

**JOINT MEETING**  
**BOARD OF REGENTS AND**  
**BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*Collis B. Temple III, Vice Chair, Board of Regents, Presiding*

**AGENDA**

Wednesday, December 11, 2019 at 9:00 a.m.

***Thomas Jefferson Room 1-136, A and B***

Claiborne Building, 1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Approval of BESE/BoR Minutes of June 19, 2019
- IV. 2019 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report  
Mr. John M. Schroder, State Treasurer, Louisiana Department of the Treasury  
Mr. John Broussard, Chief Investment Officer, Louisiana Department of the Treasury  
Mr. James Mack, State Treasury Investment Officer, Louisiana Department of the Treasury
- V. Master Plan and Dual Enrollment Task Force Updates  
Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents
- VI. Graduating High School with College Credit and/or Career Credentials Goal  
Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents  
Mr. John White, State Superintendent, Louisiana Department of Education
- VII. Consideration of Extension Academies in Response to RFA  
Mr. John White, State Superintendent, Louisiana Department of Education
- VIII. Concluding Remarks  
Mr. John White, State Superintendent, Louisiana Department of Education  
Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents
- IX. Other Business
- X. Adjournment

JOINT MEETING  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
AND  
BOARD OF REGENTS

JUNE 19, 2019

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:14 a.m. on Wednesday, June 19, 2019, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Dr. Gary Jones, President of the Board of Elementary and Secondary Education.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Mr. Robert Levy, Chair  
Mr. Marty Chabert, Vice-Chair  
Ms. Claudia Adley  
Mr. Blake David  
Mr. Randy Ewing  
Mr. William Jewell  
Mr. Charles McDonald  
Mr. Darren Mire  
Mr. Wilbert Pryor  
Mr. Gary Solomon  
Mr. Felix Weill  
Ms. Jacqueline Wyatt

Absent

Mr. Collis Temple, III, Secretary  
Ms. Sonia Perez  
Mr. Thomas Seale, III  
Mr. Gerald "Jerry" Theunissen

Board of Elementary and Secondary Education

Present

Dr. Gary Jones, President  
Dr. Holly Boffy, Vice-President  
Mr. Tony Davis  
Mr. Jim Garvey  
Ms. Sandy Holloway  
Mr. Tommy Roque  
Dr. Lurie Thomason

Absent

Ms. Jada Lewis, Secretary-Treasurer  
Ms. Kathy Edmonston  
Ms. Kira Orange Jones  
Ms. Doris Voitier

Dr. Gary Jones, President of the Board of Elementary and Secondary Education, welcomed those in attendance.

APPROVAL OF THE MINUTES OF DECEMBER 12, 2018

**On motion of Dr. Boffy, seconded by Ms. Holloway, the Boards approved the minutes of the joint meeting held December 12, 2018.**

**Board members in attendance expressed no objections to the motion.**

CONSIDERATION OF AN UPDATE REPORT REGARDING WORK-BASED LEARNING

Dr. Kim Hunter Reed, Commissioner of Higher Education, provided the Boards with an update concerning the goal to create an effective statewide work-based learning program for Louisiana. This effort will include taking inventory of current Louisiana programs, reviewing effective models across the country, and engaging education, business, and community organizations.

**On motion of Regent David, seconded by Regent Chabert, the Boards received the update report regarding work-based learning.**

**Board members in attendance expressed no objections to the motion.**

CONSIDERATION OF AN UPDATE REPORT REGARDING DUAL ENROLLMENT

Commissioner Reed provided the Boards with an update concerning the goal to provide universal access to dual enrollment. This effort will include reviewing current structure and course offerings, as well as finances and communications, benchmarking best practices, and establishing a statewide framework.

Discussion followed.

**On motion of Regent David, seconded by Regent Chabert, the Boards received the update report regarding dual enrollment.**

**Board members in attendance expressed no objections to the motion.**

CONSIDERATION OF COURSE EQUIVALENCY AND UPDATES TO THE TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS (TOPS) WEIGHTED GRADE POINT AVERAGE (GPA) MATRIX

Commissioner Reed outlined the opportunity for the Boards to set a goal for the percentage of students graduating with credentials/credits beyond a high school diploma.

State Superintendent of Education John White shared that for the first time in its history, the state eclipsed its 80 percent high school graduation rate. Louisiana is one of only two states in the country whose high school diploma requirements align with college admissions and college scholarship systems at the state level. The number of graduates in the class of 2018 is nearly 5,000 greater than in the class of 2012. With that, nearly 5,000 more students are eligible for TOPS, which lends to 5,000 more students participating at the college level. However, while progress has been made concerning the percent of cohorts graduating with college and career credentials, it is well below the 80 percent graduation rate.

**On motion of Regent David, seconded by Ms. Holloway, the Boards approved the course equivalencies for the TOPS University Diploma and for purposes of satisfying Career Diploma graduation requirements.**

**Further, the Boards approved the updates to the grid for TOPS courses previously approved by BESE/BOR for weighted GPA in Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, Honors, and Cambridge International courses in the calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015, as outlined.**

**Board members in attendance expressed no objections to the motion.**

Public comments were received from Ms. Sherry Reach, Cambridge Assessment International Education.

Discussion followed.

**Dr. Boffy offered a motion, seconded by Regent Wyatt, that the Board of Regents and the Louisiana Department of Education work collaboratively to set a goal for the percentage of students graduating with credentials/credits beyond a high school diploma and report back to the Boards at the December 2019 Joint Meeting.**

**Board members in attendance expressed no objections to the motion.**

Discussion followed.

Superintendent White thanked the Governor, the Board of Regents, and BESE members who attended the Future Educator Honor Roll event held May 7, 2019. This event, hosted by the Board of Regents, honored the rising generation of teachers coming out of the college systems as well as high schools. It was designed to elevate the teaching profession and support our future teachers.

#### CONSIDERATION OF THE APPROVAL OF EXTENSION ACADEMY SCHOOL SITES

Superintendent White shared information relating to the Louisiana Extension Academy Pilot program. This program provides students who may not participate in postsecondary college or training with a one-year extension to attain an associate's degree, a registered pre-apprenticeship, or an advanced Industry-Based Credential (IBC). Orleans Parish will have 20 students enrolled full-time in the program this year. This is at no cost to the student.

Discussion followed.

**On motion of Mr. Davis, seconded by Dr. Boffy, the Boards approved the proposal, submitted by the Orleans Parish School Board in partnership with YouthForce NOLA, for the New Orleans Extension Academy school pilot sites.**

Public comments were received from Ms. Rhonda Dale, Ms. Lauren Kate, and Mr. Davis Zaunbrecher, Collegiate Academies; Ms. Emily Ferris and Ms. Cate Swinburn, YouthForce NOLA; Ms. Mary Garton, Orleans Parish School Board; and Ms. Leslie Jacobs, Belltower.

Regent Ewing applauded Superintendent White on his role in securing the addition to the state budget in regards to Early Childhood education. This will increase the services provided to infants, toddlers, and three-year-old children. This will lead to certified teachers, curriculum, and accountability in the early childhood setting.

#### ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 10:00 a.m.

# LOUISIANA PROSPERS

## *Driving Our Talent Imperative*

60x2030: More Than Double the Number of High-Quality Credentials

"Getting to the goal will demand that we try new approaches, disrupt the status quo, implement new strategies, enable all students to participate, erase equity gaps and emphasize re-engagement of working age adults."

## GOAL

GAP

45,000

40,000 Annual Credentials Produced in 2018

*Double the Numbers*

**GOAL:**

**85,000**

Annual Credentials Produced in 2030

INCREASING ATTAINMENT MEANS THE STATE MUST:



expand access to and success in completing postsecondary education



eliminate persistent and damaging equity gaps



significantly increase the education level for adults

## TODAY'S STUDENT

Traditional Secondary to Postsecondary



First in Family



Working Parent in Need of Training



Incarcerated/Formerly Incarcerated



Foster Youth



Adults in Rural Areas



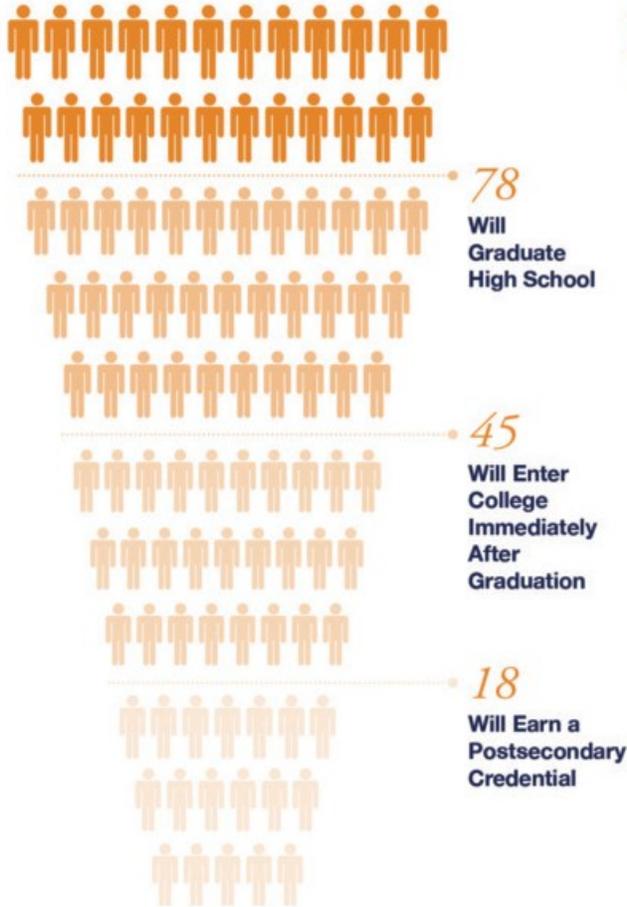
Veterans



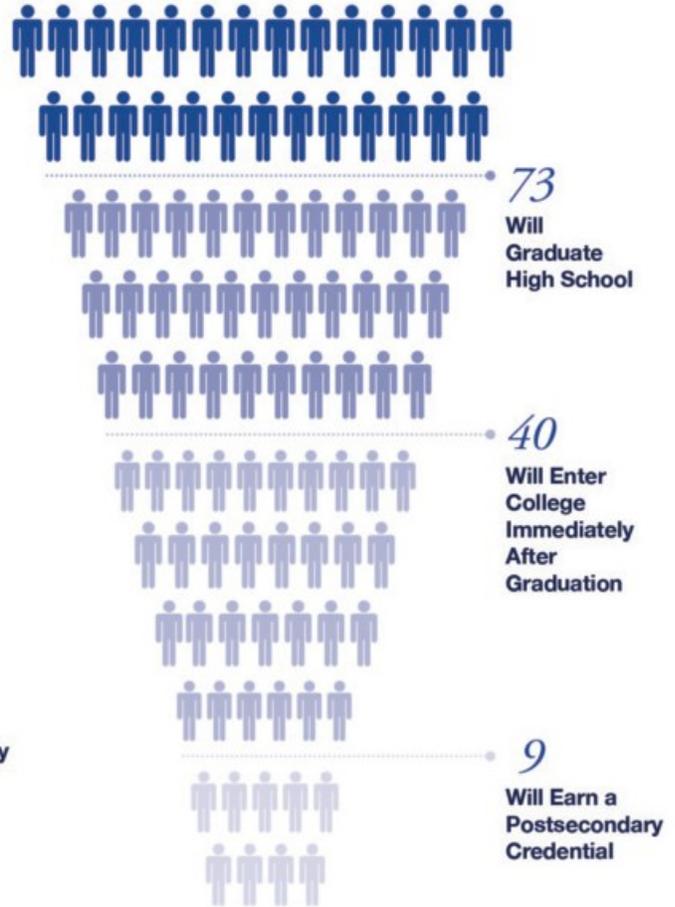
## FOCUS

# LOUISIANA'S EQUITY GAP

Of 100 Incoming 9<sup>th</sup> Graders



Of 100 African American 9<sup>th</sup> Graders



## TALENT COMMITMENT



BOARD of REGENTS  
STATE OF LOUISIANA



### Educate

Dual Enrollment  
Improved Outcomes  
Affordable Access



### Innovate

New Systems of Learning-  
Work-Based Learning  
Clear Pathways to Success  
Research and Development



### Collaborate

Integrated Relationships &  
Alignment: PK-12, Higher Ed  
and Workforce  
Public-Private Partnership  
Louisiana Prospers



# ACT 128

## DUAL ENROLLMENT TASK FORCE

### THE STATISTICS

According to the Louisiana Department of Education in 2017- 2018:



**88,137**

High School Junior and Seniors  
in Louisiana



**19,648**

High School students enrolled in  
39,890 Dual Enrollment (DE) Courses

- Economically disadvantaged students make up 67% of statewide enrollment, but only 41% of the students in DE.
- African American high school students are underrepresented in DE, making up only 27% of DE students but 43% of K-12 enrollment. \*

### ACT 128 CHARGE

The Dual Enrollment Task Force will make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to all eligible public high school juniors and seniors.

### MEMBERS

The Dual Enrollment Task Force consists of twelve members from various secondary and postsecondary stakeholders who will develop a Statewide Dual Enrollment Framework to be presented in a report to the Senate and House Committees on Education.

- The Governor's Designee
- Commissioner of Higher Education
- State Superintendent of Education Designee
- State Board of Elementary and Secondary Education Designee
- Executive Director of the Louisiana School Boards Association
- Executive Director of the Louisiana Association of School Superintendents

- Louisiana Association of Principals Designee
- President of the Louisiana School Counselor Association
- College & Career Readiness Commission Designee
- Executive Director of Stand for Children
- Executive Director of Council for a Better Louisiana
- Executive Director of the Louisiana Public School Charter Schools Association

\*Data obtained from Louisiana Department of Education 2017-2018



## GUIDING PRINCIPLES

The Dual Enrollment Task Force supports the establishment of a statewide framework designed to ensure students have universal access to dual enrollment courses during high school. Dual enrollment (DE) is defined as the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned. We see value when high school students have access to high-quality academic, career and technical college courses. Dual enrollment provides an early start for students on their college and career journeys and signals to all students that a credential beyond high school is foundational to their success. In addition, dual enrollment allows students to decrease their time to degree once in college, thus making higher education more affordable for families. To that end, we offer the following guiding principles to anchor our work:

1. All high schools should provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields.
2. The availability of dual enrollment courses in both technical and academic fields is critical to supporting the varied postsecondary pathways that students pursue. Therefore, courses must be accessible to Louisiana's students in both areas, with opportunities provided for students to enroll in either or a combination of both.
3. Expansion of dual enrollment opportunities should focus on increased access and equitable participation.
4. Each high school student should be able to enroll before graduation in at least four dual enrollment courses for which they are eligible<sup>1</sup>, with no tuition or fees charged to the student.
5. Meaningful, predictive assessments administered in 10th grade or earlier will determine the college readiness of students and identify those in need of additional preparation.
6. Institutions of higher education should emphasize consistent academic quality in the delivery of postsecondary courses offered for dual enrollment, regardless of course location, instructor type, or delivery modality.
7. Existing state and federal funding streams should be utilized to their full extent to expand equitable participation in dual enrollment.
8. With a focus on access and equity, the state's K-12 Accountability System, overseen by BESE and the Accountability Commission, should provide appropriate incentives for schools to increase successful student completion of dual enrollment courses and college-level assessments.

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<sup>1</sup> The Board of Regents has minimum college readiness standards (ACT and GPA requirements) for student eligibility for academic courses. Individual postsecondary institutions may include non-academic and course-specific placement criteria in line with existing college course requirements.

## College Credit or Credential Goal-Setting for Louisiana High School Students December 2019

### Goal:

The goal shared by the Board of Regents and the Board of Secondary Elementary Education is for all graduates of Louisiana public high schools, beginning with the high school freshman class of 2025 (senior class of 2029), to complete high school having earned college credit (academic and/or career-technical), a postsecondary credential of value, or both.

### Completion and Participation:

According to the Department of Education, in the class of 2018 50.4% of Louisiana high school graduates achieved college credit for at least one course or a high-value industry credential.

In that 2018 graduating cohort, 37% of graduates participated in postsecondary credit opportunities through Dual Enrollment (DE), Advanced Placement (AP), and/or the College Level Examination Program (CLEP). Participation rates by students in the 2018 graduation class were as follows:

Dual Enrollment (technical and/or academic): 34%

Advanced Placement: 19%

Dual Enrollment and Advanced Placement: 24%

Industry-Based Certifications (completed): 24%

Associate Degree (completed): 0.26%

### Student Demographics:

Demographics for the 19,648 students enrolled in 39,890 dual enrollment courses in the 2017-18 academic year were as follows (K-12 MFP enrollment is included in parentheses for comparison purposes):

#### Ethnicity:

65% -- White (45%)

27% -- Black (43%)

5% -- Other (5%)

4% -- Hispanic/Latino (7%)

#### Economically Disadvantaged:

59% -- No (31%)

41% -- Yes (69%)

### National Trends:

Across the U.S., 88% of high school students dually enrolled in community college go on to enroll in some form of college by the age of 20, with 41% of these students going on to a four-year college.<sup>i</sup>

Nationally, the median lifetime earnings for high school graduates with some college and no degree are \$243,000 higher than for those with a high school diploma and no college.<sup>ii</sup>

### Summary:

Postsecondary education is intended to improve the quality of life for citizens and to meet critical state workforce demands. Attainment goals embedded in the Board of Regents Master Plan are responsive to both objectives. Given significant opportunity gaps for students in accessing early college opportunities

within the state, it is critical that we adopt a goal of universal access to postsecondary education for all high school students and focus on the transformational policies and practices that will allow us to achieve this goal. Doing so is not only essential to addressing existing and emerging industry needs, but also necessary to advance prosperity for all Louisianans.

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<sup>i</sup> Fink, J., Jenkins, D., & Yanagiura, T. (2017). *What happens to students who take community college “dual enrollment” courses in high school?* National Student Clearinghouse Research Center and The Community College Research Center, Teachers College, Columbia University. New York.

<sup>ii</sup> Carnevale, A.P., Rose, S.J., & Cheah B. (2011). *The college payoff: education, occupation, lifetime earnings*. The Georgetown Center on Education and the Workforce. Washington, DC.

## LOUISIANA EXTENSION ACADEMIES

### Enabling Legislation

Under the authority of R.S. §17:151.1 the Board of Regents and Department of Education seek to approve a Northwest Louisiana and Southwest Louisiana Extension Academy program via a 5<sup>th</sup> year (Grade 13) high school exceptional experience beginning in the 2020-2021 school year. Extension Academy programs are designed to support students who are on track to graduate but not on track to participate in a low-cost postsecondary college or training program due to being ineligible for TOPS or TOPS Tech and not having an industry credential of value. The lack of available financial aid and credentials significantly increases their cost of attendance and workforce readiness immediately following graduation.

### 2020-2021, Extension Academy core principles include:

- Providing a debt free, accelerated, dual enrollment college experience via a 5<sup>th</sup> year high school experience (Grade 13) that is aligned to Louisiana's top-rated 4 and 5 star jobs;
- Preparing students for work, through employer driven work-based learning experiences, internships, or pre-apprenticeship/apprenticeships;
- Ensuring the attainment of registered pre-apprenticeship/apprenticeship, an advanced Industry Based Credential (IBC), or credits towards a Regents-recognized associate degree; and
- Facilitating student success after graduation through post-secondary transitional coaching.

## READY FOR APPROVAL

### Southwest Consortium – Calcasieu Parish area

- **Higher Education Partners** – SOWELA Community College, McNeese State University
- **Industry/Economic Partners** – ABC Pelican, Turner Industries, Performance Contractors, Bolton Ford, All Star GMC, Image 360, Southwest Louisiana Economic Alliance
- **Culminating Experiences** – Advanced IBC Welding, Pipefitting, Automotive, Electrical, Associate's Degree Culinary Arts, Nurse Assistant, Criminal Justice, Business Administration, Drafting, Process Technology, Pre-Apprenticeships with industry aligned partners
- **Transitional Support Partners** – Career Exploration Centers at SOWELA and McNeese
- **Maximum Enrollment – Year 1:** 25 students **Year 2:** TBD **Year 3:** TBD
- **Participating Schools** – 010003 Barbe, 010004 Bell City, 010014 DeQuincy, 010026 Iowa, 010025 Sam Houston, 010051 Starks, 010052 Sulphur, 010056 Vinton, 010064 Westlake

### Northwest Consortium – Caddo Parish area

- **Higher Education Partners** – Ayers Career College, Bossier Parish Community College
- **Industry/Economic Partners** – General Dynamics Information Technology, Storer Services, Holmes Honda, North Louisiana Economic Partnership
- **Culminating Experiences** – Advanced IBC Medical Assistant, Cyber Programs, HVAC, Automotive, Technical Diploma HVAC, Pharmacy Tech
- **Transitional Support Partners** – Ayers Career Services support including career planning, job search services, employee interviews, and job placement. Support from the Career Exploration Center at BPPC
- **Maximum Enrollment – Year 1:** 25 students **Year 2:** TBD **Year 3:** TBD
- **Participating Schools** – 009008 C.E. Byrd, 009012 Caddo Magnet, 009013 Captain Shreve, 009025 Green Oaks Performing Arts, 009031 Huntington, 009042 North Caddo, 009045 Northwood, 009104 Ombudsman, 009108 Pathways in Education, 009059 Southwood, 009069 Booker T. Washington, 009073 Woodlawn

## APPROACHING READY FOR APPROVAL

**River Region Consortium** – St. Charles Parish Region, **Florida Parishes Consortium** – Washington Parish Region  
**Acadiana Consortium** – St. Landry Parish Region, **Capitol Region Consortium** – East Baton Rouge Parish Region