has nearly reached pre-pandemic levels. Enrollments in precision production (welding) courses likewise fell during the pandemic, and have subsequently recovered to slightly above pre-pandemic levels. Enrollment in education has grown rapidly over the past five years, given the state's focus on creating pipelines into the teaching profession to address current and projected labor shortages in that field (Table 9).

Enrollment in career and technical courses – even ones that are integral parts of programs of study at both universities and technical colleges – is heavily concentrated in a few institutions. Enrollments in courses at Northshore Technical Community College and Elaine P. Nunez Community College represent over half of dual enrollment in health professions. In precision production (welding), Northshore Technical Community College, Louisiana Delta Community College, and Central Louisiana Technical Community College provide nearly two-thirds of the enrollment. Half of business course enrollments in 2023-24 were at either Delgado Community College or Elaine P. Nunez Community College.



Table 9. Dual Enrollments in Career & Technical Fields, By Classification of Instructional Program, 2023-2024.

General Education Field	% of Total Enrollments	Enrollments	One-Year Change from 2022-23	Five-Year Change from 2018-19
Health Professions & Related Programs	6%	5,793	25%	-1%
Precision Production	3%	3,231	7%	3%
Culinary, Entertainment, & Personal Services	2%	1,836	32%	140%
Mechanic & Repair Technologies/ Technicians	2%	1,757	3%	76%
Business, Management, Marketing, & Related Services	2%	1,633	-17%	-23%
Computer & Information Systems and Support Services	1%	1,326	-1%	-3%
Construction Trades	1%	1,244	20%	20%
Engineering/Engineering-Related Technologies	1%	1,156	-4%	5%
Education	<1%	681	93%	555%
Engineering	<1%	680	8%	27%
Homeland Security, Law Enforcement, & Firefighting	<1%	513	-17%	53%
Other Career and Technical Fields	<1%	22	-8%	79%
Total, Career and Technical Fields	20%	20,572	10%	16%

Of the enrollments in career and technical dual enrollment courses, 15% are in courses listed in the Regents' Master Course Articulation Matrix. Historically only a limited number of Common Course names in career and technical fields were included in the Regents' Master Course Articulation Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix, tied in with the December 2023 approval of 24 Universal Transfer Pathways. These pathways create guaranteed associate's degrees aligned to the state's 24 most popular baccalaureate majors, including major-specific entry-level courses on these pathways that will be included in the matrix in future years and can be offered for dual enrollment (Table 10).

Table 10. Dual Enrollments in Career and Technical Courses on the Articulation Matrix, 2023-24.

Matrix Common Course Name	Enrollments
Medical Terminology	997
Computer Applications	522
Food Safety and Sanitation	388
Intro to Criminal Justice	366
General/Intro to Business Administration	277
Advanced Professional Culinary Preparation and Presentation	243
Foundations in Multicultural Education	200
Nutrition	179
Personal Finance	94
Intro to Programming	67
Other Career & Technical Matrix Courses	219
Total, Career & Technical Matrix Courses	3,552

Providers

Across Louisiana, colleges and universities from all four public postsecondary systems enrolled 36,285 high school students in 100,673 dual enrollment college courses during the 2023-24 school year (including summer). Eleven percent (4,106) of these students took courses from more than one public college or university (Table 11).

Table 11. Students Participating in Dual Enrollment By System, 2023-24.

System	Students	Dual Enrollment Courses
LCTC System	13,853	35,723
Louisiana State University System	7,150	16,530
Southern University System	3,056	7,226
University of Louisiana System	15,425	41,914
Statewide	36,285	100,673

Growth in general education coursework over the past five years (2018-19 to 2023-24) has led to increased dual enrollment in all four public university systems in Louisiana. The large decline in hands-on career and technical coursework, first seen during the pandemic, impacted LCTCS's total dual enrollment numbers from 2019-20 through 2021-22. However, as of 2023-24, enrollments at LCTCS institutions have surpassed the system's pre-pandemic count by 9,907 enrollments (38%). The LSU System has nearly doubled enrollment over the past five years, and the three campuses in the Southern System have together nearly tripled enrollments as they have expanded their previously small programs (Table 12).

Table 12. Enrollment by System, 2018-19 to 2023-24.

System	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Change
LCTC System	25,921	24,345	20,381	24,891	29,782	35,723	38%
LSU System	7,973	9,776	10,950	12,601	15,513	16,530	94%
SU System	2,531	3,173	4,195	5,746	7,001	7,226	185%
UL System	32,980	32,023	35,759	35,388	39,916	41,194	25%
Total	69,954	69,317	71,285	78,626	92,212	100,673	44%

There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana independent institutions and out-of-state colleges. Public high schools reported the largest expenditures of Supplemental Course Academy funds on enrollments in Bard College's New Orleans programs, followed by the University of Holy Cross.

The six largest dual enrollment programs – each with over 7,000 enrollments - accounted for 49% of total enrollments: Southeastern Louisiana University, Northwestern State University, Louisiana State University and A&M College, Baton Rouge Community College, Louisiana Tech University, and Northshore Technical Community College. Each of these programs served over 2,000 students during 2023-24, collectively enrolling over 20,000 students (see Appendix C for student enrollment by campus).

Three community and technical colleges experienced large growth in the past year: Baton Rouge Community College (3,299 enrollments), Elaine P. Nunez Community College (2,313 enrollments) doubling its total, and Northshore Technical Community College (1,454 enrollments). This growth was particularly notable given 2023-24 was the first year of a new pricing structure across the LCTC System, which has resulted in lower enrollment growth on some campuses. Three other institutions reported enrollment increases of over 500 enrollments: Southeastern Louisiana University (852 enrollments), LSU at Alexandria (840 enrollments), and Louisiana Tech University (25 enrollments).

Table 13. Dual Enrollment Courses by College/University, 2018-19 to 2023-24.

Institution	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Change
Louisiana Community and Technical College System							
Baton Rouge CC	1,208	1,173	1,360	1,488	4,576	7,875	▲ 552%
Bossier Parish CC	1,422	1,788	1,795	2,962	2,528	1,925	▲ 35%
Central Louisiana Technical CC	3,141	3,200	2,311	946	1,067	874	▼ 72%
Delgado CC	2,100	2,015	1,802	1,504	2,071	1,884	▼ 10%
Elaine P. Nunez CC	2,057	1,657	1,410	1,931	2,584	4,897	▲ 138%
L.E. Fletcher Technical CC	815	684	841	880	912	1,404	▲ 72%
Louisiana Delta CC	1,786	2,500	1,838	2,127	2,258	1,850	▲ 4%
Northshore Technical CC	4,467	2,658	2,117	4,484	5,605	7,059	▲ 58%
Northwest Louisiana Technical CC	666	502	430	828	885	930	▲ 40%
River Parishes CC	3,362	3,257	2,374	2,963	2,736	2,297	▼ 32%
South Louisiana CC	3,132	3,746	3,033	3,311	3,100	3,272	▲ 4%
SOWELA Technical CC	1,765	1,165	1,070	1,467	1,460	1,456	▼ 18%
Louisiana State University System							
LSU and A&M College	3,836	5,334	6,097	6,966	8,478	8,305	▲ 117%
LSU Alexandria	1,835	1,736	2,008	2,515	2,346	3,186	▲ 74%
LSU Eunice	1,794	1,870	2,021	2,128	3,614	3,822	▲ 113%
LSU Shreveport	1,057	836	824	992	1,075	1,217	▲ 15%
Southern University System							
Southern University and A&M College	561	1,155	1,630	1,642	1,220	1,225	▲ 118%
Southern University at New Orleans	508	596	917	1,217	1,620	1,968	▲ 287%
Southern University Shreveport	1,462	1,422	1,648	2,887	4,161	4,033	▲ 176%
University of Louisiana System							
Grambling State University	65	58	140	89	169	386	▲ 494%
Louisiana Tech University	7,269	6,265	6,900	6,258	7,031	7,556	▲ 4%
McNeese State University	3,817	3,616	3,345	2,668	2,843	2,616	▼ 31%
Nicholls State University	638	717	1,135	1,055	2,093	2,354	▲ 269%
Northwestern State University	6,023	6,942	8,016	9,206	9,102	8,605	▲ 43%
Southeastern Louisiana University	7,374	6,504	7,499	7,184	9,120	9,972	▲ 35%
University of Louisiana at Lafayette	1,651	2,041	2,157	2,427	2,205	1,971	▲ 19%
University of Louisiana at Monroe	4,738	3,998	4,495	4,375	5,073	5,320	▲ 12%
University of New Orleans	1,405	1,882	2,072	2,126	2,280	2,414	▲ 72%
Total	69,954	69,317	71,285	78,626	92,212	100,673	44%

Earning Postsecondary Credentials in High School

During the 2023-24 academic year, 1,292 high school students completed 1,705 postsecondary certificates, technical diplomas, and associate’s degrees from Louisiana’s public colleges and universities. Two-thirds of these college credentials earned are in workforce-relevant fields, including many in Health Sciences, Welding, Culinary Arts, Automotive Maintenance and Repair, and Electrical and Power Transmission Installation. Most (80%) of the students completing certificates and degrees were high school seniors, but over 200 younger students earned short-term certificates in 10th and 11th grade (Table 14).

The number of students earning postsecondary credentials increased by 22% in the past year, while the number of credentials earned by those students increased by 47%. There were 364 students who earned two or more credentials in the past year, most commonly in fields of study with stackable credentials, including Health Sciences and Welding. Following the initial adoption of Fast Forward pathways in the summer of 2021 by the Board of Elementary and Secondary Education, an increasing number of schools are offering pathways that lead to technical certificates and associate’s degrees in fields of study with high workforce demand. These pathways provide a roadmap for schools and students and are contributing to the increase in students successfully leaving high school with college certificates in fields with critical shortages, such as Nursing, Allied Health fields, and Welding.

Table 14. Postsecondary Credentials Earned by High School Students, 2019-20 to 2023-24.

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
Students	731	642	688	1,063	1,292
Credentials	783	757	807	1,159	1,705
Credential Type					
Certificate, <9 Hour	335	297	291	455	460
Certificate, 9+ Hour	39	95	97	194	343
Certificate, One-Year	212	206	190	237	609
Technical Diploma	24	12	44	33	58
Associate’s Degree	173	147	185	240	235
Total	783	757	807	1,159	1,705

Over half (902) of the credentials earned were longer-term one-year technical certificates, technical diplomas (45–60 credit hours), and associate’s degrees. Elaine P. Nunez Community College and Northshore Technical Community College issued the most short-term technical certificates, primarily in Culinary Arts and Nursing (Nunez) and Welding, Nursing, and Allied Health (Northshore) (see Appendix D).

The most common program of study for high school students earning credentials in 2023-24 was Liberal Arts & Sciences, with 394 students earning either a one-year certificate in general studies or an Associate Degree in Liberal Arts, or both. Both the certificate and associate's degrees align with the newly adopted Universal Transfer Pathways, ensuring that students fulfill their general education requirements if they wish to transfer to bachelor's degree programs. Nearly 100 students attending either South Louisiana Community College's Early College Academy (in partnership with Lafayette Parish Schools) or River Parishes Community College's Early College Option earned nearly 45% of the associate's degrees awarded in the state, while 200 completed 60% of the one-year certificates in general studies earned by high school students statewide (Table 15).

Across the four health sciences programs of study (Nursing, Health Aids, Medical Assistance, and Allied Health Sciences), 340 students completed 380 certificates, most of which were shorter than one year. There were also large increases in 9+ credit hour and one-year certificates issued in 2023-24 in Welding and Culinary Arts compared to previous years. Only 10 students completed associate degrees in applied fields such as Criminal Justice, Natural Sciences, and Computer Science.

Table 15. High School Students Earning One or More Postsecondary Credentials, by Program of Study, 2023-24.

Program of Study	Certificate, <9 Hours	Certificate, 9+ Hours	Certificate, One-Year	Technical Diploma	Associate's Degree	Number of Students
Liberal Arts and Sciences; General Studies/Humanities			322		223	394
Precision Metal Working	148	58	65	21		233
Practical Nursing; Vocational Nursing and Nursing Assistants	154	62				216
Culinary Arts and Related Services	13	84	26	4		123
Allied Health Diagnostic; Intervention; & Treatment	70	7				77
Allied Health and Medical Assisting Services			47			47
Health Aides/Attendants/Orderlies	24		16			40
Vehicle Maintenance and Repair Technologies/Technicians	1	6	23	14		36
Electrical and Power Transmission Installers		2	34	4		35
Health and Medical Administrative Services		30				30
Hospitality Administration/Management	25					25
Other Fields	23	53	68	15	10	138
Total	425	299	593	58	233	1,292

Early College Credit Earned by High School Graduates

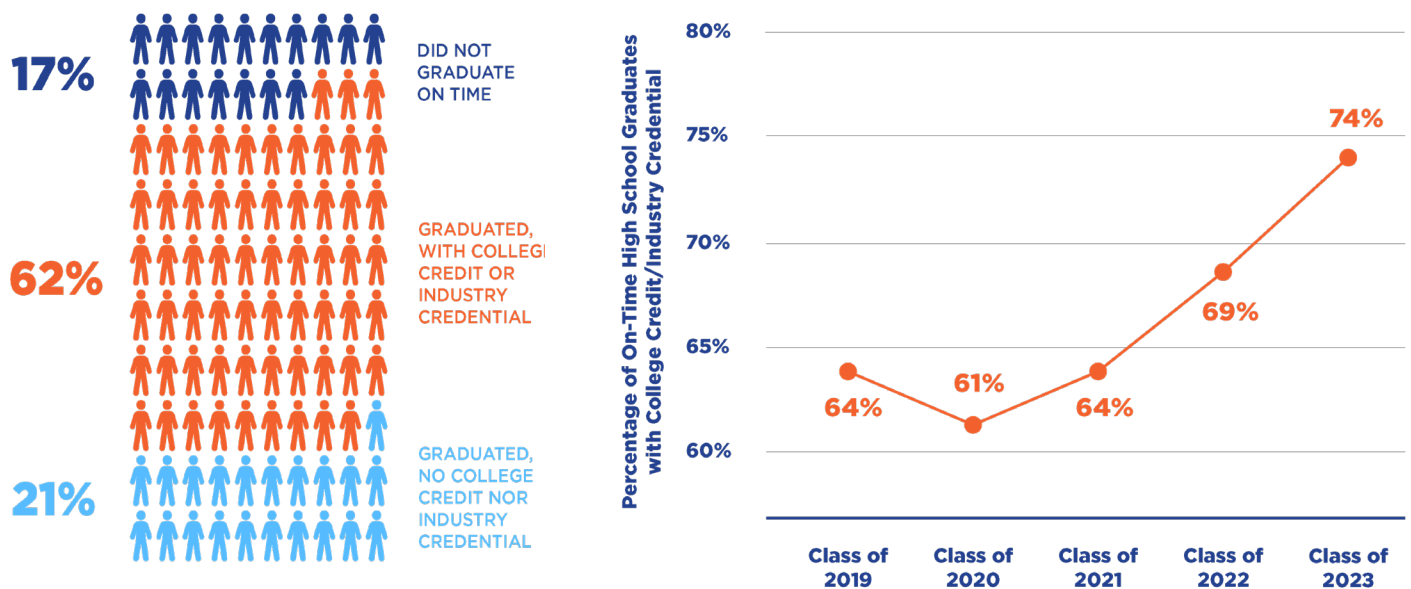
In December 2019, Louisiana’s education leaders set an ambitious goal for all public high school students to graduate with academic or career-related college credit, a market-relevant credential, or both. BESE and BOR adopted this shared goal for every public high school student beginning with the freshman class of 2025 (senior class of 2029).

For the class of 2023, 30,308, public high school graduates met this goal established by BESE and BOR. Over the past four years, the percentage of students graduating with early college credit or an industry credential has increased by ten percentage points (Figure 5).

Early college credit can be earned by passing dual enrollment course, as well as through appropriate scores on an Advanced Placement, International Baccalaureate, or College-Level Examination Program (CLEP) tests. The Department of Education includes in this indicator those students who earn any basic statewide or advanced industry-based credential.

Dual enrollment was the most common way that students achieved the college credit goal: half of the students who earned college credit or industry credentials did so by taking dual enrollment courses.

Figure 5. Public High School Graduating Class of 2023, Adjusted Graduation Cohort of Students Starting 9th Grade in 2019.



School Characteristics and Participation Rates

The increased number of students statewide graduating high school ready for college and careers masks regional variations in early college credit attainment. This section analyzes variances in the percentage of high school graduates who earned [early college credit or an industry-based credential](#) at the 336 public high schools in the state recording at least one graduate in 2022-23 (Table 16). This analysis uses the Department of Education’s data on high school graduates who earned at least one passing grade for TOPS core curriculum courses of either dual enrollment, Advanced Placement (AP), or International Baccalaureate (IB); received a high score on an AP, IB, or CLEP exam; or earned a basic statewide or advanced industry-based credential.

Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. Nine small public alternative and juvenile justice schools, each graduating fewer than ten students, were excluded given the need to preserve student privacy and mask reporting when fewer than ten students are in a sample, as well as their unique student populations.

Table 16. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Type, Class of 2023.

Public High School Type	Percentage of Students with Credit/Credential	# of Schools
Parish and District Schools	77%	280
New Orleans Charter Schools	53%	29
Charter Schools (Outside Orleans)	50%	15
Virtual Schools	75%	7
State Lab & Specialty Schools	81%	5
All Schools	74%	336

The highest rate of high school students graduating with early college credit was observed among State Laboratory and Specialty Schools. This is reflective of all selective admissions and/or strong connections with (including co-location) higher education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts; LSU Laboratory School; New Orleans Center for Creative Arts; Southern University Laboratory School; and Thrive Academy.

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

Graduates of the 29 New Orleans charter schools and the 15 charter schools elsewhere in the state earned early college credit or industry-based credentials at a significantly lower rate – 50% and 53%, respectively. The heterogeneity in the types of programs offered and the student populations served by charter schools is evident in the variation in early college credit attainment: one-quarter (12) of the high schools had fewer than 20% of their students earn early college credit, while one in five (9) had very high rates of over 80% of graduates who earned early college credit or an industry-based credential.

The participation rate in rural schools was three percentage points above average, while city schools were seven percentage points below average – largely due to lower participation rates in New Orleans.

Table 17. Public High School Graduates with Early College Credit or an Industry-Based Credential, By Locale, Class of 2023.

Public High School Locale	Percentage of Students with Credit/Credential	# of Schools
City	67%	82
Rural	77%	141
Suburb	80%	49
Town	74%	57
Virtual	75%	7
All Schools	74%	336

NOTE: School locale is determined using National Center for Educational Statistics classification.

Participation rates vary across the regions of the state, with Alexandria, Houma, and Lafayette above average. The three statewide virtual schools are excluded, while the four operated by parishes were assigned to their associated regional labor market areas (Table 18).

Table 18. Public High School Graduates with Early College Credit or an Industry-Based Credential, By Regional Labor Market Area, Class of 2023.

Regional Labor Market Area	Percentage of Students with Credit/Credential	# of Schools
Alexandria	87%	32
Baton Rouge	70%	58
Houma	84%	9
Lafayette	84%	45
Lake Charles	67%	40
Monroe	66%	28
New Orleans	74%	69
Shreveport	72%	52
All Schools	74%	333

NOTE: Three statewide virtual schools were not assigned to Regional Labor Market Areas.

An inverse relationship exists between school size and the percentage of graduates earning early college credit. Large and very large schools had above-average early college credit attainment rates, with a particularly large gap observed among very small schools, which had percentage rates ten points below the state average (Table 19).

Table 19. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Size, Class of 2023.

School Size	Percentage of Students with Credit/Credential	# of Schools
Very Large (250+ graduates)	79%	49
Large (150-249 graduates)	77%	45
Medium (75-149 graduates)	70%	90
Small (25-74 graduates)	68%	111
Very Small (1-24 graduates)	64%	41
All Schools	74%	336

At 89%, early college credit attainment rates among high school graduates was significantly higher for schools that serve few (<40%) [economically disadvantaged students](#). There was a 17-percentage point gap between these schools and those with high concentrations (>80%) of low-income and other economically disadvantaged students (Table 20).

Table 20. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Income Composition, Class of 2023.

School % Economically Disadvantaged	Percentage of Students with Credit/Credential	# of Schools
<40%	89%	15
40-59%	77%	65
60-79%	78%	133
>80%	62%	123
All Schools	74%	336

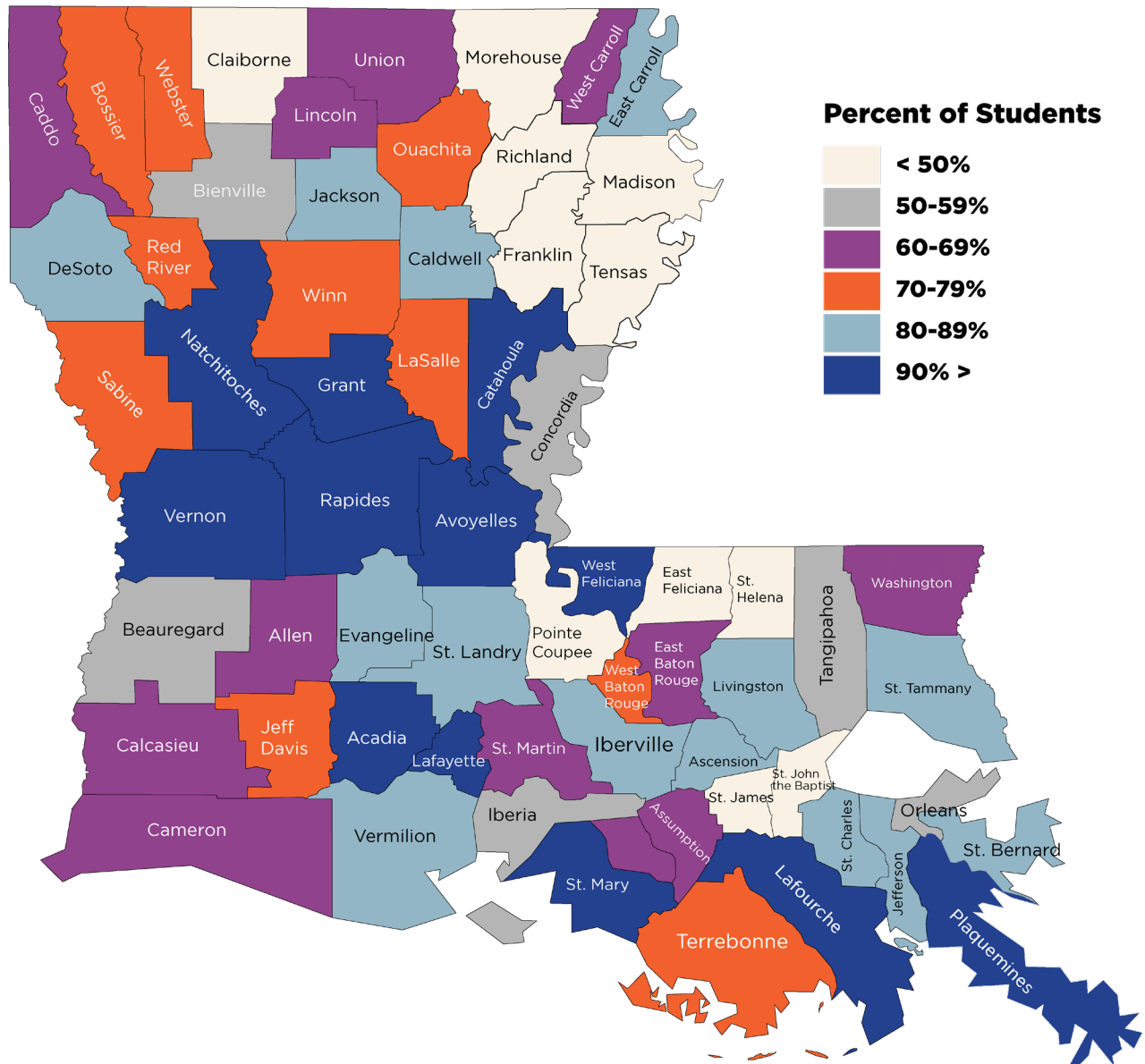


Likewise, the data show an inverse relationship between a school’s percentage of students of color and the percentage of graduates earning early college credit or an industry-based credential (Table 21). High schools with fewer than 20% students of color had rates 20 percentage points higher than those schools with more than 80% students of color. Significant portions of racial participation gaps lie in the differential rates of participation among schools with high percentages of students of color. Progress in recent years toward reducing that gap has resulted from the intentional expansion of dual enrollment programs into schools that previously had limited or no dual enrollment offerings (Figure 6).

Table 21. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Racial Composition, Class of 2023.

School % Students of Color	Percentage of Students with Credit/Credential	# of Schools
<20%	83%	52
20-39%	82%	68
40-59%	78%	72
60-79%	71%	43
>80%	63%	101
All Schools	74%	336

Figure 6. Public High School Graduates with Early College Credit or an Industry-Based Credential by Parish of School Location, Class of 2023.



NOTE: Includes all public, public charter and state schools located in the parish. Three statewide virtual schools were not assigned to parishes. Nine small public Alternative and Juvenile Justice schools, each graduating fewer than ten students, were excluded given their unique student populations and the need to preserve student privacy and mask reporting when fewer than ten students are in a sample.

Conclusion

Four years ago, Louisiana was experiencing a long decline in the percentage of Louisiana public high school graduates immediately enrolling during the first fall after graduation in any technical college, community college, or university. In this context, in December 2019, the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) set a vision for improving college and career preparation with a goal of all students graduating high school with early college credit, a market-relevant credential, or both. A ten-percentage-point increase in that metric reflects over 3,000 additional students completing high school each year ready to succeed in additional postsecondary training or a job opportunity. Growth in dual enrollment and other early college credit programs has contributed to graduates' decisions to continue with postsecondary education – with the immediate college-going rate showing a 3.7% percentage point increase for the graduating class of 2023.

Louisiana's successful growth of dual enrollment over the past five years has resulted from the commitment of schools and colleges to foster greater student success by strengthening their partnerships. Since 2019, the Dual Enrollment Task Force has convened to prioritize and drive key actions necessary to ensure statewide access to and success in dual enrollment across the state. Our analysis shows that, while the expansion of this opportunity has been impressive, challenges remain for students seeking to participate, with the availability of coursework widely varying across different regions of the state and in individual high schools. Students in small schools, cities, charter schools, and schools with high concentrations of economically disadvantaged and/or students of color have fewer opportunities to benefit from dual enrollment programs than peers in other schools. This is particularly true for the most popular career-relevant college programs that lead to high-demand jobs: Welding, Health Sciences, and Business.

The Task Force has recommended that high school students across the state be able to take up to two dual enrollment courses per year at no cost to families. The complexity of state funding for dual enrollment continues to be a barrier to providing sufficient resources to support this vision of universal access. The largest source of state support for dual enrollment currently is the Supplemental Course Academy (SCA) allocation, which districts receive through the Minimum Foundation Program (MFP). School districts frequently use these funds to reduce or eliminate tuition and fee charges to students. Despite increasing student demand for dual enrollment and higher costs that stretch schools' ability to offset these costs and result in more costs passed on to students and families, the SCA allocation was last increased in Fiscal Year 2022. Lack of resources and rising costs are particularly challenging for more costly career and technical programs. A few school districts have tapped into an underutilized state-provided scholarship program – TOPS Tech Early Start – to fund career and technical dual enrollment. Other districts have been unable to fully access this program due to limited awareness, the increased cost of technical courses, rigid ACT eligibility requirements, and the timing of securing funds. Expanding use of TOPS Tech Early Start to increase access to career technical dual enrollment courses offers an important opportunity to enhance affordable student participation.

Creating dependable and sustained public support for dual enrollment will ensure that all high school students can participate in these programs, which are designed to help them explore and succeed in their chosen path to career success.

Appendix A

2025 Dual Enrollment Task Force Roster

The [Dual Enrollment Task Force](#), established by Act 128 of the 2019 Regular Legislative Session, is charged with making 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. Staffed by the Board of Regents, the Task Force has met 27 times since it was organized in July 2019, and has delivered two comprehensive sets of recommendations to the Legislature, first in February 2020 and again in February 2024.

Over the past five years, the Task Force has successfully served as a forum for public engagement and dialogue among representatives from state agencies, school districts, high schools, colleges, universities, and support organizations across the state. It actively invites members of the dual enrollment community to share their expertise during meetings, with many others attending to provide public comments. These meetings have strengthened communication regarding dual enrollment and have facilitated the coordination and advancement of policy and program development. The current membership list is included below.

Member	Seat Information
Dr. Sabrah Kingham	Governor’s Office
Dr. Kim Hunter Reed	Board of Regents
Dr. Ernise Singleton	Department of Education
Mr. Preston Castille	State Board of Elementary and Secondary Education
Dr. Cheryl Serrett	Louisiana School Boards Association
Mr. Mike Faulk	Louisiana Association of School Superintendents
Mrs. Karen Triche	Louisiana Association of Principals
Ms. Jacquelyn Walther	Louisiana School Counselor Association
Dr. Jeannine O’Rourke	College and Career Readiness Commission
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Caroline Roemer	Louisiana Public Charter School Association
Ms. Jan Cotton	Louisiana Association of Educators
Mr. Tony McCardle	Louisiana Association for Career and Technical Education

Appendix B

Task Force 2024 Recommendations

The Task Force met quarterly in person in 2024, with sessions devoted primarily to the following topics:

- January: Finalized and adopted recommendations for strengthening the availability and quality of dual enrollment offerings in the state
- July: Considered opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including regional partnerships for technical program delivery
- October: Assessed the role of online and virtual instruction programs in increasing the participation in dual enrollment in school districts across the state
- December: Focused on dual enrollment programming in New Orleans, hosted by the Rooted School on the campus of Southern University at New Orleans.

The Task Force’s February 2024 Recommendations are as follows:

Board of Regents (Higher Education)	
1	In collaboration with management boards, address policy barriers that hinder participation and access of (1) rural students, (2) underserved student populations, and (3) students with disabilities or exceptionalities.
2	Support statewide convenings of dual enrollment professionals to continue to promote the sharing of academic quality practices, address barriers to student participation and success, and strengthen advising and navigational supports provided to dual enrollment students.
3	Promote the implementation by postsecondary management boards of a universal higher education dual enrollment pricing structure.
4	Monitor and promote institutional investment in staffing for dual enrollment and academic quality assurance practices such as faculty mentoring and development, curricular and assessment alignment, and evaluation.
5	Continue to invest in graduate programs designed for high school teachers to obtain the necessary credentials to teach dual enrollment and scholarships to promote equitable access.
6	Encourage statewide collaboration among colleges and universities to utilize instructor credentialing standards that enable more instructors to teach entry-level college courses, including dual enrollment.
7	Launch a Technical Course Matrix to increase the use of common course numbers in technical fields of study, promote expanded CTE dual enrollment, and further align transfer pathways from Industry-Based Credentials to undergraduate programs.
8	Pursue research partnerships and funding to conduct return-on-investment (ROI) analyses of dual enrollment participation, particularly related to the cost savings achieved by students and families and the overall value-add to the state’s economy.
9	Continue to invest in solutions such as common application and registration systems to reduce the administrative burden on counselors, students, and families.
10	Continue to build upon existing infrastructures like LaDualEnrollment.com to improve effective outreach and information sharing in order to increase successful participation in dual enrollment.

Public Postsecondary System Management Boards (Higher Education)

1	Implement at scale the Universal Transfer Pathways that were recently adopted by Regents by increasing the consistency in degree requirements and course numbering for technical fields of study.
2	Adopt and implement a universal higher education dual enrollment pricing structure.
3	In the upcoming 2024-2027 Perkins State Plan, LCTCS should identify avenues for increased investment of federal funds in technical dual enrollment and strengthen high school partnerships.
4	Building on advising toolkits to be published by the Board of Regents and LDOE, modify and promote institution-specific advising toolkits for high school counselors and encourage institutions to expand navigation, advising and student supports provided to dual enrollment students.
5	Identify and support the removal of barriers that hinder dual enrollment participation and access for (1) rural students, (2) underserved student populations, and (3) students with disabilities or exceptionalities.

Louisiana Department of Education (K-12)

1	In collaboration with the Board of Regents, develop more robust advising tools for students that guide them toward dual enrollment courses and pathways relevant to their future credential and career interests.
2	Align Fast Forward pathways to make them more consistent across geographic regions, ensuring they address workforce needs, and adopt Regents' Universal Transfer Pathways.
3	Provide technical support to districts and schools to promote the development of programs that allow students to complete Fast Forward pathways.
4	In collaboration with Louisiana's public colleges and universities, expand available virtual and hybrid dual enrollment offerings to increase access in all schools.

Board of Elementary and Secondary Education (K-12)

1	In collaboration with the Board of Regents, support measures to increase success in achieving the joint BESE/Regents goal for every student to graduate high school with college credit, a credential, or both, by 2029.
2	Apply the same weights to dual enrollment that AP and CLEP receive in the high school accountability system.
3	Include advanced career and technical dual enrollment classes as a metric in the high school accountability system.

Louisiana Legislature

1	Provide a sustainable funding stream to support the state's vision of providing universal access to dual enrollment to reduce the cost to students and families.
2	Encourage the development and implementation of models that enable rural schools and community and technical colleges to co-locate and coordinate career and technical education programs, resulting in expanded CTE programs and dual enrollment course offerings for high school students.

Appendix C

Dual Enrollment Students and All Undergraduate Students by Institution, 2023-24

Institution	Dual Enrollment Students	All Undergrad Students	% of Undergrad Students
Louisiana Community and Technical College System			
Baton Rouge Community College	2,989	15,513	19%
Bossier Parish Community College	822	8,738	9%
Central Louisiana Technical Community College	271	1,541	18%
Delgado Community College	982	18,138	5%
Elaine P. Nunez Community College	1,834	3,922	47%
L.E. Fletcher Technical Community College	641	3,420	19%
Louisiana Delta Community College	654	5,346	12%
Northshore Technical Community College	3,107	6,758	46%
Northwest Louisiana Technical Community College	292	1,439	20%
River Parishes Community College	722	3,165	23%
South Louisiana Community College	1,048	7,965	13%
SOWELA Technical Community College	656	4,520	15%
Louisiana State University System			
LSU and A&M College	4,247	47,718	9%
LSU Alexandria	1,212	7,123	17%
LSU Eunice	1,281	4,469	29%
LSU Shreveport	576	14,300	4%
Southern University System			
Southern University and A&M College	731	9,246	8%
Southern University at New Orleans	1,025	2,765	37%
Southern University Shreveport	1,339	4,211	32%
University of Louisiana System			
Grambling State University	203	5,832	3%
Louisiana Tech University	2,915	13,088	22%
McNeese State University	687	6,784	10%
Nicholls State University	985	6,976	14%
Northwestern State University	2,428	10,631	23%
Southeastern Louisiana University	5,223	17,316	30%
University of Louisiana at Lafayette	870	17,080	5%
University of Louisiana at Monroe	1,928	9,606	20%
University of New Orleans	1,077	8,060	13%

Appendix D

High School Students Earning One or More Postsecondary Credentials by Institution, 2023-24

Institution	Certificate, <9 Hours	Certificate, 9+ Hours	Certificate, 1 Year	Technical Diploma	Associate's Degree	Total Credentials
Elaine P. Nunez Community College	20	181	55	4	5	232
Northshore Technical Community College	167	6	3	4	1	172
South Louisiana Community College			153	13	73	167
River Parishes Community College	1	30	134		39	136
Bossier Parish Community College	58	26	42	1	12	105
Central Louisiana Technical Community College	77	23	14	12		92
Delgado Community College	50		32			82
Northwest Louisiana Technical Community College	18	21	52	10		76
Southern University Shreveport			1		55	56
Louisiana Delta Community College	34		16			50
LSU Eunice			36		18	37
Six Others	0	12	56	14	28	89
Total	425	299	593	58	230	1,292



BOARD of REGENTS
STATE OF LOUISIANA