

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Dual Enrollment Framework Task Force

June 29, 2021
2:00 p.m.- 4:00 p.m.

Claiborne Building- Board of Regents Conference Rm. 6-242
1201 N 3rd St.
Baton Rouge, LA 70802

1. 2:00 p.m. – 2:05 p.m.: **Call to Order, Roll Call & Approval of March 2, 2021 Minutes**
2. 2:05 p.m.- 2:15 p.m.: **Act 147 of the 2021 Regular Legislative Session Review**
3. 2:15 p.m.- 2:30 p.m.: **February 2020 Dual Enrollment Task Force Report**

Recommendations Review

4. 2:30 p.m. – 3:15 p.m.: **2021 Dual Enrollment Task Force Areas of Focus Activity**
5. 3:15 p.m. – 3:45 p.m.: **Activity Reflection**
6. 3:45 p.m.- 4:00 p.m.: **Public Comments, Next Steps, & Adjournment**

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

Tuesday, June 29, 2021 2:00 p.m. – 4:00 p.m.

Via Zoom &

In Person – Board Conference Room

CALL TO ORDER / ROLL CALL

Commissioner Kim Hunter Reed called the meeting to order at 2:04 p.m., Tuesday, June 29, 2021. The meeting was conducted in person and via Zoom. The roll was taken and a quorum was established.

Members Present	Affiliation
Dr. Kim Hunter Reed	Board of Regents
Mr. Ken Bradford	Department of Education
Ms. Doris Voitier	State Board of Elementary and Secondary Education
Mr. Mike Faulk	Louisiana Association of Superintendents
Dr. Jeannine Kahn	College and Career Readiness Commission
Ms. Denise Latour	Louisiana School Counselor Association
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Linda Johnson	Louisiana Association of Public Charter Schools
Dr. Janet Pope	Louisiana School Board Association
Members Absent	Affiliation
Mr. Richard Hartley	Office of the Governor
Ms. Jemi Carlone	Louisiana Association of Principals
Ms. Carrie Griffin Monica	Stand for Children

APPROVAL OF MINUTES

Commissioner Reed asked for a motion to approve the minutes of the March 2, 2021 meeting. On motion of Mr. Barry Erwin, seconded by Ms. Linda Johnson, the Task Force approved the minutes.

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

LEGISLATIVE UPDATE

Commissioner Reed opened the meeting by discussing the end of the 2021 Regular Legislative Session and the passage of Act 147, authored by Representative Ken Brass, which provides for changes to the Task Force. This act removed the expiration date for the Dual Enrollment Task Force and added an annual report, to be due sixty days prior to the session. This act also charges the Task Force to move previous recommendations forward and adds a secondary school teacher to the Task Force nominated by the state Teachers' Unions. Teachers' Unions have been contacted for nominations for this member, with one nominee to be selected. Mr. Mike Faulk asked if a replacement had been made for Mr. Tommy Byler from the Louisiana Association of Principals. Ms. Mellynn Baker responded that Ms. Jemi Carlone (Belle Chase High School) has been designated as the replacement. Mr. Faulk also mentioned the passage of several legislative acts that will work alongside the Task Force, including Senate Bill 148 (M.J. Foster Promise Program). Commissioner Reed recalled the previous Regular Legislative Session (2020) when BoR had requested funding for Mobile Labs, as well as funding for high school teachers' dual enrollment credentialing and creation of the Dual Enrollment Online Portal. Funds for the Mobile Labs and the Portal were established through GEER funding, but more work must be done to expand teacher dual enrollment credentialing as this work has been paused because of COVID-19.

FEBRUARY DUAL ENROLLMENT TASK FORCE RECOMMENDATIONS REVIEW

Commissioner Reed brought forth the *Dual Enrollment Task Force 2020 Recommendations and 2021 Updates* report for Task Force review and discussion of what actions have been assigned to BoR, DOE, and BESE and what has been accomplished. Commissioner Reed began with Board of Regents assignment, providing an update on the Louisiana Library Network (LOUIS) \$2 million federal grant, awarded in January 2021. It is currently being utilized to provide no-cost to low-cost learning resources and has moved forward with the development of 25 general education master courses using OER and interactive ancillaries. The next recommendation outlined coordination of the College and Career

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

Readiness Commission to improve qualifications for dual enrollment eligibility. In April 2021, BoR adopted an Interim Dual Enrollment Policy, in place until Academic Year 2022-2023, which allows acceptance of GPA and counselor recommendation (or a series of Pre-Act, ACT, etc.) for enrollment in dual enrollment courses. The next recommendation includes a strong communications plan to promote information sharing and provide effective outreach on dual enrollment. This was addressed by intensive research along with the upcoming launch of the first phase of the Dual Enrollment Online Portal. The last recommendation was an annual report, produced in collaboration with the Department of Education, showing dual enrollment participation, performance, and equity. This report was completed and presented in June 2021. Mr. Faulk asked about updated data from Mr. Ken Bradford that would be included in this report. Mr. Bradford clarified that the data updates were not included in this report, which utilized pre-COVID data from 2018-19. Commissioner Reed then introduced Mr. Bradford to provide updates on BESE (with help from fellow BESE member Ms. Doris Voitier) and updates from the Department of Education.

Mr. Bradford first elaborated on BESE recommendations and 2021 updates. The first recommendation was to provide incentives for high schools to promote the successful completion of dual enrollment. This was referenced in previous Task Force conversations about dual enrollment in the Accountability System. Mr. Bradford noted that incentives for dual enrollment start with the Fast Forward Initiative, which provides students access to associate's degrees in high school. Louisiana has only seen 159 out of 42,500 high school students complete this dual degree pathway and the reliance on increased collaboration between institutions and high schools poses a challenge. In January, BoR committed \$200,000, matched with \$200,000 from the Department of Education, to enable regional districts to apply for grants of \$50,000 with a larger plan to establish a universal framework for the establishment of Fast Forward pathways. From these conversations, thirty-six associate's degree "frameworks" were established, with an early adopter program this year for school districts planning out these pathways. The full program will later become more established. Another barrier in the implementation of these pathways

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

lies in appropriate recognition of dual enrollment in the State Accountability System. The Accountability Commission proposed a higher accountability score to incentivize the attainment of associate's degrees. The second recommendation from BESE was a revision of Bulletin 741 to provide dual enrollment, AP, and/or IB courses in all core academic/technical fields aligned with Regional Labor Market needs. This policy shift has not been brought to BESE due to pandemic-related priority shifts. The final BESE recommendation, widespread implementation of transition courses, has also been shifted due to pandemic-related priorities. Ms. Voitier added that BESE and DOE have done a tremendous job in establishing the Fast Forward Initiative. Ms. Voitier mentioned that high school and institutional schedules must become better aligned in the future to increase collaboration and communication among these partners.

Mr. Bradford then discussed the Department of Education 2020 recommendations and 2021 updates, starting with a similar recommendation to BoR's to establish a comprehensive funding report on the landscape of dual enrollment in all facets. This was fulfilled, in part, with the first annual dual enrollment report submitted at the Joint BoR and BESE meeting in June 2021. The second DOE recommendation is the continued alignment of technical dual enrollment courses with Jump Start, which was done through continued collaboration with LCTCS as well as with the launch of Fast Forward, Jump Start 2.0, the Perkins V State Plan, and accountability metrics. He also elaborated on the alignment of Carl Perkins funds with regional labor market needs in districts. This funding must be spent in these "clusters" of labor market pathways. Of the thirty-six pathways submitted to BESE for approval as part of the Fast Forward Initiative, just over twenty of these pathways were applied science and technical in nature and efforts were made to align these courses with pathways so the coding matches graduation requirements. Ms. Voitier asked how quickly an interested region could adopt a similar pathway to another region. Mr. Bradford answered that this could occur if there were an exact match of the course and sequencing offered. If something was significantly different in pathway emulation, then the proposal would be brought to the BoR and the Graduation Review Panel, which would make a recommendation

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

after a review. This change could ideally happen at one of the biannual Joint Board meetings. The next DOE recommendation provided guidance and outreach to school administration from state and federal funding streams to expand equitable participation. This funding is dispersed in waves to each school system and these funds are drawn from the EGMS system with dual enrollment expenses. The final DOE recommendation asked to resolve the challenge of certain requirements in the Supplemental Course Allocation resulting in some districts returning allotments to the state. Mr. Bradford explained that each school districts is given an allotment from the \$17.5 million, which is distributed out proportionately among grades 7 to 12, based on enrollments. They have the opportunity to spend money on BESE-approved course providers. The statute says that every BoR institution is an approved provider. 2021 preliminary data show that this course choice funding was used to fund 45,798 dual enrollment courses, which is the highest number of courses ever funded from this program since its inception. Dual enrollment courses, funded with SCA, increased by 1,911 over the previous year. If school districts do not use all of their allocated funds, returned funds are collected and redistributed to the school system. BESE approved 45 school systems to use this funding for CTE and dual enrollment courses this summer. These summer courses were not included in the 45,798 courses utilized in the past year so Mr. Bradford plans to provide at the next Dual Enrollment Task Force meeting a report on fall, spring, and summer courses with a breakdown by demographics.

Dr. Pope discussed the expansion of high school students' postsecondary pursuits and discussed how more technical courses could be offered to them. Mr. Bradford indicated that the second set of funds covering CTE, called the Career Development Funds, would be used for these courses. These funds do carry over for schools, but the legislation specifies that SCA funds cannot be used for CTE resources, such as equipment. Mr. Faulk mentioned that Carl Perkins funds could be used for these CTE resources. Ms. Baker then provided a public question that asked how much of the \$17 million generally goes unspent; Mr. Bradford responded that the total was \$2,035,000.

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

Commissioner Reed stated that BoR, in conjunction with BESE and DOE, will continue to work towards achieving the goals set forth by the Task Force.

FOCUS AREA ACTIVITY, BREAKOUT SESSIONS

The meeting then transitioned into breakout sessions initiated by Ms. Baker. The four future Dual Enrollment priorities were 1.) Universal Access and Equity; 2.) Funding Mechanisms; 3.) Course Access and Pathways; and 4.) Instructor Support and Program Integrity; these were adopted as themes for the breakout groups, which were charged to assess the priorities within each of these topics and whether they should be reordered or reprioritized, or anything should be added while starting conversations around implementation. Directions were provided and groups were given worksheets for brainstorming. Public attendees were welcome to join these breakout groups.

The Task Force came together again at 3:30 pm. The groups reconvened and gave an update on the conditions assigned to their goal. The first group to share was *Universal Access and Equity*. They stated that while the conditions still applied, the group chose to realign the conditions and add equity, implied previously, as an explicit condition. They noted that teachers must receive 18 extra credit hours to be qualified to teach dual enrollment and discussed how the Task Force can funnel funds into this area of concern. Ms. Johnson indicated that she liked the model of Tennessee, which works with counselors to provide support and training.

The next group to share was *Funding Mechanisms*; they stated that all the conditions still applied and the priority would stay in its current order. The first condition, “a reliable funding stream to support state’s vision of universal access to dual enrollment,” was emphasized as the key issue that should be prioritized. Significant discussion centered on the second condition, “initial investment in capacity-building,” and funding of course cost and tuition as well as investment in instructors who can teach these courses was emphasized.

The next group to share was *Course Access and Pathways*. They noted that the fourth condition, “alignment of dual enrollment courses to established pathways,” should be moved to the forefront of

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

priorities. Also, the conditions of “widespread implementation of Transition Courses” and “universal early use of predictive assessment to identify potential dual enrollment students” should be merged into the last condition, as they are similar in nature. Also, an condition was added, prioritized as second, to develop an “infrastructure that creates more options for teacher training including considering counselor-to-teacher ratios”. As a result, Mr. Bradford, Dr. Pope, and Ms. Voitier discussed ACT measures and funding for these assessments currently. Mr. Bradford noted that CARES Act funding provided 10th graders and 12th graders with a fully funded ACT; in addition, 11th graders who are economically disadvantaged receive a free ACT test. The DOE is hoping to continue to offer ACT and Pre-ACT assessments to 10th and additional 12th graders in the future as well as add Pre-ACT opportunities to freshmen. Dr. Janet Pope raised the point that, in conjunction with assessment measures, investment should be made in career navigation exploration and there should be intentional discussion around this. Ms. Voitier then spoke about assessment, indicating that the ACT is a main component of DOE’s and BESE’s Accountability System. She noted that K-12 standards and items assessed on the ACT are not aligned and that members of BESE have spoken with present and past state superintendents about looking at current standards to correct this. She stated that there has been communication that the Superintendent is working with LSU on vertical alignment potentially to remedy this issue and ensure student success.

The final breakout group addressed *Instructor Support and Program Integrity* and agreed that the two current conditions are still relevant. The conversation centered around how the Dual Enrollment Online Portal will incentivize students and how this can also education teachers on how dual enrollment can be streamlined at their high schools. The group stressed the importance of scanning institutions for programs that currently can assist teachers in becoming eligible to teach dual enrollment and making these routes more flexible. The second condition focused on oversight and variations in quality across institutions, with the group emphasizing the importance of keeping a level of oversight to maintain and increase student success.

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

TASK FORCE NEXT STEPS

Commissioner Reed brought attention to an underlying theme persistent across the work groups is an investment in teachers becoming certified to teach dual enrollment. She reiterated a point made by Dr. Jeannine Kahn that a clear next step is to inventory what resources and programs are available for teachers to become certified in this area. She then discussed the next Dual Enrollment Task Force meeting, scheduled for September 8, 2021, from 2:00 pm – 4:00 pm.

PUBLIC COMMENTS

Ms. Baker informed the Task Force that there were no virtual public comments but one in-person public comment. Ms. Caronda Bean emphasized, while discussing credentialing of instructors, the credentialing of technical education instructors. Many requirements needed by these instructors differ between secondary and postsecondary institutions.

There being no further discussion, with a motion from Mr. Faulk with a second from Ms. Johnson, Commissioner Reed adjourned the meeting at 3:59 pm.

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

ADDITIONAL ATTENDEES & GUESTS

Name	Affiliation
Adam Lowe	ESG
Lupe Lamadrid	BoR
Meredith McGovern	LDOE
Hannah Rogers	BoR
Cara Landry	BoR
Mellynn Baker	BoR
Susannah Craig	BoR
John Hamlin	LSU-E
Elizabeth Bueche	Governor's Fellows
Caronda Bean	SLCC
Sheri Goines	LSU A&M
Phoebe Rouse	LSU A&M