

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

**Mr. James Garvey, President,
Board of Elementary and Secondary Education, Presiding**

**Wednesday, June 15, 2022
Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, Louisiana 70802**

9:00 a.m.

AGENDA

1. Call to Order
2. Roll Call
3. Approval of the Minutes
 - 3.1. December 15, 2021
4. Items for Consideration
 - 4.1. Consideration of an update report regarding the Office of Broadband Development and Connectivity
 - 4.2. Consideration of an update report regarding Dual Enrollment
 - 4.3. Consideration of an update report regarding Fast Forward
 - 4.4. Consideration of Extension Academy NOLA Public Schools
 - 4.5. Consideration of an update report regarding the addition of dual enrollment psychology to the TOPS Weighted GPA grid
 - 4.6. Consideration of an update report regarding Teacher Recruitment, Recovery and Retention

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

December 15, 2021

DRAFT MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:00 a.m. on Wednesday, December 15, 2021. The meeting was called to order by Mr. Blake David, Chair, Board of Regents.

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

Board of Regents

Present

Blake David, Chair
T. Jay Seale III, Vice Chair
Sonia Pérez, Secretary
Randy Ewing
Stephanie Finley
Cameron Jackson
Phillip May, Jr.
Charles McDonald
Darren Mire
Wilbert Pryor
Gary Solomon, Jr.
Terrie Sterling
Collis Temple III
Felix Weill
Judy Williams-Brown

Absent

Robert Levy

Board of Elementary and Secondary Education

Present

Sandy Holloway, President
Kira Orange Jones, Vice President
Ashley Ellis, Secretary-Treasurer
Preston Castille
Belinda Davis
James Garvey, Jr.
Michael Melerine
Ronnie Morris
Thomas Roque
Doris Voitier

Absent

Holly Boffy

PUBLIC COMMENTS

Chair David asked if there were any public comments. There were none.

APPROVAL OF BoR/BESE MINUTES OF JUNE 16, 2021

On motion of Regent Temple, seconded by Regent Pérez, the Board of Regents and the Board of Elementary and Secondary Education voted unanimously to approve the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 16, 2021.

2021 KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) REPORT BY THE TREASURER'S OFFICE

Chair David welcomed Chief Investment Officer John Broussard to the meeting.

Mr. Broussard provided the Boards with an overview of the *2021 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) Report*. He reminded the Boards of the origin of the Fund in 1986 and its funding source. He noted that the LEQTF currently sits at approximately \$1.6 billion and has provided \$1.85 billion for educational enhancements and opportunities at every level of education in Louisiana over the years. The fund has various names: the State Treasury calling it LEQTF, with BESE referring to its Support programs as the 8(g) Fund and the Board of Regents calling it the BoR Support Fund.

Mr. Broussard then noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. The total fund earned 13.1% from the fiscal year ending on June 30, 2021, with capital gains/losses showing a massive increase. He explained the constitutional limit on equity holdings and noted that three times in this fiscal year equity investments had to be sold off to stay under the threshold. A bill has been passed in the legislature to amend the constitution to raise this threshold limit; this will go before voters in 2022.

In 2021, the annual allocation to BoR and BESE was \$54 million. Overall, the cumulative allocations to the fund have been \$2.69 billion, with \$1.85 million to BESE and Regents and \$848 million to the Permanent Fund. Mr. Broussard outlined the portfolio asset allocation as well as the LEQTF performance versus the internal benchmark performance and royalty earnings.

Regent Weill asked how the 35% equity threshold is evaluated. Mr. Broussard responded that this occurs through an agreement with the Legislative Auditor's office. This comparison of market value of portfolio versus market value of equities is done on a quarterly basis, and if the market value of equities exceeds 35% of the market value of the total portfolio, then a plan is developed to liquidate after the end of the quarter.

Regent Weill also asked whether, considering low interest rates, equities are sold to realize capital gains so they may be reinvested to stabilize funds. Mr. Broussard responded that his team monitors investments and rates as they fluctuate as well as maturity of investments so that they may make

prudent decisions. Mr. Morris asked how the proposed amendment will affect the investments. Mr. Broussard responded that they would ask for 50% threshold but will likely receive a 40-45% threshold. Regent Temple expressed concerns about market fluctuations and underscored the importance of protecting the Fund.

REPORT FROM THE OFFICE OF BROADBAND DEVELOPMENT AND CONNECTIVITY

Chair David welcomed Mr. Veneeth Iyengar, Executive Director of the Office of Broadband Development and Connectivity, to provide a report on his work. Mr. Iyengar remarked on progress made so far and reiterated the vision of his office to close the digital divide by 2029. Mr. Iyengar broke down the funding available through a variety of funds including the Rural Digital Opportunity Fund, GUMBO grant program, IIJA (Infrastructure, Investment and Jobs Act) and FCC Emergency Broadband Benefit Program. He mentioned that ConnectLA has visited 50 parishes in Louisiana to talk with stakeholders and community leaders. He then summarized the work of his office drafting a five-year outline for funding, and embracing opportunities to speak about their work at the national level. Mr. Iyengar then broke down what 2022 will look like with applications, awards and implementation of the GUMBO grant, five-year plan submission, starting the first phase of the Rural Digital Opportunity Fund, and receiving accurate data and maps from the FCC.

Regent Ewing asked how the implementation of the digital literacy initiative will be approached. Mr. Iyengar responded that the Board of Regents has partnered with NorthStar Digital Literacy to provide digital literacy programs across the state through public libraries or community colleges. Regent Ewing asked whether funds are available to purchase the equipment needed for this program. Mr. Iyengar stated that a line item is included in the Infrastructure Bill to address this need and this also provides an opportunity for public-private partnerships. Regent Finley added that community centers may be another place to implement these digital literacy programs. Mr. Iyengar agreed that programs must be housed in places that people trust, including community centers, churches, and schools, with the media disseminating information. Mr. Morris asked about outreach to the medical community and the opportunity for telemedicine to be offered to those in hard-to-reach areas. Mr. Iyengar responded that the two main obstacles to telemedicine are lack of access to internet and digital literacy. He added that his office is connected with federal qualified health centers in rural areas to study their model on how they address the telehealth divide. These issues are accounted for in the five-year plan. Regent Sterling asked what issues are most pressing in Mr. Iyengar's mind. He responded that much of the work may take years to implement fully across the state because a workforce must be built up and supply chain issues addressed for the expansion of infrastructure. Mr. Iyengar also mentioned the need for additional staff to accomplish the charge laid before his office. Ms. Orange Jones asked how much progress has been made in Louisiana in comparison to other states. Mr. Iyengar emphasized that Louisiana has made more significant progress towards closing the digital divide than many other states.

ADDITION TO DUAL ENROLLMENT TOPS WEIGHTED GPA GRID

Chair David called on Dr. Susannah Craig, BoR, and Mr. Ken Bradford, LDOE, to speak on Act 334 of the 2021 Regular Session, which amended R.S. 17:5025 to add African American History to the social studies core curriculum requirements for TOPS awards. This course and content were previously approved for addition to the Statewide

Articulation Matrix as CHIS 2103 and campus Chief Academic Officers approved the addition of CHIS 2103 to the social studies cores for TOPS and Board of Regents. Mr. Bradford then gave some historical analysis and discussed Act 59, signed in 2013 by the Governor, which reset the course requirements for a TOPS scholarships and allowed BESE and BoR to consider core academic courses for TOPS to be put on a five-point weighted scale. With the reset of these courses, BESE aligned their diploma with TOPS and this helped ensure students qualified for TOPS. Mr. Bradford also mentioned the second part of Act 59 that weighted the courses on a five-point scale as students were reluctant to take dual enrollment, advanced placement courses or IB courses as they were weighted on a four-point scale and would affect GPAs for TOPS. Act 334 passed in June 2021, added African American Studies as a social studies core curriculum requirement for TOPS and BESE approved this course, in August 2021, as a fourth social studies requirement. The request from the Board of Regents and BESE is that the dual enrollment African American History course to be added as a social studies elective for TOPS and BoR cores, and that it be placed on a five-point weighted scale.

On motion of Regent May, seconded by Regent Finley, the Board of Regents and the Board of Elementary and Secondary Education unanimously approved the inclusion of CHIS 2103 African American History in the social studies electives' choices for the TOPS and BoR Cores, as well as the inclusion of this course in the calculation which provides increased weight to DE courses in the BoR and TOPS cores, beginning in Spring 2022.

REPORT REGARDING HCR 39 OF THE 2021 REGULAR LEGISLATIVE SESSION
(TEACHER RECRUITMENT, RECOVERY AND RETENTION TASK FORCE)

Chair David welcomed Mr. Barry Erwin, CEO of the Council for a Better Louisiana, along with Dr. Susannah Craig, BoR, and Ms. Em Leblanc-Cooper, LDOE, to present the Teacher Recruitment, Recovery and Retention Task Force report. Mr. Erwin co-chaired this Task Force alongside Commissioner Kim Hunter Reed of the Board of Regents. Mr. Erwin gave a brief overview of House Concurrent Resolution 39 of the 2021 Legislative Session, put forth by Representative Buddy Mincey. HCR 39 posed twenty-one questions to be addressed; this preliminary report responds to eleven of these questions, providing a picture of the current pipeline and trends to date. Mr. Erwin reviewed the diverse Task Force membership, as well as the timeline of their work to date in gathering robust state data and examining national trends. Dr. Craig provided data points emphasizing a decline in Louisiana educator preparation program enrollment and completion over the past ten years. Ms. Cooper provided a profile of the current Louisiana teacher workforce. Dr. Craig then described Task Force's analysis of several issues: requirements for educator programs, teacher enrollment and completers by ethnicity and race, teacher certification status, state reported teacher shortages by subject areas and strategies other states are offering to support teacher recruitment. Ms. Cooper presented the preliminary recommendations related to recruitment and emphasized the need to examine barriers for students entering teacher preparation programs and strategies to address these barriers. Ms. Cooper also outlined the Task Force's analysis of compensation models and incentives in Louisiana school systems and national data to determine best practices that can be used to develop state- or system-level guidance in developing compensation and incentive structures. Dr. Craig emphasized the importance of the

Board of Regents' work with LDOE to study the impact of Praxis core and content exams on enrollment in and completion of educator programs, as well as the importance of emphasizing dual enrollment pre-educator pathways in high schools.

Dr. Craig then discussed the Task Force's process to inform recovery, including national and state data from exit interviews, teacher burnout and turnover, job dissatisfaction and mental health and well-being. Dr. Craig reviewed recommendations around recovery, emphasizing the recommended BoR/LDOE partnership to compile research and develop recommendations related to teacher compensation and benefits. Ms. Cooper added that work with TRSL on return-to-work for teacher retirees as well as a study of the current educator evaluation system are also priorities. After the outline of these recommendations, the review and discussion of retention issues focused on national and state data related to loan forgiveness, scholarships, teacher residency, mentor and induction programs, professional development, school climate, and high-quality instructional materials. Dr. Craig outlined the preliminary recommendations for retention and emphasized the recommendation to "executive statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention." Ms. Cooper added that working to improve school culture and climate as well as working conditions is vital.

The report presented to BESE and the Board of Regents provides 29 preliminary recommendations, but Dr. Craig identified the following Task Force priorities for 2022:

- Executive statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention
- Through a partnership of BESE and BoR, study the impact of Praxis Core and content exams on educator preparation program enrollment
- Develop a statewide plan and model for incentives and compensation
- Collaborating with TRSL, complete a compensation study including return-to-work guidance for school districts

Regent Finley asked about the role of the HBCUs regarding the lack of diversity in the teaching profession. Dr. Craig responded that all HBCUs in Louisiana, with the exception of Dillard, have educator preparatory programs as well as alternative certification programs to help fill this gap. Dr. Craig added the Task Force needs to continue to work with the Louisiana Association of Colleges for Teacher Education (LACTE), a consortium of the deans/directors of colleges of education, to discuss the issue of diversity in the teaching profession. The Task Force also discussed teacher diversity grow your own programs like the "Call Me Mister" program, operating out of Clemson University, along with programs instituted at Grambling, LA Tech and Southern University. The Board of Regents continue to work with LDOE to prioritize a diverse teaching corp. Commissioner Reed added that Dr. Cade Brumley had spoken at a recent HBCU Advisory Council meeting about the lack of diversity and the commitment in Louisiana Believes to a diverse population of teachers. Regent Seale asked if there is a national model for unifying compensation across a state and in which every county/parish and school system is operating under the same assumptions. Dr. Craig responded that research into such models and their effectiveness will be a part of the 2022 research. Dr. Belinda Davis asked what can be done immediately to try to stop teachers leaving the classroom. Ms. Cooper responded that one solution is a return-to-work policy for teacher retirees to bring experienced teachers back to the classroom. She added that addressing barriers to students entering the educator programs may be impactful as well, though may not

immediately address needs. Dr. Davis expressed interest in why teachers are leaving the profession and the reluctance to be honest about their reasons for leaving in district exit interviews, strongly recommending that a third-party firm be used for exit interviews to provide anonymity. She also suggested adding a question to determine what state policies and practices, beyond the district level, might have contributed to teachers leaving the profession. Regent Weill asked which grade levels and classes have the most critical need for teachers. Ms. Cooper responded that middle and high school math and science, as well as special education across all grades, have a great need for teachers. Regent Weill asked whether pathways for those with other degrees, such as science and math, could provide a bridge into the teaching profession. Ms. Cooper responded that there are alternative certifications aimed at mid-level professionals, but improvements could be made in promoting this pathway to these individuals. Dr. Craig also mentioned that recruitment can occur within colleges housing these high-demand fields; for example, if a student started in pre-med student but has since left that pathway, we can then reach out to gauge their interest in teaching science.

Ms. Voitier mentioned that her district has struggled to fill teaching positions and stated that short- and long-term solutions are needed to address teacher shortages. She suggested that work be done with TRSL and legislators to remove barriers for retirees to return to work to fill these positions as a short-term solution. She added that her district has started its own teacher preparation program because the supply from educator programs at institutions was insufficient. Ms. Voitier discussed other issues including: the need for increased teacher diversity in both race and gender; the lack of movement in pay scale leading to teacher resignations, and the critical need for teachers in the middle to high school range. She cautioned the Task Force, when evaluating the Praxis requirement, to develop a tool to ensure that potential teachers are well educated in their content areas. Regent May commented that teacher resignations appear similar to resignation trends in other jobs and supported the idea of looking at individuals who are retired or are near retirement and have the means and passion to step into teaching roles. Ms. Orange Jones asked if the Task Force would be open to collecting benchmark data from schools that have done well to determine whether we see positive outcomes from different drivers. Mr. Garvey asked if the Task Force had looked at differentiated pay (raises and bonuses) to fill high-need teaching positions. Ms. Cooper responded that this item would be included in the compensation recommendation. Mr. Garvey followed up with a question on data regarding the loss of half of the new teachers within the first five years of the profession. He asked if new teachers are primarily placed in more difficult classrooms within their first several years. Ms. Cooper responded with an affirmative. Mr. Garvey noted that Jefferson Parish addressed this issue by passing rules to allow differentiated pay for low-income schools, which incentivizes more experienced teachers and administrators to fill these roles. Mr. Garvey asked the Task Force to consider this idea in their recommendations.

Ms. Ashley Ellis asked how the Task Force plans to tackle teacher shortages in rural communities. Ms. Cooper responded that this part of the discussion of educational prep programs looking at where programs are located, where teacher candidates are from, and whether they return home to teach. Ms. Cooper added that several recommendations will be presented for specific strategies to address different needs. Ms. Ellis asked whether any short-term incentives can be used in cases in which individuals uninterested in long-term benefits might fill a role temporarily and potentially then be recruited to a permanent position. Mr. Erwin responded that this is part of the compensation model to be developed by the Task Force. He added that such an approach would be dependent

upon each district's ability to incentivize these positions. He noted that in previous years the state eliminated the unified pay scale so that districts would be able to provide differentiated pay to attract teachers. He stated that there are advantages and disadvantages to both uniform and differentiated pay models. Mr. Morris commented that he became aware while working as a substitute teacher of the number of vacant classrooms and noted the increased pressure on teachers who are asked to cover classes with vacant teacher positions on top of their base workload. Regent Pryor commented that his workplace, a District Attorney's office, often has trouble hiring young professionals because of the starting salary and compared this to difficulties in recruiting teachers. He stated that it will continue to be hard to recruit teachers unless salaries are made comparable to other states. He added that some adjustments to the profession may be needed if pay cannot be increased, including adjusted daily schedules and time off. Regent McDonald commented that now is the time to attract professionals into the classroom and provide incentives to make the teaching profession more attractive. He suggested that bonuses be offered to retired teachers who are still effective and want to come back to the classroom. He added that increased pay is vital to attracting more teachers. Regent Ewing mentioned a report noting that English and reading proficiency among students tested was 30%. He asked Dr. Brumley what is being done to bring extra emphasis to reading programs for children at an early age. Dr. Brumley responded that LDOE is publicly and strategically trying to address this issue and that he would be willing to discuss this in more detail with Regent Ewing.

On motion of Mr. Morris, seconded by Regent Weill, the Board of Regents and the Board of Elementary and Secondary Education received the 2021 preliminary report for HCR 39 of the 2021 Regular Legislative Session and authorized Regents staff to submit this report on behalf of both Boards to the House and Senate Committees on Education, with the final Task Force Report to be submitted in January 2023.

CONSIDERATION OF AN UPDATE REGARDING FAST FORWARD

Chair David introduced Dr. Brumley, Mr. Bradford, Ms. Lisa Lohman (Vernon Parish School Board) and Ms. Aleen LeBoeuf (St. Bernard Parish School) to speak about the Fast Forward initiative. Dr. Brumley thanked Chair David for the opportunity to speak and mentioned the interest from other states that would like to adopt a similar program, which allows students to earn an associate degree or participate in a state-approved pre-apprenticeship/apprenticeship in high school. Mr. Bradford then provided a detailed timeline of the development of apprenticeship pathways with postsecondary and apprenticeship partners. In June 2021, BESE and BoR approved 39 pathways that lead either to an associate degree or an apprenticeship opportunity. Mr. Bradford outlined the next steps for the Fast Forward pathways with plans to:

- Align Accountability System to accelerate uptake
- Announce the Fast Forward track at the Jump Start Convention on January 25
- Offer monthly online and face-to-face technical assistance sessions to schools/school systems (supervisors, principals, counselors) implementing, wanting to create, or needing information on Fast Forward programs
- Continue conversations with postsecondary institutions and apprenticeship organizations wanting to participate in Fast Forward.

Mr. Bradford then introduced Ms. Aleen LeBoeuf and Ms. Lisa Lohman to speak about their experiences as representatives of schools that were early Fast Start adopters. Ms. LeBoeuf began by thanking the Boards for giving her the opportunity to speak on the positive impacts that Fast Forward has had at her school. She mentioned the importance of communication between high schools and postsecondary institutions, which is essential to ensure success of the students. She stated that her school wants to bring a vast variety of opportunities to students, and she plans to bring forth, in June 2022, Louisiana Transfer Degrees in business, humanities and fine arts so that students have opportunities to partner with local industries. Ms. LeBoeuf also mentioned working to build apprenticeship programs for nursing and culinary arts through potential partnerships with local associations. Ms. Lohman spoke of her role in adoption of Fast Forward in Region 5 through the Vernon Parish School Board and the success of Fast Forward in her district. Ms. Lohman said that signs of program success include positive promotion, purposeful placement, progress monitoring and powerful partnerships. She noted that Vernon Parish keeps the program basic and detail oriented as well as focusing on consistency in programs, communication with stakeholders and commitment to ensure that students succeed. Ms. Voitier talked about the Fast Forward initiative in St. Bernard Parish and the end goal of these pathways. She asked that funding for dual enrollment programs be considered a priority, as these offerings are expanding. Ms. Voitier elaborated that supplemental course allocations are available, but many of the community colleges are struggling financially with the expansion of dual enrollment courses and, if course offerings increase, it is likely that fewer dual enrollment courses will be fully funded.

CONSIDERATION OF AN UPDATE REGARDING DUAL ENROLLMENT TASK FORCE

Commissioner Reed thanked Ms. LeBoeuf and Ms. Lohman for speaking about their experience with Fast Forward and introduced Ms. Mellynn Baker to provide an update from the Dual Enrollment Task Force. Ms. Baker spotlighted the annual report, which was released in June 2021 and has received national recognition as an exemplar in analyzing data on dual enrollment and its impacts on student success. Ms. Baker then highlighted the Dual Enrollment Portal, to be launched in January 2022. She provided screen shots of the portal along with a phased timeline of the launch. Chair David thanked the team for their hard work and asked LDOE and BoR to continue to work towards completing the recommendations of the Dual Enrollment Task Force. He offered the Regents' support in reaching these goals and expanding access to dual enrollment throughout the state of Louisiana.

OTHER BUSINESS

Commissioner Reed spoke on continued collaboration and alignment around issues raised during the meeting including accountability alignment to increase uptake, funding issues, and legislative requests to build up a core of high school teachers eligible to teach dual enrollment. Commissioner Reed added that BoR is looking forward to the launch of the Dual Enrollment Online Portal, which will provide students, parents and counselors with a one-stop shop to access information on dual enrollment. She stated that the Dual Enrollment Task Force continues to work towards universal access, funding, pathways, instructor support and program integrity. Commissioner Reed emphasized the importance

of having substantive joint meetings with BESE to discuss the important work and the challenges that the two Boards must take on together.

ADJOURNMENT

On motion of Regent Temple, seconded by Mr. Castille, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 11:09 a.m.

DRAFT

Appendix A

JOINT MEETING GUEST LIST

BOARD OF REGENTS
AND
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Wednesday, December 15, 2021

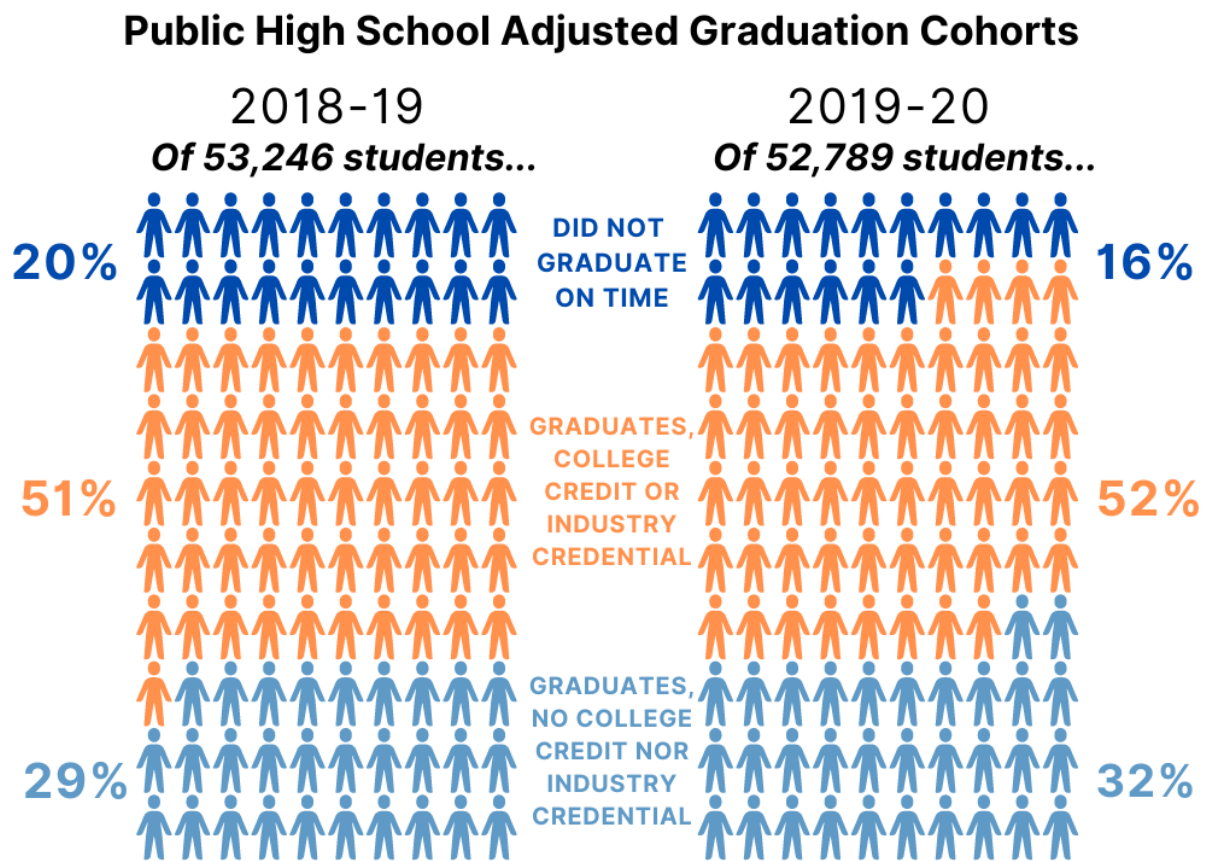
NAME	AFFILIATION
Richard Baker	LSU
Michael Duarte	The Center for Literacy & Learning
Caroline Roemer	LA Association of Public Charter Schools
Aleen LeBoeuf	St. Bernard Parish Schools
Anna Bartel	LSU
Jackie Bach	LSU
JM Wolfe	LSU
Frank Neubrandner	LSU – Cain Center
Jeannine Kahn	UL System
Matt Lee	LSU
Marcus Thomas	LAE
Terrence Lockett	ERN
Gordan Ford	Lincoln Prep Schools
Brad Stevens	ULS
Bruce Boyet	CA
Kevin Englande	CA
Michelle Mastainich	CA
Alterman “Chip” Jackson	LCTCS
Toya Barnes – Teamer	HCM Strategists



LOUISIANA DUAL ENROLLMENT

The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. Studies show that students who participate in dual enrollment are more likely to enroll in college, persist, and complete. That is why it's a key student success strategy here in Louisiana and across the nation.

To advance our work, in 2019 the Board of Elementary and Secondary Education and the Board of Regents jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a postsecondary credential of value, or both. Below are details of the progress towards 2025:



NOTE: The four-year adjusted cohort graduation rate tracks the on-time graduation rate of all public school students four years after starting 9th grade for the first time in the state of Louisiana, unless they transfer out as legitimate leavers.

IMPLEMENTED PRIORITY DUAL ENROLLMENT STRATEGIES

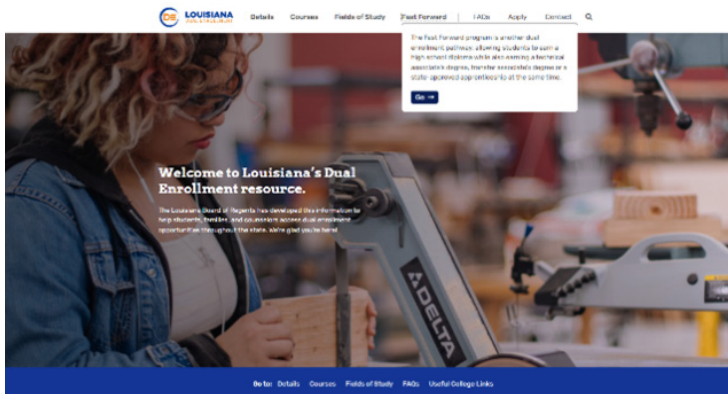
Course Access and Pathways



Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or an apprenticeship in a high-demand field.

Transfer Pathways. The passage of SB 261 allows for a more seamless transition of course credits. The passage of this legislation further supports the ability of dual enrollment courses to transfer amongst public higher education institutions.

Communication, Outreach, and Public Relations



LaDualEnrollment.com launched in January 2022, creating an online one-stop shop for all information related to dual enrollment. The next phase of the website will include a standard dual enrollment application.



Dual Enrollment Annual Report. The first dual enrollment report was presented to BOR and BESE in June 2021. The second annual report will be released in December 2022. This report provides annual data on dual enrollment participation, performance and equity at school and institutional levels.





Program Integrity



Regents has contracted with the National Alliance for Concurrent Enrollment Partnerships (NACEP) to offer a workshop series (both in-person and webinar) to encourage continuous improvement in dual enrollment programs. NACEP assists colleges in implementing quality practices, so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. The first in-person workshop was held May 17, 2022, with over 100 dual enrollment administrators and faculty participating.




LOUISIANA DUAL ENROLLMENT TASK FORCE BOARD AND AGENCY RECOMMENDATIONS

The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. The following agency priorities were first adopted in February 2020. Due to the COVID-19 pandemic, some initiatives have been delayed, yet several have moved forward or have been accomplished.

Board of Regents (Higher Education)		
	February 2020 Report Recommendations	June 2022 Updates
	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.	At its April 2021 meeting, the Board of Regents approved the interim dual enrollment eligibility policy extension into Academic Year 2022-23 to expand access and analyze impact.
	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.	In January 2021, LOUIS secured a \$2 million federal grant to support the development of 25 general education master courses using OER and interactive ancillaries to support dual enrollment. Implementation is expected in Academic Year 2022-23.
	In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels	First dual enrollment report presented at joint Board of Regents and Board of Elementary and Secondary Education meeting in June 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.	Phases 1 and 2 of the dual enrollment portal (LaDualEnrollment.com) launched in January 2022. Phase 3 will include a dynamic search articulation matrix. Phase 4 is planned for a standard dual enrollment application.



LOUISIANA
DUAL ENROLLMENT

Board of Elementary and Secondary Education (K-12)		
	February 2020 Report Recommendations	June 2022 Updates
	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.	<p>Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or an apprenticeship in a high-demand field.</p> <p>BESE has appointed a five-member task force to review the current Strength of Diploma Index. An updated formula is expected to be shared with the full BESE board in August 2022.</p>
	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.	Policy regarding this item will be studied by LDOE.
	Widespread implementation of transition courses.	Timeline of priority shifted due to the COVID-19 pandemic.
Department of Education (K-12)		
	February 2020 Report Recommendations	June 2022 Updates
	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.	<p>The FY 2022-2023 MFP has been approved by the legislature. The formula includes an increase to the Supplemental Course Allocation (SCA) funding rate to \$70 per pupil enrolled in grades 7-12 on February 1. The formula also includes updated language in the Career Development Fund which allows for tuition costs of technical courses to be covered.</p> <p>A request has been submitted to update the Carl Perkins State plan to all, for the expenditure of Perkins funds to support non-academic content in BESE-approved applied associate's degree Fast Forward pathways aligned to the three regional clusters.</p>
	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.	<p>Interagency work is proceeding on implementation of Jump Start 2.0 and Perkins V state plan and accountability metrics.</p> <p>LDOE launched Fast Forward.</p>
	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.	LDOE has led a series of communications and technical support sessions related to the various ways in which the costs of dual enrollment courses can be paid.
	Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.	Timelines for reconciliation of unspent funds and expenditure reporting were extended to meet the needs of school systems and higher ed institutions such as Louisiana Tech which operates on a quarterly system.

Agenda Item 4.5

Addition of Dual Enrollment Psychology to the TOPS Weighted GPA grid and Board of Regents Core Requirements for Admission to Louisiana Public Postsecondary Institutions.

EXECUTIVE SUMMARY

Over the last five years, the Louisiana Department of Education, in tandem with the Board of Regents and public postsecondary institutions, has greatly expanded the scope and scale of dual enrollment programs and course offerings. Initiatives such as LDOE's Fast Forward Program (FastForward.La) and BoR resources such as the LA Dual Enrollment Portal (LADualEnrollment.com), Articulation Matrix, and Common Course Catalog (LCCC) (<https://regents.la.gov/articulationandtransfer/>) have provided a solid foundation for students to get a head start on their college coursework while still in high school.

With support from LDOE, BoR, the Dual Enrollment Task Force, and secondary and postsecondary campuses, the development and scaling of dual enrollment programs and course offerings have accelerated the advancement of early college credit opportunities. Secondary and postsecondary campuses have relied on the Articulation Matrix and the LCCC to help guide them in course development. BoR and LDOE work closely together to ensure that new updates to the Matrix and LCCC are reflected in the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) allowances, high school core course requirements, and dual enrollment (DE). It is critical that course offerings through dual enrollment programs transfer among all institutions statewide.

Louisiana Revised Statute 17:3048.1 revises the TOPS core curriculum to align coursework with college expectations, allow more courses to generate TOPS credit, and incentivize advanced and pre-college coursework. The weighted GPA matrix (grid) was implemented for incoming freshmen for 2014-15 and beyond. This weighted GPA calculation will be used for identified dual enrollment courses to calculate the TOPS GPA. AP Psychology is currently approved for extra weight on the TOPS University (College Diploma) Course Requirements approved at the Joint BESE/BoR meeting in December 2020.

As per standard BoR practice, this recommended change was sent to campus representatives to get their input. This proposed change received an affirmative response from campus representatives.

The Louisiana Department of Education and Board of Regents staff request that the Board of Elementary and Secondary Education Board and the Board of Regents review and approve dual enrollment Psychology for the weighted GPA allowance under TOPS during Fall 2022 and beyond.

TOPS Core, 2019: Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ENGLISH I – 1 unit						Common Course Code	Common Course Name
ENGLISH II – 1 unit							
1 Unit from the following:							
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English LanguagePart 1: CambridgeAICE - AS Level orLiterature in English Part 1: Cambridge AICE -AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 Unit from the following:							
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE -AS Level or Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ALGEBRA I – 1 unit	<i>* Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra 1, Geometry, and Algebra II sequence.</i>					Common Course Code	Common Course Name
GEOMETRY – 1 unit							
ALGEBRA II – 1 unit							
1 Unit from the following:							
ALGEBRA III						CMAT 1213	College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE- CALCULUS		IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE -AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE -A Level Math 2 (Part 2): Cambridge AICE -A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5 CMAT 2113 CMAT 2116	Applied Calculus Calculus I Calculus II Differential Calculus I Integral Calculus I
AP COMPUTER SCIENCE A	AP Computer Science A						

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
2 Units from the following:							
BIOLOGY II OR HUMAN ANATOMY & PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 113 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRISCIENCE I & II (completion of both courses is required for 1 unit of credit)							

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II
1 Unit from the following:							
US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
2 Units from the following:							
WESTERN CIVILIZATION						CHIS 1013/1023	Western Civilization I or II
EUROPEAN HISTORY	AP European History		History (European): Cambridge AICE - AS Level	European History			
WORLD GEOGRAPHY	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113	World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113/1123	World Civilization I or II
HIST OF RELIGION						CPHL 2213	World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
PSYCHOLOGY	AP Psychology					CPSY 2013	Intro to Psychology – proposed addition – Fall 2022 and beyond
AFRICAN AMERICAN HISTORY*						CHIS 2103	African American History

*For Spring 2022 graduates and thereafter

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: FrenchIB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang& Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: SpanishIB Spanish IV IB Spanish V	Spanish: Cambridge AICE - AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
JAPANESE	AP Japanese Lang& Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			

ART = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre