

Dual Enrollment Task Force

October 3, 2023
1:00 p.m.- 3:00 p.m.

Brumfield Caffey Ballroom, LSUA
8100 US HWY-71
Alexandria, Louisiana

CALL TO ORDER

Dr. Reed called the July Dual Enrollment Task Force meeting to order at 1:17 p.m.

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
Ms. Robin Cosenza (designee)	Louisiana School Board Association
Ms. Doris Voitier	State Board of Elementary and Secondary Education
Mr. Mike Faulk	LA Association of School Superintendents
Mr. Joe David (designee)	LA Association of Principals
Dr. Vickie Gentry (designee)	College and Career Readiness Commission
Ms. Carrie Griffin Monica	Stand for Children
Mr. Barry Erwin	Council for A Better Louisiana
Members Not Present	Affiliation
Ms. Denise Latour	LA School Counselor Association
Ms. Linda Johnson	LA Association of Public Charter Schools
Dr. Jan Cotton	LA Association of Educators
Mr. Richard Hartley	Office of the Governor

APPROVAL OF JULY 27, 2023 MINUTES

Mr. Faulk asked for a motion to approve the July 27, 2023 minutes. On motion of Ms. Voitier, seconded by Mr. Erwin, the motion was approved.

SHOWCASE OF LOCAL PARTNERSHIPS

Dr. Reed opened by thanking Dr. Paul Coreil, Chancellor of LSUA, for hosting this Task Force meeting.

Dr. Coreil welcomed the Task Force to LSUA and called on Shelly Gill, Associate Vice Chancellor for Enrollment Management, to provide an overview of Dual Enrollment at LSUA.

Ms. Gill discussed recent LSUA Dual Enrollment achievements, noting that LSUA has had an 89% increase in enrollment since 2020. Ms. Gill added that dual enrollment students had an 11% higher GPA than first-time freshmen, and a 13.2% higher GPA once enrolled as first-time freshmen. She discussed

course delivery modes, which include online, on-campus, and high school instructor options.

FEBRUARY 2020 TASK FORCE RECOMMENDATIONS REVIEW

Dr. Reed introduced a revisit of the February 2020 Task Force recommendations. The two sets of recommendations included conditions considered necessary for success, as well as agency recommendations. Dr. Reed then called on Ms. Baker to walk the Task Force through the two documents as a reminder of the scope of their work. Ms. Baker highlighted a few of the items contained in the Conditions Necessary for Success document and updated specifically on dual enrollment resources and regional trainings. She shared that the Board of Regents had held a training with postsecondary coordinators on the same day as the Task Force meeting, and is continuing to provide resources and training to promote statewide quality assurance practices as well as foster the sharing of best practices among institutions. The next condition necessary for success, identified by the Task Force in February 2020, is a reliable funding stream to support the vision of universal access to dual enrollment. Ms. Baker noted that the Board of Regents had put forth the legislative request during the 2023 Regular Session regarding additional funding for dual enrollment, which was not funded. Discussion continued among the Task Force members regarding future funding requests and the need to continue to minimize the financial burden on students and families. A continued need for additional funding to support the vision of the Task Force was noted.

Ms. Baker then discussed recommendations specific to the Board of Regents, the Board of Elementary and Secondary Education, and the Department of Education. Ms. Baker reported that the first recommendation, charged to the Board of Regents, was to review the policy on dual enrollment eligibility. She noted that this item has been completed and the interim policy had been made permanent by the Regents in January 2023. For the recommendation related to the Louisiana Library Network

(LOUIS) and Open Educational Resources (OER) for dual enrollment, two federal grants have been secured to create 40 redeployable general education courses using OER textbooks and interactive ancillaries. She noted that LOUIS also conducted professional development for librarians and enrollment instructors during the past summer. Ms. Baker then highlighted plans for another annual report to be published in early 2024, which will include future recommendations of the Task Force. Discussion continued related to obtaining feedback to inform future recommendations as well as related to the value of the graduate programs funded to increase the number of qualified dual enrollment instructors.

DUAL ENROLLMENT LANDSCAPE REVIEW AND DEVELOPMENT OF 2024 TASK FORCE RECOMMENDATIONS

Dr. Reed then called on Mr. Adam Lowe to provide a landscape review of national dual enrollment efforts. Mr. Lowe noted that Arizona enacted a policy that requires students with Individualized Education Programs (IEPs) in high school to be provided access to services or accommodations for dual enrollment classes. He shared that Massachusetts implemented an inclusive dual enrollment program, specifically bringing students with disabilities onto college campuses for dual enrollment classes. Mr. Lowe also highlighted Indiana's redesign of the high school CTE curriculum to align with community college pathways, making it easier to offer fully aligned courses for dual enrollment. He also discussed California's Golden State Pathways program. Mr. Lowe then presented examples of funding models and reiterated the importance of sustained and significant resources for workforce preparation. Dr. Reed sought information on the number of states providing specific dual enrollment funding, and Mr. Lowe noted the difficulty in providing an exact number due to variations in funding sources. Mr. Faulk mentioned the use of CDF funds for access, and Mr. Lowe agreed on the importance of distinguishing between piecemeal funding and sustained formula funding. Mr. Lowe then transitioned to provide an overview of the Accelerate ED work he is supporting through the Education Strategy Group. He noted the

initiative aims to support communities in designing coherent programs of study that accelerate students into workforce-relevant credentials and degrees. Mr. Lowe concluded by introducing the brainstorming session to generate ideas for the next set of recommendations.

Mr. Lowe introduced potential themes for 2024, including continuing to close equity gaps, further targeting investments to expand access, rebuilding and expanding career and technical pathways, promoting quality assurance practices, and strengthening college and career pathway advising and student supports. Mr. Lowe led a round-robin on each theme area to generate discussion. Key points included an emphasis on increasing the number of teachers qualified to teach dual enrollment, the need to report on dual enrollment participation, especially in the context of funding discussions, as well as noting advising needed for college and career pathways exploration, and providing guidance for students. The Task Force discussed the challenges of choosing a career path and the importance of students' exposure to various options through programs, field trips, and early career exploration.

It was noted that the feedback received during this meeting would be incorporated into future recommendations as well as individual interviews with Task Force members that will accompany a statewide survey.

UPDATE ON TRANSFER PATHWAYS AND NEXT STEPS

Dr. Reed said that one of the conditions necessary for success, identified by this Task Force in February 2020, was ensuring courses apply to students' future postsecondary success. She called on Dr. Tristan Denley to discuss the initial pathways created as a result of Act 308 of the 2022 Legislative Session.

Dr. Tristan Denley summarized the progress made in implementing Act 308, which focuses on creating universal transfer pathways in Louisiana. He noted that the goal is to establish curricula for 60 credit

hours in various disciplines that allow students to graduate with an associate’s degree by satisfying all requirements. He noted that these 60 credit hours will seamlessly transfer to four-year institutions, allowing students to continue their studies without repeating coursework. The effort aims to provide students with clear pathways, ensuring that completed courses count toward their chosen degree programs, and promoting flexibility and transferability across institutions. Dr. Denley shared that the following pathways would be brought forth for Board of Regents approval in December 2023:

Accounting	Engineering-Chemical	Kinesiology-Sports Management
Art	Engineering-Civil	Management
Biology	Engineering-Electrical	Marketing
Business	Engineering-Mechanical	Nursing
Communication	English	Political Science
Computer Science	Finance	Psychology
Criminal Justice	History	Social Work
Cybersecurity	Kinesiology-Pre-Allied Health	Sociology

PUBLIC COMMENTS

Mr. Preston Langly, Bossier Parish Community College, highlighted the importance of simplifying language and ensuring readily available resources for parents in the context of dual enrollment plans. He raised concerns about first-generation college students' parents being hesitant to ask questions due to a lack of understanding and encouraged marketing and advertising channels to make dual enrollment information more accessible statewide.

NEXT STEPS AND ADJOURNMENT

Dr. Reed thanked everyone for their participation at the meeting as well as LSUA for hosting the Task

Force. She announced that the next meeting would be held in January 2024, with additional meeting details to follow via email.

ADDITIONAL GUESTS

Jeremy Rider	SOWELA
Michael Rather	SOWELA
Anna Sunderbruch	SOWELA
Kathryn Brown	CLTCC
Gwen Fontenot	NSU
Lynda Garvin	CLTCC
Sarah Francis	LSUA
Shelly Gill	LSUA
William Tulak	LCTCS
Vickie Gentry	ULS
Alisha Fontenot	LSUE
Jennifer Tillman	Caddo Parish Schools
Jamie Hilburn	BPCC
Catrina Boenig	McNeese
Kelita Johnson	SLCC
Sheri Goings	LSU A&M
Phoebe Rouse	LSU A&M
Liz Folse	Nicholls
Cambria Bouzigard	Nicholls