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AGENDA
LEGISLATIVE COMMITTEE

Wednesday, March 27, 2024
10:30 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Legislative Study Reports Update
 - a. Dual Enrollment Update
- IV. 2024 Legislative Priorities
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple, III, Chair, David J. Aubrey, Vice Chair, Phillip R. May, Jr., Darren G. Mire, Wilbert D. Pryor, Terrie P. Sterling, Samuel T. Gil, (*Student Member*), LCTC System Representative, LSU System Representative, SU System Representative, UL System Representative
Staff: Brianna Golden, Policy Advisor for Strategic Planning and Student Success

Agenda Item III.a.

EXECUTIVE SUMMARY

REPORT REGARDING LOUISIANA DUAL ENROLLMENT

Act 128 of the 2019 Regular Legislative Session created the Dual Enrollment Task Force. Since July 2019, the Dual Enrollment Task Force has met twenty times and has accomplished many of the goals set forth in its [first legislative report](#). Its initial statewide report was released in [June 2021](#) and the second in [December 2022](#). In 2024, the Task Force approved a new set of recommendations to scale dual enrollment in Louisiana. These recommendations are featured in this year's annual statewide report, along with data on dual enrollment participation and performance at school and institutional levels.

This year's report contains the following highlights:

- Participation in dual enrollment has shown strong growth, with 32,577 high school students taking courses at public colleges and universities, a 13% one-year increase.
- Progress continues towards the joint goal established by BESE and BOR in December 2019, which calls for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. In the class of 2022, 59% of the high school students graduated with college credit, marking growth from three years prior, when 51% of high school students graduated with college credit.
- The number of students of all races and ethnicities participating in dual enrollment courses at Louisiana public colleges and universities increased in 2022-2023. Specifically, over 2,000 more African American and Hispanic students participated in dual enrollment courses compared to the prior year.

In the coming year, we look forward to advancing the newly approved Task Force recommendations. Ongoing projects driving this work include the dual enrollment credentialing pilot for high school teachers, the promotion of academic pathways that support credential attainment rather than individual college course completion, expanded information sharing with parents and students, and continued alignment of policies to incentivize dual enrollment completion in Louisiana.

STAFF RECOMMENDATION

This item is for informational purposes only.



BOARD of REGENTS
STATE OF LOUISIANA

LOUISIANA DUAL ENROLLMENT
TASK FORCE
2023 REPORT



Evenness

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And there it will go
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Archetypes and Splendors
Jorge Luis Borges
translated by A.J. Ennis

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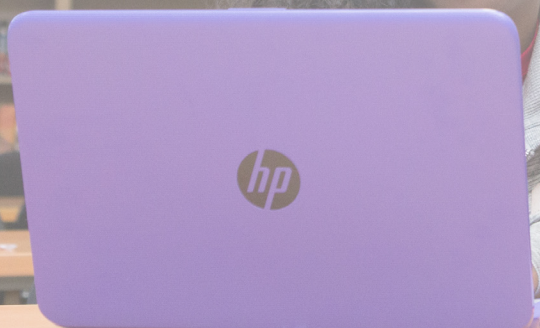


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IMAGE SOURCE (Cover): Shutterstock

IMAGE SOURCES (Interior): Allison Shelley/The Verbatim Agency for EDUimages, Zachary (La.) Community School District, Zachary (La.) High School

Data Sources used in the production of this report include the Louisiana Board of Regent’s Statewide Student Profile System and Statewide Completers System for analysis of public college and university enrollment and credential completions; and the Louisiana Department of Education’s Student Transcript System and Student Information System for analysis of high school graduates.

Dual Enrollment is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted, is recorded on the student’s secondary record, and may be recorded on the student’s postsecondary academic record. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion, utilizing a traditional or choice credit modality. Postsecondary institutions must comply with all accreditation requirements for awarding credit.



Introduction

As we travel throughout the state of Louisiana, we hear from students, families, school administrators, and community leaders about the benefits of dual enrollment. From providing the opportunity to earn a credential of value while still in high school to signaling to students that college is for them, dual enrollment remains a key student success strategy for Louisiana. National research provides objective support to what we're hearing, showing that participating students are more likely to enroll in, persist in, and complete college.

This publication, the third annual dual enrollment report, builds upon the baseline first report in 2021 and the second report, published in January 2023. In direct response to the Dual Enrollment Task Force recommendations, the Board of Regents and Department of Education continue annually to report data and outcomes related to dual enrollment participation in Louisiana as well as suggestions for expansion.

This year's report celebrates our continued collective success toward expanding access: a 13% one-year increase in students taking dual enrollment courses. A faster-than-average increase in participation rates by African American and Hispanic students in dual enrollment has reduced the participation gap by seven percentage points over the past three years. In addition, the report spotlights the growth of dual enrollment participation in career and technical fields, which exceeds pre-pandemic levels. Despite this impressive expansion of dual enrollment participation, the opportunity to begin college in high school, whether in academic or career and technical courses, continues to be out of reach for many of Louisiana's students due to costs or limited course availability in their community. We are committed to changing that by redesigning the high school experience to enable students to start their college journey while in high school, launching them early into their best possible future.

To date, initiatives in four areas – policy, rigor, information access, and teacher qualification – have anchored Louisiana's growth in dual enrollment participation. Key efforts include:

► Policy Updates

- **Increased Use of Multiple Measures for Students' Eligibility.** In January 2023, the Board of Regents revised its Academic Affairs Policy 2.22 to extend an interim policy that allowed students to demonstrate eligibility for dual enrollment courses in academic subjects through multiple measures and provided additional options for students to demonstrate readiness to take dual enrollment courses.

- **Expanded College Minimum Admission Standards.** To further increase college-going the Board of Regents recently approved revised college admission standards, adding a new college admission pathway. Students can now use successful completion of the required number of early college academic credits with a qualifying GPA for college admissions (early college credit can be awarded through dual enrollment or AP, IB, or CLEP scores).
- **Fast Forward.** The Fast Forward Program continues with both BOR and BESE expanding and promoting the associate’s degree and apprenticeship high school experience opportunities. Fast Forward continues to prepare students for current and emerging professions that expose students to high-skill, high-wage and in-demand occupations. It assists with establishing statewide industry or sector partnerships among local educational agencies and institutions of higher education, and facilitating the establishment, expansion and integration of opportunities for students to successfully complete coursework that integrates rigorous and challenging technical and academic instruction.

► **Continued Focus on Rigor**

- Beginning in summer 2022, the Board of Regents hosted a statewide workshop series with the National Alliance of Concurrent Enrollment Partnerships to support colleges in sharing best practices in quality assurance approaches. In October 2023, Regents convened all postsecondary dual enrollment coordinators for continued professional development.

► **LaDualEnrollment.com**

- LaDualEnrollment.com continues to be the one-stop source to learn more about dual enrollment, find answers to frequently asked questions, and discover dual enrollment courses offered in Louisiana. This website receives an average of nearly 1,000 visits per day, directly informing students, families, and parents in Louisiana of dual enrollment opportunities.

► **High School Teacher Credential Program**

- Three higher education institutions were selected to create graduate-level Dual Enrollment Teacher Credential programs. Each program will provide tailored graduate certificates designed to increase the number of credentialed high school dual enrollment instructors in Louisiana. Enrollment is anticipated to begin in Summer 2024.

We’re proud that much of our dual enrollment work has been nationally recognized this year by the [Community College Research Center at Teachers College, Columbia University](#) and look forward to developing plans to implement the new 2024 recommendations adopted by the Dual Enrollment Task Force, which appear in this report. Through these targeted recommendations and the collective commitment of teachers, faculty, school, and campus leaders, we are confident we will achieve our collective goal of high school redesign, further blurring the boundaries between high school, college, and the workforce. By continuing the collaborative efforts of these dedicated professionals along with effective family engagement, we can advance the education and economic success of students across our state.



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



Cade Brumley, Ed.D.
State Superintendent of Education



Dual Enrollment Task Force 2024 Recommendations

The [Dual Enrollment Task Force](#), established by Act 128 of the 2019 Regular Legislative Session (see Appendix A), is charged with making recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible public high school juniors and seniors. The Task Force, staffed by the Board of Regents, has met over 20 times since it was organized in July 2019, and delivered its [first set of recommendations](#) to the Legislature in February 2020 (see Appendix B).

Over the past four years, the Task Force has been a successful forum for public engagement and dialogue among representatives of state agencies, school districts, high schools, colleges, universities, and support organizations from across the state. Task Force meetings have strengthened the communications around dual enrollment and helped coordinate and advance policy and program development.

Over the past three meetings the Task Force met in person to discuss progress since its original report in February 2020, and to develop updated recommendations to continue to guide further improvements. To inform these discussions, the Board of Regents contracted with Education Strategy Group to conduct a survey of high school principals, counselors, college dual enrollment coordinators, and chief academic officers, which received over 200 responses. At its January 2024 meeting, the Task Force finalized and adopted the following recommendations for strengthening the availability and quality of dual enrollment offerings in the state:

Task Force 2024 Recommendations

Board of Regents (Higher Education)	
1	In collaboration with management boards, address policy barriers that hinder participation and access of (1) rural students, (2) underserved student populations, and (3) students with disabilities or exceptionalities.
2	Support statewide convenings of dual enrollment professionals to continue to promote the sharing of academic quality practices, address barriers to student participation and success, and strengthen advising and navigational supports provided to dual enrollment students.
3	Promote the implementation by postsecondary management boards of a universal higher education dual enrollment pricing structure.
4	Monitor and promote institutional investment in staffing for dual enrollment and academic quality assurance practices such as faculty mentoring and development, curricular and assessment alignment, and evaluation.
5	Continue to invest in graduate programs designed for high school teachers to obtain the necessary credentials to teach dual enrollment and scholarships to promote equitable access.
6	Encourage statewide collaboration among colleges and universities to utilize instructor credentialing standards that enable more instructors to teach entry-level college courses, including dual enrollment.
7	Launch a Technical Course Matrix to increase the use of common course numbers in technical fields of study, promote expanded CTE dual enrollment, and further align transfer pathways from Industry-Based Credentials to graduate programs.
8	Pursue research partnerships and funding to conduct return-on-investment (ROI) analyses of dual enrollment participation, particularly related to the cost savings achieved by students and families and the overall value-add to the state's economy.
9	Invest in solutions such as common application and registration systems to reduce the administrative burden on counselors, students, and families.
10	Continue to build upon existing infrastructures like LaDualEnrollment.com to improve effective outreach and information sharing in order to increase successful participation in dual enrollment.

Public Postsecondary System Management Boards (Higher Education)	
1	Implement at scale the Universal Transfer Pathways that were recently adopted by Regents by increasing the consistency in degree requirements and course numbering for technical fields of study.
2	Adopt and implement a universal higher education dual enrollment pricing structure.
3	In the upcoming 2024-2027 Perkins State Plan, LCTCS should identify avenues for increased investment of federal funds in technical dual enrollment and strengthen high school partnerships.
4	Building on advising toolkits to be published by the Board of Regents and LDOE, modify and promote institution-specific advising toolkits for high school counselors and encourage institutions to expand navigation, advising and student supports provided to dual enrollment students.
5	Identify and support the removal of barriers that hinder dual enrollment participation and access for (1) rural students, (2) underserved student populations, and (3) students with disabilities or exceptionalities.

Task Force 2024 Recommendations

Louisiana Department of Education (K-12)

1	In collaboration with the Board of Regents, develop more robust advising tools for students that guide them toward dual enrollment courses and pathways relevant to their future credential and career interests.
2	Align Fast Forward pathways to make them more consistent across geographic regions, ensuring they address workforce needs, and adopt Regents' Universal Transfer Pathways.
3	Provide technical support to districts and schools to promote the development of programs that allow students to complete Fast Forward pathways.
4	In collaboration with Louisiana's public colleges and universities, expand available virtual and hybrid dual enrollment offerings to increase access in all schools.

Board of Elementary and Secondary Education (K-12)

1	In collaboration with the Board of Regents, support measures to increase success in achieving the joint BESE/Regents goal for every student to graduate high school with college credit, a credential, or both, by 2029.
2	Apply the same weights to dual enrollment that AP and CLEP receive in the high school accountability system.
3	Include advanced career and technical dual enrollment classes as a metric in the high school accountability system.

Louisiana Legislature

1	Provide a sustainable funding stream to support the state's vision of providing universal access to dual enrollment to reduce the cost to students and families.
2	Encourage the development and implementation of models that enable rural schools, and community and community technical colleges to co-locate and coordinate career and technical education programs, resulting in expanded CTE programs and dual enrollment course offerings for high school students.

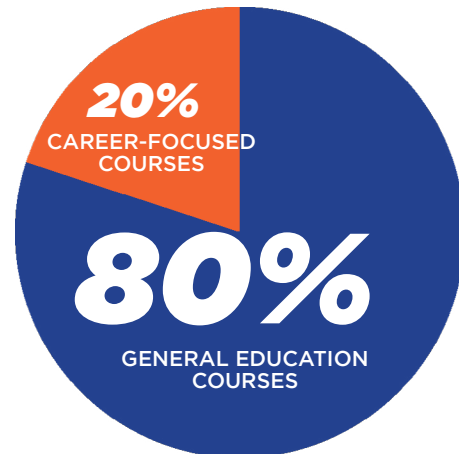
Key Takeaways

Participation in Dual Enrollment Courses Continues to Grow...



Over 3,700 additional students took dual enrollment courses from public colleges and universities in 2022-23. This 13% increase marks the second large-growth year post-pandemic.

...As Students Continue Taking Both Academic and Career-Focused Coursework.



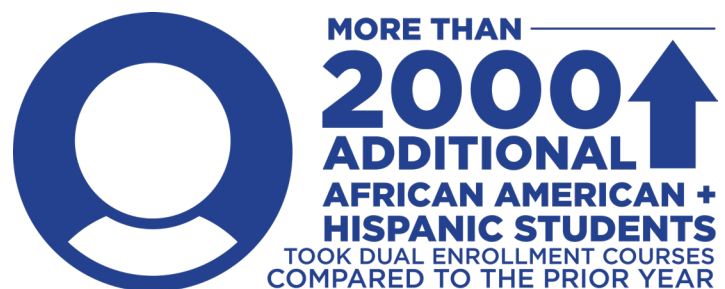
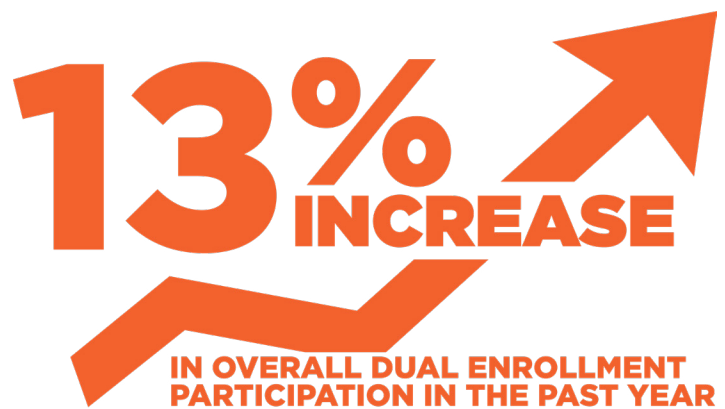
Louisiana's public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. In 2022-23, 80% of dual enrollment courses taken by students were in general education fields. Career and technical enrollments rebounded to exceed pre-pandemic levels.

Continued Progress Towards Joint Early College Credit Goal.

In December 2019, BESE and BOR 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. In the Class of 2022, 59% of high school students graduated with college credit, up from 51% three years earlier.

Faster-Than-Average Increases in African American and Hispanic Participation.

Increased numbers of students of all races and ethnicities took dual enrollment courses at Louisiana public colleges and universities in 2022-23. Over 2,000 additional African American and Hispanic students took dual enrollment courses compared to the prior year, reducing the racial gap in participation.



Dual Enrollment Provided by Public Postsecondary Institutions

Participation Trends

Louisiana’s public undergraduate-serving colleges and universities have continued to adapt and expand dual enrollment programs in new ways to partner with high schools and support seamless student transitions to college. Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment increased annually during the past three years.

Table 1. Trends in Participation in Dual Enrollment

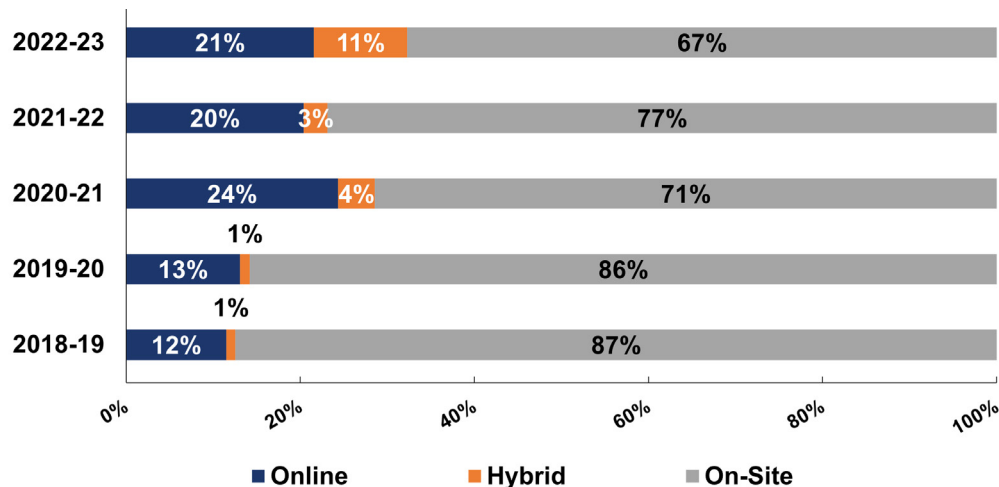
	2018-19	2019-20	2020-21	2021-22	2022-23
Unique Students	26,378	25,939	26,076	28,875	32,577
Annual Change		▼ 2%	▲ 1%	▲ 11%	▲ 13%
Course Enrollments	69,954	69,317	71,285	78,626	92,212
Annual Change		▼ 1%	▲ 3%	▲ 10%	▲ 17%
Credit Hours Enrollments	201,858	198,382	208,246	228,070	269,122
Annual Change		▼ 2%	▲ 5%	▲ 10%	▲ 18%

The data cited in this section include all course enrollments during any school year or summer term by high school students at Louisiana’s public colleges and universities, including students attending public, public charter, private, Catholic, and homeschooled. Louisiana has the third-highest rate of Catholic and other nonpublic school enrollment of the fifty states. Students from outside the public school system represent 15-20% of dual enrollment students served by Louisiana’s public colleges and universities.

Delivery Methods

Prior to the COVID-19 pandemic, in spring 2020, 12-13% of dual enrollment courses were delivered exclusively in an online format. Public colleges and universities dramatically increased online coursework during the 2020-21 pandemic-impacted school year. These programs have largely sustained their online offerings, with 21% of courses delivered online in the 2022-23 school year.

Figure 1. Trends in Dual Enrollment by Delivery Method



The large increase in hybrid enrollments (defined as 50-99% delivered online) in 2022-23 resulted from a reclassification of Southeastern Louisiana University’s large dual enrollment program from onsite to hybrid. Southeastern faculty Instructors of Record provide online instructional materials and assessments and train high school instructors to serve as Facilitators for much of the classroom experience, which is supplemented by Southeastern faculty visits. Courses taught via Louisiana State University A&M’s Instructor of Record model are included in the onsite category.

With over 3,000 course enrollments, Baton Rouge Community College is now the institution with the largest high school participation in online dual enrollment. Northwestern State University and LSU Eunice have over 2,000 online enrollments each. Five additional institutions have over 1,000 online enrollments each: Bossier Parish Community College, LSU Alexandria, Delgado Community College, Southern University and A&M College, and Nicholls State University.

In 2022-23, online and hybrid coursework occurred primarily in the most popular general education subjects: Mathematics (5,218 enrollments), English (5,178 enrollments), History (3,420 enrollments), and Psychology (2,457 enrollments). Among career or technical subjects, which often have hands-on components, only business and marketing courses have significant online enrollment (1,112 enrollments).

In addition to serving students during times when face-to-face instruction is disrupted, online and hybrid delivery models are accessible to students in small schools, rural communities, and other communities remote from a college campus, where it can be challenging to find teachers with the credentials needed to teach at the postsecondary level.

Course Grades and Student Eligibility

In 89% of dual enrollment courses in 2022-23, students successfully passed with an A, B, or C. Another 3% passed with a marginal D grade, which typically limits the applicability or transferability of the credit, while 4% of students withdrew and an additional 3% failed their course(s). Passing rates have remained stable over the past four years, even as student participation increased and access expanded to a wider range of students.

Table 2. *Course Grades in Dual Enrollment Courses, 2022-2023*

<i>Passed (ABC)</i>	<i>Passed (D)</i>	<i>Withdrawal</i>	<i>Failure</i>
89%	3%	4%	3%



Demographic Analysis

In 2022-23, students of color represented 44% of dual enrollment students in all Louisiana public colleges and universities, a two-percentage-point increase from 2021-22 and seven-percentage-point increase over the three-year timespan. Many of these students took courses from one of the three Southern University campuses. Combined, the three Southern University campuses enrolled less than 10% of dual enrollment students but 26% of the African American students taking dual enrollment. Enrollments reflect a net increase of approximately 1,500 African American students and 500 Hispanic students over prior years. Half of the additional African American students this year were part of the increased enrollment at Baton Rouge Community College, while one-third of the additional Hispanic student enrollments this year were part of increased enrollment numbers at Southeastern Louisiana University. Much of the growth in enrollment by students of color over the past two years resulted from intentional expansion in high schools with larger populations of minority students, which previously had few dual enrollment offerings.

Table 3. Student Participation by Race/Ethnicity, 2018-2019 to 2022-2023

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	6,370 24%	6,147 24%	6,217 24%	7,830 27%	9,401 29%
Hispanic	1,261 5%	1,291 5%	1,511 6%	1,605 6%	2,059 6%
Other	2,114 8%	2,359 9%	2,356 9%	2,781 10%	2,941 9%
White	16,633 63%	16,142 62%	15,992 61%	16,659 58%	18,176 56%

NOTE: "Other" includes small populations of students self-identifying as Multi-Racial, Asian, Native American, Pacific Islander, or Non-Resident Alien, and for whom data are missing (2-3% each year).

The faster-than-average increase in students of color participating in dual enrollment has reduced the participation gap over the past four years. The ethnic composition of dual enrollment students (44% students of color) is approaching that of undergraduates ages 24 and under (48% students of color). Continued progress is necessary to increase participation by students of color – African American students in particular – so their participation in dual enrollment (currently 29%) reflects their share of the high-school-age adolescent population of the state (37%).

Table 4. Race/Ethnicity, Education Comparisons, 2022-2023

Race/Ethnicity	Louisiana Youth Ages 12-17*	Dual Enrollment	Undergrads Ages 24 and Under
African American	37%	29%	31%
Hispanic	7%	6%	6%
Other	5%	9%	11%
White	51%	56%	52%

SOURCES:

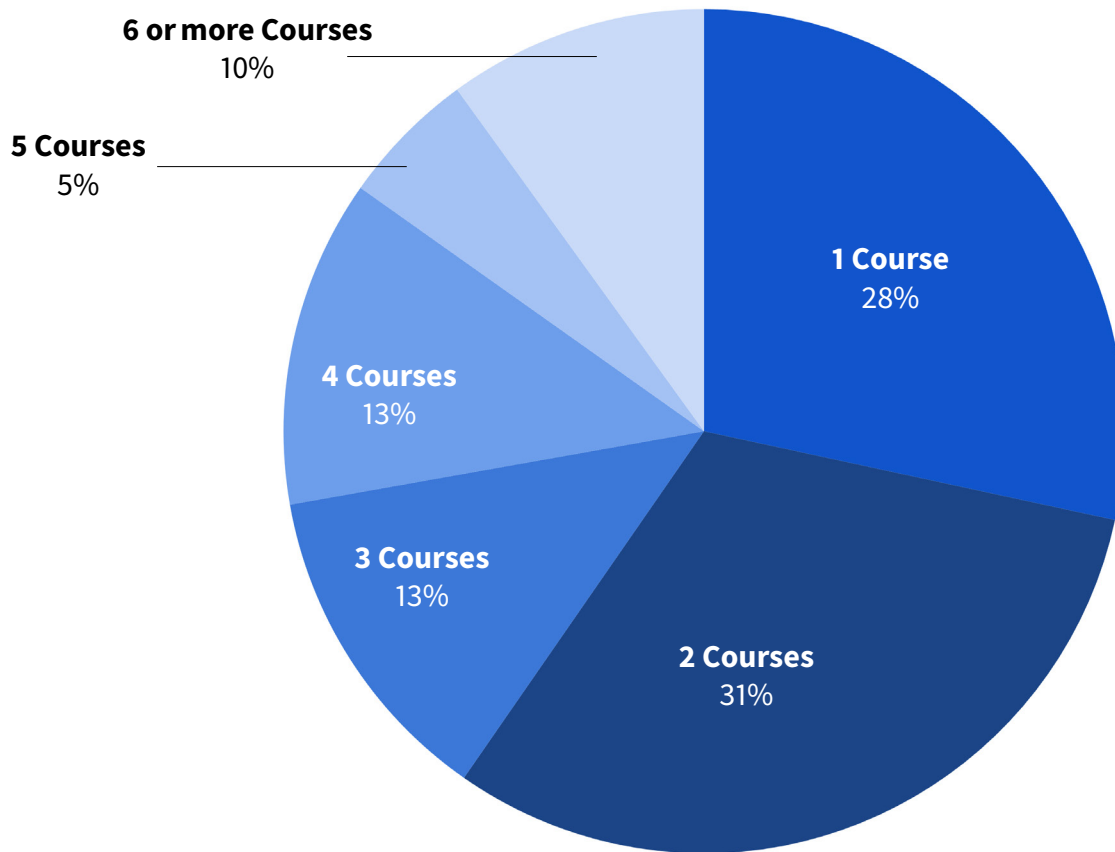
- Louisiana Youth Ages 12-17 – U.S. Census Bureau, 2022 population estimates, downloaded from Kids Count Data Center, [Child population by race and ethnicity and age group](#).
- Undergraduates 24 and Under – Louisiana Board of Regents, [Master Plan Data Dashboard](#).

Course-Taking Patterns

High school students took an average of 2.8 dual enrollment courses from public colleges and universities during the 2022-23 school year, with 72% of students enrolled in three or fewer courses. 3,351 (10%) enrolled in 16 or more credit hours, potentially earning at least one semester of college credit in one year of high school. Among these enrollees, 413 students took a full-time load of 30 or more credit hours, a 71% increase over 2021-22.



Figure 2. Number of Dual Enrollment Courses Taken by Students, 2022-2023



Subjects Taken

Louisiana’s public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 92,212 course enrollments in 2022-23, 20% were in career and technical fields. Career and technical enrollments rebounded to exceed pre-pandemic levels in 2022-23, reversing the large enrollment declines in many hands-on technical courses during the pandemic. Enrollment growth was consistent across career and technical as well as general education fields last year, at 17%; however, there continue to be opportunities to grow participation in CTE fields of study aligned with considerable industry demand for talent.

Table 5. Dual Enrollments by Field of Study, 2018-2019 to 2022-2023

	2018-19	2019-20	2020-21	2021-22	2022-23
Career & Technical Fields	17,809	17,377	13,265	15,951	18,668
Annual Change		▼ 2%	▼ 24%	▲ 20%	▲ 17%
General Education Fields	52,145	51,940	58,020	62,675	73,544
Annual Change		▼ 0.4%	▲ 12%	▲ 8%	▲ 17%

Table 6. *Share of Dual Enrollment Courses, 2018-2019 to 2022-2023*

	2018-19	2019-20	2020-21	2021-22	2022-23
Career & Technical	25%	25%	19%	20%	20%
General Education	75%	75%	81%	80%	80%

► General Education

Courses in mathematics, English, and history continued in 2022-23 to see the largest enrollments, representing half of all general education dual enrollment courses taken. Enrollment grew over the past two years in all ten of the most frequently taken subject areas, with the highest rates of increase seen in social sciences and communication/journalism. Two percent of total enrollments (1,861) were classified as developmental or co-requisite education courses (one-third in English, two-thirds in math), with three-quarters of those offered by three colleges and universities that have developed partnerships with high schools to better prepare and transition students into college-credit-bearing courses.

Table 7. *Dual Enrollments in General Education Fields, By Classification of Instructional Program, 2022-2023*

General Education Field	% of Total Enrollments	Enrollments	Two-Year Change
English Language and Literature/Letters	19%	17,144	22%
Mathematics & Statistics	18%	16,600	9%
History	13%	11,948	32%
Psychology	5%	4,659	40%
Biological & Biomedical Sciences	5%	4,296	11%
Visual & Performing Arts	4%	4,020	61%
Physical Sciences	4%	3,795	35%
Social Sciences	4%	3,759	71%
Foreign Languages, Literatures, and Linguistics	3%	2,616	34%
Communication, Journalism, and Related Programs	2%	1,876	73%
Other General Education Fields	3%	2,831	46%
Total	80%	73,544	27%

Approximately 93% of enrollment in general education dual enrollment was in courses listed in the Regents' Master Course Articulation Matrix, a list created to facilitate transfer of more than 350 of the most frequently taken college courses.

Table 8. *Top Dual Enrollment Courses in General Education Master Course Articulation Matrix, 2022-2023*

Matrix Common Course Name	Enrollments
English Composition I	8,789
College Algebra	7,437
English Composition II	6,162
Intro to Psychology	3,931
Trigonometry	3,652
World Civilization I	2,761
American History II	2,588
American History I	2,063
World Civilization II	1,778
Music Appreciation	1,638
Intro to Sociology	1,402
Western Civilization I	1,321
Western Civilization II	1,256
Chemistry I (Non-Science Majors)	1,094
General Biology I Lec + Lab (Science Majors)	998
Intro to Visual Arts	914
Public Speaking	869
Introductory Statistics	831
General Biology I	699
Fundamentals of Communication	687
General Biology I (Science Majors)	669
Elementary Spanish I	431
Applied Algebra	342
Elementary Spanish II	275
Exploring the Arts	125

► Career and Technical Fields

The 12 colleges in the Louisiana Community and Technical College System provided 78% of the 18,668 dual enrollment courses taken in career and technical fields in 2022-23, with health professions and precision production (welding) representing nearly half of all enrollments. The most common career and technical courses in the Louisiana State University System are in the engineering and education fields; for the University of Louisiana System, business and health professions; and for the Southern University System, computer and information systems and health professions.

As discussed in last year’s report, pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. As a result, career and technical course enrollments declined by over 4,000 (24%) from 2019-20 to 2020-21. However, enrollment recovered by 2,700 (20%) in the 2021-22 school year and by 2,717 (17%) in 2022-23, resulting in career and technical course enrollments in aggregate above pre-pandemic totals.

Declines in career and technical coursework during the pandemic were particularly large in health professions, precision production (welding), culinary, and construction trades. Enrollment in health professions has experienced a sizable recovery in both of the last two years, but has not yet reached pre-pandemic levels. Enrollments in precision production (welding) courses modestly fell in 2022-23 by approximately 100 after growth the prior year. Enrollment has grown over pre-pandemic numbers in six different fields: mechanic/repair technologies, culinary, engineering/engineering-related technologies, homeland security/law enforcement, engineering, and education.

Enrollment in career and technical courses – even ones that are integral parts of programs of study at both universities and technical colleges – is heavily concentrated in a few institutions. Enrollment in courses at Northshore Technical Community College represents one-third of dual enrollment in health professions, and one-quarter of enrollment in precision production (welding). Nearly two-thirds of business course enrollments in 2022-23 were at either Northwestern State University or Delgado Community College.

Table 9. *Dual Enrollments in Career & Technical Fields, By Classification of Instructional Program, 2022-2023*

Career & Technical Field	% of Total Enrollments	Enrollments	Two-Year Change
Health Professions & Related Programs	5%	4,638	52%
Precision Production	3%	3,018	21%
Mechanic & Repair Technologies/Technicians	2%	1,707	24%
Business, Management, Marketing, & Related Services	2%	1,957	-3%
Culinary, Entertainment, & Personal Services	2%	1,392	55%
Computer & Information Sciences & Support Services	1%	1,334	77%
Construction Trades	1%	1,040	36%
Engineering/Engineering-Related Technologies	1%	1,200	78%
Homeland Security, Law Enforcement, & Firefighting	<1%	615	66%
Engineering	<1%	632	31%
Education	<1%	353	169%
Other Career & Technical Fields	<1%	782	246%
Total	20%	18,668	41%

Only a limited number of Common Course names in career and technical fields currently appear in the Regents’ Master Course Articulation Matrix. Of enrollments in career and technical dual enrollment courses, 15% are in courses listed in the Regents’ Master Course Articulation Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix, tied to the recent adoption of Universal Transfer Pathways.

Table 10. *Dual Enrollment Courses in Career & Technical Master Course Articulation Matrix, 2022-2023*

Matrix Common Course Name	Enrollments
Medical Terminology	774
Intro to Criminal Justice	383
Computer Applications	377
General/Intro to Business Administration	267
Nutrition	97
Personal Finance	72
Intro to Programming	65
Intro to Corrections	59
Intro to Financial Accounting	35
Criminal Law	26
Intro to Policing	20
Other Career & Technical Matrix Courses	628
Total, Career & Technical Matrix Courses	2,803

Providers

Across Louisiana, public colleges and universities from all four postsecondary systems enrolled 32,577 high school students in 92,212 dual enrollment college courses during the 2022-23 school year (including summers), and 8.5% (2,786) of these students took courses from more than one public college or university. The five largest dual enrollment programs (measured by enrollment) accounted for 43% of total enrollments: Southeastern Louisiana University (UL System), Northwestern State University (UL System), Louisiana Tech University (UL System), Louisiana State University and A&M College (LSU System), and Northshore Technical Community College (LCTCS).

Table 11. *Students Participating in Dual Enrollment Courses, By System, 2022-2023*

System	Students	Dual Enrollment Courses
Louisiana Community & Technical College System	11,868	29,782
Louisiana State University System	5,911	15,513
Southern University System	2,985	7,001
University of Louisiana System	14,599	39,916
Statewide		92,212

There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana independent colleges and out-of-state colleges. However, public high schools reported the largest expenditures of Supplemental Course Academy funds on private college dual enrollments in Bard College’s New Orleans programs, followed by the University of Holy Cross.



Growth in general education coursework over the past four years (2019-20 to 2022-23) has led to increased dual enrollment in all four public university systems in Louisiana. The large decline in hands-on career and technical coursework first seen during the pandemic impacted LCTCS’s total dual enrollment numbers from 2019-20 through 2021-22. However, as of 2022-23, enrollments at LCTCS institutions have surpassed the system’s pre-pandemic count by 3,861 enrollments (15%).

Table 12. *Course Enrollments by System, 2018-2019 to 2022-2023*

System	2018-19	2019-20	2020-21	2021-22	2022-23	4-Year Change
Louisiana Community & Technical College System	25,921	24,345	20,381	24,891	29,782	15%
Louisiana State University System	8,522	9,776	10,950	12,601	15,513	82%
Southern University System	2,531	3,173	4,195	5,746	7,001	177%
University of Louisiana System	32,980	32,023	35,759	35,388	39,916	21%
Statewide	69,954	69,317	71,285	78,626	92,212	32%

The six dual enrollment programs in the state with the most course enrollments in 2022-23 each had over 5,000 course enrollments: Southeastern Louisiana University, Northwestern State University, LSU and A&M College, Louisiana Tech University, Northshore Technical Community College, and University of Louisiana at Monroe. Enrollment trends at individual institutions have varied. Baton Rouge Community College has tripled its enrollment in just one year (+3,088 enrollments). Six additional institutions reported increases of over 1,000 enrollments: Southeastern Louisiana University (+1,936 enrollments), LSU and A&M College (+1,512 enrollments), LSU Eunice (+1,486 enrollments), Southern University Shreveport (+1,274 enrollments), Northshore Technical Community College (+1,121 enrollments), and Nicholls State University (+1,038 enrollments). The largest declines in enrollment between 2021-22 and 2022-23 were observed at Southern University and A&M College (-26%, -422 enrollments) and Bossier Parish Community College (-15%, -434 enrollments). (See Appendix C)

Five dual enrollment programs served more than 2,500 individual students in 2022-23: Southeastern Louisiana University, LSU and A&M College, Louisiana Tech University, Northwestern State University, and Northshore Technical Community College. See Appendix D for dual enrollment student participation by public postsecondary institution.

Earning Postsecondary Credentials in High School

During the 2022-23 academic year, 1,063 high school students completed 1,159 postsecondary credentials and degrees from Louisiana’s public colleges and universities. Most of these students were high school seniors, but a few younger students earned short-term certificates.

The numbers of credentials earned increased by 44% in the past year, aided by the growth in dual enrollments over the past two years and a heightened focus by schools on postsecondary credential attainments following adoption of Fast Forward pathways by the Board of Elementary and Secondary Education starting in summer 2021.

Table 13. *Postsecondary Credentials Earned by High School Students, 2019-2020 to 2022-2023*

Academic Year	2019-20	2020-21	2021-22	2022-23
Students	731	642	688	1,063
Credentials	783	757	807	1,159
Credential Type				
Certificate, <9 Hour	335	297	291	455
Certificate, 9+ Hour	39	95	97	194
Certificate, 1 year	212	206	190	237
Technical Diploma	24	12	44	33
Associate’s Degree	173	147	185	240

Nearly 40% (455) of postsecondary credentials earned in 2022-23 were in short-term (<9 credit hour) technical certificates. Of the 510 longer-term one-year technical certificates, technical diplomas, and associate’s degrees, over 40% were earned at two institutions: South Louisiana Community College and River Parishes Community College. SLCC operates an Early College Academy partnership with Lafayette Parish Schools, and Collegiate Technical Academies with St. Martin and St. Landry Parish Schools. RPCC operates the Early College Option in partnership with Ascension Parish Schools. (See Appendix E)

The most common program of study in which high school students earned a credential in 2022-23 was Liberal Arts & Sciences. The one-year certificates and associate’s degrees in Liberal Arts & Sciences align with Regents’ general education requirements for the Louisiana Transfer Degrees, and are designed for students who transfer to bachelor’s degree programs. Combined, there were 386 credentials awarded in the four health sciences programs of study (nursing, health aids, and allied health sciences), most of them certificates shorter than one year. Only 15 students completed associate’s degrees in applied fields, the focus of many of the Fast Forward pathways adopted by the Board of Elementary and Secondary Education starting in summer 2021.

Table 14. Postsecondary Credentials Earned by High School Students, By Program of Study, 2022-2023

Program of Study	Certificate, < 9 Hours	Certificate, 9+ Hours	Certificate, 1 Year	Technical Diploma	Associate's Degree	Total Credentials
Liberal Arts & Sciences, General Studies & Humanities			50		225	275
Practical Nursing, Vocational Nursing & Nursing Assistants	121	43				164
Precision Metal Working	61	37	40	8		146
Health Aides / Attendants / Orderlies	115		8			123
Culinary Arts & Related Services	18	41	14			73
Vehicle Maintenance & Repair Technologies	2	39	21	10		72
Hospitality Administration / Management	61					61
Allied Health Diagnostic, Intervention, & Treatment	57					57
Allied Health & Medical Assisting Services			42			42
Electrical & Power Transmission Installers		3	31	1	1	36
Heating, Air Conditioning, Ventilation & Refrigeration	10	2	13			25
Other Fields	10	29	18	14	14	85
Total	455	194	237	33	240	1,159

Dual Enrollment Taken by High School Graduates

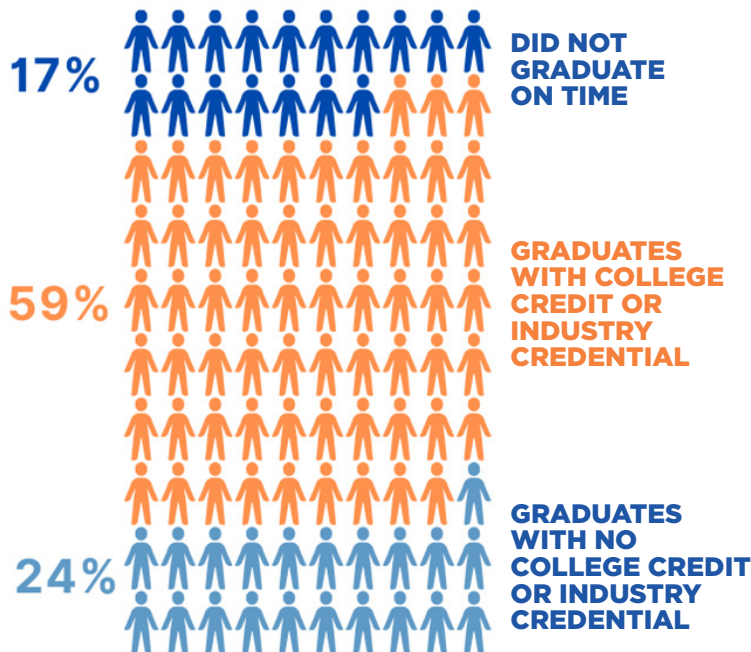
Participation by High School Graduates

Across Louisiana, 12,853 (31%) of the 41,985 students who graduated from public high schools in 2021-22 took at least one dual enrollment course during their high school experience. The average student took 3.6 dual enrollment courses over the four years of high school, while the majority took only one or two courses. The remainder of this section describes this universe of students who graduated in 2021-22, the latest year for which the Department of Education has validated school data.



In December 2019 Louisiana’s education leaders set an ambitious goal for all public high school students to graduate with academic or career-related college credit, a market-relevant credential, or both. The Board of Elementary and Secondary Education and the Board of Regents embraced this shared goal for every public high school student beginning with the freshman class of 2025 (senior class of 2029). Early college credit includes that earned by passing a dual enrollment course, as well as through appropriate scores on an Advanced Placement, International Baccalaureate, or College-Level Examination Program (CLEP) tests. The Department of Education also tracks students earning any basic or advanced industry-based credential. Dual enrollment was the most common way that students achieved this: half of the students who earned college credit or industry credentials did so by taking dual enrollment courses.

Figure 3. Public High School Graduating Class of 2022 Adjusted Graduation Cohort of Students Starting 9th Grade in 2018



Year	Percentage
Class of 2019	51%
Class of 2020	52%
Class of 2021	53%
Class of 2022	59%



In each of the past three years there has been an increase in the percentage of students graduating with early college credit or an industry credential, increasing by eight percentage points since the graduating class of 2019. This year’s observed increase is noteworthy given that this class experienced the pandemic starting in the spring of their sophomore year.

Demographic Analysis

In Louisiana there remain large and persistent gaps in the rates of participation in advanced coursework by students of color compared with all students. The recent increases in African American participation in dual enrollment programs offered by Louisiana’s public colleges and universities should help to reduce the participation gaps in future graduating classes. In 2021-22, there was a 11-percentage-point gap in the participation rate in advanced courses between African American public high school graduates (41%) and their white student peers (52%), a four-percentage-point decrease from the 15-percentage-point gap between these two groups in 2020-21. Of graduates who took at least one dual enrollment course, the participation gap was 18 percentage points between African American (21%) and white (39%) students in 2021-22, modestly down from 21 percentage points in 2020-21. The Hispanic – white gap, while persistent, has likewise shifted in a positive direction: in 2020-21, this gap was 15 percentage points for taking any accelerated course and 17 percentage points for dual enrollment, but the gap reduced on both fronts to eight percentage points and 13 percentage points, respectively, in 2021-22.

Figure 4. Public High School Graduates Who Took Advanced Courses, By Race/Ethnicity, 2021-2022

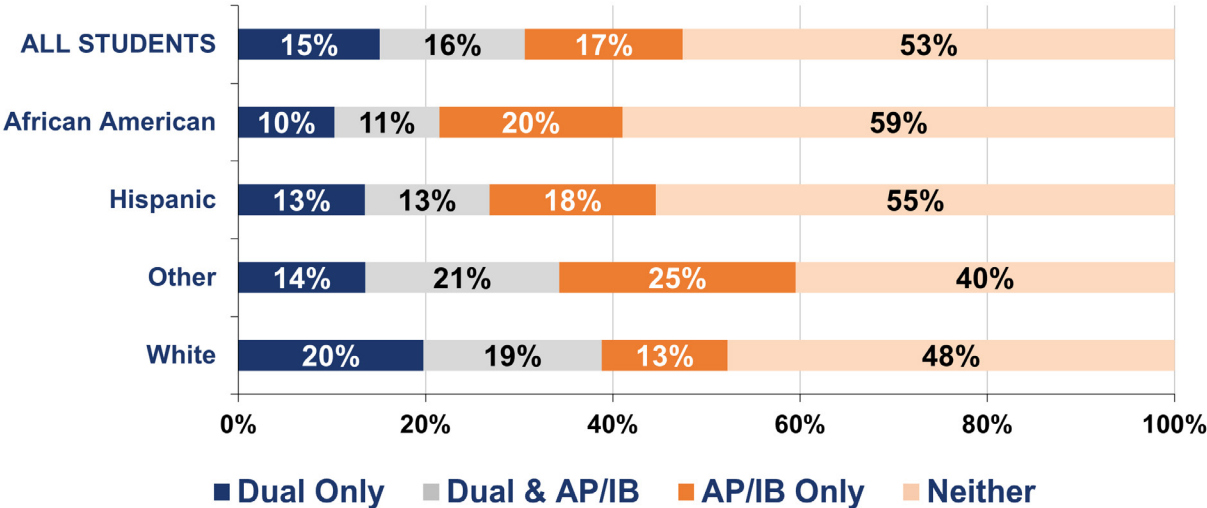
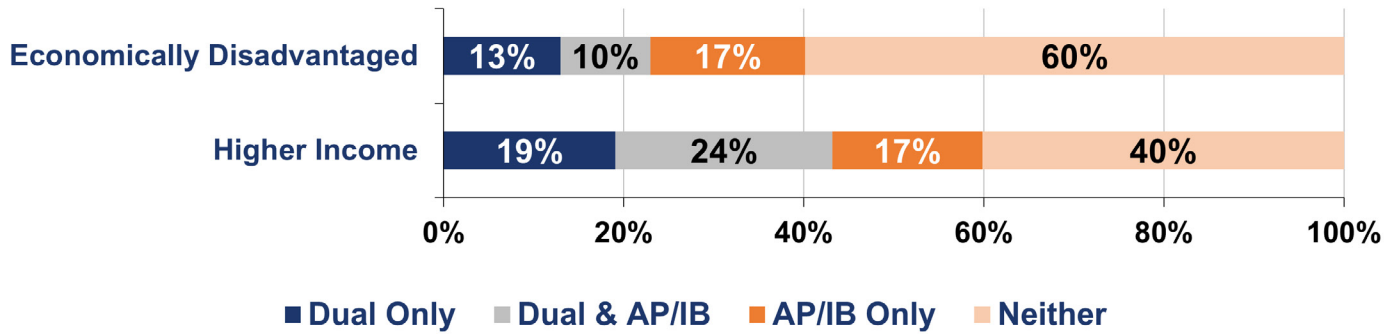
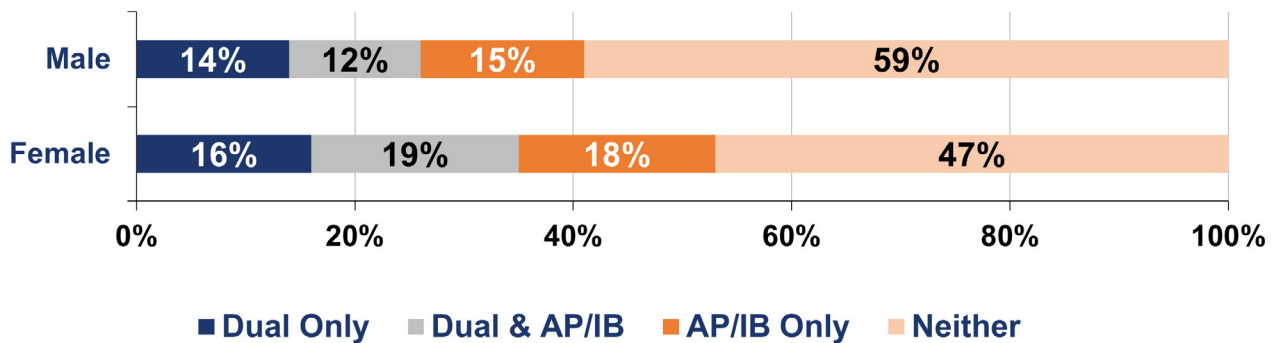


Figure 5. Public High School Graduates Who Took Advanced Courses, By Income Status, 2021-2022



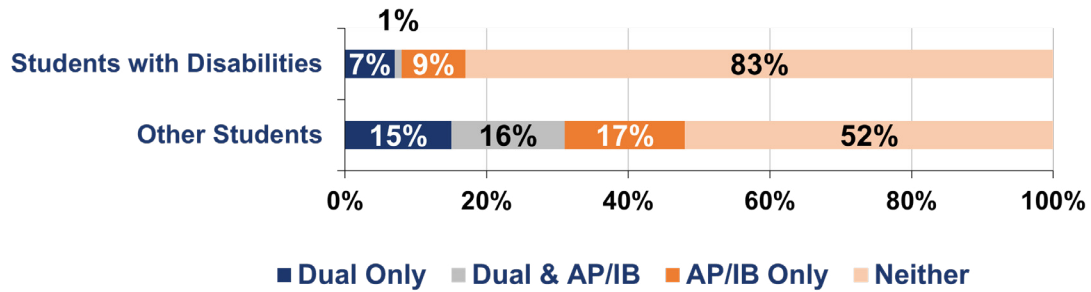
Approximately 61% of public high school graduates were identified as economically disadvantaged by the Department of Education, based on students’ family eligibility and participation in a variety of government programs, such as the federal Free and Reduced Price Lunch program, targeted to support students from lower-income families. The equity gaps across income status have persisted for another year and remain consistently high, with a 20-percentage-point gap in the participation rates of economically disadvantaged students and their higher-income peers, both in dual enrollment (23% vs. 43%) and in advanced courses overall (40% vs. 60%).

Figure 6. Public High School Graduates Who Took Advanced Courses, By Gender, 2021-2022



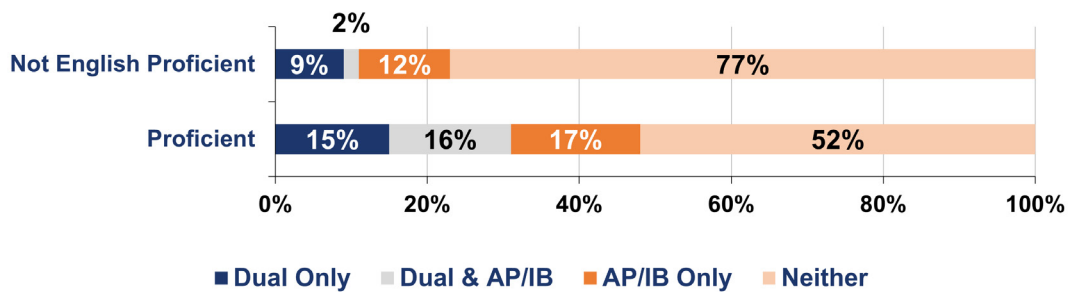
In recent years, female students have comprised approximately 60% of students in higher education in Louisiana, despite representing only half of the public high school graduates. The high rates of female postsecondary participation are also observed in dual enrollment, with 35% of female high school graduates completing at least one dual enrollment course, compared to only 26% of males. Among students who completed any dual enrollment, advanced placement, or international baccalaureate course, there exists a 12-percentage-point gap between female (53%) and male (41%) graduates.

Figure 7. Public High School Graduates Who Took Advanced Courses, By Disability Status, 2021-2022



Of students with disabilities who graduated in 2021-22, only 17% enrolled in at least one advanced course during their high school career, 31 percentage points below the rate for other graduates (48%), a one-percentage-point increase over last year’s gap.

Figure 8. Public High School Graduates Who Took Advanced Courses, By English Language Proficiency, 2021-2022



Only 2% of public high school graduates in Louisiana were identified as Not English Proficient in 2021-22. Among this small number of students, 23% completed at least one accelerated course before high school graduation, up from 18% in 2020-21.

School Characteristics and Participation Rates

Overall averages mask the variations in dual enrollment participation across the state. This section analyzes variances in dual enrollment participation by high school graduates among the 339 public high schools in the state recording at least one graduate in 2021-22. Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. (Louisiana’s nine small public Alternative and Juvenile Justice schools, which graduated a combined 125 students, are not included in this analysis.)

Over 65% of students at 17 public schools graduated after taking at least one dual enrollment course during their four years in high school. These schools have effectively integrated dual enrollment into the typical student high school experience.

Table 15. Public High Schools with 65% or More of Graduates Who Took a Dual Enrollment Course

High School	Graduates	Dual Enrollment Participation Rate
Parish and District Schools		
Early College Academy (Lafayette)	74	100%
Thomas Jefferson High School for Advanced Studies (Jefferson)	78	97%
Haynes Academy School for Advanced Studies (Jefferson)	122	93%
Booker T. Washington New Technology High School (Caddo)	160	89%
Patrick F. Taylor Science & Technology Academy (Jefferson)	121	85%
Castor High School (Bienville)	37	76%
Montgomery High School (Grant)	26	73%
Berwick High School (St. Mary)	107	72%
Bogalusa High School (Washington)	92	71%
Hathaway High School (Jefferson Davis)	45	69%
Maurepas School (Livingston)	24	67%
Charter Schools		
Lincoln Preparatory School (Lincoln)	37	97%
Magnolia School of Excellence (Caddo)	26	88%
Downsville Community Charter School (Union)	16	69%
Edna Karr High School (Orleans)	239	66%
Delhi Charter School (Richland)	45	67%
State Schools		
LSU Laboratory School (East Baton Rouge)	122	80%

At the following schools (many of which also appear in Table 15), more than 65% of the graduating students of color in 2021-22 took at least one dual enrollment course while in high school. These schools demonstrate that equitable access can be achieved when structures are in place to address barriers to participation.

Table 16. *Public High Schools with 65% or More of Graduates of Color Who Took a Dual Enrollment Course*

High School	Graduates of Color	DE Participation Rate of Graduates of Color
Parish and District Schools		
Early College Academy (Lafayette)	25	100%
Harrisonburg High School (Catahoula)	<10	100%
Monterey High School (Concordia)	<10	100%
Thomas Jefferson High School for Advanced Studies (Jefferson)	51	98%
Haynes Academy School for Advanced Studies (Jefferson)	52	90%
Booker T. Washington New Technology High School (Caddo)	160	89%
Converse High School (Sabine)	12	83%
Patrick F. Taylor Science & Technology Academy (Jefferson)	57	81%
Anacoco High School (Vernon)	<10	75%
Hathaway High School (Jefferson Davis)	<10	71%
Atlanta High School (Winn)	<10	67%
Berwick High School (St. Mary)	24	67%
Bogalusa High School (Washington)	82	67%
Negreet High School (Sabine)	<10	67%
Charter Schools		
Lincoln Preparatory School (Lincoln)	35	100%
Magnolia School of Excellence (Caddo)	21	86%
Delhi Charter School (Richland)	20	70%
Edna Karr High School (Orleans)	238	66%
State Schools		
LSU Laboratory School (East Baton Rouge)	28	71%

Significant portions of racial and income gaps are attributed to the differential rates of participation among schools with high percentages of students of color and of economically disadvantaged students. The data show an inverse relationship between a school’s percentage of students of color and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates ten percentage points higher than those schools with more than 80% students of color. A similar gap of 15 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 (more than 80% economically disadvantaged).

Table 17. Public High School Graduates Who Took a Dual Enrollment Course, By School Racial Diversity

School % Students of Color	Dual Enrollment Participation Rate	Number of Schools
0-20%	35%	63
20-40%	38%	63
40-60%	32%	72
60-80%	23%	45
80-100%	25%	96
All Schools	31%	339

Table 18. Public High School Graduates Who Took a Dual Enrollment Course, By School Income Diversity

School % Economically Disadvantaged	Dual Enrollment Participation Rate	Number of Schools
0-40%	39%	29
40-60%	34%	89
60-80%	28%	116
80-100%	24%	105
All Schools	31%	339

Of the 339 public high schools with at least one student graduate in 2021-22, 25 schools (7%) had no students graduate with dual enrollment credit on their transcript. Many of these schools are newly established charter schools graduating one of their first classes and/or schools with sizable Advanced Placement or International Baccalaureate course offerings.

The high rate of participation among State Laboratory and Specialty Schools reflects unique institutional characteristics, such as selective admissions and strong connections with higher education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts; LSU Laboratory School; New Orleans Center for Creative Arts; Southern University Laboratory School; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; 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 four parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, Virtual Academy of Lafourche, and St. Tammany Parish Virtual School). There are other parish-operated virtual high schools; however, students from those schools who take courses are recorded as graduates of their home high schools. Graduates of virtual schools have below-average participation in dual enrollment.

Students from the 26 New Orleans charter schools participate at less than half the average statewide rate. Twelve of the New Orleans schools had no student participation in dual enrollment (though four had high percentages of participation in Advanced Placement), while none exceeded 40% dual enrollment participation. The 16 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; Lincoln Preparatory School had 97% of graduates participate, while two schools had less than 10% participate.

Table 19. Public High School Graduates Who Took a Dual Enrollment Course, By School Type

Public High School Type	Dual Enrollment Participation Rate	Number of Schools
Parish and District Schools	32%	281
New Orleans Charter Schools	14%	26
Charter Schools (Outside Orleans)	28%	18
State Lab & Specialty Schools	58%	7
Virtual Schools	29%	7
All Schools	31%	339

The participation rate of rural schools was three percentage points above average, while city schools were three percentage points below average – largely due to lower participation rates in the city of New Orleans. Less variation was seen by school size, though very small schools and large schools had slightly below-average participation rates. Participation rates vary across the regions of the state, with Lafayette, Monroe, New Orleans, and Shreveport at or above average. The three statewide virtual schools are excluded, while the four operated by parishes were assigned to their associated regional labor market area.

Table 20. Public High School Graduates Who Took a Dual Enrollment Course, By School Locale

Public High School Locale	Dual Enrollment Participation Rate	Number of Schools
City	28%	80
Rural	34%	145
Suburb	30%	49
Town	31%	58
Virtual	29%	7
All Schools	31%	339

NOTE: School locale is determined using National Center for Educational Statistics classifications.

Table 21. Public High School Graduates Who Took a Dual Enrollment Course, By School Size

Public High School Size	Dual Enrollment Participation Rate	Number of Schools
Very Large (250+ graduates)	33%	50
Large (150-249 graduates)	28%	49
Medium (75-149 graduates)	30%	89
Small (25-74 graduates)	30%	101
Very Small (1-24 graduates)	28%	50
All Schools	31%	339

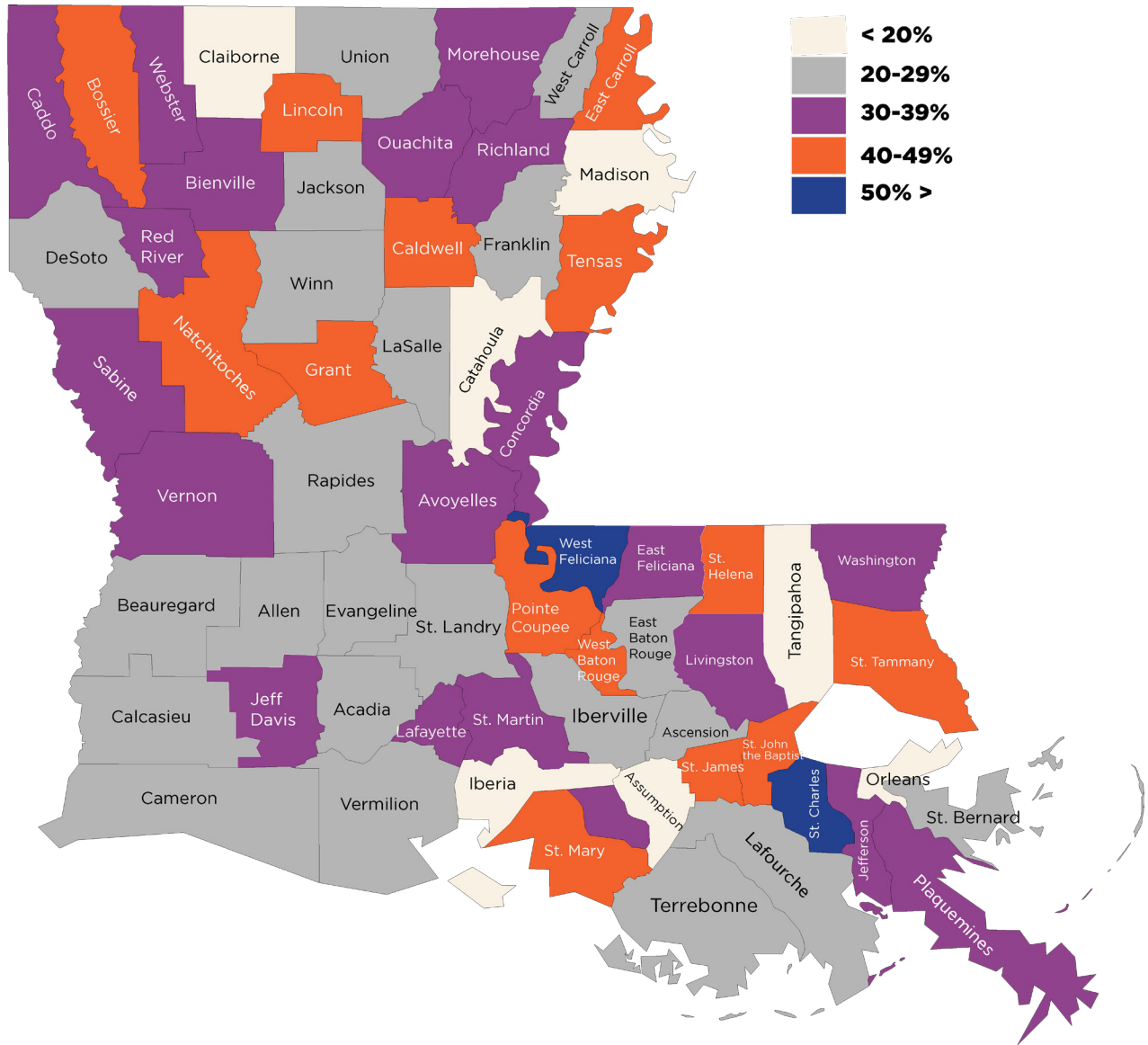


Table 22. Public High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area

Public High School Region	Dual Enrollment Participation Rate	Number of Schools
Alexandria	29%	32
Baton Rouge	29%	59
Houma	24%	9
Lafayette	31%	49
Lake Charles	29%	41
Monroe	31%	30
New Orleans	31%	64
Shreveport	36%	52
All Schools	31%	336

NOTE: Three statewide virtual schools were not assigned to Regional Labor Market Areas.

Figure 9. Percent of Public High School Graduates Who Took a Dual Enrollment Course, By Parish of School Location



Enrollment includes all public, public charter and state schools located in the parish. Three statewide virtual schools were not assigned to parishes.

Conclusion

As shared in this report, since 2019, the Dual Enrollment Task Force has convened to prioritize and drive key actions necessary to scale student dual enrollment access and success in our state. Through the work of this group and other stakeholders, participation in dual enrollment continues to grow across Louisiana. With more than 32,000 high school students enrolled last year and a 25% increase in participation over the last two years, progress is certainly being made. Although additional growth is still needed, more students in urban and rural communities are enrolled, minority student participation is increasing, and career and technical dual enrollment is on the rise.

To further accelerate progress toward the state’s goal of universal access to dual enrollment, however, two key report recommendations must be addressed: alignment of the high school accountability system to value dual enrollment programs equally with other early college programs and a sustained funding stream to expand access to all students across the state. Presently, the Board of Elementary and Secondary Education accountability system lacks consistency in incentives related to dual enrollment compared to other early college opportunities such as Advanced Placement (AP) and the College Level Examination Program (CLEP). To support the program through which students earn the largest amount of college credit, the Task Force encourages BESE to adopt the same weighting for all early college opportunities, whether dual enrollment, AP, or CLEP exams.

An additional barrier to growth is the complexity of funding for dual enrollment in Louisiana. Currently this is handled inconsistently using a variety of mechanisms: families pay out of pocket, school districts pay using operating dollars, districts use allowable MFP funding, or enrollment is supported through some combination of these funding streams. The lack of reliable and sustained public support should be addressed to ensure greater access for all students. Given research showing the positive impact dual enrollment has on college-going and program completion, this represents a smart state investment. In FY 2022-23, school districts spent \$15 million of their MFP Supplemental Course Academy (SCA) funds on dual enrollment courses offered by public and private postsecondary institutions.

To address the funding issue and improve access, the Task Force recommends combining new recurring state allocations with existing SCA funds to support high school students in accessing up to two dual enrollment courses at no cost to their families. Adopting this recommendation will ensure that high school students can get on a pathway to earning career-building skills early in their educational career. Building access in this way could increase Louisiana’s educational attainment rate and build workforce participation in high-value, high-skill fields.

In addition to these funding tools, the report has offered recommendations specific to the Board of Regents, Department of Education, and Board of Elementary and Secondary Education, which will continue to drive the growth of dual enrollment in Louisiana. Through these efforts, we will further transform students’ experiences to accelerate college and career opportunities in high school, enriching their educations and building a well-trained, highly engaged workforce for Louisiana.

Appendix A

2023 Dual Enrollment Task Force Roster

Member	Seat Information
Richard Hartley	Governor's Office
Dr. Kim Hunter Reed	Board of Regents
Dr. Ernise Singleton	Department of Education
Preston Castille	State Board of Elementary and Secondary Education
Dr. Janet Pope	Louisiana School Boards Association
Mike Faulk	Louisiana Association of School Superintendents
Dr. Stella Arabie	Louisiana Association of Principals
Denise Latour	Louisiana School Counselor Association
Dr. Jeannine O'Rourke	College and Career Readiness Commission
Carrie Griffin Monica	Stand for Children
Barry Erwin	Council for a Better Louisiana
Linda Johnson	Louisiana Public Charter School Association
Jan Cotton	Louisiana Association of Educators

Appendix B

February 2020 Task Force Recommendations

In the first year of the Task Force’s formation, members met seven times at various regional sites to deliberate, facilitate presentations, and solicit feedback to inform the first set of recommendations for the Task Force. The following two charts provide an update of the February 2020 recommendations, which were identified as conditions necessary for success and included agency-specific recommendations. The legend indicates whether a recommendation has been fully accomplished, is in progress, or has not been accomplished.

Accomplished	In-Progress	Not Accomplished
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► Conditions Necessary for Success

	Universal Access and Equity	2024 Updates
	1. Equity gaps must be addressed in order to expand access to low-income and underrepresented students.	This recommendation was added by the Task Force at the June 2021 meeting. Preliminary analysis for dual enrollment participation in 2022-2023 reveals a 13% increase in students taking dual enrollment since 2021-2022. This growth in participation in 2022-2023 also corresponds with an 18% increase in DE students identifying as African American, Hispanic, or Multi-Racial.
	2. Alignment of policies and practices overseen by BESE, including the K-12 accountability systems, to incentivize increased dual enrollment completion with a focus on access and equity.	An updated accountability formula was presented at a special meeting of BESE on November 10, 2022, and did not pass.
	3. Dual enrollment resources and regional training offered to professional school counselors and college admissions counselors, to encourage program consistency and success.	Regents hosted, with the National Alliance for Concurrent Enrollment Partnership (NACEP), three in-person workshops in both Spring and Fall 2022. In October 2023 this group convened again to continue to facilitate the statewide focus on quality assurances and sharing of best practices.
	4. Resources and training for instructional faculty to ensure high-quality offerings that meet accreditation requirements.	Regents hosted, with the National Alliance for Concurrent Enrollment Partnership (NACEP), three in-person workshops in both Spring and Fall 2022. In October 2023 this group convened again to continue to facilitate the statewide focus on quality assurances and sharing of best practices.
	5. Regular evaluations conducted by the Department of Education and the Board of Regents of the effectiveness of dual enrollment programs, to determine necessary improvements.	Focusing on dual enrollment instructor credentialing, Regents has developed a structure for institutions to report the process by which instructors are trained and will begin implementation in Fall 2024.

► *Conditions Necessary for Success*

	Funding Mechanisms	2024 Updates
	1. A reliable funding stream or combination of funding sources to support the state’s vision of universal access to dual enrollment.	The Board of Regents, in partnership with the Department of Education, has requested \$35M to support universal access to dual enrollment for high school students and proposed a universal higher education pricing structure.
	2. Initial investment in capacity-building to support both the teaching corps needed to implement universal access to dual enrollment and the infrastructure to ensure more students are prepared and eligible to participate.	Three institutions (LSU A&M, LSUS, and SUNO) were awarded funding to support the development of graduate programs to support dual enrollment instructors. Enrollment of instructors into these programs is anticipated to begin by Summer 2024.
	3. Funding mechanisms that provide incentives for public K-12 and postsecondary institutions to expand access to underserved students and achieve equity in dual enrollment participation.	The Board of Regents, in partnership with the Department of Education, has requested \$35M to support universal access to dual enrollment for high school students and proposed a universal higher education pricing structure.
	4. Schools and/or colleges provide tuition and fee waivers to students experiencing economic hardship.	During the 2023 Regular Legislative Session, additional funding was not made available. In 2024, the Board of Regents, in partnership with the Department of Education, has requested \$35M to support universal access to dual enrollment for high school students and proposed a universal higher education pricing structure.
	5. A uniform pricing structure to ensure affordability of dual enrollment courses to include maximum and/or minimum tuition and fees.	A uniform pricing structure has been developed in coordination with the Board of Regents and Higher Education System Finance Officers. The uniform pricing structure implementation has been proposed to coincide with state support for universal higher education access to dual enrollment.

► **Conditions Necessary for Success**

	Course Access and Pathways	2024 Updates
	1. Alignment of dual enrollment courses to establish academic and career pathways leading to college certificates and degrees, to ensure courses taken are highly applicable to students' future postsecondary success.	Act 308 of the 2022 Regular Legislative Session created public postsecondary education transfer pathways. Regents adopted 24 transfer pathways at its December 2023 meeting. This action will ensure the portability of completed dual enrollment courses, support in the transfer between institutions and ensure that the credits earned count toward the degree.
	2. Development of an infrastructure that creates more options for teacher training and allows consideration of counselor-to-teacher ratios.	Three institutions (LSU A&M, LSUS, and SUNO) were awarded funding to support the development of graduate programs targeting dual enrollment instructors. Enrollment of instructors into these programs is anticipated to begin by Summer 2024.
	3. Continued support for technical dual enrollment courses through the expansion of technical options for all students.	<p>Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and Regents. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or high-demand apprenticeship. Support to school systems continues as requested.</p> <p>Per Senate Concurrent Resolution 2 of the 2023 Regular Legislative Session, for the 2023-24 school year, each city, parish, or other public school district or school shall receive an allocation based on the number of students enrolled in either the Fall or Spring semester in an eligible apprenticeship course, up to 500 student enrollments annually.</p>
	4. Universal early use of predictive assessments to identify students potentially eligible for dual enrollment and those in need of additional preparation in order to qualify. Implementation of Transition Courses, including identification of students by the end of their sophomore year who are not on track to meet Regents' college readiness standards.	<p>LDOE established ACT NOW, which allowed districts to use funding for ACT or pre-ACT. School systems have the opportunity to continue funding for ACT NOW and Pre-ACT NOW through 2023-2024.</p> <p>At its January 2023 meeting, the Board of Regents made permanent the interim dual enrollment eligibility policy. This policy removes the required composite ACT score, establishing the minimum criteria for eligibility in academic dual enrollment courses as a 2.5 GPA, any assessment listed in Academic Affairs Policy 2.22, or a school counselor recommendation.</p>

► **Conditions Necessary for Success**

	Instructor Support and Program Integrity	2024 Updates
	1. Building teacher corps capacity to incentivize high school teachers to obtain graduate courses or technical certifications necessary to be credentialed as an instructor by a college or university.	Three institutions (LSU A&M, LSUS, and SUNO) were awarded funding to support the development of graduate programs to support dual enrollment instructors. Enrollment of instructors into these programs is anticipated to begin by Summer 2024.
	2. Increased levels of training and academic oversight of dual enrollment instructors and facilitators provided by colleges and universities.	Regents hosted, with the National Alliance for Concurrent Enrollment Partnership (NACEP), three in-person workshops in both Spring and Fall 2022. In October 2023 this group convened again to continue to facilitate the statewide focus on quality assurances and sharing of best practices.

► **Agency Recommendations**

Board of Regents		
	February 2020 Report Recommendations	2024 Updates
	1. Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improving qualification alignment and communication simplification.	At its January 2023 meeting, the Board of Regents made permanent the interim dual enrollment eligibility policy. In addition to the transition of interim into permanent policy, additional eligibility options were approved, which allow colleges and universities to use high school GPA along with a school counselor recommendation based on overall student performance and grade trends when determining dual enrollment eligibility. In June 2023 the Board of Regents approved the course credit modality option, which will allow students to choose whether a course will be applied to the student's collegiate transcript.
	2. 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	LOUIS received three federal grants for the development of 40 redeployable general education and 17 Career and Technical Education courses using Open Educational Resources (OER) textbooks and interactive ancillaries. These materials will be available for use in dual enrollment contexts at no cost to students and instructors. 25 courses and corresponding textbooks (bit.ly/louis_doe_oer) are available for adoption now, with 15 more gen ed courses becoming available in 2024.

► Agency Recommendations

Board of Regents		
	February 2020 Report Recommendations	2024 Updates
	1. In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels.	The second dual enrollment report was presented and published in January 2023. Both statewide dual enrollment reports can be found at www.laregents.edu/dualenrollment .
	2. Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.	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.

► Agency Recommendations

Board of Elementary and Secondary Education		
	February 2020 Report Recommendations	2024 Updates
	1. 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.	LDOE continues to work with Regents and school systems on the development and streamlining of Fast Forward Pathways to provide opportunities for students to earn associate's degrees or participate in apprenticeships in high-demand fields.
	2. 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.	BESE appointed a five-member task force to review the current Strength of Diploma Index. An updated formula was brought forward at a special meeting on November 10, 2022, and was not agreed upon.
	3. Widespread implementation of transition courses.	Regents staff is collaboratively working with LDOE staff regarding scaling transition courses in Louisiana. The two agencies are planning to facilitate faculty and teacher conversations in order to develop content and assessments for transition courses.

► Agency Recommendations

Louisiana Department of Education		
	February 2020 Report Recommendations	2024 Updates
	1. 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.	The FY 2023-2024 MFP remains at the FY 2022-2023 level. The Supplemental Course Allocation (SCA) rate is \$70 per pupil enrolled in grades 7-12 on February 1.
	2. Continue alignment of technical dual enrollment courses with Jump Start programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana’s state plan and accountability metrics for implementing the federal Perkins Act.	LDOE has provided direct support to school systems on developing, adopting, and implementing Jump Start 2.0 and Fast Forward Pathways. This interaction with school systems continues as requested.
	3. 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 developed a guidance document to assist school systems in utilizing available funding for dual enrollment, Jump Start 2.0, and Fast Forward Pathways. The funding document for FY 2023-2024 has been updated and was made available in August 2023.
	4. Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.	Timelines for the reconciliation of unspent funds and expenditures have been established according to the Department of Education, resolving issues related to the return of funds.

Appendix C

Dual Enrollments (Course Enrollments), By College/University, 2018-2019 to 2022-2023

College/University	2018-19	2019-20	2020-21	2021-22	2022-23	4-Year Change
Louisiana Community & Technical College System						
Baton Rouge Community College	1,208	1,173	1,360	1,488	4,576	279%
Bossier Parish Community College	1,422	1,788	1,795	2,962	2,528	78%
Central Louisiana Technical CC	3,141	3,200	2,311	946	1,067	-66%
Delgado Community College	2,100	2,015	1,802	1,504	2,071	-1%
Elaine P. Nunez Community College	2,057	1,657	1,410	1,931	2,584	26%
Fletcher Technical Community College	815	684	841	880	912	12%
Louisiana Delta Community College	1,786	2,500	1,838	2,127	2,258	26%
Northshore Technical CC	4,467	2,658	2,117	4,484	5,605	25%
Northwest Louisiana Technical CC	666	502	430	828	885	33%
River Parishes Community College	3,362	3,257	2,374	2,963	2,736	-19%
South Louisiana Community College	3,132	3,746	3,033	3,311	3,100	-1%
SOWELA Technical Community College	1,765	1,165	1,070	1,467	1,460	-17%
Louisiana State University System						
LSU and A&M College	3,836	5,334	6,097	6,966	8,478	121%
LSU at Alexandria	1,835	1,736	2,008	2,515	2,346	28%
LSU at Eunice	1,794	1,870	2,021	2,128	3,614	101%
LSU in Shreveport	508	836	824	992	1,075	112%
Southern University System						
Southern University and A&M College	561	1,155	1,630	1,642	1,220	117%
Southern University at New Orleans	508	596	917	1,217	1,620	219%
Southern University at Shreveport	1,462	1,422	1,648	2,887	4,161	185%
University of Louisiana System						
Grambling State University	65	58	140	89	169	160%
Louisiana Tech University	7,269	6,265	6,900	6,258	7,031	-3%
McNeese State University	3,817	3,616	3,345	2,668	2,843	-26%
Nicholls State University	638	717	1,135	1,055	2,093	228%
Northwestern State University	6,023	6,942	8,016	9,206	9,102	51%
Southeastern Louisiana University	7,374	6,504	7,499	7,184	9,120	24%
University of Louisiana at Lafayette	1,651	2,041	2,157	2,427	2,205	34%
University of Louisiana at Monroe	4,738	3,998	4,495	4,375	5,073	7%
University of New Orleans	1,405	1,882	2,072	2,126	2,280	62%
Statewide	69,954	69,317	71,285	78,626	92,212	32%

Appendix D

Dual Enrollment Students, By College/University, 2022-2023

College/University	DE Students
Louisiana Community & Technical College System	
Baton Rouge Community College	1,840
Bossier Parish Community College	1,155
Central Louisiana Technical CC	388
Delgado Community College	1,029
Elaine P. Nunez Community College	971
Fletcher Technical Community College	472
Louisiana Delta Community College	826
Northshore Technical CC	2,568
Northwest Louisiana Technical CC	235
River Parishes Community College	833
South Louisiana Community College	992
SOWELA Technical Community College	572
Louisiana State University System	
LSU and A&M College	4,005
LSU at Alexandria	828
LSU at Eunice	752
LSU in Shreveport	466
Southern University System	
Southern University and A&M College	645
Southern University at New Orleans	1,087
Southern University at Shreveport	1,263
University of Louisiana System	
Grambling State University	116
Louisiana Tech University	2,896
McNeese State University	764
Nicholls State University	626
Northwestern State University	2,603
Southeastern Louisiana University	4,722
University of Louisiana at Lafayette	973
University of Louisiana at Monroe	1,746
University of New Orleans	1,024

Appendix E

Postsecondary Credentials Earned by High School Students, By College, 2022-2023

<i>Institution</i>	<i>Certificate, < 9 Hours</i>	<i>Certificate, 9+ Hours</i>	<i>Certificate, 1 Year</i>	<i>Technical Diploma</i>	<i>Associate's Degree</i>	<i>Total Credentials</i>
Northshore Technical Community College	237	31	2			270
Elaine P. Nunez Community College	9	109	39	7	4	168
River Parishes Community College			47	2	68	117
Central Louisiana Technical Community College	83	17	12			112
Delgado Community College	76	8	22		3	109
South Louisiana Community College			17	13	69	99
Northwest Louisiana Technical Community College		19	30	5		54
Louisiana Delta Community College	46		5	1	1	53
Southern University Shreveport			1		39	40
Bossier Parish Community College		3	23		7	33
LSU Eunice					27	27
Six Others	4	7	26	3	14	54
Total	455	194	237	33	240	1,159



BOARD *of* REGENTS
STATE OF LOUISIANA

Agenda Item IV.
2024 LEGISLATIVE
PRIORITIES

A Legislative Priorities Update for the 2024 Regular Legislative Session will be shared for informational purposes only.



BOARD OF REGENTS LEGISLATIVE PRIORITIES

2024 Regular Legislative Session

PRIORITY BILLS



Workforce Solutions

Authorizes the Louisiana Workforce Commission to coordinate the delivery of business workforce solutions in partnership with the various workforce and educational agencies of the state.

SB293

Sen. Edmonds



Career and Technical Education

Directs the Dual Enrollment Task Force to recommend options for expanding career and technical education and virtual instruction programs to increase the participation in dual enrollment course offerings of school districts across the state and expands Task Force membership.

SB352

Sen. Mizell

HB551

Rep. Brass



Public Service Contracts

Increases the threshold for postsecondary institutions and consortiums submitting projects to one of the three professional services selection boards (architect, engineering, and landscape) from \$500,000 to \$1M, to mirror the authority granted to institutions and consortiums to manage projects with a budget of up to \$1M or less.

HB410

Rep. Brass



Power-Based Violence

Revises current power-based violence laws to shift reporting dates for campus training statistics and BOR legislative report submission.

SB343

Sen. Barrow

RESOLUTIONS



HBCU Day the Capitol

Recognizes Tuesday, March 19, 2024, as Historically Black Colleges and Universities (HBCU) Day at the State Capitol.