

Dual Enrollment Task Force
Tuesday, December 17, 2024
1:00 p.m.–3:00 p.m.

Rooted School/Southern University at New Orleans
College of Social Work Auditorium
New Orleans, LA 70126

CALL TO ORDER

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

ROLL CALL AND INTRODUCTIONS

Ms. Melanie Sandahl called the roll, and a quorum was not established.

Members Present	Affiliation
Dr. Kim Hunter Reed	Board of Regents, Commissioner of Higher Education
Dr. Ernise Singleton	LA Department of Education, Assistant Superintendent
Dr. Karen Triche (designee)	LA Association of Principals
Members Not Present	Affiliation
Mr. Preston Castille	Board of Elementary and Secondary Education, Member
Mr. Mike Faulk	LA Association of School Superintendents, Ex. Director
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Caroline Roemer	LA Association of Public Charter Schools, Ex. Director
Dr. Sabrah Kingham	Office of the Governor, Education Policy Advisor
Dr. Janet Pope	LA School Board Association, Ex. Director
Ms. Jan Cotton	LA Association of Educators
Mr. Tony McArdle	LA Association of Educators
Ms. Jacquelyn Walther	LA School Counselor Association, President
Dr. Jeannine O'Rourke	College & Career Readiness Commission

APPROVAL OF THE OCTOBER 9, 2024, MINUTES

A quorum was not established, so consideration of the minutes will be taken up at a future meeting.

INTRODUCTIONS

Dr. Reed thanked Southern University at New Orleans' (SUNO) Chancellor, Dr. James Ammons, Ms. Karpinski and her team from the Rooted School, Superintendent Fulmore, and

members of YouthForce NOLA. She expressed gratitude for their presence and support, then asked Dr. Ammons to provide a welcome.

Dr. Ammons welcomed the Task Force members, Board of Regents team and attendees, emphasizing the importance of building enrollment and expanding higher education access. He highlighted a 13% increase in dual enrollment at SUNO and the growth in African American and Hispanic participation, noting the significant rise from under 600 to over 1,100 students. He thanked Superintendent Fulmore and local schools for their support.

ROOTED SCHOOL PRESENTATION & PANEL DISCUSSION

Dr. Reed introduced Ms. Kaitlin Karpinski, the executive director of the Rooted School at SUNO, to speak. Ms. Karpinski stated her deep gratitude for the opportunity to address the Task Force and highlighted the significance of partnerships in creating opportunities for young people. She acknowledged the leadership of Dr. Fulmore and Dr. Ammons, as well as the work of various collaborators for their role in supporting youth development. Ms. Karpinski emphasized the transformative potential of the Rooted School at Southern University at New Orleans, noting its mission to help students achieve financial freedom by the age of 25, focus on homeownership, be debt-free, and break free from living paycheck to paycheck.

Ms. Karpinski recounted the origins of the school, which was founded after a tragic incident in the community, when a young man working hard to support his family was murdered. This tragedy underscored the need for a school that would provide young people, especially those from underrepresented communities, with opportunities to build wealth through education and industry-based skills. From this, Jonathan Johnson founded the Rooted School and currently serves as the current Rooted School Foundation CEO. She then noted the gap in wealth accumulation between Black and Brown communities and reiterated the mission to close that gap

through education.

Ms. Karpinski stated that the school offers various career pathways, including industry certifications in fields like cybersecurity, digital media, automation, and entrepreneurship. These programs aim to prepare students not just for graduation but for successful careers immediately after. She added that the school emphasizes soft skills, entrepreneurship, and a combination of academic and practical skills through partnerships with local colleges, schools, and businesses. Ms. Karpinski shared success stories of two graduates, Wayne Benjamin and Derrick Leonard, who had achieved significant career milestones thanks to the school's programs. Mr. Benjamin earned a certification in virtual reality game design and was later promoted at his company, while Mr. Leonard, a founding student, thrived through multiple internships, including one at Beats by Dre.

Ms. Karpinski stated that she recognized the collective effort of all partners and educators, such as the Board of Regents and the Dual Enrollment Task Force, SUNO, NOLA Public Schools, the Orleans Parish School Board, and YouthForce NOLA, in making these successes possible. She also acknowledged the New Schools for New Orleans organization and its "Growing Your Own Future" program, which allows high school students to take college courses, gain internships, and earn dual enrollment credits while preparing to become educators. She noted that the work at the Rooted School is intentional and focused on supporting young adults to become successful.

To participate in the discussion, Ms. Karpinski introduced four current dual enrollment students and a faculty member at the Rooted School: Kash Friday, Sa'Nayiah Johnson, Lorena Banks, David Perkins III, and Dr. Atia Zalika Washington. Ms. Karpinski asked a few questions of the panel, allowing the speakers to answer based on their own experiences. Through this

discussion several key insights were shared regarding strengths and challenges:

- **Early College Exposure:** One student highlighted the value of getting ahead in college courses and experiencing college life early. Another emphasized the development of hard skills, which were seen as essential not only for college but for life in general.
- **Communication Skills:** One student spoke about how learning to communicate directly with professors was a crucial skill that was different from high school.
- **Real-World Connections:** A student shared their experience of meeting and working with peers, including 18 schools across the region, which provided a sense of community and support.
- **Practical Experience:** The students also appreciated opportunities like internships and mentoring, which allowed them to apply academic knowledge in real-world settings.
- **Managing Deadlines and Time Management:** One student noted that handling both high school and college coursework was difficult, especially in terms of keeping track of assignments and deadlines. Others shared similar experiences with managing the pressure of balancing high school and college classes.
- **Pressure of Expectations:** Another challenge mentioned was the pressure of high expectations, particularly in balancing academics with extracurricular activities. However, students expressed gratitude for the support of faculty and staff in helping them navigate these challenges.

The students on the panel shared advice for younger students, urging them to take advantage of every opportunity presented in high school, especially those related to college courses. They emphasized the importance of not procrastinating, keeping up with responsibilities, and trying new opportunities, even if they are initially hesitant. Some were initially uncertain, but after understanding the benefits, they were eager to participate.

The panel stated that the program was designed to provide both in-person and online learning options. While some students found asynchronous learning to be challenging, it was supplemented with in-person support from facilitators, helping students balance high school and college expectations.

Dr. Reed thanked the panel and Ms. Karpinski for their participation and their comments. Dr. Singleton commented on the impact self-regulation has on students in dual enrollment programs, noting the importance of self-regulation in students' growth. She added that she was impressed by the students' ability to advocate for themselves, such as one student who recognized when she was not ready and removed herself from a class. Dr. Singleton added that another student showed growth in communication by learning to handle professional emails, viewing constructive feedback as the opportunity to learn a valuable soft skill for the future. She stated that the students' growth and self-regulation, which they developed through the program, are key elements in their success, both now and in the future.

YOUTHFORCE NOLA PRESENTATION

Dr. Reed introduced Nathan Stockman, the Chief of Education and Training Partnerships for YouthForce NOLA. Mr. Stockman described the process of evaluating the performance of dual enrollment programs in New Orleans, particularly in comparison with neighboring districts. He stated that initially the focus was on understanding why performance was lagging, but through conversations with school leaders and examining data, it became clear that the region is innovating and creating many opportunities. Mr. Stockman stressed the importance of career-connected learning, which includes career exposure, soft skills development, college readiness, internships, and professional networking. He added that these initiatives aim to improve academic outcomes, graduation rates, college enrollment, and future career success.

Mr. Stockman stated that the work done by YouthForce NOLA was as an intermediary organization that connects students, families, schools, businesses, and training providers to create career pathways. He added that by collaborating and sharing success stories he aims to influence policies that support career-connected learning. This effort has resulted in stronger academic

performance and career opportunities for public school graduates in New Orleans. Mr. Stockman noted that four main career pathways are emphasized: Health Sciences, Visual Media, Skilled Trades, and Business Services, where the region focuses on growing talent for existing job markets.

Mr. Stockman introduced Ms. Alicia Dagostino to present data on recent graduates of dual enrollment programs in the Classes of 2023 and 2024, highlighting progress made in New Orleans public schools. Ms. Dagostino stated that 17% of public school graduates had dual enrollment credits upon graduation, though some neighboring regions outperformed this percentage. The overall dual enrollment rate in New Orleans has increased to 24%, showing growth, although it still lags behind surrounding areas.

Ms. Dagostino provided a breakdown of the dual enrollment data: 5% of the students participated in technical dual enrollment courses, while the majority took academic dual enrollment courses. She emphasized that dual enrollment is happening across various schools but with significant variation among institutions. Some schools excel due to strong programs, while others are still catching up. She noted that key factors for success include intentional support for students, early recruitment, and creating a culture of dual enrollment within schools.

Mr. Stockman stated that the KIPP schools had significant participation in the Bard Early College program, with 96 students enrolled. The KIPP schools have been successful in offering dual enrollment opportunities on their campuses and fostering collaboration between faculty, counselors, and school leadership. This kind of collaboration ensures that students have access to dual enrollment options and that these opportunities are integrated into the students' academic journeys. He emphasized the importance of introducing these programs to students early so they can make educated decisions in selecting options for their future educational pathway.

Mr. Stockman stated that one of the primary lessons learned from the data and interviews is that consistency and continuity are crucial for the success of dual enrollment programs. Schools must institutionalize these programs so that they persist despite faculty turnover. Mr. Stockman thanked Dr. Washington for supporting the successful implementation of these programs, and particularly for the early identification and recruitment of students for dual enrollment. Mr. Stockman emphasized the importance of having credentialed teachers on-site; this eliminates transportation barriers, making it easier for students to participate. The school has integrated dual enrollment into its culture, with every student, faculty member, and staff member contributing to the program's success.

Mr. Stockman stated that the New Orleans Maritime and Military Academy (NOMMA), has been successful in offering technical dual enrollment, particularly in maritime training. NOMMA benefits from strong partnerships with local higher education institutions and the New Orleans Career Center. He stressed the importance of consistent recruitment, information sessions, and parent engagement to ensure that students are aware of and can access these dual enrollment opportunities as well as strong partnerships, and sharing best practices. He introduced Ms. Jennifer Naum from NOMMA to answer questions from the Task Force.

Ms. Naum emphasized the importance of eliminating transportation barriers and added that utilizing instructors' credentials based on their experience helps overcome scheduling issues and reduce costs. She added that this approach allowed NOMMA to run the program more efficiently, expand enrollment, and collaborate with other providers without added complexity. Dr. Reed asked about parent participation as students participate in the dual enrollment program. Ms. Naum stated that before a student enrolls parents must attend a meeting to understand the program's offerings and expectations. She added that the counseling department facilitates this

through a comprehensive individualized graduation plan process, building strong engagement with parents. Counselors provide both group workshops and individual sessions to ensure families are well-informed.

Mr. Stackman stated that a notable success is the collaboration with the New Orleans Career Center, which offers technical training, work-based learning, and soft skills development. The Center's success in creating dual enrollment opportunities, particularly in health sciences and engineering, is credited to post-pandemic efforts to address the nursing shortage and strategic partnerships with Delgado and UNO. These partnerships have allowed high school students to access high-level training and real-world experiences.

Mr. Stackman introduced Mr. Carlin Jacobs from the New Orleans Career Center. Mr. Jacobs stated that the New Orleans Career Center offers technical training to students from around 25 high schools, focusing on IBC testing, mentorship, internships, and apprenticeships. He added that over the past few years, there has been a shift, with more students aiming to enter the workforce directly rather than a postsecondary program. He emphasized that students in nursing programs can work as apprentices, receiving a full-time salary while continuing their education.

Mr. Jacobs stated that the Career Center has seen success in scaling healthcare training programs, including a partnership with Chamberlain School of Nursing, where students can earn a BSN in two years while in high school. He noted concerns about the future of these programs, particularly with new state accountability measures. While the Center is grateful for the opportunities created, there is uncertainty about sustaining and expanding these programs moving forward.

Dr. Reed asked Mr. Jacobs to explain the way students attend school. Mr. Jacobs stated

that the Career Center offers two sessions: a morning and an afternoon, each lasting two and a half hours. In the morning, students take elective technical or dual enrollment courses while completing core courses at their home schools. He added that afternoon students follow a similar model, with some advanced students attending earlier sessions. The Center has full-time instructors, such as culinary instructors, on campus but partners with UNO for specialized subjects like engineering, bringing in instructors twice a week. The focus is on providing high school credits, necessary certifications, and dual enrollment opportunities either on the Center's campus or at a higher education institution.

Mr. Stackman stated that in the 2021-2022 school year students faced a dilemma between taking dual enrollment classes at their school or attending the Career Center, which offered advanced credentials and valuable resources.

Mr. Stackman stated that, moving forward, there will be a focus on aligning curricula across K-12 and postsecondary institutions and improving systems' connectivity to award credit for prior learning. Efforts are underway to streamline partnerships between schools and training providers and to ensure strong participation in dual enrollment programs, both academic and technical. Mr. Stackman added that key initiatives include piloting alignment between Delgado and UNO, developing resources like the Super App Companion Guide for schools, and addressing funding needs for career and technical education (CTE) programs.

Dr. Reed thanked Mr. Stackman and the other participants for the presentation and praised their efforts to improve the dual enrollment system. She added that regional research is needed across the state to identify and share successful practices statewide. Dr. Reed highlighted the statewide growth of dual enrollment, with 41,000 high school students now enrolled, nearly doubling participation since 2020. She added that policy changes, including using dual

enrollment for college admissions, have expanded opportunities. Dr. Reed emphasized the importance of making this a foundational system change for students' benefit, concluding with recognition of key contributors and the joy of seeing students grow.

PUBLIC COMMENTS

There were no public comments.

ADJOURNMENT

Dr. Reed asked for a motion to adjourn the meeting.

On the motion of Dr. Triche, seconded by Dr. Singleton, the meeting was adjourned at 3:00 p.m.

ADDITIONAL GUESTS

Michelle DeMeulenaere, Board of Regents
Chris Yandle, Board of Regents
Allison Vicknair, Board of Regents
Christina Cheek, Board of Regents
Melanie Sandahl, Board of Regents
Rochelle Wilcox, Wilcox Academy at SUNO
Chancellor James Ammons, SUNO
Dr. Fateama Fulmore, Superintendent of New Orleans Public Schools
Guadalupe Lamadrid, Board of Regents
Nathan Stockman, YouthForce Nola
B.J. Bertucci, Louisiana ACTE
Atia Washington, SUNO
Melissa Ehlinger, YouthForce Nola
Madison Owens, McNeese State University
Jennifer Naum, NOMA
Rudi Perrault, Southeastern Louisiana University
Becky Abukhader, Maritime Academy
Carlin Jacobs, New Orleans Career Center
Terrence Blanchard II, Dillard University
Taylor Martin, Dillard University
William Tulak, LCTCS
Alice Wolfe, LSU A&M
Jason Wolfe, LSU A&M

Shandal W. Haynes, LA Virtual Charter Academy
Mia Gonzales Washington, NOLA CCAN/ Cowen Institute
Toya Barnes-Teamer, TSG
Kyla Pitcher, SUBR
Ciara Hart, Ed Trust LA
Bree E. Cook, SUNO