

Dual Enrollment Task Force

Tuesday, July 2, 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 July Dual Enrollment Task Force meeting to order at 10:00 a.m. She welcomed the new members of the Task Force: Ms. Jacquelyn Walther, President of the Louisiana School Counselor Association.

ROLL CALL AND INTRODUCTIONS

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

Members Present	Affiliation
Dr. Kim Hunter Reed	Commissioner of Higher Education
Dr. Ernise Singleton	Assistant Superintendent LDOE
Ms. Cheryl Serrett (designee)	Executive Director, LA School Board Association
Mr. Mike Faulk	Executive Director, LA Association of School Superintendents
Dr. Stella Arabie	LA Association of Principals (Vermillion High)
Ms. Jacquelyn Walther	President, LA School Counselor Association
Dr. Jeannine O'Rourke	College and Career Readiness Commission
Mr. Barry Erwin	Council for a Better Louisiana

Members Absent	Affiliation
Mr. Richard Hartley	Office of the Governor
Mr. Preston Castille	Member, State Board of Elementary and Secondary Education
Ms. Carrie Griffin Monica	Stand for Children
Ms. Linda Johnson	Executive Director, LA Association of Public Charter Schools
Ms. Jan Cotton	LA Association of Educators
Mr. Tony McArdle Mr. BJ Bertucci (designee)	LA Association for Career and Technical Education

APPROVAL OF JANUARY 22, 2024 MINUTES

Commissioner Kim Hunter Reed asked for a motion to approve the January 22, 2024, minutes. On motion of Dr. Ernise Singleton, seconded by Dr. Jeannine O'Rourke, the motion passed.

REVIEW OF 2024 LEGISLATION

Dr. Reed called on Dr. Michelle DeMeulenaere to update the Task Force on changes regarding dual enrollment enacted during the 2024 Regular Legislative Session. Dr.

DeMeulenaere reviewed Act 154 and Act 335, which expand the membership and functions of the Dual Enrollment Task Force. The Acts charge the Task Force to (a) identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment by creating regional technical high schools operating through partnerships with public colleges or universities, and (b) expand virtual instruction dual enrollment programs across the state, specifically in rural areas.

Mr. Faulk suggested the need for information to be provided by the Louisiana Department of Education (LDOE) on the impact of accountability on high schools, how apprenticeship and internship programs are planned, and a comprehensive view of the potential impacts on dual enrollment before the Task Force prepares recommendations for expansion.

Dr. Reed thanked Task Force members for their support and advocacy of dual enrollment and congratulated everyone on the Task Force's work thus far. She mentioned the need for future discussion of the reasons students have pursued academic courses more often than career and technical certifications. Dr. Reed noted that Calcasieu Parish's Virtual Instructional Program will be expanding, per the acts written by Senator Mizell and Representative Brass.

Dr. Reed introduced Adam Lowe, the Director of Postsecondary Transitions with the Education Strategy Group (ESG). Mr. Lowe stated that the previous data revealed challenges in the delivery of high-quality dual enrollment programs in career and technical fields in the state. By looking through this lens, the Task Force can explore taking a regional approach to strengthen technical dual enrollment delivery as the delivery of CTE dual enrollment has been found to be uneven. Mr. Lowe added that there is limited availability of dual enrollment in many communities and for many CTE fields across the state. The areas with larger dual enrollment numbers are in high-population areas and offer only a few subjects. Availability is limited in both technical colleges and four-year universities, even in fields with large numbers of graduating students. As such, dual enrollment opportunities can be unavailable to high school students, which can delay the start of postsecondary ventures.

Mr. Lowe noted that the recommendations provided in the January annual report were acknowledged during the legislative session by Senator Mizell and Representative Brass. This confirms that legislators recognize the value in expanding dual enrollment throughout the state as the acts specifically note the need for coordination and co-location between higher education and the K-12 districts. This will allow opportunities for these entities to share resources and increase collaboration between the two to create regional technical high schools.

Mr. Lowe presented background research conducted on approaches towards dual enrollment in Georgia, Iowa, North Carolina, and Virginia, each of which has employed slightly different tactics to address the particular challenges and strengths of each state. He indicated that Iowa and Illinois both invested heavily in dual enrollment and thus saw a significant increase in dual enrollment within career fields of study.

Dr. Arabie asked for Mr. Lowe's rationale in choosing these states as comparisons,

inquiring if the states had similar student demographics and industries to those within Louisiana regions. Mr. Lowe answered that he polled his coworkers nationally, inquiring which states were working to increase regional technical dual enrollment, had strong higher education engagement and pathways towards dual enrollment career fields, and had employed a variety of approaches that could be utilized in various settings based on regional need. He noted that each of the five states used as comparisons possessed all these qualities.

Dr. Arabie asked if any similarities existed in the peer states regarding student demographics and industry fields found in Louisiana's regions. Mr. Lowe indicated that similarities include work on apprenticeship development or diversity in the industries around the state, though the peer states do not have the oil and gas industry. A few of the peer states were southern or had large rural areas, which resonated with Louisiana's student demographics.

Mr. Faulk asked how these states funded their dual enrollment expansion initiatives into rural locations. Mr. Lowe provided a few examples of funding sources the comparison states used to build access to these technical programs.

Mr. Lowe then explained that the five state examples were split into two categories of approaches: regional partnerships and whole school models. Iowa's and Virginia's STEM Academies utilized a regional approach for dual enrollment expansion, identifying each region's areas of need while encouraging collaborations between higher education institutions and school districts to create relevant programs of study and increasing access to programs that may previously have only been offered in a single area or institution in the state.

Mr. Lowe explained that Georgia, Virginia Laboratory schools, and North Carolina used a whole school model by establishing freestanding schools in different locations, such as a

college or university campus, a lab school run by the colleges or universities, or a co-located space within the same facility as a district high school.

Mr. Faulk asked if East Baton Rouge (EBR) parish has any whole school models, specifically on high school campuses, and if these models focus only on career-oriented programs. Members then discussed current whole school models throughout Louisiana, their regional locations, and their program focuses. Mr. Lowe advised interested members to gather local model examples or request more information from him for the next Task Force meeting.

Next, Mr. Lowe presented the data gathered regarding dual enrollment in the five example states. He began with Iowa, noting the funding sources of its CTE and dual enrollment programs, background on regional partnerships, and ways in which the state supports this initiative.

Mr. Faulk mentioned the existence in Louisiana of previous regional facilities that the DOE had supported, which were predominantly used as training facilities for district employees. Dr. Arabie questioned the legislation's intent to resurrect these regional facilities. Mr. Faulk responded that it was intended to expand the dual enrollment opportunities for high school students and explore virtual lab options throughout the city based on the success of Calcasieu Parish's model.

Dr. Reed responded that the authors wanted the Task Force to provide a variety of recommendations specific to CTE expansion and broadening dual enrollment opportunities. Current Louisiana data are being acquired, after which additional research should be completed. A state report created by the Task Force will be presented to the legislator. Dr. Arabie asked if recommendations were needed for both high schools and regional centers.

Mr. Lowe then outlined how Virginia's STEM academies operate their regional partnerships and collaborations by creating an advisory board. The STEM academies are located on various on-campus sites and/or online platforms. Start-up funding has been acquired and ongoing funding is provided at the local level. Accountability and program evaluation are conducted by a collaboration between the State Council for Higher Education and the Virginia DOE.

Ms. Serrett asked for clarification of the meaning of local funding in the comparison states, as it may be different than in Louisiana. Currently Louisiana's local funding contributes only to K-12 support. Mr. Lowe explained that most of these states rely primarily on state per-pupil funding for K-12.

Mr. Lowe then reviewed Georgia's approach to CTE and dual enrollment. Program funding was supported by the state and through a multi-million-dollar investment. He noted that Georgia has several industry sectors that provide career pathways, programs, and studies within these schools.

Mr. Lowe then noted that North Carolina's early college high schools have the greatest participation levels, which are maintained through a sustained effort. These programs are not all oriented towards technical programs, but also provide academic pathways for students to pursue college-level education. Some funding is provided by supplemental means, as small class sizes do not provide enough funding per pupil.

Mr. Lowe concluded his presentation by posing questions for the Task Force to consider based on this information. The questions include: (a) What type of school model would work best for the regional needs of the state? (b) What type of governing structure works best for

oversight? (c) What funding is necessary beyond the existing revenue streams? and (d) What will coordination across the state look like? He encouraged members to consider these questions before the next Task Force meeting. Dr. Reed then directed members who had additional questions or thoughts to note them for later discussion.

REGIONAL APPROACHES TO DUAL ENROLLMENT IN CTE

Dr. Reed introduced Ms. Courtney Schoolmaster, the Assistant Vice Chancellor of Academic Affairs, and Ms. Kelita Johnson, the Director of CROP, from the South Louisiana Community College's (SOLACC) College Reach Out Program (CROP). Ms. Schoolmaster mentioned the recently received Perkins Grant, which enabled SLCC to expand into eight rural parishes with a dual enrollment and/or CTE path. Ms. Schoolmaster noted the three Career and Technical Academies (CTA), which are in Lafayette, St. Martin, and St. Mary Parishes.

Mr. Faulk asked if the three locations are around the Lafayette area. Ms. Schoolmaster confirmed this but clarifies that while the demand exists, the lack of facilities has prevented them from expanding. She disclosed that one of the barriers to dual enrollment is the need to service both community college and high school populations. Making this difficult is a lack of availability for high school students due to full CTE programs. Ms. Schoolmaster described pilot efforts to find an economically feasible pathway to build out the virtual platform to expand dual enrollment further into the nearby parishes and fill the programs.

Ms. Schoolmaster stated that recruitment into dual enrollment has increased by 12.5% since the CROP initiatives began. She then introduced Ms. Johnson to describe the six strategies deployed to increase interest in the dual enrollment program and to support students either obtaining their CTA or acquiring the credentials to move into a four-year program or higher

degree.

- *Concierge Offerings*: A hands-on approach where staff meet potential high school students, principals, or counselors in person to discuss the process of dual enrollment.
- *Targeted Messaging*: CROP disseminates information sheets explaining dual enrollment, with forms created specifically for either a potential student or parent.
- *Credential Focused*: Staff describe to parents and students the specific opportunities for the pathway chosen.
- *Pathways to Postsecondary*: CROP assists parents and students in applying for future programs or guides them toward higher education programs.
- *Virtual Options*: Staff collaborate with instructors to design courses that provide rigorous content with hands-on experiences or hybrid class options without losing credibility.
- *24-7 Support*: CROP offers in-person registration to assist applicants and enrolled students through their program process.

Ms. Schoolmaster discussed barriers to expansion efforts, including students moving districts, delays in starting dual enrollment, standardized equivalencies, credentialed teachers, and issues with the value of CTC certificates that can prevent students from obtaining them, despite their future usefulness.

Mr. Faulk recommended that the Task Force address the shifting accountability for high school teachers, in particular its impact on expanding dual enrollment in rural areas. He also inquired about tuition costs, which Ms. Schoolmaster stated were currently \$50 per credit hour. She emphasized the necessity of creating a detailed course pathway matrix and highlighted the challenge of finding and retaining credentialed teachers as a significant barrier to expansion, short-term credential offerings, and adult education.

Dr. Slater identified challenges to expansion efforts, including the need for clearer pathways for technical careers and alignment with regional workforce needs. She also highlighted the importance of promoting to dual enrollment students career path programs and suggested starting them as early as freshman year in a Jumpstart program. Looking ahead, Dr. Slater emphasized the importance of increasing adult education enrollment in process technology and welding, expanding summer programs, and enhancing collaboration with regional businesses and high schools.

Ms. Serrett and the other members discussed the potential benefits of collaboration with the Louisiana Community and Technical College System (LCTCS) and the need for a dedicated group to focus on dual enrollment specifics.

Dr. Slater discussed balancing high school and college readiness to support dual enrollment. In partnership with local high schools, community colleges can seek a more balanced approach by spreading courses over four years to foster maturity and readiness. RPCC encourages high school students to take summer courses, which helps students begin earlier and supports student investment. By taking high school courses that are aligned as prerequisites for community colleges, high schools can prepare students for their selected pathways.

Mr. Faulk thanked Dr. Slater and Dr. Donaldson for their presentation and introduced Dr. Tamika Duplessis from Delgado Community College. Dr. Duplessis stated that she has noticed the same challenges as SLCC but as New Orleans has charter schools only, it is difficult, but not impossible, to coordinate. Currently Delgado has a dual enrollment program at all four of its campuses and in all major subject areas called Accelerated Pathways, which has secured a grant from the Bill and Melinda Gates Foundation to support aspects of the plan.

Dr. Duplessis stated that the plan revolved around creating pathways originally designed to accommodate specific needs but which ended up being advantageous to a larger group of people. The program also focused on collaborating with the community to close gaps that may hinder students from participating in dual enrollment programs regardless of economic status, lack of resources, lack of opportunities, student identity, or demographics. Thus, the program was designed with the focus on the community as a whole, how to help industry, and how to help students prepare for their future opportunities.

Dr. Duplessis explained Delgado's collaboration with local industry to build pathways for associate's degrees, apprenticeships, college credit, and industry-related credentials by designing career maps that show families and high school personnel ways to access local opportunities. They created a dual enrollment playbook, which is a centralized hub for counselors to help students understand their pathway options and enroll in the programs. They also created a technical training vendor guide to assist schools and their partners to align CTE planning with academic planning.

Dr. Duplessis then discussed another aspect of the plan: Designers in Residence 2.0. This allows the team to collaborate with other cohorts across the country to assist Black and Hispanic/Latino students and students from low-income backgrounds in earning an associate's degree or credential one year after high school graduation. The team ensures programs and delivery models are accessible, with possible funding sources the students can access.

In collaborating with the community and industry partners, the team determined four major pathway areas that offer growing opportunities for students: biotechnology, nursing, game design, and cybersecurity. Other aspects of the plan include outreach to local middle and high schools to educate students on dual enrollment opportunities, along with advising to help

students plan their pathways and then support them once they are in the program. The program goal is to increase both enrollment and the number of certifications awarded.

PUBLIC COMMENTS

No public comments were provided.

NEXT STEPS AND ADJOURNMENT

Dr. Reed asked all members to submit their questions and ideas to Mr. Lowe for further research. She noted that the Task Force meets quarterly, and the new information should be ready for the next meeting. Dr. Reed then asked for a motion to adjourn the meeting.

On motion of Dr. Ernise Singleton, seconded by Dr. Jeannine O'Rourke, the meeting was adjourned at 12:04 p.m.

ADDITIONAL GUESTS

Adam Lowe	ESG
Courtney Schoolmaster	LSCC
Kelita Johnson	SLCC
Tamika Duplessis	Delgado
Misty Strayer	RPCC
Paul Donaldson	RPCC
Jessica Vallelungo	LDOE
David Shepard	YouthForce NOLA
Timberly DeVille	LDOE
Alicia Dagostino	YouthForce NOLA