

Dual Enrollment Task Force

June 13, 2022

1:00 p.m. to 3:00 p.m.

*Iowa Room, 1st Floor of the Claiborne Building
1201 N. Third St., Baton Rouge, LA 70802*

CALL TO ORDER

Commissioner Kim Hunter Reed called the meeting of the Dual Enrollment Task Force to order at 1:00 p.m.

ROLL CALL AND INTRODUCTIONS

Ms. Cara Landry called the roll, and a quorum was established.

Members Present	Affiliation
Dr. Kim Hunter Reed	LA Board of Regents
Dr. Ernise Singleton	LA Department of Education
Ms. Doris Voitier	State Board of Elementary and Secondary Education
Dr. Janet Pope	Ex. Director, LA School Board Association
Mr. Mike Faulk	Ex. Director, LA Association of School Superintendents
Dr. Jeannine Kahn	College and Career Readiness Commission
Ms. Carrie Griffin Monica	Stand for Children
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Linda Johnson	Ex. Director, LA Association of Public Charter Schools
Ms. Denise Latour	LA School Counselor Association
Mr. Blaine Robertson	LA Association of Educators
Members Absent	Affiliation
Mr. Richard Hartley	Education Policy Advisor, Office of the Governor
Ms. Jemi Carlone	LA Association of Principals (Principal of Belle Chasse HS)

APPROVAL OF MARCH 15, 2022 MINUTES

Mr. Mike Faulk asked for a motion to approve the minutes of the March 15, 2022 meeting. On the motion of Ms. Doris Voitier, seconded by Ms. Denise Latour, the Task Force approved the minutes.

INITIAL 2022 ANNUAL REPORT DATA

Commissioner Reed gave background related to the Dual Enrollment Annual Report and introduced Mr. Adam Lowe, Saffron Ventures Consulting, to share some information for the forthcoming report, which will include two years of data. Mr. Lowe provided a sneak peek into the data to be presented in the 2022 annual report.

Mr. Faulk discussed some factors that could impact enrollment data. Mr. Lowe concurred and continued with items of note due to the pandemic including increased online enrollment and flexibility in grading. Some disruptions from the pandemic included the inability to conduct in-person courses resulting from a decrease in enrollment in career and technical courses, though he noted increased enrollment in academic courses due to these flexibilities. Mr. Lowe stated that as they delve more into the data they may be able to tease out where some of these pandemic impacts may have occurred. After Mr. Lowe's presentation, Commissioner Reed stated that she was troubled by the low enrollment in CTE courses, and expressed hope that CTE enrollment can bounce back to higher enrollments than those pre-pandemic. Mr. Faulk noted that mobile labs exist and utilizing those, especially in rural areas, is critical. Commissioner Reed agreed and gave a background to the Task Force on these institutional resources. Ms. Johnson asked if Mr. Lowe captured credit hours attempted and credit hours completed. Mr. Lowe responded that these data were collected in the last report and will be included in the future report. He also indicated that he did not note any major shifts in this area.

Ms. Voitier noted that individuals who are taking CTE courses and may not secure a credential are not receiving comparable recognition compared with those taking general education courses who do not receive an associate's degree, as these credentials are considered more valuable when students graduate high school and move forward. She said that if we want to increase CTE enrollment, we have to equalize these courses in the minds of students and parents. Commissioner Reed agreed, mentioning that the stigma of CTE is still present and that public information, resourcing, and accountability need to run together. Ms. Latour stated that she would like to see students graduate high school career- and college-ready with college credit and CTE certifications. She noted that, at her high school, dual enrollment course enrollment with four-year institutions is much higher than CTE enrollment because the school has teachers who are certified instead of relying on college faculty to teach the CTE courses. Commissioner Reed asked Ms. Latour whether she sees students gravitating toward CTE courses more than the other academic dual enrollment courses or showing interest in both. Ms. Latour stated that many of her students stay on the university track (78% of students) but only about 50% of her students start college within a year of graduation. She added that there is still a student mindset that those on the college track will go to a four-year campus when the data show otherwise. Ms. Voitier stated that there is still a major mindset shift that needs to occur as well as a growth in the exposure to CTE courses at the middle school level. Ms. Voitier voiced support for the Fast Forward

pathways allowing students to earn their associate's degree while in high school. She stated that if we do not market the value of CTE early, then this issue will continue.

After discussion on the value of CTE, Commissioner Reed thanked Mr. Lowe for his presentation, adding that he will share some of this information at the upcoming Joint BESE/BOR meeting in June and is working on a two-year report, which will come to the Task Force before it is brought to the December 2022 Joint BESE/BOR meeting and then to the Legislature.

2022 LEGISLATIVE/BUDGET REPORT OUT

Commissioner Reed introduced Mr. Ethan Melancon, LDOE, and Dr. Tristan Denley, BoR, to talk about bills of interest from the 2022 Legislative Session. Mr. Melancon specifically referenced Act 533 and then provided an overview of other bills of interest. Commissioner Reed paused for questions, noting that Mr. Melancon mentioned the budget and that the MFP received additional SCA funds for dual enrollment; she asked him to speak on this. Dr. Ernise Singleton spoke to this question and stated that costs increased to \$70 per student in grades 7-12 as of February 1st. She added that the funding was also opened to career and technical courses. Mr. Faulk noted that career development funding can now be used for tuition. Commissioner Reed asked what that might mean for the participation of students. Mr. Faulk responded that it gives the district another resource and clarified that the career development funds are transferrable but unused SCA funds are redistributed to other districts. Ms. Voitier stated in her district they have received memos showing a significant increase in dual enrollment course costs for students, which eclipses the increase in funding. This issue may decrease the course offerings in some districts as the costs are significantly higher. Ms. Voitier added that she would like for the Task Force to take a look at what those increases are to see if there are funding gaps, what they are and where they are prevalent, and how we can address this issue. Mr. Faulk added that there are two issues that the Task Force has focused on from the beginning: access and equity. Ms. Voitier stated that districts used to have MOUs with community colleges for reduced costs but these course costs have almost doubled, she recommended the Task Force examine what fees are being passed down through these increased cost courses. Commissioner Reed noted that pre-pandemic the Task Force discussed uniform funding/tuition cost and noted that this is a 2022-2023 Horizon Issue to revisit.

Mr. Melancon highlighted two other bills including one by Rep. Mincey, who passed a resolution that created a task force to discuss workforce and workforce training programs, which will start next week. The other bill of note is from Rep. McKnight regarding student data privacy, which allows LDOE to work with the Louisiana Workforce Commission (LWC) to track students and see whether programs taken in high school are leading them to a career after graduating through their higher education pathway.

Dr. Tristan Denley then began his update by giving a background on how transfer existed previously and how the transfer bill, Act 308, led by Sen. Fields, charges Regents to work with the State Articulation and Transfer Council (SATC) to create transfer pathways. This legislation will create 20 transfer pathways, which are informed by the 20 highest-enrollment degree programs at higher education institutions. Pathway development will begin by meeting with faculty representatives from each campus, coming together to create a 60-credit-hour curriculum. Commissioner Reed thanked everyone who had a hand in the creation of this legislation. She also noted Act 209, by Rep. Brass, which is specific to advising students in the selection and scheduling of advanced courses and early college opportunities. This includes advising on dual enrollment course offerings, advanced placement, Cambridge, or international baccalaureate courses, as educational options for students. This also builds upon the work of LaDualEnrollment.com and streamlines information related to the communication of dual enrollment information. After this overview of legislation, Commissioner Reed then talked about the Higher Education Initiatives Fund and ongoing related work. She stated that after receiving suggestions and ideas from everyone, stakeholders are ready to revisit this conversation and start this work as a result of the successful legislative session.

ADVISING & OUTREACH FOR DUAL ENROLLMENT STUDENTS PANEL AND DISCUSSION

Commissioner Reed then introduced a panel, facilitated by Mr. Lowe, to discuss best practices specific to advising. She introduced Mr. David Spicer as her Governor's Fellow and a member of the panel speaking as the student voice. Mr. Lowe gave an overview of the panel agenda and allowed the panelists to introduce themselves, the dual enrollment program at their institution, and how they promote dual enrollment at their campuses. The postsecondary panelists included were Dr. Caronda Bean, SLCC, Ms. Sondra Cormier, LSUE, and Dr. Camacia Smith-Ross, SUBR. Mr. Lowe asked Mr. Spicer to talk about his dual enrollment experience. Mr. Spicer gave a summary of how he learned about dual enrollment and his overall experience in the program. Ms. Voitier asked Mr. Spicer how many of his dual enrollment courses transferred to MIT. Mr. Spicer stated that he got all of them for elective credit as MIT policy allowed and that his biggest advantage was in major exploration, which gave him a better idea of his direction in college. Ms. Voitier emphasized the difficulty of transferring credits earned by a high school student to an out-of-state postsecondary institution and noted that counselors may find it difficult to help these students navigate pathways with these potential articulation and transfer issues.

Mr. Lowe then began the panel discussion by asking each panelist how advising students differs for students taking dual enrollment courses. Dr. Bean, Ms. Cormier, and Dr. Smith-Ross provided a snapshot of how this is handled for high schools working with their dual enrollment

programs. Commissioner Reed asked Dr. Bean whether most students are participating in dual enrollment on their high school campus and, for those who do not, if they must provide their own transportation. Dr. Bean gave an affirmative answer, noting that they have career centers for students to take CTE courses, while some are on the high school campus and designated as a satellite campus with SACSCOC so the college can offer these courses at the high school. Ms. Cormier answered this same question, saying it depends on where the student is located and taking courses. If they are “academy” students, then they are going to the LSUE campus; for most of these students, the goal is an associate's degree. Ms. Cormier indicated that she serves as an advisor for these students and plays an active role, meeting frequently with the student and planning their college track in great detail. The rest of the dual enrollment students are advised by their high school counselors and Ms. Cormier is available to these counselors for any questions or issues they may have. Most of these students must have their dual enrollment course registration form approved by Ms. Cormier so their applications will ultimately go through her at some point. Dr. Smith-Ross stated that, similarly, all dual enrollment registrations go through her office but students can complete the application online. She added that most advising is done through the high school counselor. Additionally, when students are at mid-term of the semester, grades are submitted to counselors’ offices to assess whether students are doing well or if intervention needs to occur.

Mr. Lowe then asked Mr. Spicer if he worked with a particular advisor while enrolled in dual enrollment courses and what his experience was. Mr. Spicer talked about his experience working with an advisor at McNeese, noting that she would meet with him about planning courses, respond to any questions he had, and help set him up with information on specific majors and how these courses connected to this track.

Mr. Lowe then asked the panel for written and unwritten rules that first-time dual enrollment students need to know before starting their college courses. Each panelist gave their advice from their experience working with first-time dual enrollment students. Ms. Voitier asked Dr. Bean for clarity on whether, if a student withdraws, this action negatively impacts their Pell grants. Dr. Bean responded that if a student receives financial aid, they have to complete 70% of the coursework in the program so as not to be penalized. So if a student withdraws from two courses within the two semesters and the student’s academic program is calculated for the year, these “Ws” (withdrawals) are going to negatively impact the students. Dr. Smith-Ross added that, at Southern, if a student fails a class, the student is not allowed to continue to enroll in dual enrollment until further advising occurs.

Commissioner Reed asked Ms. Latour if high school counselors and higher education dual enrollment counselors meet about these issues and whether there would be value in furthering these conversations. Ms. Latour stated that there would be value, though she does not have a similar partnership at her schools. She has the information to share with students and parents as

well as agreements that these individuals sign before enrolling and noted some information discussed in the panel that she would bring back to her district. Dr. Bean noted that counselors are doing a good job but some schools have too few; this contributes to vast differences in dual enrollment numbers between high schools, which depend on the dynamics and the resources that they have. Ms. Cormier stated that she is a big advocate for “career coaches” in high schools and that it is beneficial to have both a counselor who “counsels” and a counselor who can communicate career and technical information to students. She noted that one of the big concerns is monitoring mid-term grades within the academic intervention probation policy. This policy states that if a student has a “D” or “F” at the mid-term, they must immediately be placed in academic intervention programs such as tutoring and accountability check-ins with the administration. If they repeat a second semester with a “D” or “F” at mid-term, they are put on probation, which initiates conversations about an academic plan and what may be hindering the students.

Commissioner Reed stated that this is good information and highlighted the helpfulness for both sides of these best practices and standards in counseling for dual enrollment. Dr. Ernise Singleton reiterated Commissioner Reed’s sentiments and added that their Office of Career and College Readiness has counselor institutes. She raised the possibility of partnering to have a presence in these institutes as they have regional meetings for school counselors across the state. Multiple members added that it may be hard for counselors to get to these meetings as they cannot leave school at certain times and need to be flexible.

Commissioner Reed thanked Mr. Lowe and the panelists for their insight.

ACADEMIC YEAR 2022-23 ACTION ITEMS AND HORIZON ISSUES

Commissioner Reed noted the two one-pagers that were distributed to Task Force members, one of which includes updates on recommendations made in February 2020. She added that she would like to open conversations for those to share where we are on potential alignment with the accountability system and dual enrollment and that she wants to ensure the Task Force captures any horizon issues.

Mr. Mike Faulk, followed by Ms. Voitier and Dr. Pope, spoke about the alignment with the accountability system. Mr. Faulk discussed information on the drafted accountability system PowerPoint, noting that this information would be included in the report coming from the work-study group. He reminded the members that at the May 11, 2022 meeting, they showed a comparison between the current and proposed systems. He added that the way to earn points is dramatically shifting and students who do not fall within certain categories will receive 0 points even if they graduate high school. He continued through a comparison of the rankings of points received in the current system with what is being proposed. Mr. Faulk stated that BESE is to

receive this report tomorrow and will direct the Department of Education to come back with recommended changes to the bulletin required to implement this. During this time from June to the August 2022 meeting, there will be stakeholder meetings. Ms. Latour asked for clarification on the differences between AP and dual enrollment credit within this accountability system comparison. Ms. Voitier stated her opinion that how AP and IB relate to dual enrollment is very skewed. She added that under the new accountability formula, if a student takes only one dual enrollment course, within the accountability system this scores as a zero, because the student has not met the threshold of 50 points.

Ms. Voitier added that not every freshman in high school should take a college-level course, so this approach forces schools that want to be rated “A” to push for this. She reiterated that she wants to have programs that are good for students and to celebrate them with programs that are available for all students.

Commissioner Reed responded that, since 2020, the Task Force has recommended that accountability drive increased participation in dual enrollment. She noted that the Task Force is still working towards this goal and that BESE should be encouraged to bring equity into the accountability effort.

Ms. Voitier brought up the importance of credentialing teachers, noting that teachers are looking at options for obtaining these 18 graduate credit hours. She said that it would be advantageous for local universities to offer this and to structure content to have a firm foundation to teach students in dual enrollment courses. Ms. Baker stated that the Higher Education Initiative Fund provides support for this and that Regents will be working with institutions on developing this program.

PUBLIC COMMENTS

There were no public comments.

TASK FORCE NEXT STEPS

Commissioner Reed stated that at 9 a.m. on June 15, 2022, there will be the Joint BESE/BoR meeting and the next NACEP dual enrollment webinar is at 1:00 p.m. on June 23, 2022.

ADJOURNMENT

There being no further discussion, Commissioner Reed asked for a motion to adjourn the meeting. On motion of Ms. Linda Johnson, seconded by Dr. Janet Pope, the meeting was adjourned at 3:04 p.m.

ADDITIONAL ATTENDEES & GUESTS

Name	Affiliation
Mellynn Baker	Board of Regents
Dr. Susannah Craig	Board of Regents
Hannah Courtney	Board of Regents
Cara Landry	Board of Regents
Dr. Tristan Denley	Board of Regents
David Spicer	Governor's Fellow, Board of Regents
Ethan Melancon	Louisiana Department of Education
Adam Lowe	Saffron Ventures Consulting
Betty H. Anderson	McNeese State University
JM Wolfe	LSU
Alice Wolfe	LSU
Judy A. Fellows	ULM
Sheri Goings	LSU
Phoebe Rouse	LSU
Dr. Camacia Smith-Ross	SUBR
Sondra Cormier	LSUE
Dr. Frank Neubrandner	LSU
Dr. Caronda Bean	SLCC
Anna Derby	Bard Early College
Samantha Daluz	Nunez Community College