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October 1, 2020

The Honorable Cleo Fields
Chair, Senate Education Committee
P.O. Box 94183
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Dear Chairman Fields,

In response to the COVID-19 pandemic, the Dual Enrollment Task Force is submitting an addendum to its February 2020 Report to the Legislature.

The Task Force, created by Act 128 of the 2019 Regular Legislative Session, is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors. The February report describes dual enrollment trends in Louisiana, outlines the process which has informed Task Force work, and articulates the guiding principles of the Task Force. The report concludes with Task Force recommendations of priority actions to accomplish during 2020. This addendum to the February report provides revised recommendations in light of the COVID-19 pandemic and summarizes progress on implementing priority activities.

The Task Force acknowledges the many challenges and disruptions to student learning caused by the pandemic. While the full scope of the COVID-19 impact will continue to emerge, we know that education is critical to our recovery; therefore, it is crucial for Louisiana to continue to build a strong talent pipeline to meet the future workforce needs of our state. We believe dual enrollment serves as an effective pathway for students to develop their talent and the Task Force remains committed to the charge of creating a statewide framework to ensure universal access to dual enrollment courses.

The work of this Task Force will continue, and I am grateful for the member's commitment to early college opportunities. We welcome any questions and look forward to continuing to work with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Hunter Reed". The signature is fluid and cursive, with a large initial "K" and "H".

Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

cc: Senate President Page Cortez
Speaker of the House Clay Schexnayder
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**Louisiana Dual Enrollment Task Force
Addendum to February 2020 Report**

October 1, 2020

In February 2020, the Dual Enrollment Task Force submitted an interim report to the Louisiana Legislature. The Task Force, created by Act 128 of the 2019 Regular Legislative Session, is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors. The February report describes dual enrollment trends in Louisiana, outlines the process which has informed the Task Force, and articulates the guiding principles of the Task Force. The report concludes with recommendations the Task Force made for priority accomplishments during 2020. This update will serve as an addendum to the February report, providing revised recommendations in light of the COVID-19 pandemic and summarizing progress on implementing the priority activities.

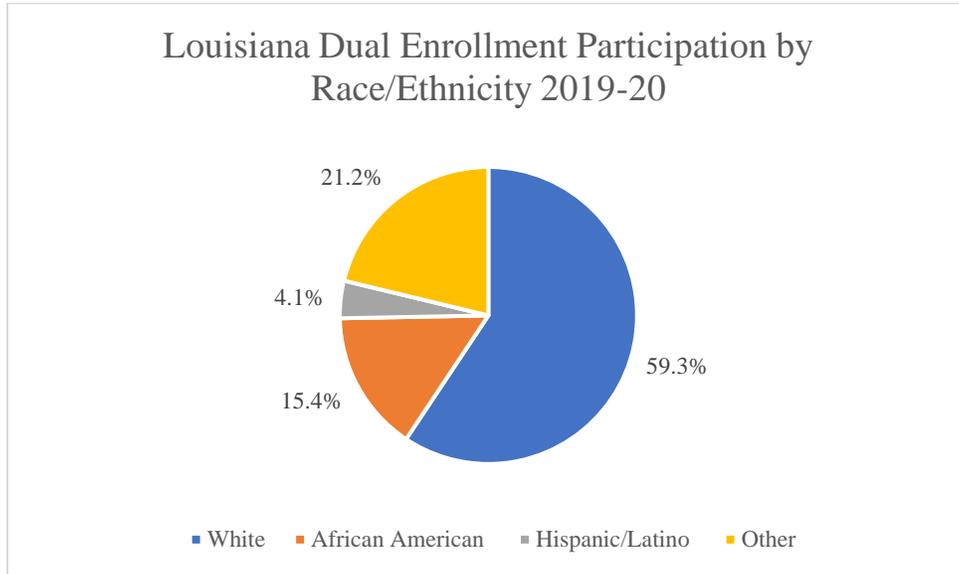
I. State of Dual Enrollment: Spring 2020 to Fall 2020

Nationally, according to the National Student Clearinghouse, undergraduate enrollment is down across all age groups for Fall 2020 due to the COVID-19 pandemic. One exception to this national trend is dual enrollments, students ages 17 or younger taking college courses while in high school. National Student Clearinghouse initial reports indicate growth in dual enrollment by 3.7 percent (public four-year colleges) and 2.2 percent (community colleges) (National Student Clearinghouse, 2020). This surge in interest can be attributed to several factors, but the most recent comparable experience is the financial crisis of 2009-10. During this crisis dual enrollment provided a lower-cost college opportunity, allowing students a pathway to obtain postsecondary credentials in high school and gain entry into the workforce (Williams and Perry, 2020).

Preliminary Board of Regents data for dual enrollment for the Fall 2020 semester were not available at the time of the publication of this addendum. Further analysis of dual enrollment trends in Louisiana will be provided in the annual dual enrollment report, to be submitted by January 2020. Dual enrollment has the power to increase postsecondary attainment, but access to dual enrollment remains a challenge for minority student populations. The COVID-19 pandemic could magnify these inequities; therefore, it is imperative that future Task Force work ensures policies promote access to dual enrollment programming for all student populations.

In Louisiana, students in underrepresented and disadvantaged populations participate in dual enrollment programs at a lower level compared with their White peers. Figure 1 depicts dual enrollment by ethnicity during the 2019-20 Academic Year, showing that 59.3% of the enrolled students were White, 15.4% African American, and 4.1% Hispanic/Latino. This disparity can be attributed to factors such as inequitable academic preparation based on the 2019-20 dual enrollment eligibility requirements to enroll in academic courses as well as funding mechanisms, which vary by district. Dual enrollment holds the potential to support Louisiana's post-pandemic recovery, and thus it is essential that all future policies expand access to build a skilled workforce in Louisiana.

Figure 1



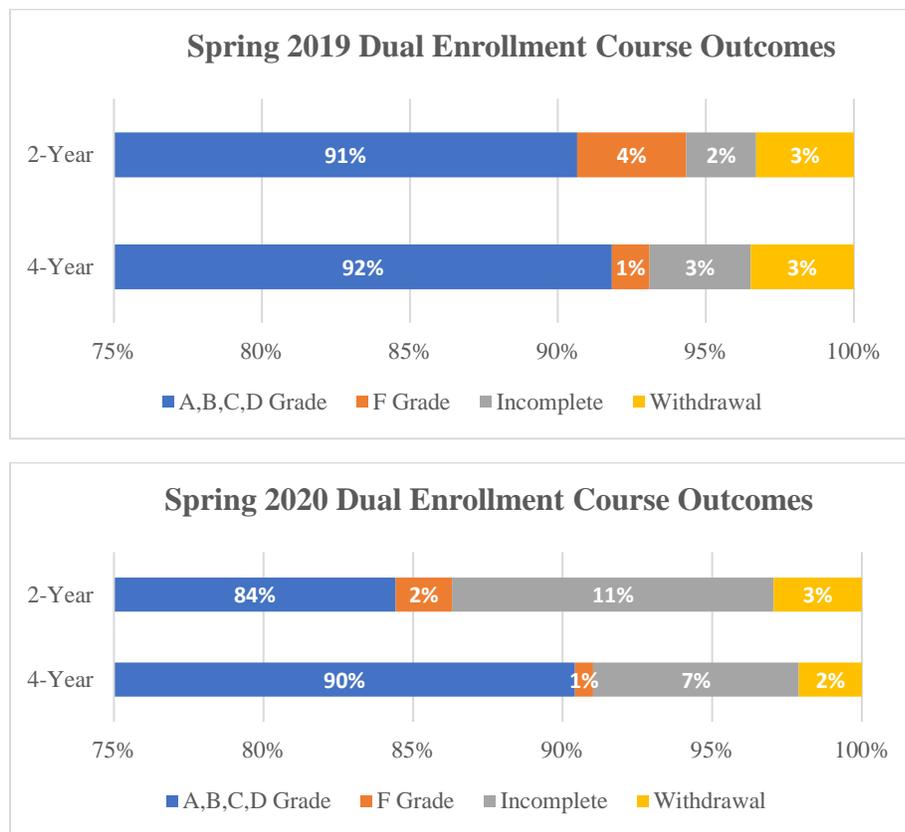
Source: Louisiana Board of Regents Statewide Student Profile System, 09/03/20

To respond to the needs of students whose instruction was disrupted by the COVID-19 pandemic, the Board of Regents (BOR), in partnership with the Louisiana Department of Education (LDOE) and Louisiana Office of Student Financial Assistance (LOSFA), provided guidance to institutions for grading students enrolled in dual enrollment during the Spring 2020 semester. This guidance was based on past flexibility provided to institutions when educational disruptions were caused by natural disasters, notably Hurricane Katrina. Students were given three options relative to the college portion of each dual enrollment course:

1. To continue the college coursework online during the Spring 2020 semester and complete the course for a grade;
2. To transition the course status to “in-progress” or “incomplete” in order to finish the course at a later date; or
3. To withdraw from the college course through an administrative withdrawal, thus avoiding the impact on academic standing and financial aid calculations that a normal student-initiated withdrawal might have.

The majority of the students in dual enrollment continued their college course(s) online and earned a final grade, though considerably more students took advantage of the option to transition the course to “in-progress” or “incomplete” than in Spring 2019 (see Figure 2).

Figure 2



Source: Louisiana Board of Regents Statewide Student Profile System, 09/03/20

The COVID-19 pandemic led to the postponement or cancellation in Spring and Summer 2020 of many of the standardized tests used in determining student eligibility for dual enrollment. The BOR emergency policy provided increased flexibility for institutions in determining dual enrollment eligibility for students seeking to enroll in the 2020-21 Academic Year. This emergency policy allows for increased usage of alternative assessments to measure subject-specific readiness, suspended the requirement of composite ACT scores, and allowed for alternative criteria, including a school counselor recommendation. To communicate this emergency policy, BOR, in partnership with LDOE, hosted two webinars. One webinar was specific to secondary education stakeholders and the second to postsecondary dual enrollment coordinators. The emergency policy and recordings of the webinars, as well as compiled frequently asked questions (see Appendix B), have been added to a centralized location linked to both the BOR and LDOE websites.

In addition to the emergency dual enrollment policy issued in response to the COVID-19 pandemic, BOR and LDOE is monitoring the impact of Hurricane Laura. According to LDOE, as of September 9, 2020, the numbers of displaced students and educators are unclear and reopening dates for several school systems are uncertain. Once the disruption has been fully assessed, LDOE will work with individual local education agencies (LEAs) to evaluate year-long concerns, such as instructional minutes, accountability, and additional state funding. LDOE is working alongside system and school leaders to aid in the recovery process. Disaster recovery guidance has been shared with system leaders across our state, providing information on policy and logistical issues needed immediately to meet acute needs and restore learning environments. Whether schools were directly impacted by Hurricane Laura or the system is home to

displaced students, the storm’s impact will be felt by educators across Louisiana. We will continue to monitor its effects on students throughout the state.

II. Interim Report Recommendations: COVID-19 Status Update

In February 2020, when the Task Force submitted its interim report, it identified several initiatives for priority action in 2020. Due to the COVID-19 pandemic, several initiatives have been delayed. The charts below indicate the initiatives as described in the interim report with a status update in light of COVID-19.

Board of Regents (Higher Education)

2020 Interim Report Recommendations	Status
Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.	The Board of Regents COVID-19 Emergency Policy for 2020-21 created options for new flexibility in determining dual enrollment eligibility. The Task Force will re-engage the College and Career Readiness Commission and other stakeholders starting late fall 2020 about potential permanent changes to the eligibility policy.
Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.	Significant related projects are underway, including an application for a federal grant to further this work.
In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels	In progress, to be published by January 2021.
Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.	Governor’s Emergency Education Relief (GEER) funds of \$250,000 will be allocated to create an online dual enrollment portal.

Board of Elementary and Secondary Education (K-12)

2020 Interim Report Recommendations	Status
Consider a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state’s K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.	Timeline of priority shifted due to the COVID-19 pandemic.

Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.	Timeline of priority shifted due to the COVID-19 pandemic.
Widespread implementation of transition courses.	Timeline of priority shifted due to the COVID-19 pandemic.

Department of Education (K-12)

2020 Interim Report Recommendations	Status
In coordination with BoR, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.	Annual Report will include a component analyzing SCA and TOPS Tech Early Start funding usage.
Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.	Interagency work proceeding on implementation of Jump Start 2.0 and Perkins V state plan and accountability metrics.
Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.	Timeline of priority shifted due to COVID-19 pandemic.
Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.	Timeline of priority shifted due to COVID-19 pandemic.

Although the pandemic has shifted priorities originally identified by the Dual Enrollment Task Force in February 2020, the partnerships between the members of the Task Force as well as LDOE and BOR have ensured disruptions related to dual enrollment caused by the pandemic have been addressed through emergency policies and communication to all stakeholders. The full scope of the COVID-19 pandemic's impact will continue to emerge; therefore, it is crucial for Louisiana to continue to build a strong talent pipeline to meet the future workforce needs of our state. Dual enrollment serves as a pathway for students to earn a credential of value. The on-going efforts of the Task Force will assist Louisiana to achieve its goals for developing talent as well as eliminating persistent equity gaps present in the state.

References

National Student Clearinghouse (2020), "First Look Fall 2020 Enrollment (As of Sept 10)"

Retrieved from <http://nscresearchcenter.org/stay-informed/>

Williams, A. & Perry, A. (2020), "Prioritizing Equity in Dual Enrollment" Education Commission of the States Policy Brief. Retrieved from <https://www.ecs.org/prioritizing-equity-in-dual-enrollment/>

Appendix A:

Board of Regents Emergency Policy: Dual Enrollment, Placement and Admissions Criteria Response to COVID-19 Pandemic

In response to the rapidly evolving impact on secondary and postsecondary education of the current COVID-19 pandemic, the Board of Regents offers the following guidance due to the cancellation or postponement of standardized tests whose scores are used in determining student eligibility for the following programs: dual enrollment, placement and admissions.

Board of Regents recognizes that as a result of these and other interruptions related to COVID-19, students may not have been able to complete the standardized testing requirements necessary to demonstrate college readiness and meet minimum admissions eligibility criteria as currently defined in Academic Affairs Policies 2.18 (Placement), 2.22 (Dual Enrollment) and Minimum Admissions Criteria for First-Time Freshmen.

DUAL ENROLLMENT

Effective immediately, this interim dual enrollment policy guidance on academic options (number one below) will apply for the Spring 2020 while the remainder of the policy will apply through the 2020-21 academic year.

- 1) All students currently enrolled in one or more dual enrollment courses may choose one of the following three options for Spring 2020 relative to the college credit portion of each course:
 - Complete the college coursework online during the Spring semester 2020 with a final grade; **OR**
 - Transition the course status to “in-progress”/“incomplete” and complete by August 31, 2020 (if “in- progress” or “incomplete” is selected, the course will end in a final grade; if the student does not complete the course, this may result in a failing grade and negatively impact TOPS scholarship eligibility and college GPA); **OR**
 - Withdraw from the college course via an “Administrative Withdrawal” (no grades are posted to the student’s college transcript/record). Note: The administrative withdrawal date is determined by the postsecondary institution. Also, if a high school student chooses to withdraw from the high school portion of the course and the course is needed to complete the TOPS Core curriculum, the student will need to retake the course.

PROSPECTIVE DUAL ENROLLMENT FOR 2020-21 ACADEMIC YEAR

2) Students wishing to initiate or continue their participation in dual enrollment for the 2020-21 academic year may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the following criteria:

- A minimum 2.5 cumulative high school GPA, as determined by the high school, including any GPA adjustments made due to Spring 2020 disruptions in learning;
AND
- Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:

1.) Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 (listed below):

	ENGLISH	MATHEMATICS*
ACCUPLACER	86 Sent Structure	65 (Elem Alg.) 40 (Col-Level Math)*
ACCUPLACER NG	250 Writing	250 QRAS
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS) or ≥ 250 (AAF) are recommended.</i>		
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <i>and</i> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math

OR

2.) Counselor recommendation based on overall student performance and grade trends in the subject (see table below).

While the Board of Regents encourages all institutions to follow this policy, we recognize that minimum requirements may be increased for particular courses.

SSPS Data Entry Guidance

Dual Enrollment Reporting: Courses transitioned to “In Progress” or “Incomplete” status will be reported as “IP” as the course grade for SSPS file submission. For Administrative Withdrawal, the course grade will be reported as “AW” and will not be included in GPA calculations nor appear on a college student transcript.

In addition to the placement test types listed below, a new code designated as “Z” for “Counselor Recommendation” has been added and should be reported in the English/Math placement test type field for preparatory students (dual enrollment) only.

Admissions Reporting: Students who have met the Regents Core and GPA requirements for admission but have no ACT or SAT score on file will have a “G” reported for the admission test type field.

<u>English Placement Test Type</u>	<u>Code</u>	<u>Math Placement Test Type</u>	<u>Code</u>
Accuplacer Sentence Skills	C	Accuplacer Arithmetic	B
Accuplacer Next Generation - Writing	H	Accuplacer College-Level Math	C
ACT	A	Accuplacer Elem Algebra	D
ASPIRE	Q	Accuplacer Next Generation – Arithmetic	J
ASSET Writing Skills	9	Accuplacer Next Generation – QAS	K
COMPASS-Writing	8	Accuplacer Next Generation – AAF	L
ELS 112 – Intensive English	U	ACT	A
EOC (End of Course)	4	ASSET Elem. Algebra	9
International English Language Testing System (IELTS)	E	ASPIRE	Q
LEAP 2025	5	COMPASS-Algebra	8
MAP	V	EOC (End of Course)	4
Postsecondary Departmental Exam	G	Postsecondary Departmental Exam	G
Michigan Test of English Language Proficiency (MTELP)	F	LEAP 2025	5
Pre-ACT	W	MAP	V
Pre-SAT	Y	Pre-ACT	W
SAT (2016) – Writing & Language Test	R	Pre-SAT	Y
SAT (Pre-March 2016)	S	SAT (2016) – Math Section	R
Test of English as a Foreign Language (TOEFL – Paper)	T	SAT (Pre-March 2016)	S
Test of English as a Foreign Language (TOEFL – Computer)	X	Recently passed a qualifying developmental or co-requisite Math course with grade \geq “C”	M
Test of English as a Foreign Language (TOEFL – Internet)	I	Counselor Recommendation (for preparatory students only)	Z
Test of English as a Foreign Language (Duolingo)	L	No Score Available	N
Recently passed a qualifying developmental or co-requisite English course with grade \geq “C”	P		
Counselor Recommendation (for preparatory students only)	Z		
No Score Available	N		

Appendix B:

Board of Regents Emergency Policy: Dual Enrollment, Placement and Admissions Criteria Response to COVID-19 Pandemic

DUAL ENROLLMENT FREQUENTLY ASKED QUESTIONS

As of April 20, 2020

1. WHAT ARE THE OPTIONS FOR CURRENT DUAL ENROLLMENT STUDENTS?

1. Complete the college coursework online during the Spring semester 2020 with a final grade; **OR**
2. Transition the course status to “in-progress”/”incomplete” and complete by August 31, 2020 (if “in- progress” or “incomplete” is selected, the course will end in a final grade; if the student does not complete the course, this may result in a failing grade and negatively impact TOPS scholarship eligibility and college GPA); **OR**
3. Withdraw from the college course via an “Administrative Withdrawal” (no grades are posted to the student’s college transcript/record). Note: The administrative withdrawal date is determined by the postsecondary institution. Also, if a high school student chooses to withdraw from the high school portion of the course and the course is needed to complete the TOPS Core curriculum, the student will need to retake the course.

2. HOW LONG WILL THE THREE OPTIONS APPLY FOR CURRENT DUAL ENROLLMENT STUDENTS?

The three options apply for the Spring 2020 semester. “In Progress” and “Administrative Withdrawals” are available until August 31, 2020.

3. WILL THERE BE REFUNDS FOR ADMINISTRATIVE WITHDRAWALS?

Postsecondary institutions are not required to issue a refund for an administrative withdrawal due to COVID-19.

4. WHAT IS THE DEADLINE TO PURSUE AN ADMINISTRATIVE WITHDRAWAL?

Deadlines to seek an administrative withdrawal under the interim policy is specific to each institution. As a result, the college or university should be contacted for specific deadlines and processes.

5. HOW WILL DUAL ENROLLMENT COURSES BE GRADED FOR STUDENTS WHO ARE CURRENTLY ENROLLED (SPRING 2020)?

Everyone currently enrolled (and continuing in the Spring 2020 course) receives a grade. In consultation with school leadership, graduating high school seniors may have the opportunity to change from an A-F grading scale to a pass/fail option to their college transcript.

Note: If a student chooses a pass/fail option, this may impact students’ future college GPA and scholarship eligibility.

6. DOES THIS DUAL ENROLLMENT POLICY APPLY TO SPRING 2021?

Yes. This policy applies for the 2020-21 Academic Year.

7. DOES A STUDENT NEED A COMPOSITE ACT SCORE TO ENROLL IN A DUAL ENROLLMENT COURSE?

No. A composite ACT score is not a needed component of this interim policy.

8. IF A STUDENT HAS TAKEN THE ACT AND HAS NOT MET THE MINIMUM SCORE FOR ENGLISH OR MATH, ARE THEY NO LONGER ELIGIBLE FOR DUAL ENROLLMENT?

Any assessment listed in Academic Affairs Policy 2.22 can be utilized. For example, if a student does not meet ACT requirements s/he could use a different assessment such as ACCUPLACER or LEAP 2025.

9. WHAT IF THE STUDENT IS TAKING A DUAL ENROLLMENT COURSE ON A K12 CAMPUS AND THE K12 CAMPUS CLOSES BEFORE THE PARTNER INSTITUTION?

Contact your postsecondary partner.

10. WILL POSTSECONDARY INSTITUTIONS BE REQUIRED TO FOLLOW THIS OR ARE THEY ALLOWED TO SET A DIFFERENT STANDARD FOR THEIR INSTITUTION?

Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general. The Board of Regents encourages all postsecondary institutions to provide similar flexibility for students impacted by the COVID-19 pandemic, by allowing for increased use of alternative assessments to demonstrate subject-specific readiness, suspension of the use of composite scores, and the recognition of professional judgement of school counselors.

11. DO THESE REQUIREMENTS APPLY TO ACADEMIC DUAL ENROLLMENT COURSES ONLY?

This interim policy applies for all courses on the [Master Articulation Matrix](#).

12. IS A LETTER OR SPECIFIC REFERRAL NEEDED FOR THE COUNSELOR RECOMMENDATION?

Additional criteria regarding the school counselor recommendation is determined by both the secondary and postsecondary institutions. The interim policy encourages flexibility during the COVID-19 pandemic, therefore encouraging the acknowledgement of the professional judgement of a school counselor to consider a student's overall performance and grade trends in the subject.

Postsecondary institutions should code counselor recommendations as "Z" for "Counselor Recommendation" and should report this code in the English/Math placement test type field for preparatory students (dual enrollment) only.



LOUISIANA DUAL ENROLLMENT

Task Force Report

Submitted to the Louisiana State Legislature
February 2020

A young man and woman are smiling and looking at a tablet together in a library. The man is wearing glasses and headphones, and the woman is wearing a plaid shirt. They are standing in front of bookshelves filled with books.

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I. The Case for Universal Access to Dual Enrollment

Act 128 of the 2019 Regular Legislative Session (Appendix A) created the Dual Enrollment Task Force. Under the jurisdiction of the Board of Regents, the Task Force is charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors.

Dual enrollment is defined in Act 128 as “the enrollment of a high school student in a postsecondary course for which both postsecondary and high school credit may be earned.”

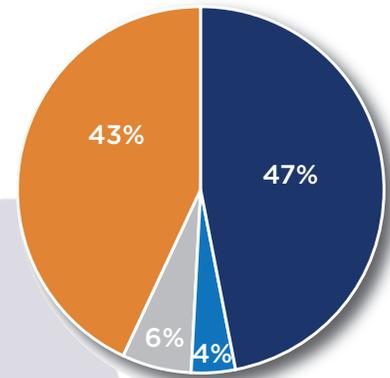
Research across the country documents that students who participate in dual enrollment are more likely than their peers to enroll in college, build academic momentum, and persist to completion. One study, using a nationally representative sample of students, showed that students who took at least one dual enrollment course were 10% more likely to complete a bachelor’s degree than the comparison group. The benefits were even greater (12%) for students whose parents never attended college (An, 2013). The U.S. Department of Education’s What Works Clearinghouse completed a review of dozens of studies on the effects of dual enrollment. The review found a medium-to-large evidence base exists showing that dual enrollment has positive impacts on students (WWC, 2017).

Figure A

Louisiana Student Demographics

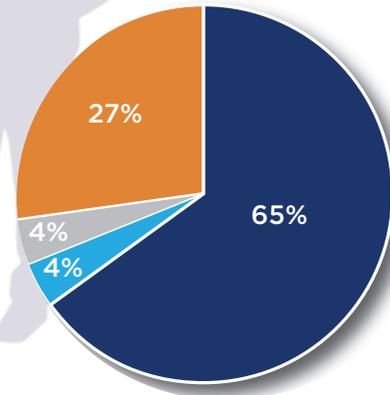
Grades 9-12 Enrollment

- White
- African American
- Hispanic/Latino
- Other



Dual Enrollment

- White
- African American
- Hispanic/Latino
- Other



Source
Louisiana Department of Education,
Strategic Data, Analytics and
Accountability Division

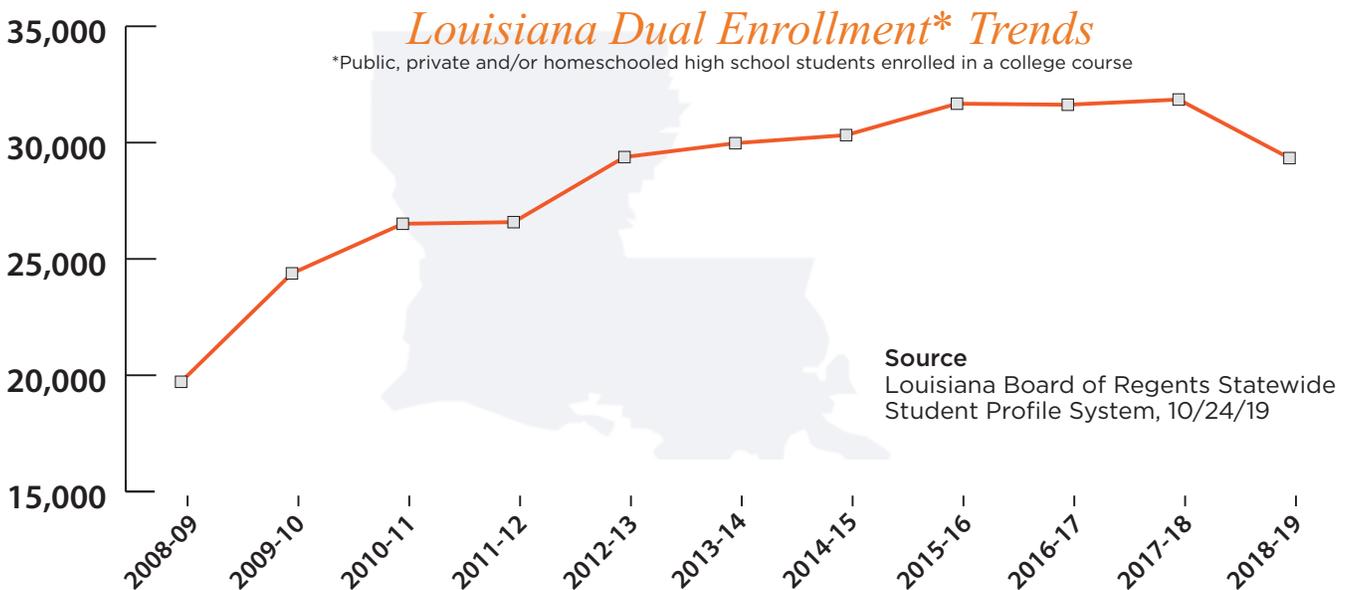
Louisiana currently lacks a strategy for providing universal access to dual enrollment, resulting in widely varying participation rates in high schools across the state and significantly lower participation by low-income and minority students (See Figure A). The Task Force recognizes that a statewide framework will be necessary to harness these successful programs for the benefit of low-income, minority, and first-generation college students. Doing so will help achieve

the state’s goals for talent development as well as eliminate persistent and damaging equity gaps.

A fully supported statewide framework for dual enrollment is essential to prepare increasing numbers of students for college and career success. Improving student transitions from high school into college will necessitate shared responsibility by Louisiana’s secondary and postsecondary systems (Barnett, 2016).

II. Dual Enrollment Trends in Louisiana

Figure B



Through the early 2000s, dual enrollment participation in Louisiana was limited to fewer than 3,000 academically advanced students participating in local programs. Significant growth started in 2005 with the creation of the TOPS Tech Early Start Scholarship. This legislatively created award pays up to \$50 per credit hour for technical or applied courses leading to an Industry Based Certification (IBC), a Certificate of Applied Sciences, or a Certificate of Technical Sciences at a Louisiana public postsecondary education institution when such certification or certificate is approved by the Workforce Investment Council. Funding for the TOPS Tech Early Start program is part of the TOPS budget, and remains available for students. The Early

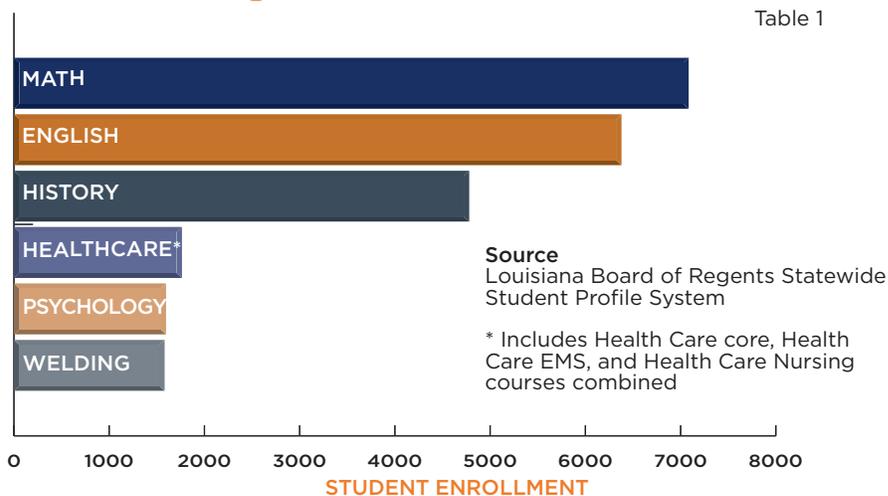
Start Program followed TOPS Tech Early Start, and paid for degree, developmental, or work skills courses at a rate of \$100 per credit hour. Funding for this program is no longer available.

With the defunding of Early Start funds beginning in 2013, school systems have transitioned to expending Supplemental Course Allocation (SCA) funds as well as local general funds to provide funding for Dual Enrollment courses. According to data from the Louisiana Department of Education, in the 2017-18 school year districts spent \$9 million of the \$17 million SCA appropriation on dual enrollment. The Supplemental Course Allocation gives school districts and other public schools a Minimum Foundation

Program (MFP) allocation related to the cost of high school credit courses. It is individualized to the needs of secondary students and is provided outside the traditional secondary school. Funds allocated through SCA will target the following types of courses for high school credit: Career and technical preparation, academic work required to achieve TOPS, advanced coursework not available at the school due to limited resources, dual enrollment, and intensive remediation for students struggling to stay on pace for graduation.

2017-18 Top 6 Dual Enrollment Courses

Table 1



The growth in the number of students taking dual enrollment courses in Louisiana public colleges and universities plateaued subsequent to the establishment of SCA, growing less than 2% per year through 2017-18, as shown in Figure B. The Board of Regents increased minimum dual enrollment student eligibility requirements for general education courses in 2017-18. This was followed by an 8% decline in participation from 2017-18 to 2018-19. Enrollment in Career and Technical Education (CTE) courses was not impacted by this new policy; participation in CTE dual enrollment remained low.

Louisiana Department of Education records for dual enrollment show that 19,648 reported public school students dually enrolled in 2017-18 (most recent data available). Of the 19,648 reported enrollees, 87% were on the TOPS University diploma pathway, 11% were on a Jump Start diploma pathway, and 1% were not declared. In terms of ethnicity, 65% of the enrolled students were White, 27% Black, 4% Hispanic, and 4% other.

Further analysis indicates that 41% of this population is considered economically disadvantaged, compared with 69% of all Louisiana public high school students. Considering the demographic and socio-economic composition of the population of Louisiana (see Figure A), these numbers reflect a lack of parity in access to early college pro-

grams for students from under-represented and disadvantaged populations.

In addition to dual enrollment, high school students can earn college credit by exam. While not the subject of this report, it is important to recognize other models that support college transition. In 2017-18, students in Louisiana took 30,079 Advanced Placement (AP) exams with 7,305 students earning a score of at least 3 (the minimum score needed to receive college credit). According to the College Board, the organization responsible for administering and scoring AP and College Level Examination Program (CLEP) exams, 2018-19 saw Louisiana's highest-ever recorded participation in CLEP tests, with 18,102 exams taken. This included a record number of exams (8,084) passed with a qualifying score for college credit. Additional research is necessary to better understand the inconsistency in the awarding of credit based on CLEP across Louisiana public postsecondary institutions and the extent to which such credit assists a student in progressing to a postsecondary credential of value.

The Board of Regents' 2019 Master Plan recognized the need to expand talent development within the state in order to meet the workforce needs of the future. Dual enrollment is a specific policy highlighted to accelerate the earning of early college credit by Louisiana's high school students. These pre-college credit programs will be facilitated through the development of secondary-to-post-secondary academic and career pathways and are critical to the state's success in increasing educational attainment. The ability for future high school graduates to have a head start in college coursework via dual enrollment will be a game-changer for Louisiana students by expanding access, equity, and college readiness, as well as facilitating transition to college. Recognizing the necessity to expand this opportunity across Louisiana, in December 2019 the Board of Elementary and Secondary Education and the Board of Regents set a joint goal that every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both, beginning with the high school freshman class of 2025 (senior class of 2029).

III. Process to Inform Task Force Work

Act 128 specifically called for the Task Force to consist of twelve stakeholders representing K-12, postsecondary education, and the broader community. The Board of Regents, aided by consultants from Education Strategy Group, began a review of dual enrollment practices in Louisiana in the context of best practices from across the country. This provided opportunities for the Task Force to consider the most up-to-date in-state and national information in developing its framework and recommendations for the Governor’s and Legislature’s consideration.

Since July 2019, the Task Force has met seven times at various regional sites to deliberate and facilitate presentations and attendance by secondary and postsecondary partnerships across the state. Table 2 indicates the various locations at which the Task Force conducted its meetings.



The agenda for each meeting of the Task Force featured area representatives sharing information regarding how they facilitate the delivery of dual enrollment in their respective region. This was useful to the Task Force in developing an understanding of the various types of dual enrollment options available to students, along with the challenges and opportunities that exist in different communities across the state (see Appendix B).

In addition to showcasing local dual enrollment programs at each meeting, the Board of Regents and Education Strategy Group conducted key informant interviews and surveys with stakeholders throughout the state. The goal of this project was to inform the Task Force of varying dual enrollment practices and priorities from both K-12 and higher education leaders. The findings from this project were presented at the November Task Force meeting and are summarized in Appendix C.

Table 2

Date	Location
July 24, 2019	Richland Parish School Board (Rayville, LA)
September 9, 2019	Southeastern Louisiana University (Hammond, LA)
October 7, 2019	South Louisiana Community College (Lafayette, LA)
November 4, 2019	LA Tech University at Bossier Parish Community College (Bossier City, LA)
December 2, 2019	Louisiana State University and A&M College (Baton Rouge, LA)
January 6, 2020 & February 19, 2020	Claiborne Building (Baton Rouge, LA)

IV. Guiding Principles of a Statewide Framework

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 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. The Task Force sees 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, the following guiding principles are offered to anchor this effort:

1. All high schools shall 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, with no tuition or fees charged to the student and minimized cost of attendance expenses such as textbook, testing, and transportation costs.
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, should provide appropriate incentives for schools to increase successful student completion of dual enrollment courses and college-level assessments.

While the Task Force's first priority was to set the foundation for the dual enrollment framework, it also recognized significant challenges and opportunities that must be addressed in order for Louisiana to reach its goal of expanding early college access across the state. These findings are provided in the following categories for consideration:

- Universal Access and Equity
- Funding Mechanisms
- Course Access and Pathways
- Instructor Support and Program Integrity
- Communication, Outreach and Public Reporting

V. Findings and Considerations

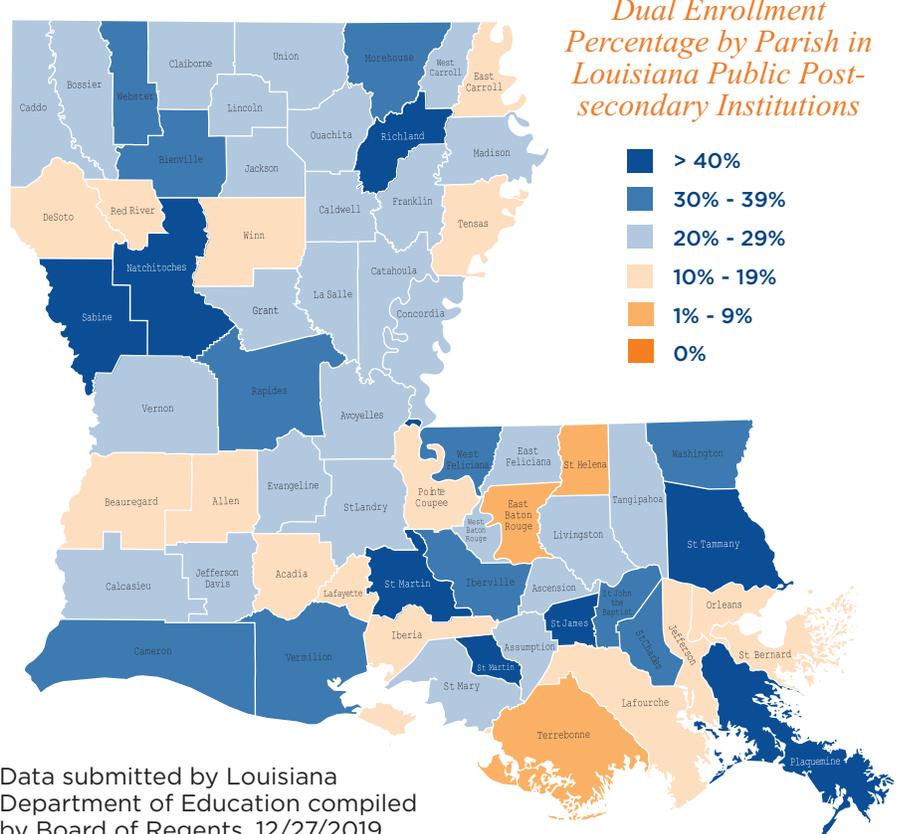
A. Universal Access and Equity

Findings

Ensuring universal access to dual enrollment will yield a student population in dual enrollment which mirrors the demographic, socioeconomic and geographic grades 9-12 student population. Louisiana's 9-12 population in 2017-18 was 47% white, 43% African American, 6% Hispanic, and 4% other. Yet, of the 19,648 students in dual enrollment courses, demographic analysis showed 65% white, 27% African American, 4% Hispanic, and 4% other. Figure C highlights the low participation rate in dual enrollment among students in many rural parishes.

Historically, Louisiana has not specified a clear equity goal for dual enrollment nor does the state have a uniform framework to ensure equal access. As a result, dual enrollment in Louisiana is varied and complex, resulting in different course offerings, funding mechanisms and opportunities. Adoption of a statewide dual enrollment framework to ensure universal access and equity of opportunity is critical to reaching the recently agreed shared goal of Board of Elementary and Secondary Education and the Board of Regents for all graduates of Louisiana public high schools, beginning with the high school freshman class of

Figure C



Data submitted by Louisiana Department of Education compiled by Board of Regents, 12/27/2019

Sources:

1. Dual Enrollment Students - LA Board of Regents Statewide Student Profile System Preparatory Students
2. High School Juniors and Seniors - LA DOE High School Session 2017-2018

Notes:

1. Dual Enrollment % = counts of prep students/counts of HS juniors & seniors
2. 1,607 prep students were reported out of 8,588 HS juniors & seniors in unknown parishes

2025 (senior class of 2029), to complete high school having earned college credit (academic and/or career-technical), a post-secondary credential of value, or both.

Conditions Necessary for Success

1. Alignment of policies and practices overseen by BESE, including the K-12 accountability systems, to incentivize increased dual enrollment completion with a focus on access and equity.

Louisiana's high school accountability system has long rewarded schools for Advanced Placement and dual enrollment participation. However, significantly higher weightings for demonstrated proficiency on a single AP or CLEP exam than for passing a college course is impacting school and student course-taking behavior. BESE and the Accountability Commission should review these and other incentives, to consider ways to further reward schools that successfully demonstrate equitable outcomes in dual enrollment completion and demonstrated course proficiency.

2. Capacity-building to support high-quality academic and career-technical course offerings across the state.

Effectively navigating the complexity of dual enrollment systems that span K-12 and postsecondary systems is difficult for administrators and counselors across the state. There are some excellent dual enrollment opportunities in Louisiana, but schools and colleges not already engaged are often isolated from firmly established programs. Schools would benefit from a resource guide and information sessions with postsecondary institutions to learn more about the academic and career and technical dual enrollment offerings as well as the various delivery models available. This could enhance the opportunities for students in Louisiana. In addition, counselors, college admissions officers, CTE directors, and dual enrollment managers would benefit from an enhanced communication infrastructure, a

centralized one-stop shop website linking training, shared resources, and professional networks to facilitate peer learning. Finally, access to timely, accurate information about dual enrollment is essential for parents and students.

3. Dual enrollment resources and regional training for professional school counselors and college admissions counselors, to encourage program consistency and success.

Examples were provided to the Task Force of tools and resources used in Tennessee and Idaho to support school counselors in advising students on college and career pathways. For example, Tennessee has eliminated the counselors' role in test proctoring, runs regional workshops, provides data tools for counselors to use in assessing student college readiness, and has created a designation process for schools that exceed standards on advising, college and career planning, and a curriculum linked to guided pathways. Louisiana's existing school counseling model should be reviewed to account for the standards specific to pathway counseling.

4. Resources and training for instructional faculty to ensure higher-quality offerings that meet accreditation requirements.

Ensuring universal access to dual enrollment will require the preparation and education necessary for high school teachers to meet the accreditation requirements that would allow them to join college faculty in



offering dual enrollment courses. In addition all SACSCOC and Council on Occupational Education criteria regarding resources and student support would need to be addressed. The Statewide Dual Enrollment Framework can provide a road map for the effective establishment of dual enrollment programs that meet accreditation requirements, contain the appropriate content and rigor necessary in college courses, support faculty to ensure quality of instruction and provide strong educational experiences for students taking both academic and CTE courses.

5. Regular evaluations conducted by the Department of Education and the Board of Regents of the effectiveness of dual enrollment programs to determine necessary improvements.

In the past, Regents has conducted a few analyses of student success in coursework subsequent to dual enrollment, but has not undertaken comprehensive or targeted evaluations. Conducting evaluations will help identify specific areas of strength and those in need of improvement to ensure that rigorous coursework and appropriate student support are available across Louisiana, to ensure statewide progress toward equity goals.



B. Funding Mechanisms

Findings

The Task Force envisions a future in which each high school student in Louisiana is able to enroll before graduation in at least four dual enrollment courses for which they are eligible, with no tuition or fees charged to the student and other expenses that students may otherwise incur minimized, including textbook, testing, and transportation costs. Without sufficient resources available to support the equitable delivery of dual enrollment, the considerable variability in course offerings and costs across schools and colleges limits access for many students. In many cases, costs incurred by families prohibit or limit enrollment.

Supplemental Course Allocation (SCA) funds are a valuable incentive for public schools to offer dual enrollment, but insufficient to cover the full cost of dual enrollment for some school systems - including textbooks

and materials. Despite these increases, most schools exhaust their SCA funds due to increased participation in SCA courses. Many schools subsidize additional student participation in SCA courses with general funds. Conversely, according to Louisiana Department of Education records, approximately 8% of SCA funds (\$1.5 million) allocated last year were not committed at the end of the academic year and were redistributed to schools systems in accordance with Act 482 of the 2014 legislative session and used for summer school coursework that was inclusive of Dual Enrollment.

The capacity to expand access to career-technical dual enrollment courses is often limited by the added costs of equipment and materials. Department of Education data show that SCA funds subsidized close to 9,000 dual enrollments in the 2018-19 academic year for technical courses, indicating public schools are relying on SCA as a key funding mechanism for these courses. Though some

students taking dual enrollment courses in high-demand fields receive TOPS Tech Early Start scholarships, LOSFA data show there has been a significant decline in their utilization, with 50% fewer dollars awarded in scholarships in 2018-19 than five years earlier. TOPS Tech Early Start is used extensively by some schools, but funds as little as one-third of technical dual enrollment courses due to limitations on the award amount and student eligibility restrictions. The postsecondary education funding formula indirectly incentivizes public institutions to enroll high school students by including them in student credit hour calculations. Once these students matriculate to college after graduation, institutions are rewarded for their progression toward a postsecondary credential.

In addition, there is no specific funding for intensive cohort-based pathway programs that integrate preparation with dual enrollment coursework, including Early College High Schools and Career Academies.

Conditions Necessary for Success

1. A reliable funding stream or combination of funding sources to support the state's vision of universal access to dual enrollment.

This requires that existing state and federal funding streams be utilized to their full extent to ensure equitable participation in dual enrollment. The Task Force may include additional recommendations regarding long-term funding of dual enrollment in its final report to the Legislature by October 1, 2020.

2. Initial investment in capacity-building to support both the teaching corps needed to implement universal access to dual enrollment and the infrastructure to ensure more students are prepared and eligible to participate.

The state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase dual enrollment access and equity in areas of high need, as described in the recommendations on page 15.

3. Funding mechanisms that provide incentives for public K-12 and postsecondary institutions to expand access to underserved students and achieve equity in dual enrollment participation.

Legislation establishing the Task Force asked it to consider ways in which performance-based funding for both K-12 and post-

secondary institutions might further the goal of universal access to dual enrollment. The Task Force examined the ways in which Louisiana schools and institutions of higher education utilize existing funding streams, as well as funding mechanisms in other states, particularly Georgia, Idaho, Indiana, Kentucky, and Oklahoma. The Task Force recommends that any dual enrollment funding rewards behavior that increases access for students and locations currently underserved, and helps to reduce equity gaps in student participation and performance in dual enrollment.

4. Schools and/or colleges provide tuition and fee waivers to students experiencing economic hardship.

Under Louisiana Act 240 of 2019, each public school's governing authority must adopt and publish a policy on the collection of student fees. This law was enacted to ensure that students are not prevented from participating in curricular or co-curricular programs solely due to their inability to pay. Each school board's fees policy must include a process for students, parents, or guardians to request and receive an economic hardship waiver for any school fee. Department of Education guidance clarified that this law applies to dual enrollment courses. School boards were required to adopt these policies by December 1, 2019. Successful implementation of this law and commitment by all partners to eliminating tuition and fees for students experiencing economic hardship will further the Task

Force's goal of reducing financial barriers to providing universal access to dual enrollment.

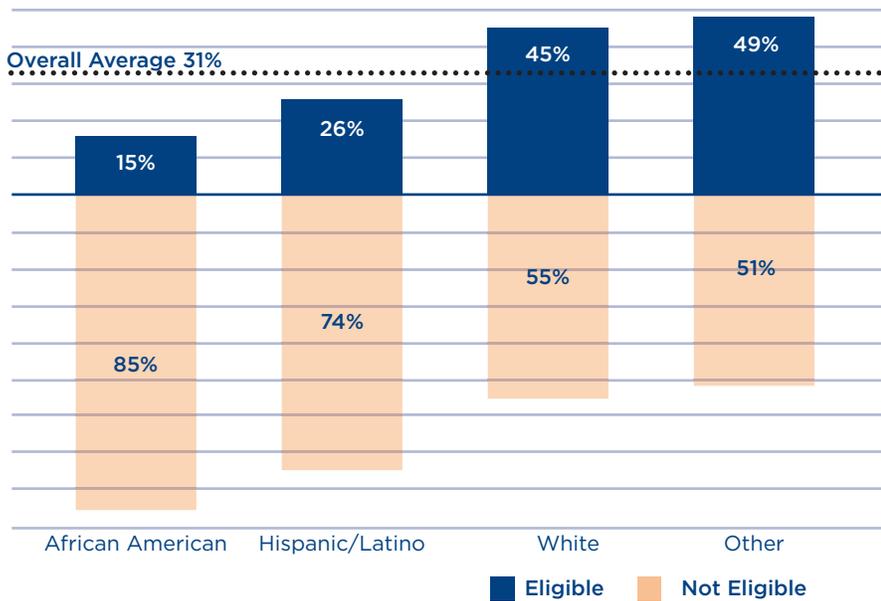
5. A uniform pricing structure to ensure affordability of dual enrollment courses, to include maximum and/or minimum tuition and fees.

Dual enrollment tuition and fees charged by colleges and universities to students or schools vary widely, from \$35 to \$170 per credit hour. Interviews and surveys of school officials reveal that some high schools provide one or more dual enrollment courses at no cost to students, often funded by SCA funds. SCA does not require schools to provide SCA-funded courses for free, but schools often do so for a predetermined number of courses per student or until funds are exhausted. Among the legislative charges assigned to the Task Force were to research and consider a process to establish a uniform pricing structure for dual enrollment courses offered by each public postsecondary education institution with the ability to honor existing MOUs. Regents staff conferred with public university systems' Chief Financial Officers and presented to the Task Force a draft framework of such a pricing structure. Having reviewed this information, the Task Force recommends continued deliberation on uniform pricing in the context of the funding system to be used to promote equitable access to quality dual enrollment opportunities for students in all school districts across Louisiana.

Figure D

% of Grade 12 Students Eligible for Academic Dual Enrollment

Source
Louisiana Department of Education.
Strategic Data, Analytics and
Accountability Division



C. Course Access and Pathways

Findings

A 2019 report by the College in High School Alliance and Education Strategy Group noted the importance of state policy and coordination in ensuring that geography does not determine student access to dual enrollment courses and that barriers do not unnecessarily limit participation in dual enrollment in academic and career areas of interest (Unlocking Potential, 2019). This report, and a May 2018 report by the Education Commission of the States, emphasized steps to broaden access to dual enrollment coursework for middle-achieving students through more flexible student eligibility standards, pre-collegiate experiences to prepare students for dual enrollment, and a wider range of course offerings, including collegiate courses in technical fields (Zinth & Barnett, 2018). In Louisiana, 83 public high schools have fewer than 5% of students in dual enrollment courses, with nearly half of these reporting no enrollment, according to data re-

ported to the U.S. Department of Education's Civil Rights Data Collection. Within schools offering dual enrollment, many have persistent inequities in student participation when viewed by gender, race/ethnicity, and income status. Disparities in participation is highly correlated with inequitable academic preparation, as shown in Figure D. Only 31% of 12th grade students in 2017-18 met the current eligibility requirements to enroll in an academic dual enrollment course. While 45% of white students met eligibility requirements, only 15% of African American students and 26% of Hispanic/Latino students were eligible.

Effective Fall 2018, statewide minimum eligibility policies established by the Board of Regents (Academic Affairs Policy 2.22) require students to meet three minimum criteria for participation in academic dual enrollment courses: (1) an ACT composite score of at least 19; (2) minimum ACT subject scores in Math (19) and English (18); and (3) a minimum 2.5 grade point average (GPA). Individual postsecondary institutions may

establish higher eligibility or course-specific placement criteria, as well as additional requirements and fees. This complex eligibility structure, compared to minimal eligibility requirements in other states, results in confusion among dual enrollment administrators and directly affects the number of students who are able to participate.

In addition, there has been limited implementation of high school transition courses designed for high school seniors who do not meet college readiness standards in English and mathematics. Limited funding for early assessments, such as the Pre-ACT, decrease schools' ability to identify and prepare all students for participation in dual enrollment and qualify them for courses earlier than in their senior year.

In 2014, the Louisiana Department of Education launched a career-technical education graduation diploma known as Jump Start, significantly increasing the number of high school students able to graduate with an industry-based credential. Dual enrollment enhances the value of Jump Start diplomas by enabling students to earn transferable college credit, providing students an opportunity to earn stackable postsecondary certificates and degrees. It is notable, however, that some high schools and career centers have developed extensive career pathways featuring dual enrollment courses connected to industry-based credentials, while others have only limited dual enrollment options.



Conditions Necessary for Success

To successfully promote course access and create pathways to explore college and career options, the following four conditions are necessary:

1. Universal early use of predictive assessments to identify students potentially eligible for dual enrollment and those in need of additional preparation in order to qualify.

Data obtained from early predictive assessments will allow secondary schools to analyze student scores and determine future dual enrollment eligibility. In addition, early assessments will provide schools the opportunity to implement supports needed to help students meet readiness standards.

2. Widespread implementation of transition courses, including identification of students by the end of their sophomore year who are not on track to meet Regents' college readiness standards.

In response to early predictive assessment, transition courses can provide necessary interven-

tion for students not on track towards college readiness standards. According to a recent scan by the Education Commission of the States, 29 states are offering interventions through transition courses to students who fall below college readiness standards. In addition to transition courses, intervention methods such as tutoring, mentoring, career assessment, and non-academic supports, can be deployed to assist students.

3. Continued support for technical dual enrollment courses through the expansion of technical options for all students.

The successful launch in 2014 of the Jump Start graduation pathway has resulted in significant increases in the number of high school students earning industry-based credentials. Dual enrollment enhances the value of Jump Start diplomas by enabling students to earn transferable college credit toward stackable postsecondary certificates and degrees. The Louisiana Department of Education, Workforce Investment Council, and Louisiana Community and Technical College System (LCTCS) should identify ad-

ditional ways to encourage schools to offer more advanced and higher-value credentials featuring dual enrollment as part of Jump Start. Additionally, many students completing a TOPS University Diploma can also benefit from taking career and technical dual enrollment courses. LCTCS should consider additional ways to incorporate technical dual enrollment in Louisiana's draft state plan and accountability metrics for implementing the federal Perkins Career and Technical Education Act.

4. Alignment of dual enrollment courses to established academic and career pathways leading to college certificates and degrees, to ensure courses taken are highly applicable to students' future postsecondary success.

Dual enrollment pathways can help students confirm or rule out potential academic and career interests, minimizing the earning of excess course credits and their associated costs. Pathways can be developed in a way that enables a student to complete credit applicable to any postsecondary credential the student decides to pursue.



D. Instructor Support and Program Integrity

Findings

According to recent interviews with practitioners from across the state, there is considerable variation in levels of training and academic oversight provided by colleges and universities to dual enrollment instructors. In many cases, it is incumbent upon the academic department by which the course is being offered to provide instructors with professional development and access to course materials, and no formal or standardized structures exist for providing such support. Inconsistency is a key issue: while some instructors receive frequent, tailored training from their college or university, others report limited engagement and oversight. Public institutions report recent increased emphasis

on instructor oversight due to the Regents' Public Postsecondary Quality Guidelines for Dual Enrollment, effective 2018, which specify academic oversight expectations and formal training for instructors and facilitators.

In addition, high schools have found it challenging to recruit and retain teachers with the credentials necessary to teach dual enrollment courses—or to fund certification of new instructors. For the delivery of courses applicable to undergraduate degree programs, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Guidelines on Faculty Qualifications call for instructors to have at least a master's degree along with at least 18 hours of graduate coursework in their discipline. SACSCOC's Dual Enrollment Policy Statement clarifies that dual enrollment instructors should

possess the minimum credentials required of campus faculty. Like many other states across the country, Louisiana is experiencing a shortage of high school instructors who meet this requirement. Nevertheless, only a few graduate institutions, such as Louisiana Tech University, offer free or discounted coursework for high school instructors to meet credentialing requirements.

In light of the shortage, many Louisiana colleges and universities offer dual enrollment courses taught by regular college faculty, either in the classroom or online. Another strategy used by some Louisiana colleges and universities to fill the need is the hybrid Instructor of Record/Facilitator model, in which a non-credentialed high school instructor facilitates the course and a credentialed university faculty member serves as

the Instructor of Record. While this model has expanded access to dual enrollment, it requires significant investment of campus resources to be implemented with academic integrity.

Conditions Necessary for Success

1. Building teacher corps capacity to incentivize high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university.

To address the shortage of credentialed instructors, programs or incentives should be developed for high school teachers to obtain graduate coursework or technical certifications necessary to serve as dual enrollment instructors. For example, the state could develop a financial aid program for potential dual enrollment instructors that leverages state, federal Title II and/or other aligned funding, similar to programs implemented in Colorado, Indiana, Minnesota, Ohio, and Wyoming. The state could also work with local school districts to offer incentives (such as stipends or supplements) for dual enrollment instructors who complete graduate coursework. Additionally, universities could utilize alternate course delivery models, such as online courses, to facilitate the completion of graduate credit. Graduate programs at both Louisiana Tech and LSU are already targeting

high school instructors seeking advanced credentials; these could be enhanced and expanded with state investment and coordination.

2. Increased levels of training and academic oversight of dual enrollment instructors and facilitators provided by colleges and universities.

To ensure program integrity, colleges and universities should provide increased training for and academic oversight of dual enrollment instructors. To fulfill their duties, academic departments need institutional resources and support, including college-wide guidelines for offering professional development, access to course materials, and evaluation of courses.

E. Communication, Outreach and Public Reporting

The Task Force recognized the significant communication and outreach necessary to ensure parents and students are well informed of the benefits of and requirements for participation in dual enrollment. Our universal access goal will not be accomplished if student participation and success, especially among underserved populations, are not significantly increased. This requires a robust engagement strategy to reach and empower school superintendents, school boards, administrators, teachers, counselors, postsecondary presidents and administrators, fac-

ulty, and staff, as well as K-12, higher education, and college access and parent engagement organizations, to participate in promoting universal access to dual enrollment.

As the state increases access, school counselors must be able to expand college and financial aid advisement to students. Unfortunately, these professionals have too many students and responsibilities that hinder their ability to help students effectively navigate complex dual enrollment systems and myriad of information attached to them. Online surveys distributed to school counselors throughout the state revealed severe challenges surrounding communication of dual enrollment opportunities, which included the consistency of available information, the ability to access needed information, and the timing of information distribution.

To monitor our success and continuing challenges, we must be accountable and annually report on our progress and next steps. Currently Louisiana lacks adequate annual reporting on dual enrollment. To monitor progress of the newly established Regents and BESE goal, the Department of Education and Board of Regents should implement transparent annual reporting on dual enrollment participation, performance, and equity at both school and institutional levels.

VI. 2020 Recommendations

At its inaugural meeting, the Task Force decided to prepare this interim report in January 2020 to provide guiding principles, highlight key findings and share initial recommendations.

The time is right to build on the momentum and interest in expanding dual enrollment opportunities in this state. Therefore, the Task Force recommends to the Governor and Legislature adoption of the guiding principles for universal access to dual enrollment and support for an initial seed investment to undertake the capacity-building necessary to advance universal access and expand early college opportunities.

Specifically, the state should fund a Dual Enrollment Innovation and Equity Grant that would support efforts to increase access and equity in dual enrollment in areas of high need, such as:

1. Incentives for high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university;
2. Incentives to increase student preparation and readiness, including but not limited to early predictive assessments, tutoring, test preparation and other effective interventions;

3. Incentives for high school counselors to receive the training necessary to support students in their dual enrollment course selections and overall program participation;

4. Support for districts to establish and sustain intensive cohort-based pathway programs that increase the preparation of students for college and careers, including Early College High Schools and Career Academies;

5. Development and adoption of Open Educational Resources to reduce textbook and materials costs; and

6. Expansion of innovative dual enrollment delivery methods through the usage of mobile Science, Technology, Engineering and Mathematics (STEM) laboratories throughout Louisiana.

This grant, combined with the following agency and board initiatives, can improve policy conditions and increase coordination to accelerate our success:

Board of Regents (Higher Education)

1. Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.

2. Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.

3. In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels including disaggregated data.

4. Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.

Board of Elementary and Secondary Education (K-12)

1. Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.



2. Explore a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.

Department of Education (K-12)

1. Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.

2. In coordination with the Board of Regents, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.

3. Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.

4. Continue alignment of technical dual enrollment courses with Jump Start programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.

A final report will be submitted to the Legislature, as required by Act 128, by October 1, 2020. The Task Force will continue to meet to discuss further refinement of the Statewide Framework, work with agencies to implement necessary already-identified system improvements and continue research and data analysis.

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Appendix A

2019 Regular Session

ACT No. 128

ENROLLED

SENATE BILL NO. 243 (Substitute of Senate Bill No. 194 by Senator Morrish)

BY SENATOR MORRISH

1 AN ACT
2 To amend and reenact R.S. 17:183.3(A)(1)(b), to enact R.S. 17:2922.1, and to repeal Subpart
3 A-3 of Part III of Chapter 1 of Title 17 of the Louisiana Revised Statutes of 1950,
4 comprised of R.S. 17:187.1 through 187.5, R.S. 17:3129.1, and 3137, relative to dual
5 enrollment; to create and provide with respect to the Dual Enrollment Framework
6 Task Force; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:183.3(A)(1)(b) is hereby amended and reenacted, and R.S.
9 17:2922.1 is hereby enacted to read as follows:

10 §183.3. Career major; description; curriculum and graduation requirements

11 A.(1)(a) * * *

12 (b) Students pursuing a career major shall be afforded the opportunity to
13 dually enroll in ~~an~~ **a Louisiana public postsecondary education** institution ~~under~~
14 ~~the management and supervision of the Board of Supervisors of Community and~~
15 ~~Technical Colleges~~ or participate in a business internship or work-study program
16 when such opportunities are available and appropriate.

17 * * *

18 **§2922.1. Dual Enrollment Framework Task Force, creation, purpose,**
19 **membership, definitions, reporting, termination**

20 **A. The Dual Enrollment Framework Task Force is hereby created under**
21 **the jurisdiction of the Board of Regents for the purpose of making**
22 **recommendations for the establishment of a statewide dual enrollment**
23 **framework designed to provide universal access to dual enrollment courses to**

Page 1 of 5

Coding: Words which are ~~struck through~~ are deletions from existing law;
words **in boldface type and underscored** are additions.

- 1 all qualified public high school juniors and seniors.
- 2 B.(1) The task force shall be composed of twelve members as follows:
- 3 (a) The governor or his designee.
- 4 (b) The commissioner of higher education or his designee.
- 5 (c) The state superintendent of education or his designee.
- 6 (d) The president of the State Board of Elementary and Secondary
- 7 Education or his designee.
- 8 (e) The executive director of the Louisiana School Boards Association or
- 9 his designee.
- 10 (f) The executive director of the Louisiana Association of School
- 11 Superintendents or his designee.
- 12 (g) The executive director of the Louisiana Association of Principals or
- 13 his designee.
- 14 (h) The president of the Louisiana School Counselor Association or his
- 15 designee.
- 16 (i) The chairman of the College and Career Readiness Commission or his
- 17 designee.
- 18 (j) The president of Council for a Better Louisiana or his designee.
- 19 (k) The executive director of Stand for Children Louisiana or his
- 20 designee.
- 21 (l) The executive director of the Louisiana Association of Public Charter
- 22 Schools or his designee.
- 23 (2) Members shall serve without compensation, except for per diem or
- 24 expenses to which they may be entitled as members of the constituent
- 25 organizations.
- 26 (3) A majority of the total membership shall constitute a quorum of the
- 27 task force, and any official action taken by the task force shall require an
- 28 affirmative vote of the majority of the quorum present and voting.
- 29 (4) The commissioner of higher education shall call an organizational
- 30 meeting of the task force by August 1, 2019. The task force shall elect a

1 chairman, and any other officers deemed necessary, from among the
2 membership.

3 (5) The Board of Regents shall provide staff support to the task force.

4 C. "Dual enrollment" means the enrollment of a high school student in
5 a postsecondary course for which both postsecondary and high school credit
6 may be earned.

7 (1) Dual enrollment shall include any course which provides credit:

8 (a) Toward a high school diploma and a public postsecondary education
9 academic undergraduate degree.

10 (b) Toward a high school diploma aligned to a career major as provided
11 in R.S. 17:183.1 et seq. and a public postsecondary education credential in a
12 high-demand field.

13 (2) Dual enrollment shall not include any course which provides:

14 (a) Credit only as a high school transition course or a remedial
15 postsecondary education course.

16 (b) Partial credit for a corequisite, modular, or scalable postsecondary
17 education course.

18 D. In developing recommendations for the framework, the task force
19 shall:

20 (1) Review existing laws, policies, and efforts in Louisiana and other
21 states on dual enrollment, course choice, student remediation, articulation and
22 transfer, and transition courses.

23 (2) Consider any dual enrollment recommendations from the College and
24 Career Readiness Commission.

25 (3) Seek to coordinate all dual enrollment efforts of the Board of Regents,
26 the State Board of Elementary and Secondary Education, the state Department
27 of Education, public postsecondary education management boards and
28 institutions, and the governing authority of each public high school.

29 E. In making recommendations, the task force may identify:

30 (1) Strategic funding needs.

- 1 (2) Funding sources.
- 2 (3) Course content requirements.
- 3 (4) Instructor and student qualifications.
- 4 (5) A process to:
- 5 (a) Guarantee that dual enrollment courses articulate to the appropriate
- 6 public postsecondary education institution.
- 7 (b) Require that dual enrollment courses and course grades are recorded
- 8 on a student's permanent high school and postsecondary academic transcripts.
- 9 (c) Routinely evaluate the effectiveness of the statewide dual enrollment
- 10 framework and dual enrollment courses.
- 11 (d) Recognize and reward schools, through the state's school and district
- 12 accountability system, that graduate students who have earned significant credit
- 13 toward a postsecondary credential or degree.
- 14 (e) Recognize and reward each postsecondary education institution,
- 15 within the postsecondary education funding formula, that shows significant use
- 16 of dual enrollment to further its institutional mission.
- 17 (f)(i) Establish a uniform pricing structure which may include a
- 18 maximum tuition for dual enrollment courses offered by each public
- 19 postsecondary education institution and which may differentiate between
- 20 courses taught on a postsecondary campus, online, or at a high school, and may
- 21 differentiate by the qualifications of the instructor.
- 22 (ii) Notwithstanding Item (i) of this Subparagraph, the recommended
- 23 pricing structure shall not prevent a public postsecondary education institution
- 24 and a public high school governing authority from entering into a memorandum
- 25 of understanding or other agreement to provide dual enrollment courses free
- 26 of charge or an amount less than that established by the pricing structure.
- 27 F. The Board of Regents shall submit a written report of task force
- 28 findings and recommendations to the Senate Committee on Education and the
- 29 House Committee on Education by October 1, 2020.
- 30 G. The task force shall terminate on June 30, 2021.

SB NO. 243

ENROLLED

1 Section 2. Subpart A-3 of Part III of Chapter 1 of Title 17 of the Louisiana Revised
2 Statutes of 1950, comprised of R.S. 17:187.1 through 187.5, R.S. 17:3129.1, and 3137 are
3 hereby repealed.

4 Section 3. This Act shall become effective upon signature by the governor or, if not
5 signed by the governor, upon expiration of the time for bills to become law without signature
6 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
7 vetoed by the governor and subsequently approved by the legislature, this Act shall become
8 effective on the day following such approval.

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Page 5 of 5

Coding: Words which are ~~struck through~~ are deletions from existing law;
words **in boldface type and underscored** are additions.

Appendix B

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

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Dual Enrollment Framework Task Force Commission Agenda

July 24, 2019

10:00 a.m.

Richland Parish School Board Meeting Room
411 Foster St., Rayville, LA 71269

Objective:

- Make recommendations for the establishment of a statewide dual enrollment framework designed to provide universal access to dual enrollment courses to all qualified public high school juniors and seniors.

Agenda Items:

1. Call to Order & Roll Call
2. Welcome
 - The Honorable John Bel Edwards, Governor, State of Louisiana
3. Election of Chair
4. Overview of Legislation
5. State of Dual Enrollment in Louisiana
 - Overview
 - Discussion by LCTCS
6. Statewide Systems of Dual Enrollment Frameworks Across the Country: Lessons Learned
 - Adam Lowe, Advisor at Education Strategy Group
7. Discussion of Process and Next Steps
8. Other Business

Proposed Next Meetings

Monday, September 9, 2019

Monday, November 4, 2019

Monday, February 17, 2019

<u>Member</u>	<u>Title</u>	<u>Seat Information as listed in statute</u>
Mr. Donald Songy	Education Policy Advisor, Office of the Governor	(1) The governor or his designee.
Dr. Kim Hunter Reed	Commissioner of Higher Education	(2) The commissioner of higher education or his designee.
Mr. Ken Bradford	Assistant Superintendent	(3) The state superintendent of education or his designee
Ms. Doris Voitier	State Board of Elementary and Secondary Education Member	(4) The president of the State Board of Elementary and Secondary Education or his designee
Dr. Janet Pope	Executive Director of the Louisiana School Boards Association	(5) The executive director of the Louisiana School Boards Association or his designee.
Mr. Mike Faulk	Executive Director of the Louisiana Association of School Superintendents	(6) The executive director of the Louisiana Association of School Superintendents or his designee.
Mr. Tomy Byler	Principal at North Vermillion High School	(7) The executive director of the Louisiana Association of Principals or his designee.
Ms. Denise Latour	Past President of the Louisiana School Counselor Association	(8) The president of the Louisiana School Counselor Association or his designee.
Dr. Jeannine O. Kahn	Provost & Vice President for Academic Affairs	(9) The chairman of the College and Career Readiness Commission or his designee.
Ms. Carrie Griffin Monica	Executive Director of Stand for Children	(10) Stand for Children
Mr. Barry Erwin	President & CEO of Council for A Better Louisiana	(11) Council for a Better Louisiana
Ms. Linda Johnson	Louisiana Association of Public Charter Schools	(12) Louisiana Public Charter School Association

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Dual Enrollment Framework Task Force

October 7, 2019
12 p.m. – 3:30 p.m.
South Louisiana Community College
Health & Sciences Building Auditorium
Lafayette, LA

Agenda Items:

- 12:00 p.m.-12:05 p.m.: **Call to Order, Roll Call & Approval of September 9, 2019 Minutes**
- 12:05 p.m.- 2:00 p.m.: **Financial Models & Uniform Tuition/Fees**
 - Terrence Ginn, Deputy Commissioner for Finance and Administration
 - Matthew LaBruyere, Associate Commissioner for Finance and Administration
- 2:00 p.m. – 2: 45 p.m.: **Accountability Measures**
 - Dr. Erin Bendily, Assistant Superintendent, Policy and Governmental Affairs at Louisiana Department of Education
- 2:45 p.m. – 3:15 p.m.: **Showcase of Local Partnerships**
 - Alex Melton, Principal of Early College Academy
 - Andre Perez, Executive Director for Academic Initiatives at SLCC
 - Caronda Bean, Director of Dual Enrollment at SLCC
 - Amanda Doyle, Director of University Connection at ULL
- 3:15 p.m.- 3:30 p.m.: **Next Steps & Adjournment**

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Dual Enrollment Framework Task Force

November 4, 2019 12 p.m. to 3:30 p.m.

Louisiana Tech at Bossier Parish Community College
Building H- Conference Room 418
6220 E. Texas Street
Bossier City, LA 71111

1. 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of October 7, 2019 Minutes**
2. 12:05 p.m.- 12:25 p.m.: **Recommendations by College & Career Readiness Commission**
 - Dr. Jim Henderson, *President and CEO, University of Louisiana System*
3. 12:25 p.m.- 1:10 p.m. **Findings from Statewide Dual Enrollment Program Interviews & Communication Surveys**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Lauren Norton, *Senior Associate, Education Strategy Group*
 - Mellynn Baker, *Institutional Research Associate, Louisiana Board of Regents*
4. 1:10 p.m. – 1:55 p.m.: **Communications & Outreach**
 - Adam Lowe, *Advisor, Education Strategy Group*
 - Dr. Lupe Lamadrid, *Senior Policy Analyst, Louisiana Board of Regents*
5. 1:55 p.m.- 2:35 p.m.: **Showcase of Local Partnerships**
 - Dr. Keisha Smith, *State Director for Louisiana, Education Trust*
 - Dr. Melva Williams, *Vice Chancellor for Student Affairs and Enrollment Management, Southern University at Shreveport*
 - Gordan D. Ford, *Executive Director and Chief Executive Officer, Lincoln Preparatory School*
 - Dr. Barry Morales, *Director of Dual Enrollment, Louisiana Tech*
6. 2:35 p.m.- 3:25 p.m.: **Career & Technical Education Discussion**
 - Ken Bradford, *Assistant Superintendent, Louisiana Department of Education*
 - Dr. René Cintrón, *Chief Academic Affairs Officer, LCTCS*
 - Alexandra Ekstron, *Program Director, High School Initiatives, BPCC*
 - Lynne McCoy, *Director of Academic Outreach, BPCC*
 - Jayda Spillers, *Principal, Bossier Parish School for Technology and Innovative Learning*
7. 3:25 p.m.- 3:30 p.m.: **Public Comments, Next Steps, & Adjournment**

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Dual Enrollment Framework Task Force

December 2, 2019 1 p.m. to 4 p.m.

LSU Foundation
3796 Nicholson Dr.
Baton Rouge, LA 70802

1. 1:00 p.m. - 1:05 p.m.: **Call to Order, Roll Call & Approval of November 4, 2019 Minutes**
2. 1:05 p.m. – 1:20 p.m.: **LSU College Readiness Dual Enrollment Program**
 - Dr. Matthew R. Lee, *LSU Vice Provost for Academic Programs and Support Services*
 - Phoebe B. Rouse, *LSU College Readiness Dual Enrollment Program Director*
3. 1:20 - 1:30 p.m.: **Review of Legislation & Charge of Task Force**
4. 1:30 p.m. - 2:15 p.m.: **Discussion of Draft Guiding Principles**
5. 2:15 p.m. - 3:00 p.m.: **Discussion of Foundational Areas to Address**
6. 3:00 p.m. - 3:45 p.m.: **Discussion of Conditions Necessary for Success**
7. 3:45 p.m. - 4:00 p.m.: **Public Comments, Next Steps, & Adjournment**

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Dual Enrollment Framework Task Force

January 6, 2020
12 p.m. to 3 p.m.
Claiborne Building- Rm. 1-135 (Iowa Room)
1201 N 3rd St.
Baton Rouge, LA 70802

- 12:00 p.m. -12:05 p.m.: **Call to Order, Roll Call & Approval of December 2, 2019 Minutes**
- 12:05 p.m. -12:15 p.m.: **Public Comments**
- 12:15 p.m.- 2:00 p.m.: **Discussion and Approval of Draft Dual Enrollment Report**
- 2:00 p.m.- 2:30 p.m.: **Discussion of Next Steps**
- 2:40 p.m.- 3:00 p.m.: **Other Business & Adjournment**

Appendix C



Louisiana Dual Enrollment Task Force Key Informant Interview Summary of Findings Prepared by Adam I. Lowe and Lauren Norton | October 2019

Goals & Approach

- To inform the Dual Enrollment Task Force by soliciting additional insights into dual enrollment practices and priorities from K12 and higher education leaders
- To collect examples of successful programs that can be highlighted
- Representatives of 15 colleges and universities and 10 superintendents, principals, and counselors from varied programs across the state interviewed by phone

Key Takeaways from Our Interviews

- Considerable variability in financing dual enrollment limits access for many students
- Access is limited primarily to students already likely to succeed in college
- While navigational supports are available, they are inconsistently utilized
- Numerous approaches aim to address the gap in credentialed instructors
- Principals and counselors expressed several challenges with communications

Near Term Opportunities

- Set equity goals and measure and report progress.
- Simplify complex Board of Regents and TOPS Tech Early Start Student Eligibility requirements.
- Build on Jumpstart momentum to expand Career and Technical dual enrollment course-taking.
- Develop a state communications hub and infrastructure.
- Replicate successful pathway programs like Early College, Career Academies, and the Extension Academy pilot.

Longer Term Opportunities

- Offer and use earlier predictive assessments to identify students potentially eligible for dual enrollment.
- Reduce financial burden incurred by students and families.
- Consider increased weighting for dual enrollment courses in the high school Accountability System.
- Support continued institutional improvement of academic quality and course oversight.
- Expand pool of dual enrollment instructors through graduate programs and professional development.

DUAL ENROLLMENT COMMUNICATION SURVEY



Board of Regents staff administered a 7 question survey regarding dual enrollment communication. This survey was sent to members of the Louisiana Association of Principals and the Louisiana School Counselor Association.

DEMOGRAPHICS

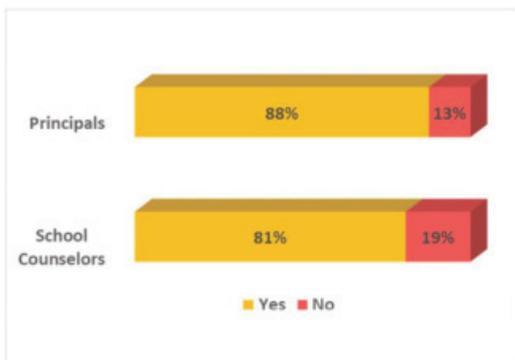


48 Principals
36 School Counselors

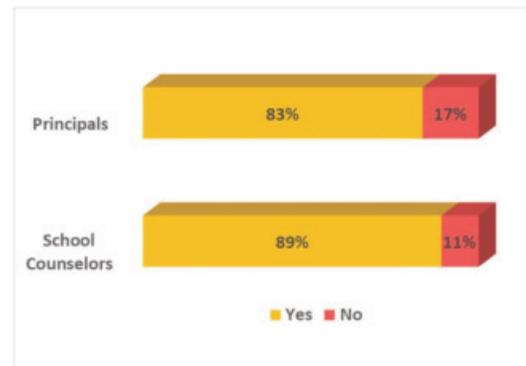


59 Cities

ARE YOU SATISFIED WITH DUAL ENROLLMENT COMMUNICATION?



ARE YOU SATISFIED WITH DUAL ENROLLMENT RESOURCES?



TOP 3 METHODS OF RECEIVING INFORMATION CONCERNING DUAL ENROLLMENT

- #### SCHOOL COUNSELORS
1. COLLEGES
 2. LOCAL SCHOOL DISTRICT
 3. LDOE

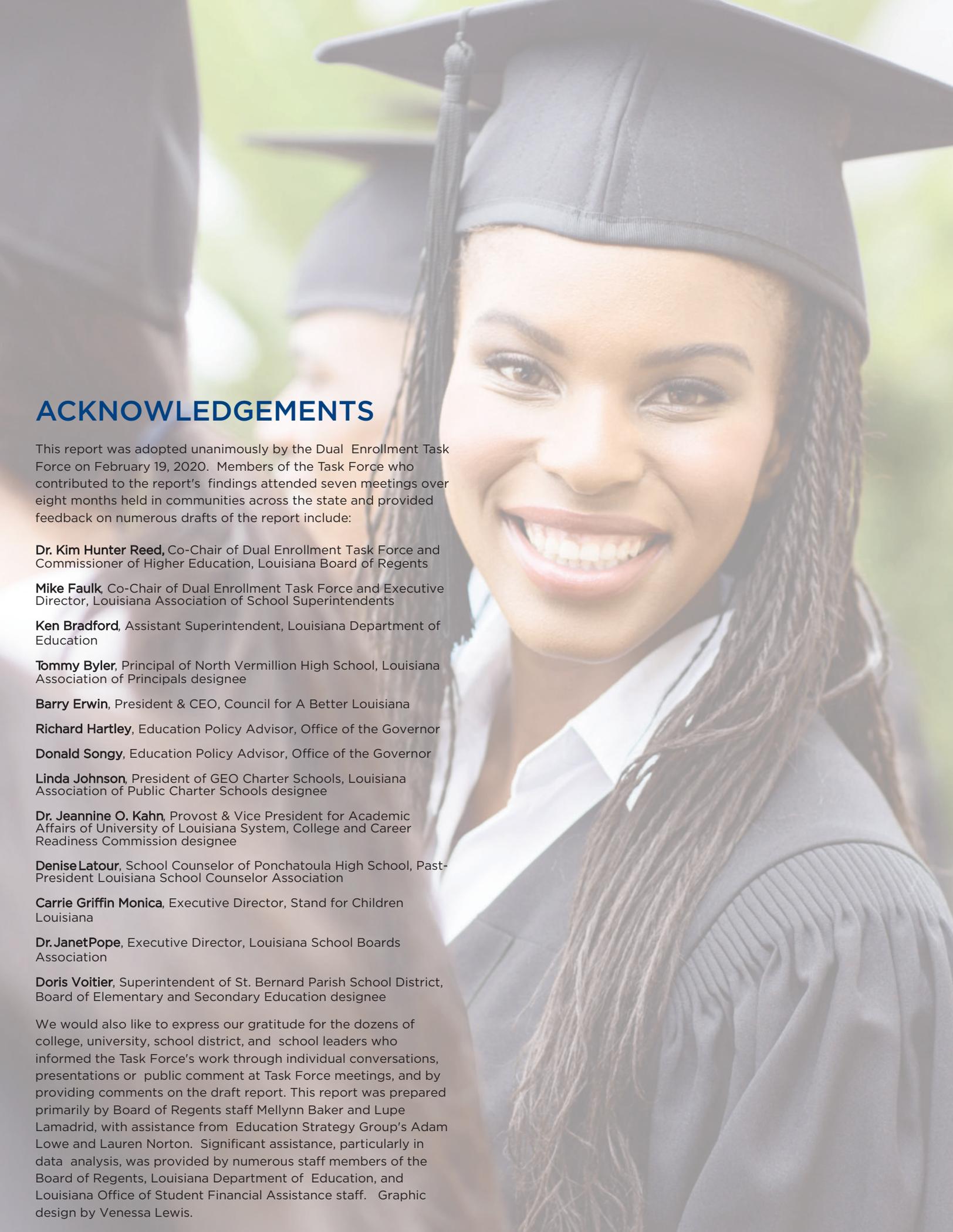
- #### PRINCIPALS
1. LOCAL SCHOOL DISTRICT
 2. COLLEGES
 3. LDOE

CHALLENGES OF COMMUNICATION:

"At this point, there are several inconsistencies between universities."

"I never know when things change unless I look. I have close contact with my college partnership and ask them directly."

"I don't really receive information concerning dual enrollment policies."



ACKNOWLEDGEMENTS

This report was adopted unanimously by the Dual Enrollment Task Force on February 19, 2020. Members of the Task Force who contributed to the report's findings attended seven meetings over eight months held in communities across the state and provided feedback on numerous drafts of the report include:

Dr. Kim Hunter Reed, Co-Chair of Dual Enrollment Task Force and Commissioner of Higher Education, Louisiana Board of Regents

Mike Faulk, Co-Chair of Dual Enrollment Task Force and Executive Director, Louisiana Association of School Superintendents

Ken Bradford, Assistant Superintendent, Louisiana Department of Education

Tommy Byler, Principal of North Vermillion High School, Louisiana Association of Principals designee

Barry Erwin, President & CEO, Council for A Better Louisiana

Richard Hartley, Education Policy Advisor, Office of the Governor

Donald Songy, Education Policy Advisor, Office of the Governor

Linda Johnson, President of GEO Charter Schools, Louisiana Association of Public Charter Schools designee

Dr. Jeannine O. Kahn, Provost & Vice President for Academic Affairs of University of Louisiana System, College and Career Readiness Commission designee

Denise Latour, School Counselor of Ponchatoula High School, Past-President Louisiana School Counselor Association

Carrie Griffin Monica, Executive Director, Stand for Children Louisiana

Dr. Janet Pope, Executive Director, Louisiana School Boards Association

Doris Voitier, Superintendent of St. Bernard Parish School District, Board of Elementary and Secondary Education designee

We would also like to express our gratitude for the dozens of college, university, school district, and school leaders who informed the Task Force's work through individual conversations, presentations or public comment at Task Force meetings, and by providing comments on the draft report. This report was prepared primarily by Board of Regents staff Mellynn Baker and Lupe Lamadrid, with assistance from Education Strategy Group's Adam Lowe and Lauren Norton. Significant assistance, particularly in data analysis, was provided by numerous staff members of the Board of Regents, Louisiana Department of Education, and Louisiana Office of Student Financial Assistance staff. Graphic design by Venessa Lewis.

