

**Dual Enrollment Task Force**

**March 15, 2022**

**1:00 p.m. to 3:00 p.m.**

*Thomas Jefferson Room A&B, 1<sup>st</sup> Floor of the Claiborne Building  
1201 N. Third St., Baton Rouge, LA 70802*

CALL TO ORDER

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, called the meeting of the Dual Enrollment Task Force to order at 1:07 p.m.

Before the roll was called, Dr. Craig introduced Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, who recently joined the Board of Regents staff from the University System of Georgia. She noted that he would provide an update on upcoming legislation.

Dr. Craig also welcomed Dr. Ernise Singleton with the Louisiana Department of Education. Dr. Singleton briefly introduced herself and described her role as Interim Superintendent of Career and College Readiness with LDOE.

ROLL CALL AND INTRODUCTIONS

Ms. Mellynn Baker called the roll, and a quorum was established.

| <b>Members Present</b>    | <b>Affiliation</b>   |
|---------------------------|--|
| Dr. Ernise Singleton      | LA Department of Education                                 |
| Ms. Doris Voitier         | State Board of Elementary and Secondary Education          |
| Dr. Janet Pope            | Ex. Director, LA School Board Association                  |
| Mr. Mike Faulk            | Ex. Director, LA Association of School Superintendents     |
| Ms. Jemi Carlone          | LA Association of Principals (Principal of Belle Chase HS) |
| Ms. Carrie Griffin Monica | Stand for Children   |
| Mr. Barry Erwin           | Council for a Better Louisiana                             |
| Ms. Linda Johnson         | Ex. Director, LA Association of Public Charter Schools     |
| Dr. Susannah Craig        | LA Board of Regents  |
| Ms. Denise Latour         | LA School Counselor Association                            |
| <b>Members Absent</b>     | <b>Affiliation</b>   |
| Mr. Richard Hartley       | Education Policy Advisor, Office of the Governor           |
| Dr. Jeannine Kahn         | College and Career Readiness Commission                    |

APPROVAL OF NOVEMBER 17, 2021 MINUTES

**Dr. Craig asked for a motion to approve the minutes of the November 17, 2021 meeting. On motion of Ms. Linda Johnson, seconded by Mr. Barry Erwin, the Task Force approved the minutes.**

FEBRUARY 2020 TASK FORCE RECOMMENDATIONS UPDATES

Dr. Craig introduced Ms. Mellynn Baker, Regents' Assistant Commissioner for Strategic Planning and Student Success, to present the Task Force recommendations and updates.

Ms. Baker advised the Task Force that included in the meeting materials were two documents that provided updates from the February 2020 Task Force report.

The first document listed the agency assignments, which the Task Force uses to monitor and determine the progress towards each recommendation. She advised that the Task Force would receive an update during the meeting on the work related to Open Educational Resources (OER). The document also provided updates on tasks assigned to LDOE and BESE. Ms. Baker confirmed that she wished to spotlight a few of these items at the meeting.

The second document identified the conditions necessary for success, which were first established in February 2020 and then expanded at the June 2021 Task Force meeting. Conditions included universal access and equity, funding mechanisms, course access and pathways, instructor support and integrity as well as communication, outreach and public reporting.

Ms. Baker advised that the current meeting would focus on updates related to three of the recommendations that directly respond to the February 2020 established recommendations:

- LaDualEnrollment.com
- Dual Enrollment Workshop Series with the National Alliance for Concurrent Enrollment Partnerships (NACEP)
- OER in Dual Enrollment

To begin, she provided two brief updates on the Dual Enrollment Online Portal, hosted at LaDualEnrollment.com. She advised the Task Force that the Portal launched on January 25, 2022 and noted that the homepage was designed to allow parents, counselors, and students to access this information in a user-friendly way. Since the launch, positive feedback has been received on how this website can be used by counselors while streamlining communication for dual enrollment. Ms. Baker added that the web design partner used this feedback to add a feature

that directly links from the portal to the Fast Forward program website, also launched on January 25, 2022, and included a FAQ section with a searchable format. She added that staff hosted a webinar for school counselors to provide more information, with their questions added to the FAQ.

Ms. Baker then provided an overview of coming projects related to Dual Enrollment, including work to transform the Articulation Matrix from an Excel file to a dynamic search and plans to create a standard application for all institutions. She advised that, in direct response to feedback from the Task Force meetings, focus groups and surveys, an RFP is being developed for the standard application development. Mr. Mike Faulk asked whether the Task Force is working with community colleges as well as four-year institutions to coordinate the standard application process. Dr. Craig replied that Regents has worked on this idea with representatives from the four systems over the past 6-8 months and the decision to write the RFP was made in response to the needs of all the systems. Dr. Craig said that BoR looks forward to continuing their collaboration with LDOE to make sure that they are creating opportunities for all students. Ms. Baker also expressed gratitude to those who have participated in the Task Force meetings and focus groups and provided feedback to be used by the web designers.

Ms. Baker gave an update on a Dual Enrollment workshop series with NACEP, the National Alliance for Concurrent Enrollment Partnerships. This workshop series will bring together dual enrollment coordinators, Vice Presidents of Academic and Student Affairs, deans and department chairs, CTE chairs and DE faculty and instructors. This series will be designed to provide professional development opportunities centered around best practices and program success. There will be three virtual workshops as well as three in-person workshops for which logistics are being finalized. She informed the Task Force that these workshops are a direct response to the recommendation for training around program consistency and success.

Ms. Baker then introduced Ms. Laurie Blandino, Executive Director and Associate Commissioner for LOUIS, to provide an update on the two grants that LOUIS was awarded to work on Open Educational Resources (OER) in dual enrollment. Ms. Blandino explained that OER includes textbooks, course materials, and software, that are completely open to use, adapt, and distribute as the instructor chooses.

She then discussed LOUIS's funded projects, starting with the Interactive OER in Dual Enrollment Grant, which is an Open Textbook Pilot Grant from the U.S. Department of Education Fund for Improvement of Postsecondary Education. In December 2020, LOUIS was awarded just under \$2 million, with \$1.2 million going directly to higher education systems. This recognizes that course development is handled by faculty and library staff in public and private institutions, with the librarians acting as team leaders. There are currently 25 cohorts, with each consisting of one team leader and up to five faculty participants. A statewide recruitment process was conducted by the systems to bring interested faculty into the project. The courses are designed to be reusable and in formats with interactive parts, such as homework and quizzes,

that can be utilized in any learning management system. She advised that the grant team is working with Pressbooks, an open-source book creator and publisher. She then presented the goals of the grant: eliminating textbook costs for these twenty-five courses, ensuring that the courses can meet the needs of diverse learners across the institutions, and creating a replicable model of interactive OER that can be adopted across institutions to reduce the time needed to build OER sections.

Ms. Blandino presented the 25 dual-enrollment, general education courses the teams are developing, noting the grant's focus on humanities and sciences. She advised that the courses selected have a high rate of failure or withdrawal. Math courses were avoided in this grant but are included in the second grant. Dr. Craig added that the 25 courses were selected using student performance data and by looking at the highest rate of failing grades and withdrawals as well as challenges experienced by minority students and the associated courses. Ms. Blandino commented that grant developers also looked at student success metrics and for courses that addressed them. Mr. Erwin asked how many dual enrollment courses are offered, as these courses seem to be more popular. Dr. Craig replied that the project started with general education courses as all students have to take 39 such courses to earn their college diploma. Mr. Faulk asked about accessibility to students in outlying areas and broadband connectivity issues. Ms. Blandino replied that the courses will start as pilots offered by higher education institutions, with the second grant focusing on secondary institutions. She then presented the current course outcomes targeted through offering OER courses and having the textbooks and materials provided on the first day of class. Ms. Johnson asked if the program will be accessible across the state and whether there was a timeline. Ms. Blandino replied that it will be accessible and advised that the second phase of the project will end in summer 2022, with the pilot phase beginning in fall 2022 and going through summer 2023. During the pilot phase, instructors will teach the courses and get feedback in order to update the courses before making them freely accessible.

Ms. Blandino explained that the grant's goal is for the resources to be completely open to anyone who wants to use them. Open resources provide all of the information and course content needed to teach the course and students have free access to books and materials, which studies show lead to improvement in grades and withdrawal rates. Mr. Blaine Robertson asked if the design of the courses makes it easier for students. Ms. Blandino explained that in phase one the focus was on training to improve student outcomes, course development, accessibility and inclusion, so there was a lot of focus on course design.

Ms. Blandino informed the Task Force that the first phase of the current plan, course development, is complete and the second phase of the work, cohorts, will create course content. This phase is scheduled for completion by the end of Summer 2022, with the third phase, implementing the courses, planned to begin in the next three semesters.

Ms. Blandino then provided an update on the National Leadership Grants for Libraries Project award from the Institute of Museum and Library Services. She advised that the grant has similar goals to the first presented but focuses on secondary institutions and faculty. The award was \$676,000, with LOUIS and BoR providing matching funds. The work will take place over four phases and will focus on fifteen courses, including mathematics. The goals for the grant are to create a replicable course model, eliminate textbook costs, and ensure OER courses focus on diverse learners.

Ms. Blandino then reviewed the phases of the grant: an environmental scan to build communication, recruitment of faculty, professional and course development, and dissemination and program evaluation. She also explained that the work for this grant includes a research and white paper component, which will show how the work was accomplished, the lessons learned, and how others can adopt the model. Dr. Craig asked if the grant covered an additional fifteen courses; Ms. Blandino provided a course list and asked the Task Force to review. She advised that the grant team looked at the same data as in the other award (enrollment, general education, high failure and withdrawal rates) to select the courses. She also advised that the team was more comfortable including mathematics courses as several community colleges are already using OER.

Ms. Blandino then provided the Task Force with the course outcomes as well as the work to be done in both grants including widespread adoption, higher enrollment, lower failure and withdrawal rates, and reductions in the equity gap. She also stated that LOUIS hopes to find additional funding resources to continue developing courses.

Ms. Baker thanked Ms. Blandino for her presentation and the work.

#### 2022 LEGISLATIVE SESSION

Ms. Baker then introduced Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, to provide an overview of the bills for the current legislative session.

Ms. Cowser informed the Task Force that BoR has prioritized many bills and two resolutions during the current session. Senate Bill 261, the Universal Transfer Bill, authored by Senator Cleo Fields, Chair of the Senate Education Committee, would guarantee that a student's first 60 hours of credit will transfer through Universal Pathways. House Bill 333, authored by Representative Ken Brass, focuses on dual enrollment counseling. This stems from the work of the Task Force and aims to provide clear, consistent information that counselors can access and share with students.

Ms. Doris Voitier asked about House Bill 616. Mr. Faulk replied that it was a late addition by Senator McKnight to provide funding for dual enrollment.

Ms. Cowser then introduced Dr. Denley to further discuss the Universal Transfer Bill. Dr. Denley provided background on previous articulation and transfer legislation and noted that the current bill would improve areas of transfer for students. He also informed the Task Force of recent work to create more opportunities for students to have early college experiences and acknowledged the stakes are high in making sure that these experiences transfer and work. He also clarified that this bill moves to a pathway model, rather than course-by-course transfer, since students can be negatively affected when individual course transfers do not count towards a degree program. He explained that this bill anticipates the creation of pathways for each of the most enrolled degree programs and will bring together discipline-based faculty to agree on a common set of courses. The proposed timeline brings the faculty together in fall 2022 to work on twenty pathways, with pathways in place, following campus approval, by fall 2023.

Mr. Faulk asked if they plan to meet soon with the Counselors' Association to provide information, as many districts create their course calendars early and will need time for students to complete their schedules. Mr. Erwin asked how transferability could be guaranteed. Dr. Denley responded that dual enrollment courses are college courses and must match the courses taught by the higher education institution. Ms. Johnson commented that there must be consistency in the courses since they require oversight from institutions. Mr. Robertson asked if institutions must agree on the coursework. Dr. Denley replied that SACSCOC policy requires there is agreement on course contents and materials covered.

Mr. Faulk then advised the Task Force to pay attention to the MFP resolution, which includes two changes. The first will allow districts that generate funds through career development to pay for dual enrollment tuition and the second is an increase in the supplemental course allocation from \$59 to \$70, which will enable districts to pay for more courses. This will create an impact of close to \$2 million and provide greater opportunities. Ms. Johnson asked whether the reallocation process for unused funds will stay the same. Mr. Faulk responded that there is a suggestion to allow one year to spend unused funds before reallocation.

Ms. Baker asked if there were any other bills to note. Mr. Faulk advised that Senate Bill 191 is related to high school core curriculum requirements. Mr. Erwin asked whether that is just for TOPS and Ms. Cowser replied that the legislature is trying to expand the number of computer science courses that will apply to TOPS.

#### PUBLIC COMMENTS

There were no public comments.

#### TASK FORCE NEXT STEPS

Dr. Craig reminded the Task Force of the upcoming NACEP dual enrollment webinar and the next Task Force meeting is June 13, 2022, from 1-3 p.m.

### ADJOURNMENT

There being no further discussion, Dr. Craig asked for a motion to adjourn the meeting. On motion of Mr. Blake Robertson, seconded by Dr. Janet Pope, the meeting was adjourned.

### ADDITIONAL ATTENDEES & GUESTS

| <b>Name</b>        | <b>Affiliation</b>                      |
|--------------------|---|
| Mellynn Baker      | Board of Regents                        |
| Laurie Blandino    | Board of Regents                        |
| Erin Cowser        | Board of Regents                        |
| Dr. Susannah Craig | Board of Regents                        |
| Hannah Courtney    | Board of Regents                        |
| Dr. Tristan Denley | Board of Regents                        |
| Kim Langlois       | Board of Regents                        |
| Gavin R. Hamms     | Grambling State University              |
| Sheri Goings       | Louisiana State University              |
| Frank Neubrandner  | Louisiana State University              |
| Phoebe Rouse       | Louisiana State University              |
| Megan Ducote       | Louisiana State University - Alexandria |
| Sondra Cormier     | Louisiana State University - Eunice     |
| Betty Anderson     | McNeese State University                |
| Andre Perez        | South Louisiana Community College       |
| Dr. Crystal Lee    | South Louisiana Community College       |
| Sarah Brown        | University of Louisiana - Monroe        |
| Libuse Binder      | Youthforce NOLA                         |

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