

Louisiana

DUAL ENROLLMENT

2021 Annual Report



2018-19
School Year

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June 2021

To better understand dual enrollment participation and equity, the Louisiana Board of Regents integrated K-12 and higher education data systems to better capture student demographics and understand opportunities to increase access. This first annual comprehensive report features data from the 2018-19 school year – the last school year completed prior to the COVID-19 pandemic. The report examines data from two perspectives:

- *A snapshot in time* – the dual enrollment courses provided by public colleges and universities during the 2018-19 school year.
- *Student patterns in participation* – all dual enrollment courses taken by the 2018-19 high school graduates over the span of their high school experience.

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DUAL ENROLLMENT ANNUAL REPORT WELCOME



Kim Hunter Reed, Ph.D.



Cade Brumley, Ed.D.

Increasing the number of students who complete college courses in high school is an important shared goal, as we work to improve educational outcomes and expand opportunity in 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 Louisiana's K-12 and postsecondary education policy boards (BESE and 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 market-relevant credential, or both. This action, coupled with the creation by the Louisiana Legislature of the state Dual Enrollment Task Force, set the expectation for universal access to dual enrollment and launched innovative efforts to redesign the high school experience for our state's students.

In February 2020, the Dual Enrollment Task Force charged Regents and the Department of Education to report annually on dual enrollment participation, performance, and equity at both school and institutional levels. This statewide report is our first analysis of our dual enrollment efforts. It is designed to acknowledge progress, identify opportunities and illuminate persistent equity gaps, demonstrating our agencies' commitment to advancing and improving students' dual enrollment participation.

The content of this year's report celebrates the 32% of the public high school graduating class of

2018-19 who took at least one dual enrollment course. The report identifies five exemplary schools where 100% of graduates completed at least one dual enrollment course, as well as nine where 100% of minority graduates did so. Despite these remarkable schools, the opportunity to begin college in high school through an academic or career/technical course is out of reach for too many of Louisiana's students. We are committed to change that.

Looking ahead, we are collaborating on the launch of the Fast Forward initiative, designed to increase the number of students graduating high school with an associate's degree or apprenticeship in a high-demand field. This pilot, combined with the ongoing dual enrollment work highlighted in this report, represents the kind of system redesign that has the power to expand affordable college and career opportunities in our state. The report analysis furthers our resolve to analyze barriers to success and remove them. Later this year our agencies will bolster the state's efforts to promote dual enrollment by launching an online dual enrollment informational portal for education leaders, parents, and students.

We value the innovative and collaborative work of teachers and faculty, school and campus leaders who contributed to the outcomes included in this report. Your efforts will equip the next generation of students for educational and economic success. We look forward to building on the momentum and welcome additional talent development champions to join our efforts to educate Louisiana's students.

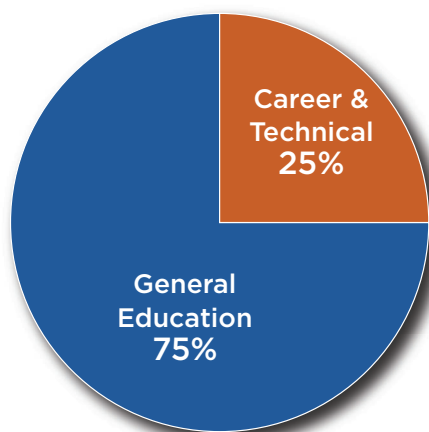
A handwritten signature in black ink, reading "Kim Hunter Reed".

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

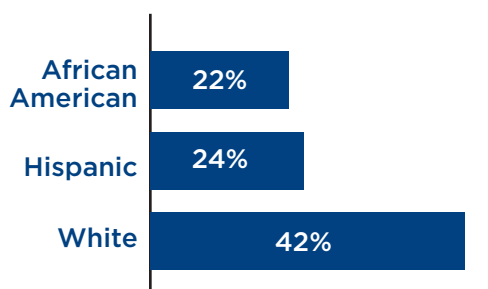
A handwritten signature in black ink, reading "Cade Brumley".

Cade Brumley, Ed.D.
State Superintendent of Education

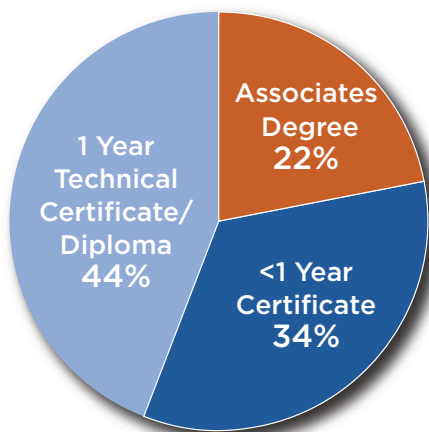
LOUISIANA DUAL ENROLLMENT ANNUAL REPORT 2018-19 SCHOOL YEAR KEY TAKEAWAYS



Dual Enrollment Courses by Field



Rates of Dual Enrollment Participation



Postsecondary Credentials Earned

Dual Enrollment is Critical to College Transition

• Key to Meeting the 2029 Goal

In ten years, the Board of Elementary and Secondary Education and the Board of Regents want every student to graduate high school with college credit or a postsecondary credential of value. In 2018-19, nearly 1/3 of graduates did so thanks to completing a dual enrollment course – the largest such transition program.

• Students Take Transferable Courses

Over 90% of general education courses taken by students are highly transferable courses listed on the Regents' Course Academic Matrix. Mathematics, English Language and Literature, and History courses represented half of dual enrollment courses taken.

Equity Gaps in Dual Enrollment

• Large Gaps in Participation by Race Need to Be Addressed

Among the 2018-19 public high school graduating class, 32% completed at least one dual enrollment course. However, there was a 20-percentage point gap in participation between African American and White students, 18-percentage points for Hispanic students.

• Which School a Student Attends Impacts Participation

A significant portion of the racial equity gap lies in the differential rates of participation among schools with high percentages of students of color. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color.

Opportunities to Strengthen College and Career Pathways

• Limited Participation in Many Technical Fields

Of the total statewide dual enrollments in Career and Technical fields, half are in two areas: Health Professions and Precision Production (mostly Welding). Opportunities abound to grow dual enrollment in other fields.

• Postsecondary Credentials in High School

Only 684 students graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college. Students at two early college partnerships earned nearly half of the degrees of one year or longer.

DUAL ENROLLMENT PROVIDED BY PUBLIC POSTSECONDARY INSTITUTIONS

Statewide, 28 public colleges and universities enrolled 26,378 high school students in 69,954 dual enrollment college courses during the **2018-19 school year** (including summers). These figures encompass all high school students enrolled in a college course at one of Louisiana's public colleges or universities - including those who attended any type of Louisiana public or non-public school, as well as home-schooled and out-of-state students. In the majority of cases, high school students enrolled in a college course also earn dual credit toward their high school graduation requirements. The remainder of this section presents the entire universe of high school students enrolled in college courses at public colleges and universities (except where otherwise noted).

Due to the timing of the data collection and reporting, this report focuses on the 2018-19 school year. This was the last school year completed prior to the COVID-19 pandemic. Future reports will attempt to document the impact of the pandemic on dual enrollment.

These data represent an 8% decline in student participation from 2017-18, largely resulting from revisions to the Regents' dual enrollment policy, which increased minimum student eligibility requirements for general education courses.

These requirements - including a uniform GPA, ACT composite score, and ACT subject-specific

score - were higher than the requirements previously used by many colleges and universities.

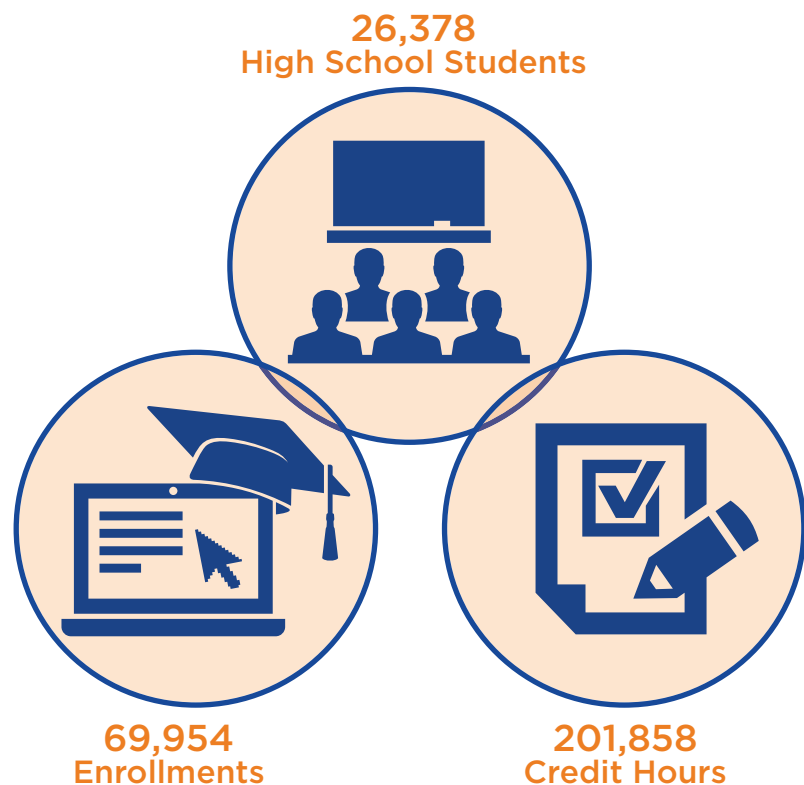
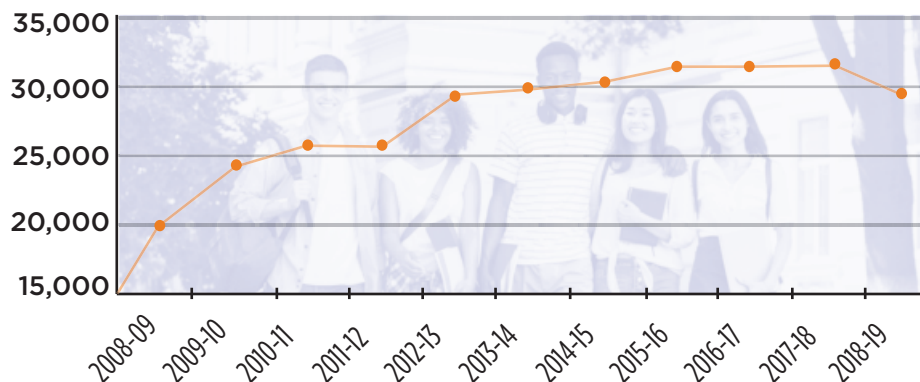


Figure 1: Dual Enrollment Student Enrollment Over Time



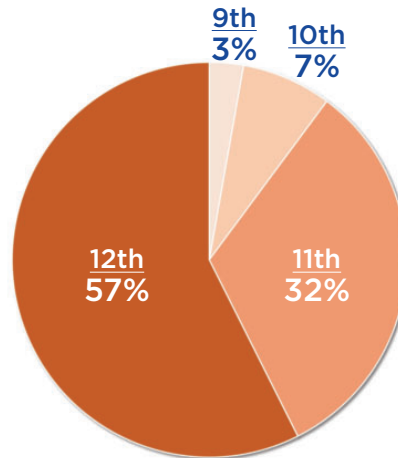
Course-Taking Patterns

In 2018-19, the majority of high school students taking dual enrollment at public colleges and universities were in 12th grade, with 90% in either 11th or 12th grade. The average student took 2.7 courses, with 75% of students enrolled in three or fewer courses.

Delivery Methods

Even prior to the COVID-19 pandemic, nearly all of Louisiana's public colleges and universities had high school students participating in online and hybrid (50-99% delivered online) dual enrollment courses. These delivery methods have increased access in rural communities where it can be challenging to find teachers with the necessary credentials to teach at a postsecondary level. Enrollment in online (8,062) and hybrid (723) courses represented 13% of dual enrollment at public institutions in 2018-19. Campuses

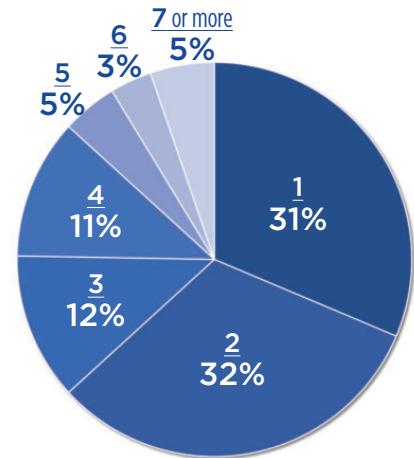
Figure 2: Dual Enrollment Students by High School Grade Level



with the largest high school enrollment in online and hybrid courses include Northwestern State University, Louisiana Tech University, LSU Eunice, LSU Alexandria, and Bossier Parish Community College.

An additional on-site model used to expand access in Louisiana is the Instructor of Record/Facilitator model, in

Figure 3: Number of Dual Enrollment Courses Taken by High School Students



which a credentialed university faculty member works with and trains a high school instructor to collaboratively deliver faculty-developed instructional materials and assessments. This model is used by the two large programs run by Southeastern Louisiana University and LSU A&M, and is represented in the counts of students taking courses on-site.

Table 1: Percent of Dual Enrollments by Delivery Method

System	Online	Hybrid	On-Site
Louisiana Community & Technical College System	8%	2%	91%
Louisiana State University System	17%	1%	83%
Southern University System	6%	0%	94%
University of Louisiana System	14%	1%	86%
Statewide	12%	1%	87%



Course Grades

The vast majority of students succeeded in dual enrollment courses, with 91% receiving an A, B, or C. Another 3% passed with a marginal D grade, which often will limit the transferability of the credit.

A disparity of 5% in A, B, or C passing rates exists between African American and White students, as well as for students identified by the Department as economically disadvantaged based on low household incomes.

Due to the timing of institutional reporting to Regents, 16% of course outcomes were coded as incomplete in the Student Profile System. There is no reason to think these incompletes resulted in substantially different outcomes than those courses for which grades were recorded.

Subjects Taken

Dual enrollment courses are available for students in a wide range of subject areas related to students' ultimate college degrees and career pathways. Of the 69,954 course enrollments, 1,574 (2%) were classified as developmental or co-requisite education courses, with most of these offered by a handful of colleges and univer-

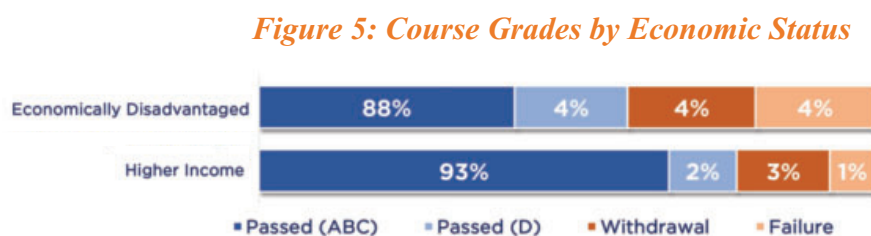
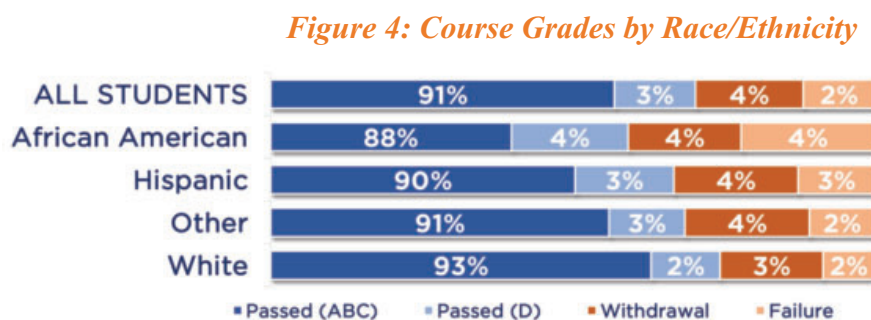


Table 2: Percent of Dual Enrollments by Field, by System

System	Career & Technical Fields	General Education Fields
Louisiana Community & Technical College System	60%	40%
Louisiana State University System	7%	93%
Southern University System	28%	72%
University of Louisiana System	3%	97%
Statewide	25%	75%

sities as opportunities to better prepare and transition students into college-credit-bearing courses. One-quarter of enroll-

ments were in career and technical fields, with half of these in Health Professions and Precision Production (primarily Welding).

Mathematics, English language and literature, and history courses represented 51% of dual enrollment courses taken in 2018-19. Of the course enrollments in general education fields, 91% were listed on the Regents' Master Course Academic Matrix, a list of some of the most frequently taken courses across the state for which course equivalencies have been established to facilitate credit transfer.

Table 3: Dual Enrollments in General Education Fields, by Classification of Instructional Program

General Education Fields	Enrollments	% of Total
Mathematics & Statistics	14,686	21%
English Language & Literature/Letters	12,093	17%
History	8,666	12%
Biological & Biomedical Sciences	3,431	5%
Psychology	2,798	4%
Social Sciences	2,294	3%
Physical Sciences	2,293	3%
Visual & Performing Arts	2,152	3%
Foreign Languages, Literatures, & Linguistics	1,606	2%
Communication, Journalism, & Related Programs	1,197	2%
Other General Education Fields	929	1%
Total, General Education Fields	52,145	75%

Table 4: Dual Enrollments in General Education Academic Matrix Courses

Matrix Common Course Name	Enrollments	% of Total
College Algebra	7,021	10%
English Composition I	6,088	9%
English Composition II	4,436	6%
Trigonometry	3,768	5%
Intro to Psychology	2,515	4%
Western Civilization I	2,140	3%
American History II	2,099	3%
Western Civilization II	1,705	2%
American History I	1,412	2%
Intro to Sociology	1,162	2%
General Biology I (Science Majors)	1,054	2%
Introductory Statistics	816	1%
World Civilization I	764	1%
Elementary Spanish I	619	<1%
Public Speaking	601	<1%
World Civilization II	488	<1%
Music Appreciation	487	<1%
Elementary Spanish II	486	<1%
Exploring the Arts	426	<1%
General Biology II (Science Majors)	392	<1%
Other General Education Matrix Courses	8,820	13%
Total, General Education Matrix Courses	47,299	68%



Table 5: Dual Enrollments in Career & Technical Education Fields, by Classification of Instructional Program

Career & Technical Education Fields	Enrollments	% of Total
Health Professions & Related Programs	5,830	8%
Precision Production (Including Welding)	3,172	5%
Business, Management, Marketing & Related Support Services	1,753	3%
Computer & Information Sciences & Support Services	1,509	2%
Engineering/Engineering-Related Technologies/Technicians	1,065	2%
Construction Trades	1,031	1%
Mechanic & Repair Technologies/Technicians	938	1%
Culinary, Entertainment & Personal Services	764	1%
Engineering	524	<1%
Homeland Security, Law Enforcement, Firefighting & Related Protective Services	330	<1%
Other Career & Technical Fields	893	1%
Total, Career & Technical Fields	17,809	25%

Table 6: Dual Enrollments in Career & Technical Education Matrix Courses

Of the total statewide enrollments in these fields, half were in just two areas: health professions and precision production (primarily welding). Opportunities abound to grow dual enrollment in other fields; fields notable for very minimal enrollment include education, agriculture, and communications technologies.

Of the course enrollments in career and technical education fields, 8% were listed on the Regents' Master Course Academic Matrix, which has expanded in recent years to include some of the most frequently taken career-related courses at both two- and four-year institutions to facilitate credit transfer.

Career & Technical Education Fields	Enrollments	% of Total
Medical Terminology	490	<1%
Computer Applications	209	<1%
Intro to Criminal Justice	155	<1%
General/Intro to Business Administration	138	<1%
Intro to Policing	66	<1%
Personal Finance	54	<1%
Nutrition	44	<1%
Intro to Corrections	39	<1%
Intro to Financial Accounting	35	<1%
Criminal Law	34	<1%
Other Career & Technical Education Matrix Courses	107	<1%
Total, Career & Technical Education Matrix Courses	1,371	2%

Providers

Table 7: Students Participating in Dual Enrollment, by System and College / University

System	Students	Enrollments	% of Enrollments
Louisiana Community & Technical College System	10,948	25,921	37%
Louisiana State University System	3,606	8,522	12%
Southern University System	1,173	2,531	4%
University of Louisiana System	12,272	32,980	47%
Statewide		69,954	

College / University	Students	Enrollments	% of Enrollments
Louisiana Community & Technical College System			
Northshore Technical Community College	1,762	4,467	6%
River Parishes Community College	1,298	3,362	5%
Central Louisiana Technical Community College	1,528	3,141	4%
South Louisiana Community College	1,323	3,132	4%
Delgado Community College	1,257	2,100	3%
Elaine P. Nunez Community College	804	2,057	3%
Louisiana Delta Community College	631	1,786	3%
SOWELA Technical Community College	542	1,765	3%
Bossier Parish Community College	782	1,422	2%
Baton Rouge Community College	459	1,208	2%
L.E. Fletcher Technical Community College	394	815	1%
Northwest Louisiana Technical College	262	666	1%
Louisiana State University System			
LSU and A&M College	2,121	3,836	5%
LSU of Alexandria	559	1,835	3%
LSU Eunice	609	1,794	3%
LSU Shreveport	468	1,057	2%
Southern University System			
Southern University at Shreveport	651	1,462	2%
Southern University and A&M College	215	561	1%
Southern University at New Orleans	307	508	1%
University of Louisiana System			
Southeastern Louisiana University	3,705	7,374	11%
Louisiana Tech University	2,725	7,269	10%
Northwestern State University	1,905	6,023	9%
University of Louisiana at Monroe	1,689	4,738	7%
McNeese State University	994	3,817	5%
University of Louisiana at Lafayette	811	1,651	2%
University of New Orleans	783	1,405	2%
Nicholls State University	317	638	1%
Grambling State University	30	65	0%
Total, Public Colleges and Universities	26,378	69,954	



Statewide, 28 public colleges and universities across all four systems enrolled 26,378 high school students in 69,954 dual enrollment college courses during the 2018-19 school year (including summers). Ten percent (2,553) of students took courses from more than one college or university.

Additional students appear in the Louisiana Department of Education's Student Transcript System with codes for Louisiana independent colleges and out-of-state colleges. However, due to inconsistent reporting on this variable, we are unable to quantify the numbers of Louisiana students participating in dual enrollment through independent and out-of-state colleges.

Participation by School Type

At Louisiana public colleges and universities, 19% of dual enrollment high school students come from outside the public school system. Louisiana has the third-highest rate of Catholic and other non-public school enrollment of the fifty states. These students represent a sizable portion of many colleges' high school student population – over 30% at LSU A&M, LSU of Alexandria, and Louisiana Tech University.

Figure 6: Participation by School Type

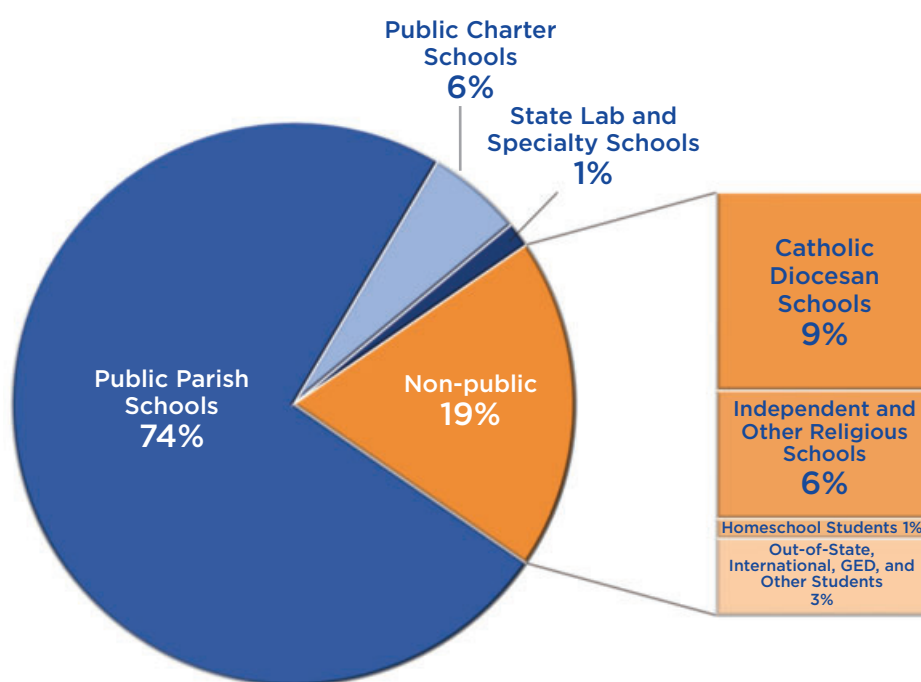


Table 8: Students Participating in Dual Enrollment, by School Type

School Type	Enrollments
Public Parish Schools	19,583
Public Charter Schools	1,458
State Lab and Specialty Schools	377
Total, Public Schools	21,418
Catholic Diocesan Schools	2,371
Independent and Other Religious Schools	1,534
Homeschool Students	236
Out-of-State, International, GED and Other Students	918
Total, Non-public Schools	5,059

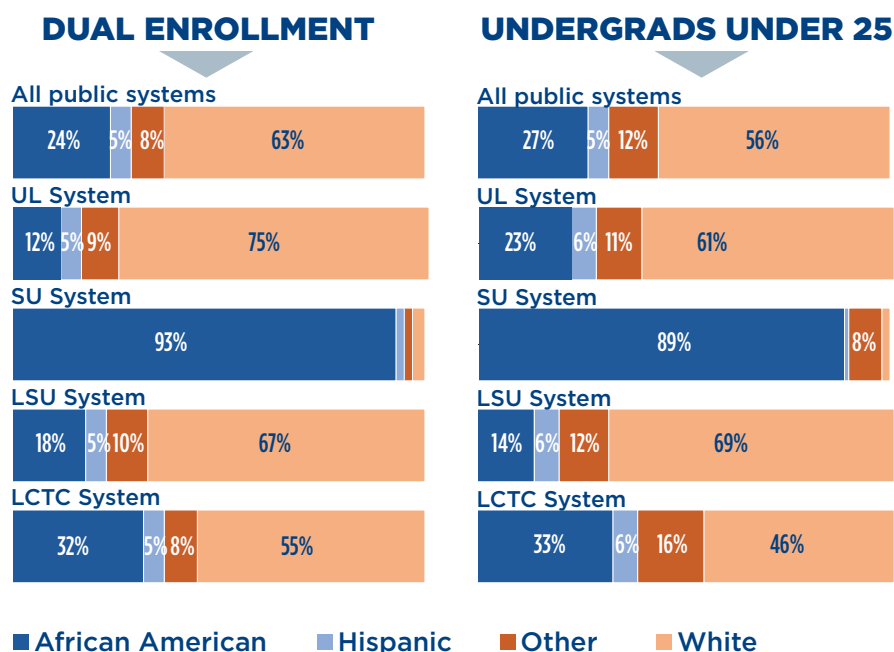
Equity Analysis

In 2018-19, students of color represented 37% of dual enrollment students in all Louisiana public colleges and universities. This is seven percentage points lower than undergraduate students of color under 25 years old attending a public college or university. The Southern University and Louisiana State University Systems are enrolling dual enrollment students of color at a higher rate than undergraduate students of color under 25 in those systems. The African American participation gap between dual enrollment and undergraduate populations is largest in the University of Louisiana System.

Both the Louisiana Community & Technical College System and the Louisiana State University System served much greater shares – 14 and 12 percentage points respectively – of the African American student population taking dual enrollment courses than their share of all dual enrollment students.

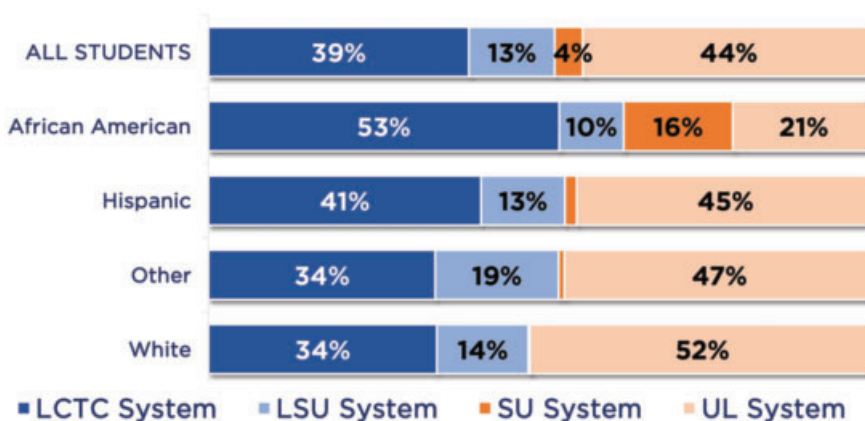


Figure 7: Race / Ethnicity Participation by Postsecondary System



“Other” includes small populations of students self-identifying as Multi-Racial, Asian, Native American, or Pacific Islander, or missing data (2% for dual enrollment, 3% for undergraduates under 25).

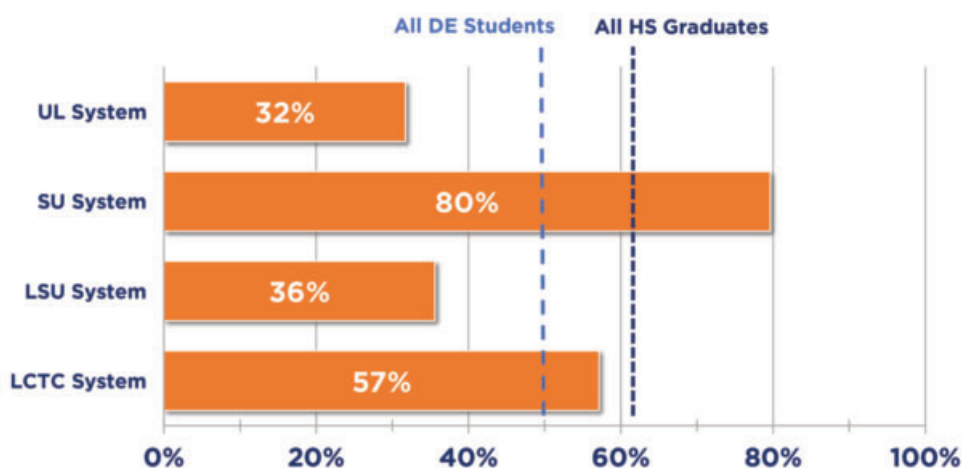
Figure 8: Share of Racial / Ethnic Populations Taking Dual Enrollment by Postsecondary System





Of the over 21,000 public school students taking dual enrollment courses from public colleges and universities, 46% are identified by the Louisiana Department of Education as economically disadvantaged based on student and family eligibility for a variety of governmental programs. These students, from lower-income families, represent 59% of the public high school graduating class of 2018-19. The dual enrollment participation gap by public school students from lower-income families is larger than average in both the Louisiana State University and University of Louisiana Systems, with fewer than 40% of their dual enrollment public school students from economically disadvantaged backgrounds.

Figure 9: Economically Disadvantaged Student Share of Public School Students Taking Dual Enrollment, by Postsecondary System



EARNING POSTSECONDARY CREDENTIALS IN HIGH SCHOOL

Regents' records of postsecondary credential completers include only 684 students who graduated in 2018-19 with both a high school diploma and postsecondary credentials from a public college, including portable certificates, diplomas, and associate's degrees. Nearly one-third (223) of these were in

short-term (less than nine credit hour) technical certificates. Nearly half of the one-year technical certificates, technical diplomas, and associate's degrees earned were through two strong partnerships: South Louisiana Community College's Early College Academy partnership with La-

fayette Parish Schools and the Early College Option established between Ascension Parish Schools and River Parishes Community College. Additionally, one private college operating in Louisiana - Bard College - graduated its first class of 20 New Orleans public school students with associate's degrees in spring 2020.

Table 9: High School Students Earning Postsecondary Credentials, By College

Institution	Certificate, <9 Hour	Certificate, 9+ Hour	Certificate, 1-year	Technical Diploma	Associate's Degree	Total Credentials
River Parishes CC			119		59	178
Northshore Tech CC	132		1	1		134
Central LA Tech CC	91	2	29	4		126
South Louisiana CC			52	9	55	116
Elaine P. Nunez CC			18	11	7	36
Delgado CC			22			22
Bossier Parish CC		4	13		4	21
Seven Others		3	23	2	23	51
Total	223	9	277	27	148	684

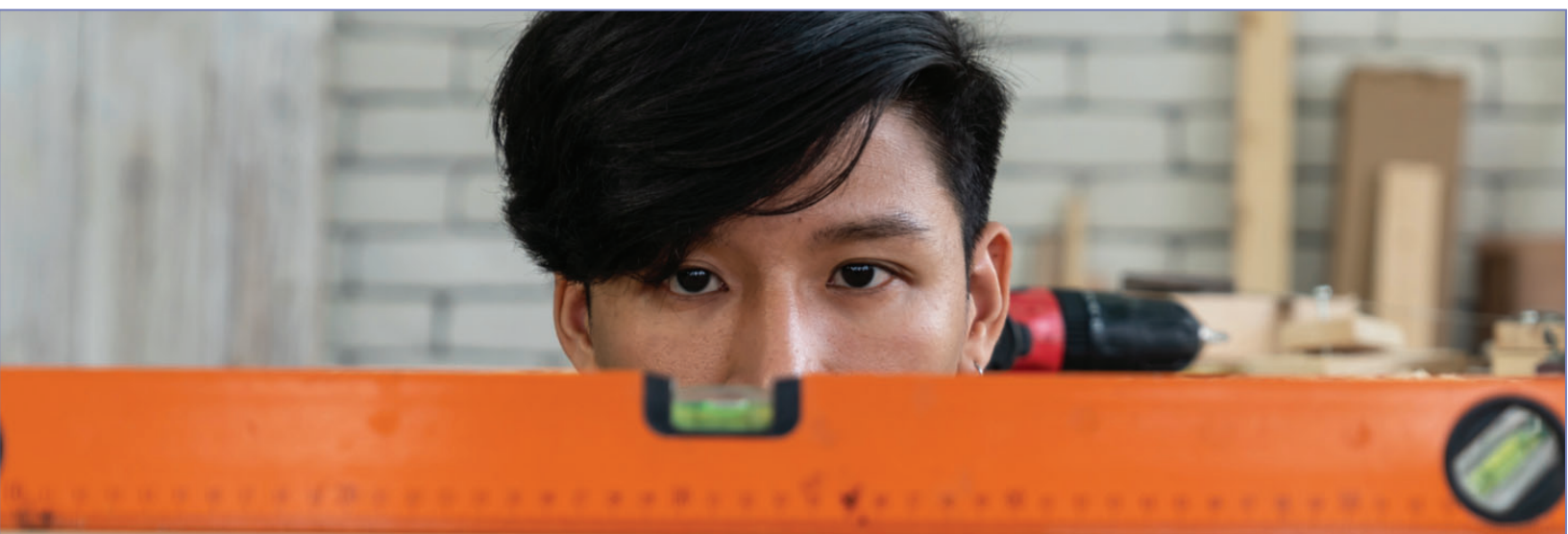




Table 10: High School Students Earning Postsecondary Credentials, By Program of Study

Program of Study	Certificate, <9 Hour	Certificate, 9+ Hour	Certificate, 1-year	Technical Diploma	Associate's Degree	Total Credentials
Liberal Arts and Sciences; General Studies and Humanities			184		139	323
Practical Nursing; Vocational Nursing and Nursing Assistants	141					141
Precision Metal Working	36	2	19	13		70
Allied Health Diagnostic; Intervention; and Treatment Professions	36	1				37
Health Aides/ Attendants/Orderlies	3		27			30
Electrical and Power Transmission Installers	3		25	1		29
Heavy/Industrial Equipment Maintenance Technologies/ Technicians		3	4	12		19
Other Fields	4	3	18	1	9	35
Total	223	9	277	27	148	684

Table 11: High School Students Earning Postsecondary Credentials, Top Five High Schools

High School (Parish)	Certificate, <9 Hour	Certificate, 9+ Hour	Certificate, 1-year	Technical Diploma	Associate's Degree	Total Credentials
Early College Academy (Lafayette)			47		49	96
Dutchtown High School (Ascension)			65		26	91
Avoyelles High School (Avoyelles)	25		18	2		45
St. Amant High School (Ascension)			26		11	37
East Ascension High School (Ascension)			21		15	36

DUAL ENROLLMENT TAKEN BY PUBLIC HIGH SCHOOL GRADUATES

Student Participation

Statewide, 32% of the 42,410 students who graduated from public high schools in Louisiana in 2018-19 took at least one dual enrollment course. Over half these students took three or more dual enrollment courses over their high school experience. The remainder of this section includes this universe of public high school students who graduated in 2018-19.

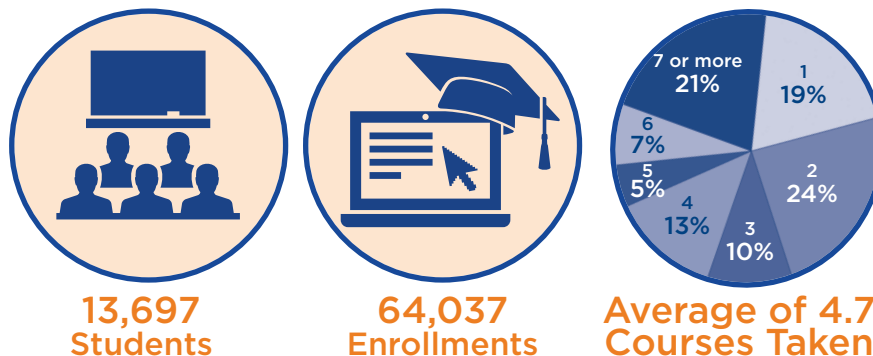
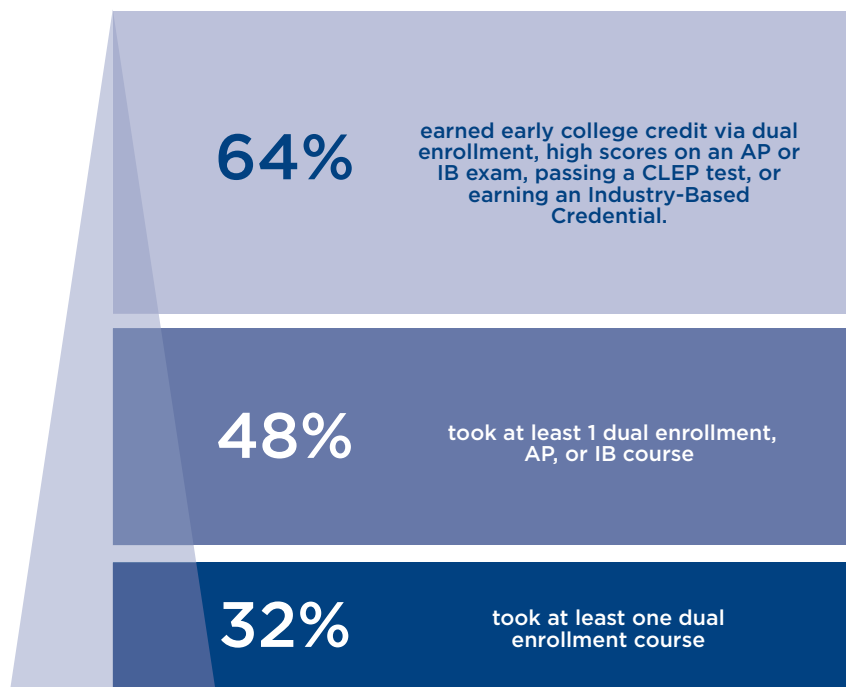


Figure 10: 2018-19 Public High School Graduates Earning College Credit

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). While the Regents is currently in the process of establishing recognized credentials of value, Department of Education data show that 64% of graduates earned early college credit via dual enrollment, high scores on an AP or IB exam, passing a CLEP test, or earning an Industry-Based Credential.





Of the 311 public high schools with at least one graduate in 2018-19, 16 (5%) were notable for having over 75% of their graduates participating in dual enrollment during high school.

Equity Analysis

Taking a rigorous, advanced course in high school, whether dual enrollment, Advanced Placement, or International

Baccalaureate, is one of the key college-preparatory experiences for students. Enrollment in advanced courses has been shown in numerous studies to increase college access, affordability, and completion. Yet in Louisiana there are large and persistent gaps in the participation rates of students of color compared with all students. In 2018-19, there was a 16 percentage point gap in the participation rate in advanced courses in

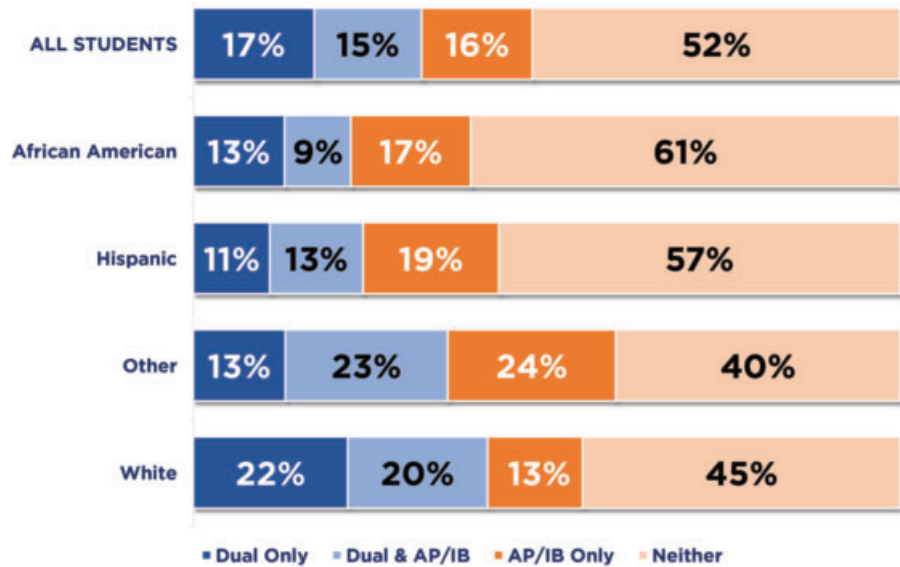
Louisiana public schools between African American students (39%) and their White student peers (55%). Looking solely at students who took at least one dual enrollment course, the gap increased to 20 percentage points between African American and White students. The Hispanic - White gap for all advanced courses was 12 percentage points; and 18 points for dual enrollment.

Table 12: High Schools with 75% or More of Graduates Who Took a Dual Enrollment Course

High Schools	Graduates	Dual Enrollment Participation Rate
Parish Schools		
Early College Academy (Lafayette)	57	100%
Plainview High School (Rapides)	19	100%
John Martyn Community School (Jefferson)	<10	100%
Thomas Jefferson HS for Advanced Studies (Jefferson)	99	99%
Red River High School (Red River)	103	98%
Haynes Academy School for Advanced Studies (Jefferson)	118	93%
Patrick F. Taylor Science & Technology Academy (Jefferson)	75	81%
Phoenix High School (Plaquemines)	<10	78%
Maurepas School (Livingston)	26	77%
Holden High School (Livingston)	30	77%
Huntington High School (Caddo)	172	75%
Charter Schools		
Lincoln Preparatory School (Lincoln)	38	100%
JS Clark Leadership Academy (St. Landry)	18	100%
Avoyelles Public Charter School (Avoyelles)	62	82%
State Lab and Specialty Schools		
Thrive Academy (East Baton Rouge)	17	88%
LSU Laboratory School (East Baton Rouge)	117	83%



Figure 11: 2018-19 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity



Despite the overall averages, some schools excel in providing dual enrollment opportunities to students of color.

Table 13: High Schools with 75% or More Graduates of Color Who Took a Dual Enrollment Course

High Schools	Graduates of color	Dual Enrollment Participation Rate
Parish Schools		
Evans High School (Vernon)	<10	100%
Hicks High School (Vernon)	<10	100%
Thomas Jefferson High School for Advanced Studies (Jefferson)	55	100%
East Beauregard High School (Beauregard)	<10	100%
Plainview High School (Rapides)	<10	100%
Holden High School (Livingston)	<10	100%
Early College Academy (Lafayette)	23	100%
Red River High School (Red River)	73	99%
Haynes Academy School for Advanced Studies (Jefferson)	50	92%
Phoenix High School (Plaquemines)	<10	77%
Patrick F. Taylor Science & Technology Academy (Jefferson)	42	76%
Huntington High School (Caddo)	165	75%
Charter Schools		
Lincoln Preparatory School (Lincoln)	37	100%
JS Clark Leadership Academy (St. Landry)	18	100%
State Lab and Specialty Schools		
Thrive Academy (East Baton Rouge)	17	88%



The equity gaps across income status are consistently high, with a 20 percentage point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 44%) and advanced courses overall (40% vs. 60%).

In recent years, female students have represented approximately 60% of students in higher education in Louisiana. The high rates of postsecondary participation by females are also reflected in dual enrollment, with 36% of female high school graduates completing at least one dual enrollment course, while only 28% of males did so. When advanced placement participation is included, the gap widens further, to 12 percentage points.

Of the 42,410 public high school graduates in 2018-19, 7% (2,893) were identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 22% enrolled in at least one advanced course during their high school careers, 28 percentage points below the rate for other graduates. For dual enrollment courses specifically, only 15% of students with disabilities participated, compared with 33% of their peers.

Figure 12: 2018-19 Public High School Graduates Who Took Advanced Courses, by Income Status

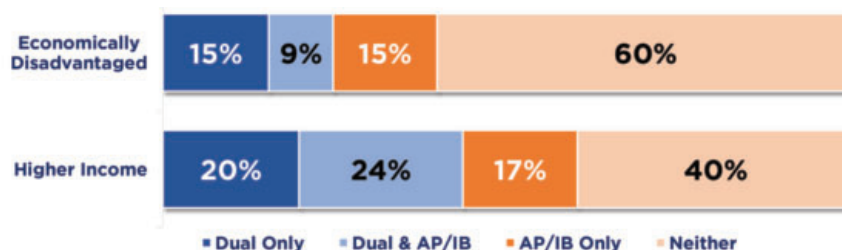


Figure 13: 2018-19 Public High School Graduates Who Took Advanced Courses, by Gender

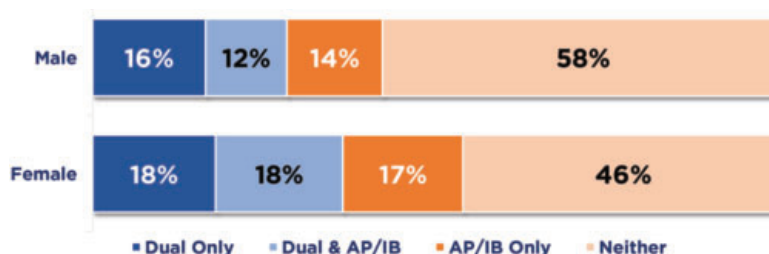


Figure 14: 2018-19 Public High School Graduates Who Took Advanced Courses, by Disability Status

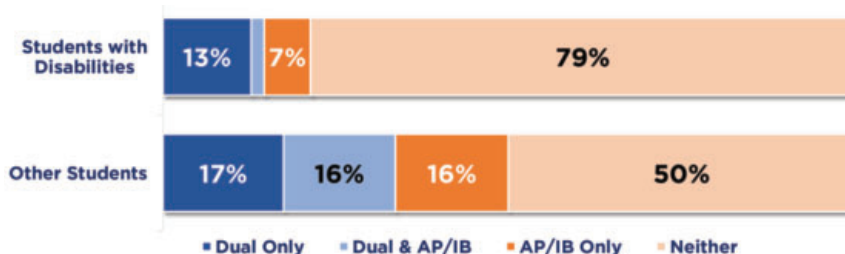


Table 14: High School Graduates Who Took a Dual Enrollment Course, By School Diversity

% Students of Color	Dual Enrollment Participation Rate	# of Schools
0-20%	46%	70
20-40%	35%	69
40-60%	33%	61
60-80%	28%	44
80-100%	22%	87
All Schools	32%	331

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and high percentages of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 24 percentage points higher than those schools with greater than 80% students of color. A similar gap of 21 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to

those with high concentrations of poverty (greater than 80% economically disadvantaged).

Participation by High School Type

Of the 311 public high schools with at least one graduate in 2018-19, all but 16 (5%) had at least one student who participated in dual enrollment during high school.

The high rate of participation among State Lab and Specialty Schools is not surprising, given that most have selective admissions and strong connections with higher education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts, Louisiana School for

Table 15: High School Graduates Who Took a Dual Enrollment Course, By Income Status

% Economically Disadvantaged	Dual Enrollment Participation Rate	# of Schools
0-40%	43%	38
40-60%	38%	104
60-80%	25%	108
80-100%	22%	81
All Schools	32%	331

the Deaf, Louisiana School for the Visually Impaired, LSU Laboratory School, New Orleans Center for Creative Arts, Southern University Lab School, and Thrive Academy.

Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and three parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, and Virtual Academy of Lafourche). There are other parish-operated virtual high schools; however, students take courses from those schools and are recorded as graduates of their home high schools.

Table 16: Percent of High School Graduates Who Took a Dual Enrollment Course, By School Type

Public High School Type	Dual Enrollment Participation Rate	# of Schools
Parish Schools (Outside Orleans, Not Virtual)	33%	283
Orleans Charter and OPSB Schools	20%	22
Charter Schools (Outside Orleans)	41%	13
State Lab and Specialty Schools	64%	7
Virtual Schools	33%	6
All Public Schools	32%	331

Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Locale

Public High School Locale	Dual Enrollment Participation Rate	# of Schools
City	28%	75
Rural	37%	144
Suburb	33%	49
Town	32%	57
Virtual	33%	6
All Schools	32%	331

The 13 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; two schools had 100% of graduates participate, while three schools had none.

Participation rates in rural schools were five percentage points above average, while city schools were four percentage points below average. Less variation was seen by school size, though very small schools and large schools had below-average participation rates.

Table 18: High School Graduates Who Took a Dual Enrollment Course, By School Size

School Size (# of graduates)	Dual Enrollment Participation Rate	# of Schools
Very Large (250+)	33%	54
Large (150-249)	29%	45
Medium (75-149)	34%	87
Small (25-74)	34%	107
Very Small (1-24)	28%	38
All Schools	32%	331

Participation rates vary statewide considerably, with Alexandria and Lake Charles considerably above average. The three statewide virtual schools are excluded, while the three operated by parishes were assigned to their associated regional labor market area.

Table 19: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area where School is Located

% Students of Color	Dual Enrollment Participation Rate	# of Schools
Alexandria	40%	32
Baton Rouge	29%	59
Houma	20%	9
Lafayette	28%	45
Lake Charles	37%	42
Monroe	33%	31
New Orleans	35%	58
Shreveport	34%	52
All Schools	32%	328

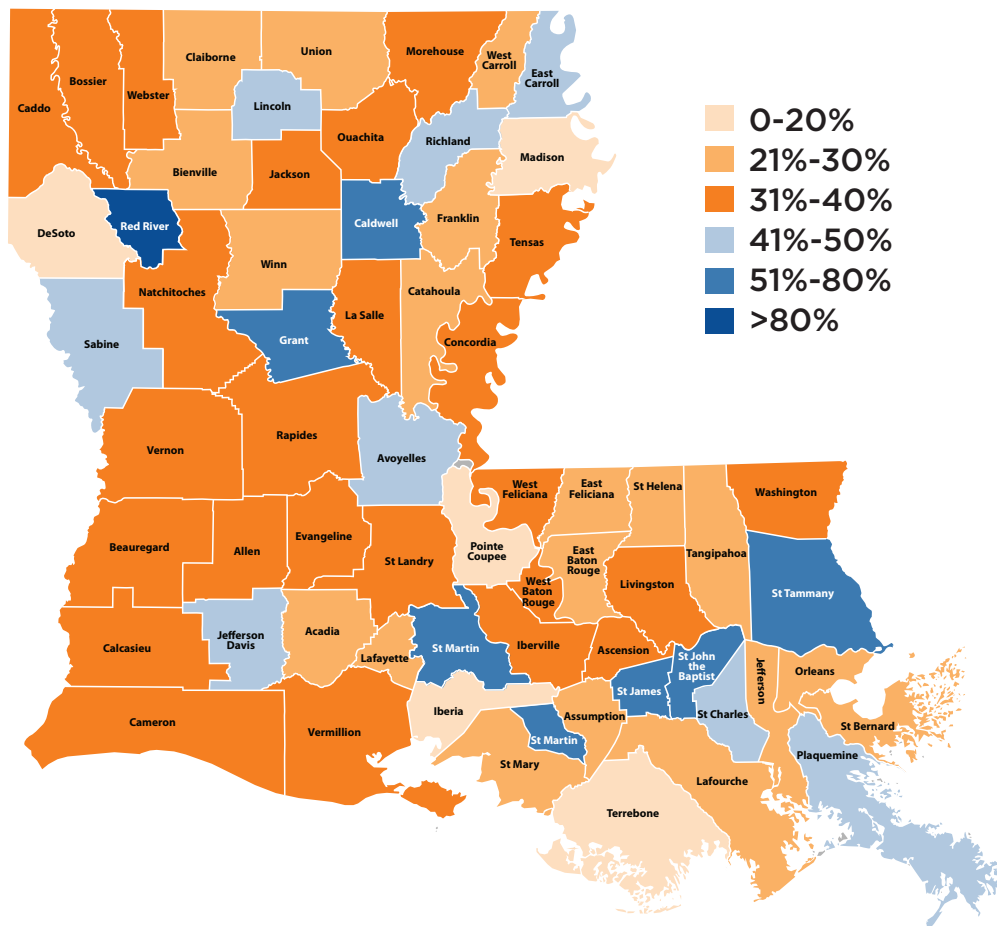


Table 20: Parishes Where 50% or More of High School Graduates Took a Dual Enrollment Course (Includes Charter and State Schools)

Parish	Dual Enrollment Participation Rate	# of Schools
Red River	98%	1
St. John the Baptist	67%	2
Grant	65%	3
St. James	65%	2
Caldwell	55%	1
St. Martin	51%	3
St. Tammany	51%	8
Avoyelles	50%	5



Figure 15: Percent of High School Graduates Who Took a Dual Enrollment Course (Includes Charter and State Schools)



RECOMMENDATIONS

Based on the findings of this report and discussions at Louisiana Dual Enrollment Task Force meetings, the Louisiana Board of Regents (Regents) offers the following recommendations:

Close the Equity Gaps in Dual Enrollment Participation.

Students who participate in dual enrollment are more likely to transition to college and their chances of success increase once in college. Yet the data show persistent racial and income gaps in dual enrollment participation, thus furthering equity gaps in college success. To achieve the state's goals to develop talent and eliminate equity gaps in higher education, much greater intentionality and commitment is needed from all high schools, school systems, colleges, and universities in harnessing these successful programs for the benefit of students of color, those from low-income households, first-generation students, and special education students.

As documented in the February 2020 Task Force report, disparities in participation are highly correlated with inequitable academic preparation. Stricter statewide minimum student eligibility rules for academic dual enrollment courses, which came into effect in Fall 2018, appear to have contributed to

an 8% decline in participation from the prior school year. More flexible minimum eligibility policies, such as those adopted by Regents during the COVID-19 pandemic and extended by the Board of Regents until Academic Year 2022-23, may be needed to enable students to demonstrate their ability to succeed based on multiple measures.

Increase Numbers of High School Students Earning a Postsecondary Credential of Value.

Research on student success in dual enrollment shows the value of high school students completing multiple courses on a pathway to attaining postsecondary credentials of value, including portable certificates, diplomas, and associate's degrees. Our analysis found only 684 students graduated in 2018-19 with both a high school diploma and a postsecondary credential from a public college, with 1/3 of credentials earned short-term (less than nine-credit-hour) technical certificates. Nearly half of all one-year technical certificates, technical diplomas, and associate's degrees are earned through two strong partnerships: South Louisiana Community College's Early College Academy partnership with Lafayette Parish Schools and the Early College Option led by As-

cension Parish Schools and River Parishes Community College.

Recent enhancements to the Jump Start high school diploma will encourage more students to earn the most valuable, advanced credentials promoted by the Workforce Investment Council and Regents' new Postsecondary Credentials of Value framework. Regents and the Department of Education have recently funded Fast Forward planning grants to enable partnerships in each of the state's eight Regional Labor Market Areas to develop student pathways to associate's degrees. Each partnership will create a redesigned high school experience that leads to both a high school diploma and an associate's degree via either a Jump Start 2.0 Associate's Degree Pathway or a TOPS University Associate's Degree Pathway aligned with the Louisiana Transfer Degree. Together, these initiatives will provide the framework for Louisiana schools and colleges to enhance their partnerships and evolve their practices so that more high school students can earn postsecondary credentials of value.



Expand and Promote Dual Enrollment in Career and Technical Subjects.

Louisiana has a rich history of innovation in career and technical education, with an increased focus and investment in quality high school career and technical programs since the 2014 launch of Jump Start. Dual enrollment in career and technical fields has not kept pace. With only 25% of all dual enrollments in career and technical classes in 2018-19, Louisiana lags behind leading states that are utilizing dual enrollment to align high school and college career pathways and accelerate students' attainment of postsecondary credentials in career fields. While this is consistent with 25% of students graduating high school with a career diploma, all graduates can benefit from early career exploration through college courses. Of the total statewide dual enrollments in CTE fields, half were in just two areas: Health Professions and Precision Production (primarily Welding). Opportunities abound to grow dual enroll-

ment in other fields, in particular those notable for very minimal enrollment, including Education, Agriculture, and Communications Technologies.

Increased investment by colleges in innovative dual enrollment delivery methods such as mobile Science, Technology, Engineering and Mathematics (STEM) laboratories can help increase accessibility to technical college courses in rural areas. To fund college course delivery and student participation, school districts can increase their use of federal Perkins Act funds, TOPS Tech Early Start scholarships, and offer Jump Start Summers to enable students to take dual enrollment coursework using unexpended Supplemental Course Academy funds.

Emphasize Transparency of Dual Enrollment Data Collection and Reporting.

This report represents the first attempt to prepare a comprehensive analysis of dual enrollment participation and programs in Louisiana, combin-

ing elements from both Board of Regents and Department of Education datasets. These databases are not warehoused in a centralized statewide longitudinal data system, as exists in the majority of states.

These agencies regularly work collaboratively on data sharing and research cooperation like this analysis, within the confines of Louisiana's strict student data privacy law. Our work highlights the need for continuous improvement of reporting mechanisms to achieve greater alignment of the two agencies' systems and improve data reported by high schools and institutions of higher education. As a result of revisions to data use agreements, future reporting will incorporate data from third-party vendors with exam results, such as ACT, CLEP, Advanced Placement, and International Baccalaureate. As part of their commitment to transparency that leads to greater public understanding, the agencies intend to build upon this year's annual report with future public reporting.

ABOUT THIS REPORT

This report was prepared by Adam Lowe and Nicole Osborne of the Education Strategy Group, under contract by the Louisiana Board of Regents. Considerable support was provided by Kim Kirkpatrick and Mellynn Baker at the Louisiana Board of Regents and Laura Boudreaux at the Louisiana Department of Education. The Louisiana Board of Regents is pleased to present this first annual report providing a comprehensive look at the landscape of dual enrollment offerings and participation in Louisiana. To develop key indicators of participation and equity, we integrated K-12 and higher education data systems, which allowed us to capture student demographics and identify opportunities to increase access.

This integration of data from the Regents' Student Profile System and Department of Education's Student Transcript System was critical to preparing a complete portrait of student participation. Utilizing a third-party service, the Board

of Regents and the Department of Education share student record-level data only after all personal information is scrubbed to maintain privacy. Each agency only receives information tied to identification numbers. Record matching is very successful: 99% of records from public school students in the Regents' Student Profile System had a match in the Department's records. Among matched records, 99% of gender and 95% of race/ethnicity were consistent across the datasets.

This matching enables the analysis of data elements otherwise unavailable to each agency; for example, Regents' data systems do not have records on students' economic status and matching has reduced records with unknown race/ethnicity from 14% to 2%. Given the timing of data collection, the Department does not always have accurate dual enrollment course registration numbers until transcripts are finalized for high school graduates. In both cases, record matching was es-

sential to tie students to their home high school and the institution providing the dual enrollment course.

The timing for producing this report was impacted by the timing of releases of final high school transcript data, the need to revise data-sharing agreements, COVID-19 disruptions, and the complexities of cross-system data analysis. We hope that future reports can be produced with more timely data.

