

Dual Enrollment Task Force

January 22, 2024
10:00 a.m.- 12:00 p.m.

Iowa Room, 1st Floor of the Claiborne Building
1201 N 3rd St.
Baton Rouge, LA 70802

CALL TO ORDER

Commissioner Kim Hunter Reed called the January Dual Enrollment Task Force meeting to order at 10:02 a.m. She welcomed the newest member of the Task Force, Mr. Preston Castille, who serves on the Board of Elementary and Secondary Education as the District 8 Representative, and introduced the designees who joined the meeting. She introduced Mr. Samuel Smith, Principal at DeRidder High School, serving as a designee for Dr. Stella Arabie from the Louisiana Association of Principals; Ms. Cheryl Serrett, serving as a designee for Dr. Janet Pope and the School Board Association; and Dr. Katie Dawson, Assistant Vice President for Academic Innovation and Learning at the UL System, serving as designee for Dr. Jeannine O'Rourke and the College and Career Readiness Commission.

ROLL CALL

Ms. Cara Landry called the roll, and a quorum was established.

Members Present	Affiliation
Dr. Kim Hunter Reed	Board of Regents
Dr. Ernise Singleton	Louisiana Department of Education
Mr. Preston Castille	State Board of Elementary and Secondary Education Member
Mr. Mike Faulk	LA Association of School Superintendents
Mr. Samuel Smith (designee)	LA Association of Principals
Dr. Katie Dawson (designee)	College and Career Readiness Commission
Ms. Carrie Griffin Monica	Stand for Children
Mr. Barry Erwin	A Better Louisiana
Ms. Cheryl Serrett (designee)	LA School Board Association
Members Not Present	Affiliation
Ms. Denise Latour	LA School Counselor Association
Ms. Linda Johnson	LA Association of Public Charter Schools
Ms. Jan Cotton	LA Association of Educators

APPROVAL OF OCTOBER 3, 2023 MINUTES

Mr. Faulk asked for a motion to approve the October 3, 2023 minutes. On the motion of Mr. Erwin, seconded by Commissioner Reed, the motion was approved.

2024 DUAL ENROLLMENT ANNUAL REPORT DATA ANALYSIS

Dr. Reed reminded members that the Task Force publishes an annual report on dual enrollment participation and performance at the school and institutional levels and noted that the third annual report is in the draft stage. To provide a snapshot of the data and analysis found in the report she called on Adam Lowe, Director of Postsecondary Transitions at Education Strategy Group, as well as Dylan Jacavo, Associate at Education Strategy Group.

Mr. Lowe shared that more high school students are graduating with early credit or an industry credential and within the public high school class of 2022, 59% of students graduated with college credits/industry credentials. Mr. Faulk asked how these numbers correlate to the graduation rate numbers; Mr. Lowe responded that the graduation rate has been relatively stable, averaging between 83% and 84%. Mr. Lowe then shared the race/ethnicity statistics for dual enrollment students and noted that there have been faster-than-average increases in African American and Hispanic participation.

Mr. Lowe then discussed how the pandemic led to an increase in online dual enrollment coursework and noted that in 2022-2023 the large increase in hybrid enrollments resulted from a reclassification of Southeastern Louisiana University's substantial dual enrollment program from onsite to hybrid. Mr. Lowe indicated that students took an average of two dual enrollment courses in 2022-2023. He then shared that both technical and general education coursework experienced growth at 17%. Commissioner Reed led a discussion regarding ways to expand CTE opportunities and concerns about cost, noting that to achieve the goal of universal access parents and families must be engaged, so every child is on a path to a college-career program. Commissioner Reed discussed setting a goal for the percentage mix between general education fields and career and technical fields. Mr. Lowe then broke down the dual enrollments into general education fields and career and technical fields. He shared the growth in participation across all public systems.

STAKEHOLDER FEEDBACK TO INFORM THE 2024 TASK FORCE RECOMMENDATIONS

Mr. Lowe then provided an update related to the stakeholder feedback received through the statewide survey and interviews over the past few months. Mr. Lowe discussed results regarding dual enrollment focus areas and role types. He noted several Cross-Cutting Themes and Takeaways, which included:

- Legislative & Policy: *K-12 Accountability Reform and Funding to Offset Costs*
- Communications: *Enhanced Cross-Sector Partnerships & Collaboration and Consistent Messaging to Students & Families*
- Aligned Advising: *Professional Development for K-12 Counselors and More Dual Enrollment Specific Staff at Colleges*
- Regulatory Changes: *Expanded Common Course Numbering & Matrix Courses and Rigor & Quality Assurance*
- Access Strategies: *Communicate the ROI of Dual Enrollment to Students & Families and Expand Supports in Rural Louisiana*

He first discussed Legislative and Policy. For K-12 Accountability Reform, he indicated that a considerable number of K-12 survey participants referenced the need to reform the high school accountability model to equalize the points awarded for AP and CLEP. He noted that stakeholders called out that inconsistent treatment across these early postsecondary opportunities (EPSOs) remains a real barrier to equitable scaling of dual enrollment programming. He then considered funding to offset costs, noting that LCTCS' price increase was stated as of great concern to K-12 actors. He indicated that many higher education respondents stated that the cost burden remains too high for LCTCS to be fully incentivized to scale dual enrollment offerings without additional state funding. He said that respondents were concerned about the ability of schools to pay for courses before and after the price increase, leading schools increasingly to pass fees on to students and families. He added that several respondents directly

asked for more SCA funds and greater flexibility in the use of these funds.

Mr. Lowe then moved to the theme of *Communications*. He began by referencing enhanced cross-sector partnerships and collaboration and stated that respondents commonly noted the desire for K-12 and postsecondary actors to collaborate more frequently. He said the most common request was for postsecondary DE instructors to collaborate with K-12 practitioners around student success. He then stressed the importance of consistent messages to students and families, stating that respondents had expressed a desire for more tools to consistently message the purpose and impact of dual enrollment.

Mr. Lowe then shifted to *Aligned Advertising*. In terms of professional development and K-12 counselors, he noted that a large swath of respondents, including counselors, signaled a need for additional professional development for high school counselors. He reflected that counselors are stretched thin and need more clarity on dual enrollment policy and procedures to be better advocates to students who are navigating available dual enrollment opportunities. He noted that K-12 respondents, specifically high school counselors, expressed a desire for significantly more dual-enrollment-focused support from postsecondary partners, both in the college environment and through outreach to high schools. He stated that higher education respondents identified existing staffing challenges, which limit their ability to support dual enrollment students intentionally.

Mr. Lowe then transitioned to *Regulatory Changes*, including expanded common course numbering and matrix courses. He noted that many respondents expressed a hope that more dual enrollment courses would receive common course numbering across postsecondary institutions, which would help high school counselors improve their advising of students. He stated that several K-12 practitioners expressed an interest in adding more courses in technical fields of study to the Regents Academic course matrix.

Mr. Lowe then transitioned to the theme of *Rigor and Quality Assurance*. He stated that respondents across K-12 and higher education emphasized the need to ensure that dual enrollment courses

are of high quality and equivalent rigor to college-level courses offered at postsecondary institutions. He noted that there was significant concern that the state would seek to expand dual enrollment programming at a rate that posed a threat to quality.

Mr. Lowe moved on to discuss *Access Strategies* and ways to communicate the ROI (Return on Investment) of dual enrollment to students and families. He noted a significant number of responses from K-12 actors mentioned that more students and families would be keen to participate in dual enrollment if the value-add, from both cost and success perspectives, was more clearly articulated by the state and messaged consistently by practitioners. He indicated that K-12 respondents want more collateral for counselors to share directly with students/families in this respect. He discussed expanding supports in rural Louisiana and noted a common equity concern, expressed by both K-12 and higher education respondents: a general belief that rural schools/students will be left behind in the dual enrollment space in Louisiana without targeted support. Current equity blockers for rural students include LCTCS' tuition price increases, the lack of dedicated funding to cover transportation and tuition costs, and difficulty in training/attracting properly credentialed teachers to offer courses.

Members then discussed these themes, starting with the role of the Task Force. Mr. Lowe emphasized that recommendations should remain positive. He suggested that the Task Force has been successful because it provides a productive forum to build support and strengthen messaging around dual enrollment. Recommendations related to thorny issues such as accountability and choice need to remain at a high level, where there is universal agreement. Mr. Lowe then discussed messaging along with the creation of a pipeline of workers in high-growth fields, student access in rural areas, parent/student choice in courses and preparing graduates for high-income career paths. He focused attention on potential funding requests, including consideration of narrower and more specific requests around dual enrollment as part of technical workforce preparation and working with colleges and universities to establish a tuition/fee pricing structure that is affordable for schools and families. He spoke about high school

accountability and continued to emphasize that there is agreement around incorporating advanced career and technical dual enrollment classes, applying the same weights for dual enrollment as given for AP and CLEP, and differentiating based on the number of credit hours earned.

Mr. Lowe then talked about teacher pipeline and advising, noting that it is important to continue expanding programs focused on increasing the pipeline of high school teachers eligible to teach dual enrollment, improving the clarity of the processes and standards for credentialing high school instructors to teach dual enrollment, and emphasizing institutional investments in faculty development and other academic oversight. He suggested developing more robust advising tools for students to guide them toward dual enrollment classes that are relevant to their future degree interests. Mr. Lowe then focused on technical pathways and Fast Forward, as well as adoption of common course numbering by LCTCS and Regents in frequently pursued technical fields of study and increasing employer engagement in the talent development pipeline through support for dual enrollment in their sectors. He recommended streamlining Fast Forward pathways to make them more universal across the state and aligned with Regents' Transfer Pathways and providing technical support to districts and schools to develop programs that allow students to access Fast Forward pathways. Finally, he provided additional tabulations of survey responses.

CONSIDERATION OF THE 2024 TASK FORCE RECOMMENDATIONS

Dr. Reed then called on Ms. Baker to present the 2024 Task Force Recommendations. Ms. Baker provided an overview of the recommendations, including:

Board of Regents (Higher Education) –

1. In collaboration with management boards, address policy barriers that hinder participation and access of students with disabilities or exceptionalities, rural students, and underserved student populations.
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 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 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 graduate programs.
8. Pursue research partnerships and funding to conduct student outcomes, access barriers, and return-on-investment (ROI) analysis of dual enrollment participation, particularly as it relates to the cost savings achieved by students and families and the overall value-add to the state's economy.
9. 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 build participation in dual enrollment.

Public Higher Education System Management Boards –

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 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 students with disabilities or exceptionalities, rural students, and underserved student populations.

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 classes relevant to their future credential 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 support 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 underserved schools.

Board of Elementary and Secondary Education (K-12) –

1. In collaboration with the Board of Regents, continue measuring success toward achieving the joint BESE/Regents goal for every student to graduate high school with college credit, a credential, or both.
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 (State) –

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 colleges to co-locate or coordinate career and technical education programs, resulting in expanded CTE programs and dual enrollment course offerings for high school students.

Mr. Faulk raised the importance of doing things differently to serve students and referenced the success of Calcasieu Parish’s VIP program as an example.

Discussion focused on the inclusion of the words “coordination” and “co-locate” in the second Louisiana Legislature recommendation and how those approaches would look. Mr. Erwin said that he believes there is still a learning gap in terms of what we have done and the Legislature and it would be helpful if the Governor is able to include this funding in the budget. He indicated that there is likely a need again to make the case to the Legislature for the value of dual enrollment. He expressed a belief that they would be receptive to this if they were more thoroughly informed of what the Task Force is doing.

Dr. Reed noted the language edits suggested by Task Force members for the recommendations. Dr. Reed then asked if Task Force members were comfortable with a motion to approve the 2024 Task Force recommendations, with a provision to allow the staff to make necessary edits in advance of submission to the Legislature.

On the motion of Mr. Faulk, seconded by Mr. Erwin, the Task Force voted to approve the report with the recommendations, including technical adjustments and other additions suggested by Task

Force members.

PUBLIC COMMENTS

Ms. Cierra Hart, Education Trust of Louisiana, noted that she wanted to support the Board in its partnership, She noted that they had the opportunity to speak with 400 students from last year to the beginning of this year and what was learned about their dual enrollment experience. She cited challenges in understanding the connection piece with dual enrollment and that their school has opportunities for this. She added that there is work to be done on this as well as an increased engagement in dual enrollment. She offered to share data on her research.

NEXT STEPS AND ADJOURNMENT

Dr. Reed outlined the next steps to finalize the publication of the annual report to publish the report in February. She noted that the next Task Force meeting will be held tentatively in May or June.

Dr. Reed then asked for a motion to adjourn today’s meeting.

On the motion of Mr. Barry Erwin seconded by Ms. Cheryl Serrett the meeting was adjourned.

ADDITIONAL GUESTS

Adam Lowe	ESG
Dylan Jacavo	ESG
Wendy Palermo	LCTCS
Amy Cable	LCTCS
Jessica Vallelungo	LDOE
Alisha Fontenot	LSUE
Samuel Smith	LAP
Sheri Goings	LSU
Jamie Hilburn	BPCC