

**JOINT MEETING****BOARD of ELEMENTARY
and SECONDARY EDUCATION****AND****BOARD of REGENTS**

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

JOINT MEETING

Meeting will be held via video conference

Thursday, August 13, 2020
9:00 a.m.

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

**Ms. Sandy Holloway, President,
Board of Elementary and Secondary Education, Presiding**

**Thursday, August 13, 2020
ZOOM Meeting
9:00 a.m.**

AGENDA

1. Call to Order
2. Roll Call
3. Approval of the Minutes
 - p. 1** 3.1. December 11, 2019
4. Opening remarks – Dr. Cade Brumley and Dr. Kim Hunter Reed
5. Items for Consideration
 - 5.1. Consideration of an update report regarding the reopening of Louisiana schools and statewide technology
 - p. 7** 5.2. Consideration of an update report regarding the reopening of postsecondary education and digital inclusion
 - p. 12** 5.3. Consideration of an update report regarding Dual Enrollment

Meeting can be viewed at: <https://regents.la.gov/live/>

Public comments can be made prior to the meeting (until 5:00pm on Wednesday, August 12, 2020)
via email to:

bor.publicaffairs@laregents.edu

or online at: <https://regents.la.gov/publiccomments>.

Public comments can be made during the meeting via open conference call at:
[888-204-5984](tel:888-204-5984); access code [1755460](tel:1755460)#



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 • PHONE: 225-342-5840 • FAX: 225-342-5843

LA-R.S. 42:17.1 CERTIFICATION

I certify that the joint meeting of the Louisiana Board of Elementary and Secondary Education (BESE) and the Louisiana Board of Regents (BoR) on August 13, 2020, will be held via videoconference in accordance with La. R.S. 42:17.1.

James Garvey
1st BESE District

Kira Orange Jones
2nd BESE District

Sandy Holloway
3rd BESE District

Tony Davis
4th BESE District

Ashley Ellis
5th BESE District

Ronnie Morris
6th BESE District

Holly Boffy
7th BESE District

Preston Castille
8th BESE District

Belinda Davis
Member-at-Large

Thomas Roque
Member-at-Large

Doris Voitier
Member-at-Large

The State of Louisiana continues to operate under a state of public health emergency declared by the governor, as most recently renewed in Proclamations 101 JBE 2020 and 102 JBE 2020 (August 6, 2020). As a result, a traditional public meeting of these boards would be detrimental to the health, safety and welfare of the public. The joint BESE-BoR meeting concerns, and is limited to, matters that are directly related to their response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42:17.1, BESE and BoR will provide for attendance by the public at the meeting on Thursday, August 13, 2020, via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on August 8, 2020.

Members of the public can view the meeting and make public comment as follows:

Meeting can be viewed at: <https://regents.la.gov/live/>

Public comments can be made prior to the meeting (until 5:00pm on Wednesday, August 12, 2020)

via email to: bor.publicaffairs@laregents.edu or online at: <https://regents.la.gov/publiccomments>.

Public comments can be made during the meeting via open conference call at:

888-204-5984; access code 1755460#

Shan N. Davis
Executive Director

Dr. Cade Brumley
State Superintendent

Ms. Sandy Holloway, President
Board of Elementary and Secondary Education

Marty J. Chabert, Chair
Louisiana Board of Regents

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

December 11, 2019

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:15 a.m. on Wednesday, December 11, 2019, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Collis B. Temple, III, Vice Chair, Board of Regents.

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. Marty Chabert, Chair
Mr. Collis Temple III, Vice Chair
Mr. Blake David, Secretary
Mrs. Claudia Adley
Mr. Randy Ewing
Mr. William Jewell
Mr. Robert Levy
Dr. Charles McDonald
Mr. Darren Mire
Ms. Sonia Pérez
Mr. Wilbert Pryor
Mr. Jay Seale III
Mr. Gary Solomon, Jr.
Mr. Gerald Theunissen
Mr. Felix Weill

Board of Elementary and Secondary Education

Present

Dr. Gary Jones, President
Ms. Jada Lewis, Secretary-Treasurer
Mr. Tony Davis
Mr. James Garvey, Jr.
Ms. Sandra Holloway
Ms. Kira Orange Jones
Mr. Thomas Roque
Dr. Lurie Thomason
Ms. Doris Voitier

Absent

Dr. Holly Boffy, Vice President
Ms. Kathy Edmonston

APPROVAL OF BoR/BESE MINUTES OF JUNE 19, 2019

On motion of Regent Mire, seconded by Regent David, the Board of Regents and the Board of Elementary and Secondary Education approved the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 19, 2019.

2019 KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) REPORT BY THE TREASURER'S OFFICE

Vice Chair Temple welcomed Treasurer John M. Schroeder, Chief Investment Officer John Broussard, and State Treasury Investment Officer James Mack to the meeting.

Treasurer Schroeder provided opening comments to the Boards on the PowerPoint overview of the *2019 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) Report*, to be presented by Mr. Broussard. He reminded the Boards that the Fund was established in 1986 to improve the quality of education in the state. Since its inception, the LEQTF has provided over \$1.7 billion for educational enhancements and opportunities at every level of education in Louisiana.

Mr. Broussard noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. For FY 2018-19, the LEQTF earned a total of \$69.04 million in income from all sources, which include interests, dividends, securities lending income, capital gains/losses, and royalty income. He said the total benefit to the state to date from the original investment is \$2.726 billion. Mr. Broussard noted that when the value of the Trust Fund reaches \$2 Billion, the royalty payments cease flowing to BESE and Regents and revert to the State General Fund. He said that this would likely occur within the next decade.

Mr. Broussard discussed the equity allocation and the LEQTF allocation performance vs. the benchmark performance. Mr. Broussard reviewed some points related to the economy, fixed income, equities, securities lending and royalties. Regent Ewing asked for clarification regarding the allocation of funds and investments. Mr. Broussard outlined the constitutional regulations and explained the management of the funds.

Regent Temple congratulated Treasurer Schroeder on his re-election.

On motion of Regent Chabert, seconded by Regent David, the Board of Regents and the Board of Elementary and Secondary Education received the *2019 Kevin P. Reilly, Sr., Louisiana Education Quality Trust Fund (LEQTF) Report* by Treasurer John M. Schroeder, Chief Investment Officer John Broussard, and State Treasury Investment Officer James Mack, of the Louisiana Department of the Treasury.

MASTER PLAN AND DUAL ENROLLMENT TASK FORCE UPDATES

Commissioner Kim Hunter Reed gave an update on the Higher Education Master Plan, which the Board of Regents adopted in August 2019, noting that it is nested in the dual enrollment work, as we focus on improving talent development and increasing opportunities across the state. Commissioner Reed stated that transformational, not incremental, change is necessary to include all talent. The goal of the Master Plan is for 60% of the working-age population to hold a credential by 2030. Increasing talent development jointly is very important. Currently 44% of the adult population (25-60 years old) has a credential beyond a high school diploma in Louisiana. The national average is 47.6 %. Commissioner Reed stated that 85% of jobs that will be available in 2030 have not yet been created. She said that we must prepare our residents. How do we reach this goal? There are three challenges: access and success— not enough high school students are going directly to college or starting college with some credential and not enough college students completing; equity gaps, especially among African American students in the state; and adult educational attainment: 47% of working adults have a high school diploma or less. In order to help the population get on a path to prosperity, we must upskill and reskill. Dr. Reed emphasized that the state can and should support traditional K-12 students, veterans, single parents, urban and rural areas, foster youth and justice-involved/formerly justice-involved individuals. Deep collaboration, innovation and education are important in moving forward. Dual Enrollment is a critical part of this work. Commissioner Reed thanked Ms. Doris Voitier for serving on the Dual Enrollment Task Force, as well as Superintendent White, BoR and BESE staff and her co-chair on the Dual Enrollment Task Force, Mike Faulk. The Commissioner stated that too often participation in Dual Enrollment depends on geography. The challenge is to create a framework for statewide access and equitable participation for all students. She stated that the Dual Enrollment Task Force holds meetings each month. The Task Force is working on drafting guiding principles which will demonstrate parity between academic course offerings and career and technical education offerings and focus on access and equity with availability to juniors and seniors and predictive assessments in 10th grade. Institutions of higher education should focus on strong rigor, ensuring high-quality experiences, identifying all state and federal resources available, and creating an accountability system to drive change, with a focus on alignment between system and policy work. Dr. Reed said that a credential beyond high school is a necessity, and Dual Enrollment students are more likely to enroll in and complete college.

Regent Temple inquired about the timeframe for developing a uniform system for the state. Dr. Reed state that this is the charge of the Dual Enrollment Task Force, and it is on the horizon.

Regent Ewing asked why such a low percentage of high school students enrolled in postsecondary education, and an even lower percentage graduated. He asked how well prepared Louisiana students are when they leave the average high school. He asked if the problem was linked to economics, preparedness, or motivation, and how the state can correct it.

Superintendent John White stated that Louisiana schools are now producing better-educated students than any point in history. Louisiana ranked first in improvement for the year. However, scores on assessments of student learning (e.g., LEAP, ACT, etc.) in the state are low. He stated that roughly half of the students are not prepared.

Ms. Kira Orange Jones asked if there were alternatives to the ACT as gateways to Dual Enrollment.

Commissioner Reed indicated that alternatives exist. On recommendation of Regent Solomon and some Dual Enrollment Task Force members, BoR at its meeting later in the day would consider LEAP 2025 correlation for Dual Enrollment eligibility.

Given that funding is a limiting factor, Commissioner Reed stated that the Dual Enrollment Task Force would pursue seed dollars to build capacity to achieve universal access, which would allow time to research and analyze the results.

Ms. Voitier stated that the Dual Enrollment Task Force had gotten feedback from educators and parents and both groups believe that Dual Enrollment better prepares the students for college. Students who experience actual college courses tend to do better and complete when they go to college. Regent Ewing asked which students are taking advantage of Dual Enrollment: those going to college anyway or those most vulnerable. Ms. Voitier said that it was a combination of the two. Encouraging more students who do not have family support or knowledge to take Dual Enrollment is key. The state must offer opportunities in the environment where the students receive the support. Regent Ewing asked what efforts were being made to reach these students and what incentives were offered to the schools. Superintendent White said that the goal is to create a new normal where every student who graduates high school completes with some post-high school preparation. All students now take the ACT and fill out financial aid packets. The state is attracting more students than ever. Regent Pryor asked what role the high school counselors play in ensuring students know about the program and how to take advantage of it. Superintendent White said that students who are eligible for TOPS take a lot of the counselors' time filling out applications, but other programs are available to inform students. Regent Pryor stated that some schools have only two counselors serving many students, and that counselors were overwhelmed. He indicated that he would like to see more counselors in schools or districts. Regent Seale suggested that the state reach the students via social media. Superintendent White said there was room for improvement in that area. Ms. Orange Jones asked if, from a policy perspective, there was more that BESE could do to incentivize schools to take on more Dual Enrollment. Superintendent White stated that BESE policies are focused on new normals, support and encouragement of training and personnel, and incentives. He said that these actions must be done in combination. Also, in addition to BoR and BESE, the Legislature and the Governor must also act on Dual Enrollment.

On motion of Regent Chabert, seconded by Regent Levy, the Board of Regents and the Board of Elementary and Secondary Education received the *Master Plan and Dual Enrollment Task Force Updates*.

GRADUATING HIGH SCHOOL WITH COLLEGE CREDIT AND/OR CAREER CREDENTIALS GOAL

Superintendent White said that he and Commissioner Reed are working together to put forth a long-term plan for the Legislature, proposing BESE/BoR operate within a framework to achieve the goal that a freshman entering high school in 2025 will graduate in 2029 having completed a college-level course or achieved an industry-based credential.

Regent Adley emphasized that the state needs to make technical education possible, with universal access to all. Commissioner Reed said that technical colleges are currently working on mobile labs to better offer technical education throughout the state.

On motion of BESE member Dr. Jones, seconded by Regent Chabert, the Board of Regents and the Board of Elementary and Secondary Education approved the *Graduating High School with College Credit and/or Career Credentials Goal*.

CONSIDERATION OF EXTENSION ACADEMIES IN RESPONSE TO RFA

Superintendent White said that in order to achieve ambitious goals, we must be creative. A pilot program has been created for students who are not eligible for TOPS or have not taken the right steps to enroll in postsecondary education or get good first jobs. This program is modeled after Bossier Parish Community College's and Nunez Community College's longtime work. Superintendent White explained that the program will allow for the two Boards to approve a 13th grade for students to receive good first jobs, industry credit and some community college credit. In the Northwest region, employers including General Dynamics, Storer Services, Holmes Honda and the North Louisiana Economic Partnership have come together to propose an extension academy with the Caddo Parish School System and Bossier Parish Community College. Similarly, in the Southwest region, employers including Turner Industries, ABC Pelican, Performance Contactors, Bolton Ford, Allstar GMC, Image 360 and the Southwest Louisiana Economic Alliance have come together to propose a partnership with SOWELA. In these programs, students will access a full year of workplace-based learning, community college education, and job placement with high-growth high-wage employers. He said that these are models not just for the state, but for the nation. If approved, graduates in 2020 will have a year to prepare to accept jobs with those esteemed employers.

Commissioner Reed acknowledged Mr. Chris Broadwater from LCTCS, Mr. Neil Aspinwall from SOWELA, and Mr. Rick Bateman from Bossier Parish Community College for their support of this work.

There were public comment cards submitted from Mr. Kirby Bruchhaus, ABC SW Pelican Chapter; Ms. Bridgette Culpepper, Calcasieu Parish School Board – CTE; and Mr. Neil Aspinwall, SOWELA Technical Community College, all in support of the Extension Academies. None wished to speak.

On motion of BESE member Dr. Jones, seconded by Regent Adley, the Board of Regents and the Board of Elementary and Secondary Education approved the *Consideration of Extension Academies in Response to RFA*.

CONCLUDING REMARKS BY MR. JOHN WHITE, STATE SUPERINTENDENT OF EDUCATION, AND DR. KIM HUNTER REED, COMMISSIONER OF HIGHER EDUCATION

Superintendent White gave an update on an ACT policy change on superscoring. He explained that ACT will use the best section scores taken by a student at any date to develop the composite score. ACT has given no guidance beyond that. Institutions and Boards will have to respond and our staffs are requesting further clarity from ACT. Superintendent White will work with Commissioner Reed to make sure there is a policy that maintains high standards but remains in line with common national practice.

Regent Ewing congratulated Superintendent White on the work that he is doing and thanked him for his efforts in early childhood.

Commissioner Reed echoed Superintendent White on the ACT updates and stated that she will keep everyone informed as she learns more. Commissioner Reed expressed her excitement about the work ahead, and the significance of a shared goal between the Boards. She affirmed Superintendent White's statement that we are in a new normal and the goal is that all students will have access to higher education.

Vice Chair Temple recognized the outgoing BESE members – Dr. Gary Jones, Ms. Kathy Edmonston and Ms. Jada Lewis – and thanked them for their spirit of collaboration and work on the Board.

OTHER BUSINESS

No other business was brought before the Boards.

ADJOURNMENT

Vice Chair Temple thanked Commissioner Reed and Superintendent White for their leadership in K-12 and higher education. He said it is imperative that we continue working together to strengthen our education systems across the state.

On motion of Regent McDonald, seconded by Regent Levy, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 10:30 a.m.

Board of Regents Digital Inclusion Response

August 2020

Executive Summary

In spring of 2020, facing an unprecedented pandemic and resultant shift to online course delivery, the Louisiana Board of Regents (BOR) assembled a Strategic Action Team to explore how a “digital divide” was impacting the immediate continuation of higher education, to identify short- and long-term needs, and to co-create a plan for technology-enhanced learning for all citizens of Louisiana seeking postsecondary education. As a result of this process the Action Team deployed a plan to create meaningful change in response to COVID-19.

Findings

“Students have limited access to internet, limited access to technology, and are often very limited in basic digital literacy. In addition, Adult Education students face basic need deficiencies, resulting in increased stress and a lower prioritization of free basic educational services.” – LCTCS representative

Broadband Access

Of the 623 U.S. cities and “Census designated places” with populations of 65,000 or more included in the 2018 American Community Survey One-Year Estimates, four Louisiana locations are in the top 100 worst-connected cities in the nation when considering the lack of broadband of any type. The rankings of eight Louisiana cities are listed in Table 1.

Table 1: Louisiana Cities on the 100 Worst-Connected Cities List

City, State	Total households	Households without broadband of any type	Households without broadband of any type (%)	Rank (no broadband)
Bossier City	27,128	12,290	45.30%	3
Shreveport	74,650	26,494	35.49%	8
New Orleans	155,104	34,191	22.04%	65
Lake Charles	32,981	8,448	25.61%	38
Kenner	26,412	5,144	19.48%	102
Baton Rouge	85,723	14,207	16.57%	183
Metairie	57,822	10,311	17.83%	143
Lafayette	51,596	6,086	11.80%	324

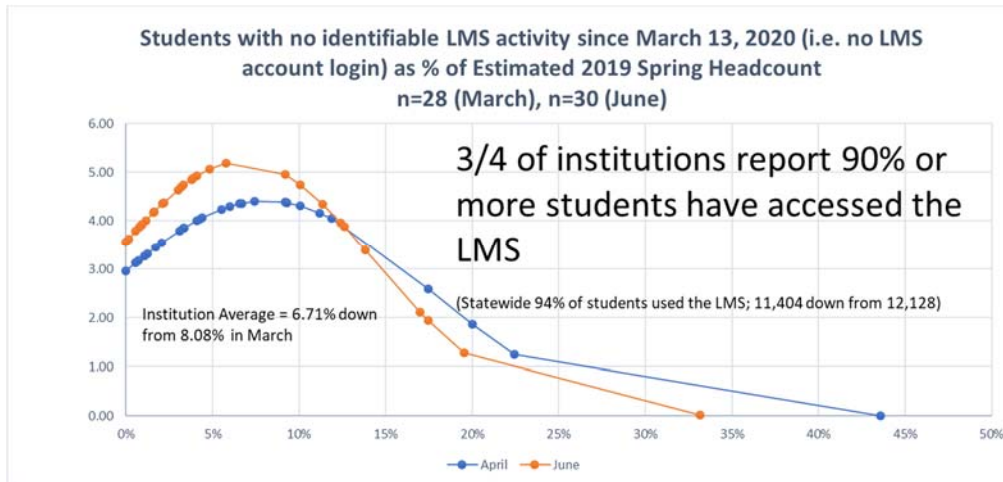
Source: 2018 American Community Survey One-Year Estimates, Table B28002 & National Digital Inclusion Alliance (NDIA)

In an effort to close the gap of broadband access in the State of Louisiana, Act 16 of the 2020 First Extraordinary Session was passed by the Louisiana Legislature and signed by the Governor. This allows for an electric cooperative to grant permission to a broadband affiliate or broadband service provider to use the electric delivery system of the cooperative to provide broadband services to rural areas.

Learning Management System Engagement

BOR conducted campus surveys in April and June 2020 to identify the preliminary impacts of COVID-19 on higher education in Louisiana. Key early findings indicated that most students and faculty had accessed the online learning management system after the transition to online instruction. In fact, three-quarters of institutions reported that 90% or more of their students engaged in activity. Figure 1 indicates the student engagement in April and June.

Figure 1: LMS Student Engagement



To encourage students to stay engaged in courses and stay in school, campuses implemented high-touch practices to support this rapid shift to online learning, including:

- Early alert systems and online activity reporting to identify and contact inactive students;
- Retention coordinators and case workers focusing outreach efforts on students in need;
- Social media messages and posted updates to continually engage students;
- Referrals for students lacking resources to find assistance;
- Campuses hosting weekly webinars and extensive professional development to assist faculty; and
- Online facilitators paired with subject-matter experts to deliver relevant and accurate content to students.

Statewide Student Profile Withdrawal Data – Spring 2020

Upon completion of the spring 2020 semester, BOR reviewed withdrawal data and compared it to withdrawal data from spring 2019. A total of 5,290 students withdrew in spring 2020, an increase of 941 students from the previous year. There were small increases in withdrawals in every demographic category.

When comparing statewide withdrawals by gender, an additional 496 females withdrew in spring 2020 compared with spring 2019. Among males, 445 more withdrew in 2020 than in 2019. Across both genders, this represents 3% of the total student enrollment. Table 2 presents academic withdrawal data by gender.

Table 2: Academic Withdrawals by Gender

Academic Withdrawals by Gender – Comparison of End of Spring 2019 and End of Spring 2020		Females		Males	
		2018-19	2019-20	2018-19	2019-20
Withdrew	Student Count	2,814	3,310	1,535	1,980
	%	2%	3%	2%	3%
Total Student Count		115,676	116,249	76,287	75,722
Total %		100%	100%	100%	100%

In addition, BOR reviewed withdrawal data by race and ethnicity. In spring 2020, there were 5,290 student withdrawals divided into nine categories showing an overall increase of 941 students or 22% from the previous year across two- and four-year institutions. As Table 3 below reflects, more African American students withdrew from two-year institutions and more white students withdrew from four-year institutions.

At two-year institutions, 3,059 students withdrew in spring 2019, compared with 3,318 in spring 2020. This shows a total increase of 259 students withdrawing in spring 2020. Increases in withdrawals between 2019 and 2020 by race are as follows: 125 Black; 35 White; 14 Hispanic of Any Race; 10 Race/Ethnicity Unknown; 47 Two or More Races; 9 Asian or Pacific Islander; 15 Foreign and Non-Resident Alien; and 20 Native Hawaiian or Other Pacific Islander. The only category with fewer withdrawals was American Indian or Alaskan Native, with 16 fewer withdrawals.

At four-year institutions, 1,290 students withdrew in spring 2019, compared with 1,972 in spring 2020, for a total increase of 682 student withdrawals in spring 2020. Increases in withdrawals between 2019 and 2020 by race are as follows: 183 Black; 369 White; 54 Hispanic of Any Race; 30 Race/Ethnicity Unknown; 26 Two or More Races; 16 Asian or Pacific Islander; 4 Foreign Nonresident Alien; and 1 American Indian or Alaskan Native. The withdrawals in the Native Hawaiian or Other Pacific Islander remained constant.

Table 3: Withdrawals by Race/Ethnicity

Withdrawals by Race/Ethnicity – Comparison of End of Spring 2019 and End of Spring 2020					
		Two-Year		Four-Year	
		2018-19	2019-20	2018-19	2019-20
Black, Non-Hispanic	Student Count	1,502	1,627	382	565
	%	49%	49%	30%	29%
White, Non-Hispanic	Student Count	1,103	1,138	688	1,057
	%	36%	34%	53%	54%

Hispanic of Any Race	Student Count	153	167	81	135
	%	5%	5%	6%	7%
Race/Ethnicity Unknown	Student Count	57	67	42	72
	%	2%	2%	3%	4%
Two or More Races	Student Count	105	152	39	65
	%	3%	5%	3%	3%
Asian or Pacific Islander	Student Count	34	43	30	46
	%	1%	1%	2%	2%
Foreign, Nonresident Alien	Student Count	15	30	19	22
	%	.4%	1%	1%	1%
American Indian or Alaskan Native	Student Count	28	12	7	8
	%	1%	0%	1%	0%
Native Hawaiian or Other Pacific Islander	Student Count	62	82	2	2
	%	2%	2%	.1%	.1
Total Withdrawals		3,059	3,318	1,290	1,972
Total %		100%	100%	100%	100%

Technology Needs

Campuses also reported an immediate need for as many 14,670 laptops or Chromebooks and 14,617 WiFi hotspots for students lacking the equipment to continue their studies. The shortfalls in equipment led to challenging short-term solutions, such as faculty working via email and text message to assist students in submitting photos of handwritten assignments or to prepare and deliver printed materials. Campuses scrambled to loan out library equipment, repair and deploy aging and/or surplus equipment, keep computer labs open, and procure new devices.

Lack of adequate internet access led to other high-impact actions and practices to solve issues in the short term including:

- Setting up WiFi hotspots in parking lots to allow students to connect to the internet from inside their cars;
- Instructing students on how to set up mobile hotspots from their phones;
- Establishing an emergency fund to provide financial assistance for temporary WiFi access; and
- Providing emergency food cards to free up limited student income for internet services.

One campus explained that “57% of our students utilize smartphones to access Moodle to complete assignments. Of the respondents, 23% of those who use the smartphones for instruction do not have unlimited data plans.”

Finally, adult and non-credit education programs were significantly impacted by the pandemic, with decreases in enrollment and participation. Campuses identified several reasons for these decreases, including:

- Adult education and other supplemental programs did not have access to a learning management system (LMS);
- Students lacked basic digital literacy skills to participate effectively online;
- Students lacked hardware or internet access;
- Students were deemed “essential” employees and struggled with childcare; and
- Students with disabilities were impacted as accommodations for both technical and human-provided services were limited.

Faculty Professional Development

Each system developed a comprehensive plan to meet digital literacy and professional development needs of students, faculty, and staff. The BOR LOUIS team partnered with Literacy Minnesota to deliver Northstar Services and Digital Literacy Training totaling over 135 hours of training at more than 47 library sites in the State of Louisiana. LCTC System has developed a two-track approach to faculty training from July to October 2020, facilitating a cohort approach to effective design of online courses for 3 cohorts of 30 faculty members and implementing a system-wide webinar training series for more than 750 faculty members. The LSU System has trained more than 354 faculty attendees through in-person sessions, with an additional 766 faculty engaged in remote sessions and recorded videos teaching effective course management in Moodle and Zoom with a focus on course design and alignment. The SU System developed a master template for all online courses and paired instructional designers with online faculty subject-matter experts to facilitate training in course design, including peer course reviews. The SU System has issued 634 certificates in various trainings, with 497 unduplicated faculty trained. The UL System developed a robust “Bridging the Divide” professional development series with four tracks of training for hundreds of faculty system-wide. The UL System has offered 65 professional development courses serving over 524 learners to date; the final course offering in August has enrolled an additional 437 participants.

Overall Outcomes to Date

- BOR worked with the Louisiana Property Assistance Agency to refurbish 62 laptops and redistribute these to LCTCS institutions to meet immediate needs.
- The DOA/BOR Laptop Program distributed 1,200 new laptops to the four public systems to support student needs: 450 to LCTCS, 250 to the LSU System, 250 to the SU System, and 250 to the UL System.
- GEER professional development funds for faculty were distributed to systems - \$465,000.
- The GEER-funded digital literacy program for students was instituted by LOUIS and distributed through the 47 library member institutions - \$35,000.
- GEER funds were distributed to systems for purchase of devices using reduced-cost hardware contracts - \$4,505,872 allocated to systems based on fall 2019 enrollment numbers.

Ongoing Needs

- Continue to eliminate internet access gaps in rural areas;
- Work to ensure one-to-one student-to-device ratio; and modernize and upgrade online learning systems to support additional demand; and
- Continue faculty and staff professional development.



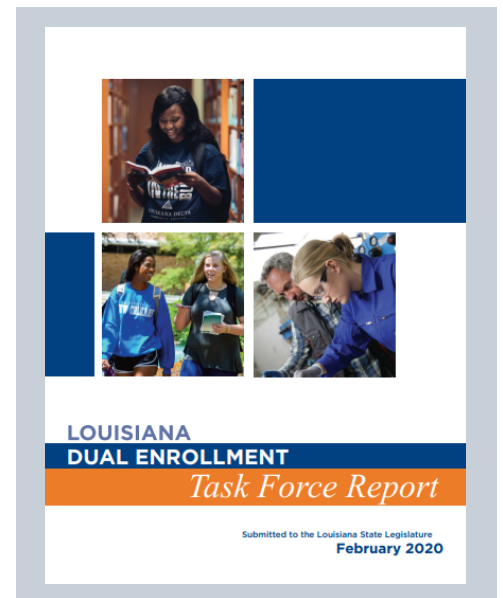
DUAL ENROLLMENT TASK FORCE

ACT 128 OF 2019 CHARGE

In 2019 the Dual Enrollment Task Force was created with the purpose of making recommendations for the establishment of a statewide framework to provide universal access to dual enrollment courses to all eligible public high school juniors and seniors. Composed of 12 members representing secondary, postsecondary, and community organizations, this Task Force has met 8 times since its creation at locations throughout the state.

ACTION TO DATE

In February 2020, the Task Force adopted eight guiding principles as well as a corresponding interim report which detailed the current state of dual enrollment in Louisiana and established goals of the task force for 2020. This report was submitted to the legislature in advance of the 2020 Regular Session.



ACT 204 OF 2020

During the 2020 Regular Session, Act 204, authored by Representatives Brass and Freeman, codified the guiding principles established by the Task Force and created the Dual Enrollment Innovation and Equity Grant. This grant, once funded, is intended to build capacity in dual enrollment programs throughout the state by targeting instructor expansion, counselor and communication resources, and online library resources specific to dual enrollment.



DUAL ENROLLMENT TASK FORCE NEXT STEPS

DE ONLINE PORTAL



- Governor Edwards has designated more than \$15 million of the Governor's Emergency Education Relief (GEER) Funds to meet the needs of postsecondary students.
- Prioritizing online communication needs in response to COVID-19, \$250,000 of the GEER funds are being allocated to create a statewide dual enrollment portal. This portal will serve as a central location for outreach and engagement materials for parents, students, and counselors concerning dual enrollment.
- At the July 2020 Task Force meeting, the members initiated discussion of the components needed for such an online portal, considering the audience for this website will include students, families, counselors, teachers/instructors, and administrators.

UPCOMING MEETING TOPICS TIMELINE

SEPTEMBER 3, 2020

● Draft supplemental report to legislature of recommendations in response to COVID-19.

OCTOBER 7, 2020

● Discussion of FY22 budget priorities for dual enrollment.

JANUARY 13, 2021

● Presentation of Annual Report and discussion of legislative priorities.

FEBRUARY 10, 2021

● Updates to Task Force priorities and continued discussion of legislative priorities.