



BOARD of REGENTS
STATE OF LOUISIANA

LOUISIANA DUAL ENROLLMENT **2025 REPORT**

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IMAGE SOURCES (Covers): Adobe Stock.

IMAGE SOURCES (Interior): Ascension Parish Public Schools, Calcasieu Parish School Board, LSU Shreveport, Northwestern State University, Nunez Community College,

Definition and Data Sources

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. Under the choice credit modality, the grade earned in a dual enrollment course is recorded on the student's high school transcript, while inclusion on the collegiate transcript is at the student's discretion. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

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. Participation analyses are presented within each section, and overall participation totals reflect institution-level students enrolled.

Introduction

Dual enrollment serves as a critical lever for improving college access and increasing credential attainment in Louisiana. In 2019, in its public higher education master plan, Louisiana Prospers, the Louisiana Board of Regents (Regents) identified dual enrollment as a key strategy for meeting the state's prosperity goals by starting students on college coursework while still in high school. National research consistently shows that students who participate in dual enrollment are more likely to enroll in college, persist, and complete a postsecondary credential. Louisiana-specific data reinforce these findings, demonstrating that dual enrollment students who matriculate to four-year institutions complete their degrees at faster rates than peers who enter college without prior dual enrollment experience, highlighting the role of dual enrollment as a momentum builder toward degree attainment.

This strategic focus has been guided by sustained collaborative statewide leadership. In February 2020, the Louisiana Dual Enrollment Task Force, established by Act 128 of the 2019 Regular Legislative Session, published its first report and emphasized the importance of annual reporting on participation and performance at both the school and institutional levels (see **Appendix A** for Task Force membership). This report, the fifth annual statewide analysis of dual enrollment, documents continued growth, including participation reaching an all-time high across Louisiana.

In addition to the findings presented in this report, in 2024–25 several key initiatives have contributed to the continued scaling and strengthening of dual enrollment statewide (see **Appendix B** for Task Force Recommendations):

- ▶ **Focus on Rigor and Quality:** Regents continues to convene dual enrollment stakeholders to promote quality and consistency. In 2025, Regents partnered with the National Alliance for Concurrent Enrollment Partnerships to host two in-person workshops and a webinar, and in 2026 will release a best practices toolkit for school counselors and postsecondary dual enrollment coordinators.
- ▶ **Expansion of Dual Enrollment Instructors:** In 2023, Regents issued a request for applications to create or expand graduate programs designed to credential additional dual enrollment instructors. Two institutions, LSU A&M (Mathematics) and LSU Shreveport (English), currently have 24 educators enrolled in both programs.
- ▶ **Streamlining Access and Processes:** Regents launched LaDualEnrollment.com in 2022 as a centralized information hub to improve awareness and navigation of dual enrollment opportunities. Building on feedback from schools and families, Regents subsequently launched ApplyDE.laregents.edu, a common dual enrollment application designed to reduce administrative barriers and improve efficiency. The platform is currently being piloted at three institutions, with plans for broader expansion statewide.
- ▶ **Strengthening Pathways to Credentials:** Louisiana continues to align dual enrollment with defined academic and workforce pathways to increase their applicability to postsecondary certificates and degrees. In 2023, Regents adopted Universal Transfer Pathways, enabling 60 credit hours of college coursework to transfer seamlessly toward bachelor's degrees at public four-year institutions in 24 of the most common majors. Complementing these academic pathways, school districts continue to expand their offerings of pathways that lead to an associate degree or a registered apprenticeship. In conjunction, public colleges and universities increasingly guide students toward completing technical credentials of value; notably, over 80% of credentials earned by dual enrollment students in technical fields 2024–25 were aligned with high-demand workforce sectors identified by Louisiana Works.

These initiatives demonstrate Louisiana's sustained commitment to expanding high-quality dual enrollment while reducing barriers to access and strengthening alignment with postsecondary and workforce pathways. As participation continues to grow, such coordinated efforts position dual enrollment as a central driver of credential attainment and enhanced long-term economic opportunity for students across the state.

2024-25 Key Takeaways

Key takeaways in this report include:

- ▶ **Dual Enrollment Participation Reaches an All-Time High:** Dual enrollment participation continued to grow statewide in 2024-25, with enrollment in Louisiana public colleges and universities totaling more than 43,000 high school students in over 107,000 courses, which represents a 6% increase in course enrollments over the prior year. This all-time high represents a more-than-60% increase in participation since 2018-19, reflecting substantial progress following the creation of the Dual Enrollment Task Force.
- ▶ **Continued Progress Toward the State's Early College Credit Goal:** For the Class of 2025, 76% of public high school graduates earned early college credit or an industry-based credential, representing a 12-percentage-point increase over the past six years. Dual enrollment remains the primary pathway through which students meet this statewide goal adopted jointly in 2019 by the Board of Elementary and Secondary Education and Regents.
- ▶ **Student Success Remains Strong as Access Expands:** Outcomes for dual enrollment students remained strong. In 2024-25, over 91% of dual enrollment course enrollments resulted in passing grades (A-C), marking a slight improvement from the prior year. These stable outcomes demonstrate that expanded access has not come at the expense of quality.
- ▶ **Workforce Alignment Strengthens Through Credentials and Validated Skills:** High school students earned 2,214 postsecondary credentials in 2024-25, an increase of 30% from the prior year. Nearly half of these credentials were one-semester or longer technical certificates, diplomas, or associate's degrees, and more than 80% of those earned in technical fields were aligned with high-demand workforce sectors identified by Louisiana Works.
- ▶ **Participation Gaps Narrow as Participation Grows Across All Student Groups:** During the 2024-25 school year, dual enrollment increased across all race and ethnicity groups. Students of color represented 46% of dual enrollment participants, reflecting continued progress toward parity with the state's undergraduate population. Hispanic students experienced the largest year-over-year growth (13%), and participation increases among African American students contributed to a continued narrowing of historical participation gaps.
- ▶ **Affordability Improves Through OER and AER Adoption:** Public colleges and universities expanded the use of Open Educational Resources (OER) and Affordable Educational Resources (AER) in dual enrollment. Nearly 7,000 high school students benefited from free or low-cost instructional materials in 2024-25, reducing financial barriers for families and supporting increased access to dual enrollment courses in Louisiana.
- ▶ **College-Going Rates Increase Alongside Dual Enrollment Growth:** The percentage of Louisiana high school graduates enrolling in college in the first fall after graduation increased from 52.8% in 2021-22 to 56% in 2023-24, coinciding with sustained growth in dual enrollment participation statewide.

These key highlights demonstrate that Louisiana's dual enrollment system is expanding in scale and impact while maintaining quality, strengthening workforce alignment, and increasing access for students across the state. This report further details these findings to inform continued progress in expanding and strengthening dual enrollment in Louisiana.



Dual Enrollment Provided by Public Postsecondary Institutions

► Participation Trends

Louisiana has seen steady growth in dual enrollment over the past five years. During the 2024-25 school year, high school students enrolled in an all-time high of over 107,000 courses at public colleges and universities, a greater than 6% growth over the prior year. While dual enrollment participation continues to grow, it is increasing at a slightly slower rate than during the past three years (**Table 1**).

Table 1. Participation Trends in Dual Enrollment at Public Postsecondary Institutions.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Course Enrollments	69,954	69,317	71,285	78,626	92,212	100,673	107,042
Annual Change		▼ 1%	▲ 3%	▲ 10%	▲ 17%	▲ 9%	▲ 6%
Credit Hours Enrolled	201,858	198,382	208,246	228,070	269,122	295,462	316,470
Annual Change		▼ 2%	▲ 5%	▲ 10%	▲ 18%	▲ 10%	▲ 7%

During the 2024-25 academic year, high school students receiving a passing grade earned more than 281,600 credit hours out of 316,400 credit hours taken, an increase of over 30,000 credit hours from the prior year. This excludes additional credit hours that were earned, but not yet transcribed by the time institutions reported to Regents in summer 2025.

The data cited in this section includes all course enrollment in Louisiana’s public colleges and universities by high school students during the school year or summer term. This encompasses high school students attending public, public charter, private, Catholic, and homeschool settings. Students from outside the public school system represented 13% of dual enrollment students served by Louisiana’s public colleges and universities.

Louisiana Board of Regents institutions enrolled high school students in 107,042 dual enrollment courses during the 2024-25 academic year. Each system saw an overall increase in the number of dual enrollment students and course enrollments during the 2024-25 academic year. The University of Louisiana System provided the most dual enrollment courses, followed by the Louisiana Community & Technical College System; however, dual enrollment participation in the Louisiana State University and Southern University Systems increased at a faster rate (**Table 2**).

Table 2. Dual Enrollment Participation, By System, 2024-25.

System	Students	YOY Increase	Enrollments	YOY Increase
Louisiana Community and Technical College System	13,885	▲ <1%	37,776	▲ 5%
Louisiana State University System	7,807	▲ 8%	18,305	▲ 10%
Southern University System	3,653	▲ 16%	8,824	▲ 18%
University of Louisiana System	16,239	▲ 5%	42,137	▲ 2%

YOY = Year-over-Year

There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana private institutions and out-of-state colleges.

Dual enrollment rates varied across Louisiana's public colleges and universities. In 2024-25, the five largest dual enrollment programs – each with over 7,000 enrollments – accounted for nearly 42% of total enrollments: Southeastern Louisiana University, LSU and A&M College, Northwestern State University, Baton Rouge Community College, and Louisiana Tech University. Nearly 13% of students took dual enrollment courses from more than one public college or university.

While each system saw an increase in dual enrollment in 2024-25, seven institutions saw a decrease in enrollment from the prior academic year: Louisiana Delta Community College, Northshore Technical Community College, LSU Eunice, Nicholls State University, Northwestern State University, University of Louisiana at Monroe, and University of New Orleans. As shown in **Table 3**, six institutions have experienced enrollment declines over the past five years. Despite these decreases, several institutions recorded notable short- and long-term gains. Southern University at New Orleans saw the largest growth in enrollment from the prior year at nearly a 60% increase. Over the past five years, ten institutions have more than doubled their dual enrollments with Baton Rouge Community College leading the way – quintupling its enrollment since the 2020-21 academic year.

Table 3. Dual Enrollment Courses, By College/University, 2020-21 to 2024-25.

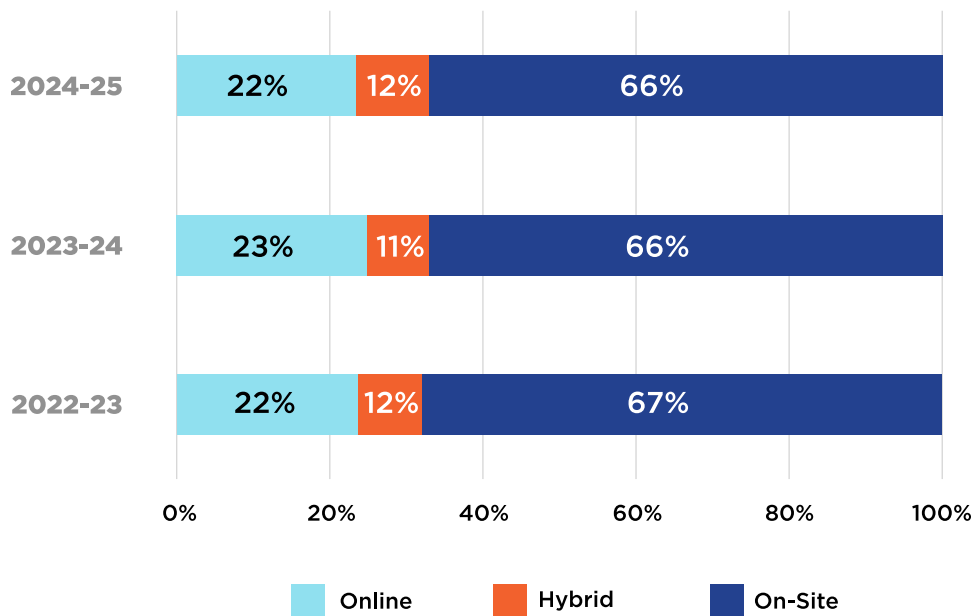
Institution	2020-21	2021-22	2022-23	2023-24	2024-25	1-Year Change	5-Year Change
Louisiana Community and Technical College System							
Baton Rouge Community College	1,360	1,488	4,576	7,875	8,237	▲ 5%	▲ 506%
Bossier Parish Community College	1,795	2,962	2,528	1,925	2,162	▲ 12%	▲ 20%
Central Louisiana Technical CC	2,311	946	1,067	874	1,048	▲ 20%	▼ 55%
Delgado Community College	1,802	1,504	2,071	1,884	2,424	▲ 29%	▲ 35%
Elaine P. Nunez Community College	1,410	1,931	2,584	4,897	5,075	▲ 4%	▲ 260%
L.E. Fletcher Technical CC	841	880	912	1,404	1,774	▲ 26%	▲ 111%
Louisiana Delta Community College	1,838	2,127	2,258	1,850	1,169	▼ 37%	▼ 36%
Northshore Technical CC	2,117	4,484	5,605	7,059	6,468	▼ 8%	▲ 206%
Northwest Louisiana Technical CC	430	828	885	930	985	▲ 6%	▲ 129%
River Parishes Community College	2,374	2,963	2,736	2,297	2,744	▲ 19%	▲ 16%
South Louisiana Community College	3,033	3,311	3,100	3,272	3,789	▲ 16%	▲ 25%
SOWELA Technical CC	1,070	1,467	1,460	1,456	1,901	▲ 31%	▲ 78%
Louisiana State University System							
LSU and A&M College	6,097	6,966	8,478	8,305	8,986	▲ 8%	▲ 47%
LSU of Alexandria	2,008	2,515	2,346	3,186	4,173	▲ 31%	▲ 108%
LSU Eunice	2,021	2,128	3,614	3,822	3,576	▼ 6%	▲ 77%
LSU Shreveport	824	992	1,075	1,217	1,570	▲ 29%	▲ 91%
Southern University System							
Southern University and A&M College	1,630	1,642	1,220	1,225	1,411	▲ 15%	▼ 13%
Southern University at New Orleans	917	1,217	1,620	1,968	3,082	▲ 57%	▲ 236%
Southern University at Shreveport	1,648	2,887	4,161	4,033	4,331	▲ 7%	▲ 163%
University of Louisiana System							
Grambling State University	140	89	169	386	488	▲ 26%	▲ 249%
Louisiana Tech University	6,900	6,258	7,031	7,556	7,702	▲ 2%	▲ 12%
McNeese State University	3,345	2,668	2,843	2,616	2,748	▲ 5%	▼ 18%
Nicholls State University	1,135	1,055	2,093	2,354	2,141	▼ 9%	▲ 89%
Northwestern State University	8,016	9,206	9,102	8,605	8,273	▼ 4%	▲ 3%
Southeastern Louisiana University	7,499	7,184	9,120	9,972	11,520	▲ 16%	▲ 54%
University of Louisiana at Lafayette	2,157	2,427	2,205	1,971	2,147	▲ 9%	0%
University of Louisiana at Monroe	4,495	4,375	5,073	5,320	5,201	▼ 2%	▲ 16%
University of New Orleans ¹	2,072	2,126	2,280	2,414	1,917	▼ 21%	▼ 7%
Total	71,285	78,626	92,212	100,673	107,042	▲ 6%	▲ 50%

1 - The University of New Orleans was part of the University of Louisiana System during 2024-25; but will be transferring to the Louisiana State University System on July 1, 2026.

► Delivery Methods

Public colleges and universities sustained their online dual enrollment offerings during the 2024 -25 school year, providing access to students regardless of geographic proximity to campus and in high schools without instructors qualified to teach at the college level. Online courses represent 22% of dual enrollment courses delivered in the 2024-25 school year, with 12% offered in a hybrid format (50-99% delivered online). The majority of dual enrollment courses – approximately two-thirds – continue to be offered on-site at a college or high school campus (**Figure 1**).

Figure 1. Trends in Dual Enrollment, By Course Delivery Method, 2023 to 2025.



Delivery methods vary by systems and institutions. Campuses in the University of Louisiana and Southern University Systems offer the fewest on-site enrollments at around 60%. Also, campuses in the University of Louisiana System offer the most hybrid dual enrollment courses at 27% and the Southern University System offers the most online enrollments at 40%. The Louisiana Community and Technical College System offers the most on-site enrollments at 72%.

Within each system, delivery methods vary widely by institution. Across all systems, there are eight institutions at which more than half of enrollments are fully online: Baton Rouge Community College, Bossier Parish Community College, L.E. Fletcher Technical Community College, LSU Eunice, LSU of Alexandria, Southern University and A&M College, Grambling State University, and Nicholls State University. There are nine institutions where most enrollments (90% or more) are offered fully on-site: Central Louisiana Technical Community College, Northshore Technical Community College, Northwest Louisiana Technical Community College, SOWELA Technical Community College, LSU and A&M College, LSU Shreveport, Louisiana Tech University, University of Louisiana at Lafayette, and University of Louisiana at Monroe (**Appendix C**).

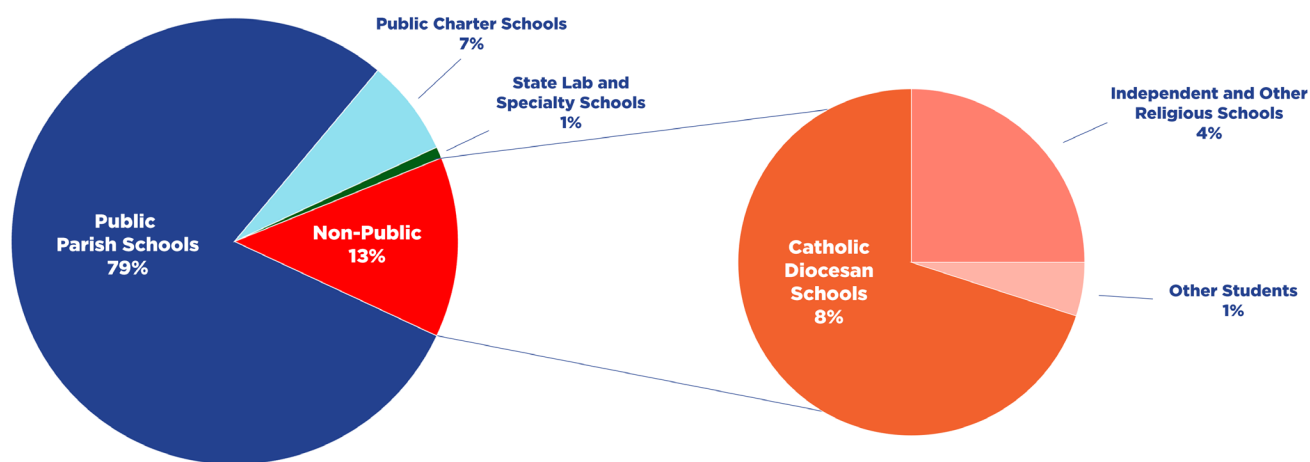
Institutions are more likely to offer career and technical courses on-site, as they often have hands-on components. As a result, 85% of career and technical course enrollments are on-site compared to 61% of general education courses. Of the career and technical subjects with over 500 enrollments, only one – Education – delivered a majority of enrollments (53%) in an online or hybrid setting. By contrast, of the general education subjects with over 500 enrollments, four offered majority-online or hybrid courses: Psychology (59%), Social Services (54%), Visual and Performing Arts (53%), and Communications & Journalism (75%).



► Participation by School Type

During the 2024-25 school year, 13% of dual enrollment high school students at Louisiana public colleges and universities came from outside the public school system (**Figure 2**), a shift from 17% in the 2020-21 school year. Despite this shift, nonpublic school students continue to represent a meaningful share of dual enrollment participation statewide, reflecting Louisiana's high proportion of Catholic and other nonpublic school enrollment relative to other states. In 2024-25, Louisiana State University A&M and the University of New Orleans enrolled the highest proportion of nonpublic dual enrollment students, at 31% and 28%, respectively. Bossier Parish Community College had the highest proportion of homeschool students enrolled in dual enrollment courses at nearly 7%. Although the majority of dual enrollment participants attend public district and charter schools, nonpublic and homeschool students remain a significant component of Louisiana's dual enrollment landscape.

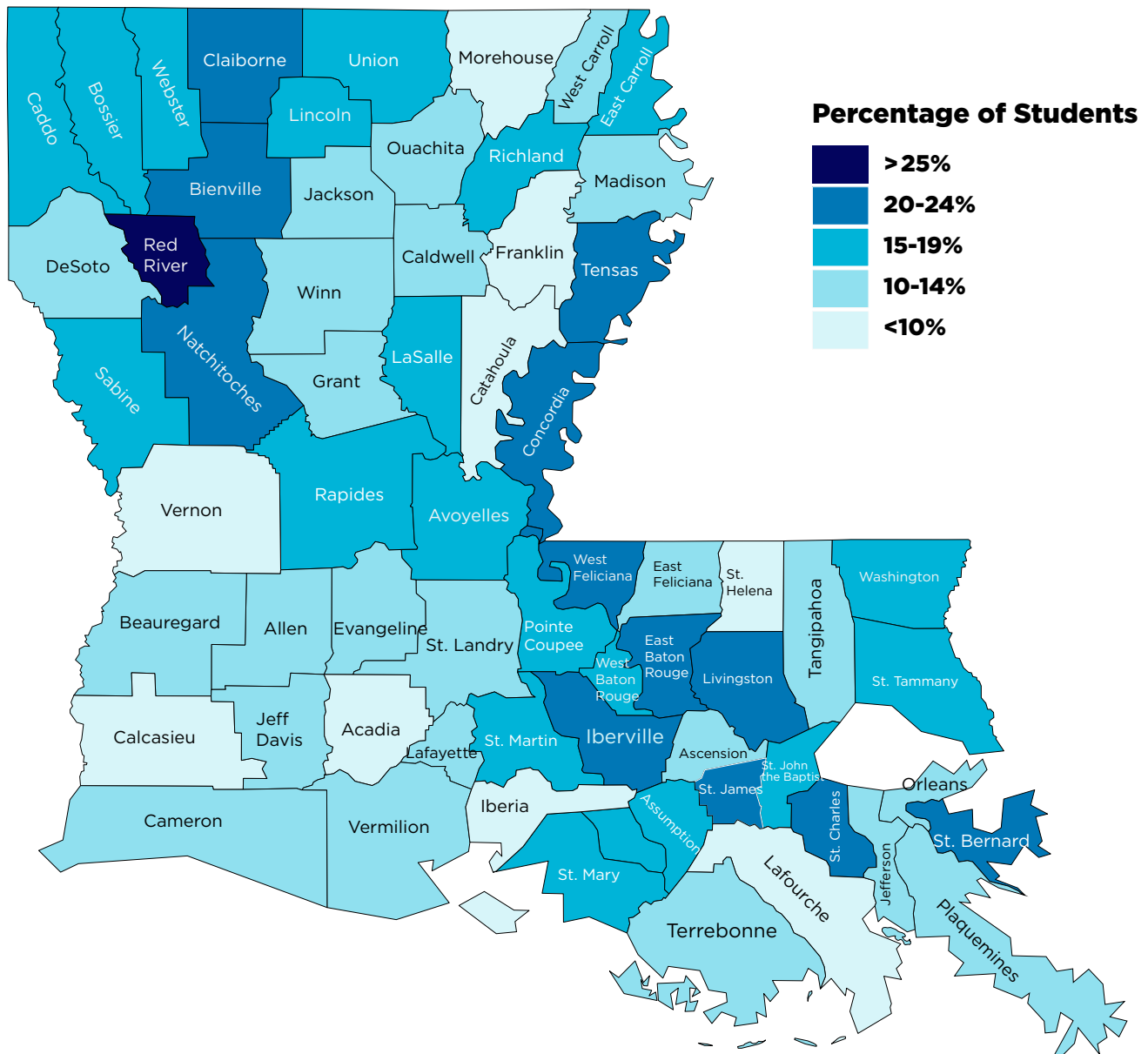
Figure 2. Students Participating in Dual Enrollment, By High School Type, 2024-25.



► Participation by Parish

Students from every parish participated in dual enrollment in the 2024–25 academic year. East Baton Rouge Parish had the highest number of dual enrollment participants, with nearly 5,000 students in the parish participating. Red River Parish had the highest percentage of adolescent-aged children (ages 14 to 17) participating in dual enrollment at 29%, followed by Bienville, St. James, Concordia, and West Feliciana Parishes (**Figure 3**). These percentages were estimated using U.S. Census population estimates on the number of children aged 14 to 17 living in each parish in 2024 (downloaded from the Kids Count Data Center using 2025 estimates).

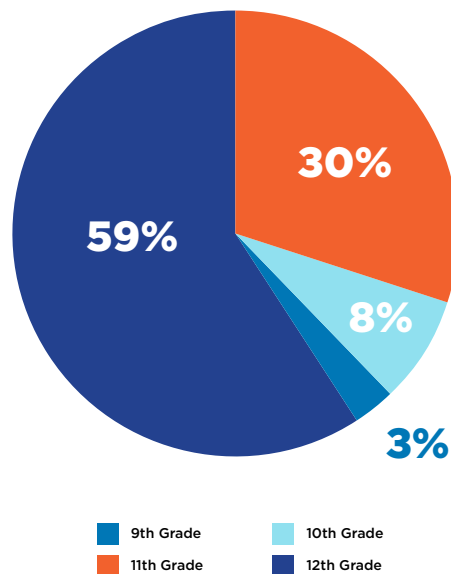
Figure 3. Percentage of Adolescent Age (14-17) Children Participating in Dual Enrollment, By Parish, 2024-25.



► Course-Taking Patterns

Grade-level data is available for approximately 75% of students who participated in dual enrollment during the 2024-25 school year. Students may be missing grade level information due to being homeschool students, non-public school students, or not having parental consent to share their academic information. Of the dual enrollment students for whom grade levels were reported during the 2024-25 school year, the majority took dual enrollment courses during 12th grade, with 89% in either 11th or 12th grade (Figure 4).

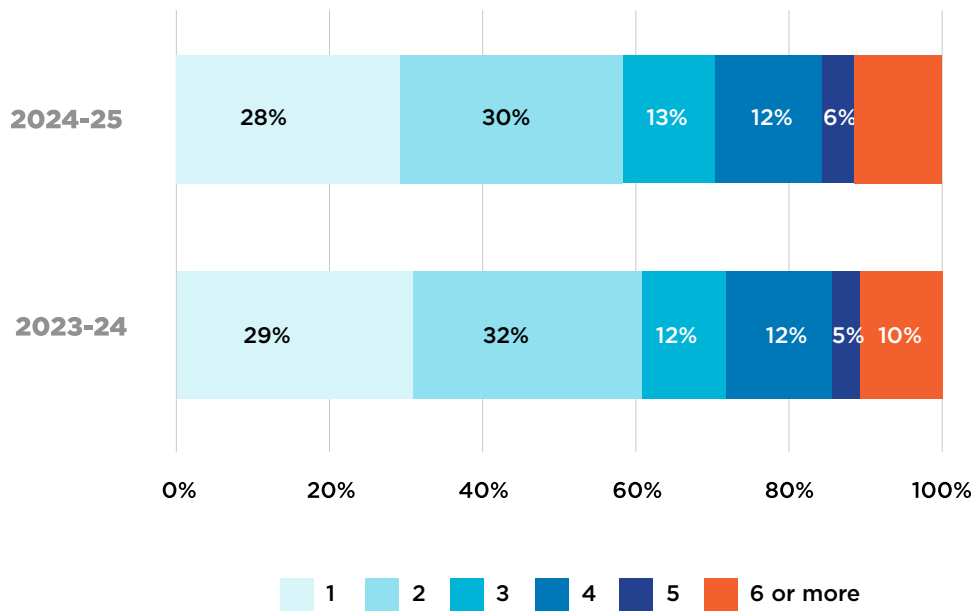
Figure 4. Grade Level of Dual Enrollment Students, 2024-25.



High school students took an average of 2.8 dual enrollment courses from public colleges and universities during the 2024–25 school year, with the majority (59%) of students enrolled in two or fewer courses. Compared to the prior year, there was a slight increase in students taking more than two classes, consistent with the participation patterns observed since the 2022–23 school year. Approximately 15% of students enrolled in 15 or more credit hours, potentially earning at least one semester of college credit in one year of high school. Among these, 419 students took a full-time course load of 30 or more credit hours (**Figure 5**).

While most students take one or two dual enrollment classes per year, the potential exists for students to earn a substantial number of college credits in a year.

Figure 5. Number of Dual Enrollment Courses Taken by Students, 2023-24 and 2024-25.



► Course Grades

In the 2024–25 academic year, 91.4% of students in dual enrollment courses successfully passed with grades of A, B, or C, an 0.7 point increase from the prior year. An additional 2.6% of students passed with a marginal D grade, which typically limits the applicability or transferability of credit. Notably, passing rates have remained stable – and even increased slightly in the past year – even as access has expanded to wider range of students in recent years.

Table 4. Dual Enrollment Course Grades, 2023-24 to 2024-25.

Year	Passed (A, B, C)	Passed (D)	Withdrawal	Failure
2023-24	90.7%	2.8%	3.5%	2.9%
2024-25	91.4%	2.6%	2.5%	3.6%

► New Option for Students with Choice Credit Modality

School year 2024–25 was the second year that Louisiana State University A&M [piloted the Choice Credit modality approach](#). Regents approved this [new option](#) in 2023, enabling participating institutions and partner school districts to offer students a choice in whether to include dual enrollment credits on their collegiate transcript. LSU A&M offered this option in select course subjects in a limited number of high schools in 2024–25. 180 students in 20 high schools chose to transcript courses using this model in 216 courses in 2024–25. Southeastern Louisiana University began offering the choice credit model to school partners in 2025–26.

► Addressing Affordability through Open Educational Resources (OER)

The cost of college textbooks is a financial barrier for many families to participate in dual enrollment. Over the past five years LOUIS: The Louisiana Library Network has partnered librarians with faculty to [create free open textbooks and interactive open educational resources](#) for nearly 40 courses frequently taken as dual enrollment, and provide professional development to instructors that adopt these materials. Instructional materials for an additional 20 courses in career and technical subjects are currently under development.

In the 2024–25 school year, public colleges and universities offered 225 dual enrollment course sections that exclusively used free, open education resources (OER), with another 205 exclusively utilizing affordable educational resources (AER), which cost less than \$30 per course or provide library licenses to eBooks that are free to students. Nearly 7,000 students saved money by taking one of these courses that provided free or affordable materials, accounting for 11% course enrollments. Colleges with widespread adoption of OER/AER for dual enrollment include: Southern University Shreveport (100% AER), LSU Eunice (26% of enrollments OER, 3% AER), Northwest Louisiana Technical Community College (24% of enrollments OER), and River Parishes Community College (22% of enrollments OER).

► Demographic Analysis

During the 2024–25 school year, dual enrollment increased across all race and ethnicity groups. In the 2024–25 academic year, students of color represented 46% of dual enrollment students across all Louisiana public colleges and universities. This marks a one-percentage-point increase from the 2023–24 academic year. Hispanic students saw the largest percentage increase during the 2024–25 academic year, with 309 more Hispanic students participating in dual enrollment, a 13% increase from the prior year.

Table 5. Dual Enrollment Participation by Race/Ethnicity.

Race/Ethnicity	2020–21	2021–22	2022–23	2023–24	2024–25	Increase YOY
African American	6,217	7,830	9,420	10,681	11,114	433 ▲ 4%
Hispanic	1,511	1,605	2,062	2,362	2,671	309 ▲ 13%
Other	2,356	2,781	3,006	3,398	3,599	201 ▲ 6%
White	15,992	16,659	18,320	19,844	20,222	378 ▲ 2%

The ethnic composition of dual enrollment students (30% African American, 7% Hispanic) is now the same as the population of undergraduates ages 24 and under. The faster-than-average increase in students of color participating in dual enrollment has reduced the racial participation gap over the past five years. Continued increases in participation by students of color can reduce these gaps further, so that participation in dual enrollment more closely reflects the high-school-age adolescent population in the state.

Table 6. Race/Ethnicity Comparisons to Louisiana Youth and Undergraduates, 2024-25.

Race/Ethnicity	Louisiana Youth Ages 12-17 ¹	Dual Enrollment	Undergrads 24 and Under ²
African American	35%	30%	30%
Hispanic	10%	7%	7%
Other	6%	10%	13%
White	49%	54%	50%

SOURCES: 1 - U.S. Census Bureau, 2024, population estimates, downloaded from Kids Count Data Center, Child population by race and ethnicity and age group. 2 - Louisiana Board of Regents, Master Plan Data Dashboard for academic year 2024-25.

► Subjects Taken

Louisiana’s public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 107,042 course enrollments in 2024-25, 82% were in general education courses, which saw a 9% increase from the previous year. Career and technical education courses made up 18% of dual enrollment courses in 2024-25, a slight decrease from the prior year (**Tables 7 and 8**).

Table 7. Dual Enrollments, By Field of Study.

	2020-21	2021-22	2022-23	2023-24	2024-25
Career & Technical Fields	13,265	15,951	18,668	20,572	19,733
Annual Change		▲ 20%	▲ 17%	▲ 10%	▼ 4%
General Education Fields	58,020	62,675	73,544	80,101	87,309
Annual Change		▲ 8%	▲ 17%	▲ 9%	▲ 9%

Table 8. Share of Dual Enrollment, By Field of Study.

	2020-21	2021-22	2022-23	2023-24	2024-25
Career & Technical Fields	19%	20%	20%	20%	18%
General Education Fields	81%	80%	80%	80%	82%

The decline in CTE courses was driven primarily by a decline in enrollment at Northshore Technical Community College, which saw a loss of 1,404 enrollments in CTE courses. Subjects at Northshore with the largest declines included courses in Health Professions, Construction Trades, Precision Production, and Engineering fields. Northshore reported that several factors contributed to this decrease, including instructor availability and structural changes to programs previously offered on high school campuses. Additionally, an increasing number of students are earning industry-based certifications and other validated skills and learning credentials outside of dual enrollment, contributing to shifts in overall CTE participation patterns.

► General Education

Courses in English, mathematics, and history continued to see the largest enrollments, representing nearly half of all dual enrollment courses taken. Enrollment grew over the prior year in most general education subjects, except social sciences and visual and performing arts, which saw a slight decline (**Table 9**).

Table 9. Dual Enrollment in General Education Fields, By Classification of Instructional Program, 2024-25.

General Education Fields	Enrollments	% of Total Enrollments	1-Year Change	5-Year Change
English Language & Literature/Letters	20,773	19%	▲ 12%	▲ 63%
Mathematics & Statistics	17,971	17%	▲ 8%	▲ 30%
History	13,582	13%	▲ 6%	▲ 68%
Biological & Biomedical Sciences	6,762	6%	▲ 11%	▲ 109%
Psychology	6,467	6%	▲ 10%	▲ 121%
Social Sciences	4,580	4%	▼ 3%	▲ 123%
Physical Sciences	4,484	4%	▲ 8%	▲ 93%
Visual & Performing Arts	4,137	4%	▼ 3%	▲ 89%
Foreign Languages, Literatures, & Linguistics	3,753	4%	▲ 37%	▲ 151%
Communication, Journalism, & Related Programs	3,010	3%	▲ 9%	▲ 226%
Other General Education Courses	965	1%	▲ 19%	▼ 18%
Total	86,484	82%	▲ 9%	▲ 68%

Nearly 94% of dual enrollments in general education fields were in courses listed in the Regents’ Master Course Articulation Matrix, a list created to facilitate transfer of nearly 350 of the most frequently taken college courses. This common course catalog sets forth ways in which courses taken at one college are equivalent to courses at every other public college and university in the state. Nineteen additional major-specific courses were added to the matrix in 2024–25 with the implementation of the state’s Universal Transfer Pathways.

Based on the courses available in the Master Course Articulation Matrix, the most popular courses students take for dual enrollment continue to be English Composition I and II and College Algebra. These three courses made up 25% of the total dual enrollment courses in the 2024–25 academic year (**Table 10**).

Table 10. Dual Enrollments in General Education Courses on the Articulation Matrix, 2024-25.

Matrix Common Course Name	Enrollments	% of Total Dual Enrollments
English Composition I	10,362	10%
College Algebra	8,762	8%
English Composition II	7,918	7%
Intro to Psychology	5,343	5%
Trigonometry	4,031	4%
American History II	2,979	3%
Western Civilization I	2,711	3%
American History I	2,486	2%
Western Civilization II	2,366	2%
General Biology I (Science Majors) ¹	2,183	2%
Elementary Spanish I	1,733	2%
Intro to Sociology	1,669	2%
World Civilization I	1,635	2%
General Biology I	1,588	1%
Introductory Statistics	1,521	1%
Public Speaking	1,463	1%
Elementary Spanish II	1,266	1%
Music Appreciation	1,209	1%
Chemistry I (Non-Science Majors)	1,173	1%
Intro to Visual Arts	1,145	1%
Fundamentals of Communication	1,008	1%
Other General Education Matrix Courses	17,299	17%
Total, General Education Matrix Courses	82,068	

1 — Includes General Biology I for Science Majors and General Biology I Lecture + Lab for Science Majors

► Career and Technical Fields

Over 9,000 students took nearly 20,000 career and technical dual enrollment courses in 2024–25, the majority of them in areas of study aligned to high-demand jobs in growing industry sectors that have been identified by Louisiana Works: Construction, Healthcare, Information Technology, Manufacturing, and Transportation and Logistics.

Of these students, 20% also took at least one general education course. The Louisiana Community and Technical College System provided 81% of the dual enrollment courses taken in career and technical fields. The two biggest institutional providers of career and technical dual enrollment courses were Northshore Technical Community College and Elaine P. Nunez Community College, which together represented nearly 30% of career and technical course enrollments.

As noted earlier, career and technical fields saw a 4% decline in enrollments from the prior year. The fields that saw the largest year-over-year declines were Computer and Information Sciences (-32%), Construction Trades (-18%), and Engineering (-18%). Other fields that saw big increases included Homeland Security, Law Enforcement, Firefighting and Related Protective Services (40%), Engineering Technologies/Technicians (18%), and Education (8%). Notably, Engineering – which focuses on applying math and science to solve problems, like mechanical, civil, and electrical – saw a decline whereas Engineering Technology/Technicians – which focuses on the technical skills for supporting engineering projects like drafting and electronics technology – saw an increase (**Table 11**).

Table 11. Dual Enrollments in Career & Technical Fields, By Classification of Instructional Program, 2024-25.

Career Technical Education Fields	Enrollments	% of Total Enrollments	1-Year Change	5-Year Change
Health Professions & Related Clinical Sciences ✓	5,855	5%	▲ 1%	▲ 44%
Precision Production ✓	2,972	3%	▼ 8%	▼ 22%
Mechanic & Repair Technologies/Technicians ✓	1,760	2%	2%	▲ 32%
Culinary, Entertainment, & Personal Services	1,636	2%	▼ 11%	▲ 18%
Business, Management, Marketing, & Related Support Services	1,445	1%	▼ 12%	▼ 34%
Engineering/Engineering-Related Technologies/Technicians ✓	1,361	1%	▲ 18%	▲ 46%
Construction Trades ✓	1,023	1%	▼ 18%	▲ 6%
Computer & Information Sciences & Support Services ✓	899	1%	▼ 32%	▼ 35%
Education	737	1%	▲ 8%	▲ 405%
Homeland Security, Law Enforcement, Firefighting & Related Protective Services	720	1%	▲ 40%	▲ 114%
Engineering ✓	559	1%	▼ 18%	▼ 4%
Other CTE Courses	766	1%	▲ 6%	▲ 219%
Total	19,733	18%	▼ 4%	▲ 14%

✓ = credentials aligned to high-demand jobs in growing industry sectors that have been identified by the Louisiana Works for the M.J. Foster Promise Program: Construction, Healthcare, Information Technology, Manufacturing, and Transportation and Logistics.

About 20% of the dual enrollments offered in career and technical education fields appear on the Regents' Master Course Articulation Matrix. Historically, only a limited number of common course names in career and technical fields were included in the Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix, by including all major-specific courses that appear in a Universal Transfer Pathway. In the prior academic year, only 15% of career and technical education courses appeared on the Matrix. This expansion will benefit students who complete dual enrollment courses in high school and matriculate to a different college or university by improving the portability of earned college credit.

Based on the courses available in the Matrix, the most common career and technical education dual enrollment course is Medical Terminology, with over 1,400 enrollments. All other career and technical education courses had 350 or fewer enrollments (**Table 12**).

Table 12. Dual Enrollment Courses by College/University, 2020-21 to 2024-25.

Matrix Common Course Name	Enrollments
Medical Terminology	1,451
Intro to Criminal Justice	345
Computer Applications	259
Food Safety and Sanitation	244
Foundations in Multicultural Education	214
General/Intro to Business Administration	214
Introduction to Culinary Arts	194
Advanced Professional Culinary Preparation and Presentation	189
Personal Finance	143
Intro to Corrections	101
Nutrition	98
Intro to Policing	70
First Aid	67
Intro to Programming	62
Criminal Law	60
Other Career and Technical Matrix Courses	163
Total, Career and Technical Matrix Courses	3,874

► Workforce Validated Skills and Learning

In June 2024, the Board of Regents [expanded its recognition of Validated Skills and Learning certifications](#): college-issued certifications of competency and industry-recognized certifications that meet the criteria of a [quality postsecondary credential of value](#). These market-relevant credentials are offered by public colleges and proprietary institutions as a stand-alone first credential for workforce training or as part of a program of study for students seeking certificates, degrees, and diplomas. In 2024-25, 2,144 high school students earned at least one Validated Skills and Learning certification – 90% through public institutions. Most high school students (86%) who earned certifications in 2024-25 additionally enrolled in a dual enrollment course, furthering their progress toward undergraduate certificates and degrees.

Earning Postsecondary Credentials in High School

During the 2024-25 academic year, 1,798 high school students completed 2,214 postsecondary certificates, technical diplomas, and associate's degrees from Louisiana's public colleges and universities. The number of students earning postsecondary credentials increased by 39% over the prior year, while the number of credentials earned by those students increased by 30%. There were 313 students who earned two or more credentials in the past year, most commonly in fields of study with stackable short-term credentials, including Health Professions, Welding, and Mechanic & Repair Technologies. Most (80%) of the students completing certificates and degrees were high school seniors, but 300 younger students earned technical certificates and diplomas.

Table 13. Postsecondary Credentials Earned by High School Students, 2021-25.

Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
Students	642	688	1,063	1,292	1,798
Credentials	757	807	1,159	1,705	2,214

Table 14. Postsecondary Credentials Earned by High School Students, By Credential Type, 2024-25.

Credential Type	2023-24	2024-25
Career & Technical Certificate (6-18 credit hours)	773	1,102
Certificate of Technical Studies (16-33 credit hours)	317	405
Certificate of General Studies (30 credit hours)	322	272
Technical Diploma (45-60 credit hours)	58	64
Associate of Applied Science (60 credit hours, 15 in General Education)	7	9
Associate of Arts, Sciences, or General Studies (60 credit hours, 27 in General Education)	228	362
Total	1,705	2,214

Nearly half of the credentials earned (1,112) were at least one-semester certificates, diplomas, or associate degrees. Elaine P. Nunez Community College, Northshore Technical Community College, and River Parishes Community College together offered over half of the short-term technical certificates, primarily in Health Professions (all three), Culinary Arts (Nunez), Welding (Nunez & Northshore), and Engineering Technologies/Manufacturing (River Parishes).

The most common program of study for high school students earning credentials in 2024–25 was Liberal Arts & Sciences, with 525 students earning either a one-year Certificate in General Studies or an Associate of Arts, Sciences, or General Studies, or both. Both the certificate and associate's degree align with the newly adopted Universal Transfer Pathways, ensuring that students fulfill their general education requirements if they wish to transfer to bachelor's degree programs. As a result of a large increase in the number of students earning associate's degrees at Northwestern State University, NSU is now the largest public college issuing associate's degrees to high school students (88). NSU is followed by South Louisiana Community College's Early College Academy (58 students, in partnership with Lafayette Parish Schools), River Parishes Community College's Early College Option (58 students), Southern University Shreveport (53 students) and LSU Eunice's LSUE Academy (39 students).

Certificates and associate's degrees earned in technical fields were highly concentrated (82%) in fields of study identified by Louisiana Works as aligned with growing industry sectors, including: Health Professions (521), Welding/Precision Production (287), Manufacturing/Engineering Technicians (184), and Mechanic & Repair Technologies (179).

Table 15. High School Students Earning One or More Postsecondary Credentials, By Program of Study, 2024–25.

Field of Study	Career & Technical Certificate	Certificate of Technical Studies	Certificate of General Studies	Technical Diploma	Associate of Applied Science	Associate of Arts, Sciences, or General Studies
Liberal Arts & Sciences / General Studies			270			359
Health Professions & Related Clinical Sciences ✓	346	64				
Precision Production / Welding ✓	178	41		37		
Mechanic & Repair Technicians ✓	72	81		12	1	
Engineering Technicians / Manufacturing ✓	144	27		9	3	
Culinary, Entertainment, & Personal Services	72	64		1		
Business, Management, & Marketing	93	15				1
Construction Trades ✓	70	38		5		
Other Fields	11	9			5	2

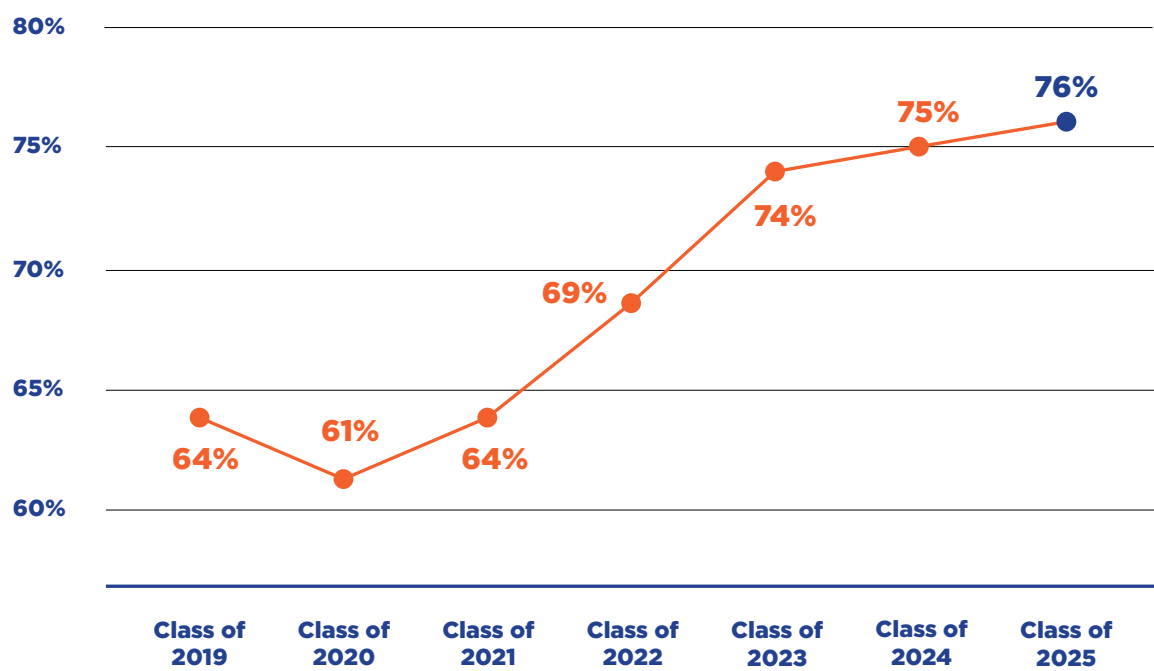
✓ = credentials aligned to high-demand jobs in growing industry sectors that have been identified by the Louisiana Works for the M.J. Foster Promise Program: Construction, Healthcare, Information Technology, Manufacturing, and Transportation and Logistics.

Early College Credit Earned by High School Graduates

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 (BESE) and Regents adopted this shared goal for every public high school student beginning with the high school freshman class of 2025 (senior class of 2029).

For the class of 2025, 76% of public high school graduates accomplished this. Over the past six years, the percentage of students graduating with early college credit or an industry credential has increased by 12 percentage points (**Figure 6**). Dual enrollment is the most common way that students achieved the college credit goal.

Figure 6. Public High School Graduating Class of 2024, Adjusted Graduation Cohort of Students Starting 9th Grade in 2020.



► School Characteristics and Participation Rates

This section analyzes the variances in the percentage of 2024 and 2025 high school graduates who earned early college credit or an industry-based credential at the public high schools in the state for which graduation rates were available. This analysis uses the Louisiana Department of Education’s data on high school graduates who earned at least one passing grade for TOPS Core Curriculum courses of either dual enrollment, Advanced Placement (AP), or International Baccalaureate (IB); received a high score on an AP, IB, or CLEB exam; or earned a basic statewide or advanced industry-based credential.

Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. Public alternative and juvenile justice schools were excluded (14 schools in 2024 and 14 schools in 2025). Additionally, schools that had missing graduation rates or graduation rates under 5% (16 schools in 2024 and 14 schools in 2025) were also excluded.

State Lab & Specialty Schools, Virtual Schools, and Parish and District Schools had the highest rates of students graduating with early college credit in 2024 and 2025 (Table 16). Notably, Charter Schools, both within and outside of New Orleans, saw increases in the number of graduates earning early college credit. Approximately 3,030 charter school graduates earned college credit in 2025 – over 500 graduates more than in 2024. This positive trend in college credit attainment in high school across many school types – and especially charter schools – shows positive momentum toward the state’s goal.

Table 16. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Type, Classes of 2024 and 2025.

Public High School Type	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
Parish and District Schools	77%	275	77%	278
New Orleans Charter Schools	59%	28	62%	27
Charter Schools (Outside Orleans)	57%	18	69%	19
Virtual Schools	77%	7	76%	7
State Lab & Specialty Schools	77%	5	83%	6
All Schools	75%	333	76%	337

In 2025, 49 high schools had 90% or more of their graduates earn college credit. In approximately 80% of high schools in 2025, at least half of graduates earned college credit while in high school. On the other end of the spectrum, in six high schools fewer than 10% of graduates earned college credit and another five high schools had fewer than 20% of graduates earned college credit in 2025, highlighting that there are still opportunities to increase early college credit access and success.

For the classes of 2024 and 2025, early college credit attainment rates were highest in suburban schools at 80% each year. Early college credit rates among high school graduates were lowest in city schools; however, city schools did see a three-percentage-point increase from 2024 to 2025 (Table 17).

Table 17. Public High School Graduates with Early College Credit or an Industry-Based Credential, By Locale, Classes of 2024 and 2025.

Public High School Locale	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
City	68%	81	71%	84
Suburb	80%	48	80%	49
Town	72%	58	75%	57
Rural	78%	139	77%	140
Virtual	77%	7	76%	7
All Schools	75%	333	76%	337

Early college credit attainment rates for high school graduates in the class of 2024 and 2025 varied across the regions of the state, with above-average rates in Alexandria, Lafayette, and New Orleans in both years. Five of the regional labor market areas – Baton Rouge, Lake Charles, Monroe, New Orleans, and Shreveport – saw increasing rates of graduates earning college credit from 2024 to 2025. Three statewide virtual schools are excluded, while virtual schools operated by parishes were assigned to their associated regional labor market areas (**Table 18**).

Table 18. Public High School Graduates with Early College Credit or an Industry-Based Credential, By Regional Labor Market Area, Classes of 2024 and 2025.

Regional Labor Market Area	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
Alexandria	82%	32	81%	31
Baton Rouge	74%	59	78%	64
Houma	79%	9	76%	9
Lafayette	85%	47	79%	48
Lake Charles	62%	40	63%	40
Monroe	68%	28	71%	28
New Orleans	76%	64	78%	63
Shreveport	71%	51	72%	51
All Schools	75%	330	76%	334

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

High schools with large and very large graduating classes tend to have a higher rate of college credit accumulation among their graduates (**Table 19**).

Table 19. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Size, Classes of 2024 and 2025.

School Size	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
Very Large (250+ graduates)	78%	54	79%	54
Large (150–249 graduates)	78%	46	77%	46
Medium (75–149 graduates)	68%	92	70%	98
Small (25–74 graduates)	71%	103	75%	108
Very Small (1–24 graduates)	70%	38	73%	31
All Schools	75%	333	76%	337

Schools that serve a higher number of economically disadvantaged students have lower rates of college credit attainment among their graduates than schools that serve smaller numbers of economically disadvantaged students. However, in 2025, the gap in early college credit attainment between schools with high concentrations (>80%) and those with lower concentrations (<40%) of economically disadvantaged students narrowed to 13 points. Schools serving higher numbers of economically disadvantaged students in 2025 increased their early college credit rate among graduates by approximately seven percentage points compared to the prior year.

Table 20. Public High School Graduates with Early College Credit or an Industry-Based. Credential, By School Income Composition, Classes of 2024 and 2025.

School % Economically Disadvantaged	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
<40%	91%	12	84%	16
40–59%	79%	59	77%	65
60–79%	78%	128	77%	123
>80%	64%	134	71%	133
All Schools	75%	333	76%	337



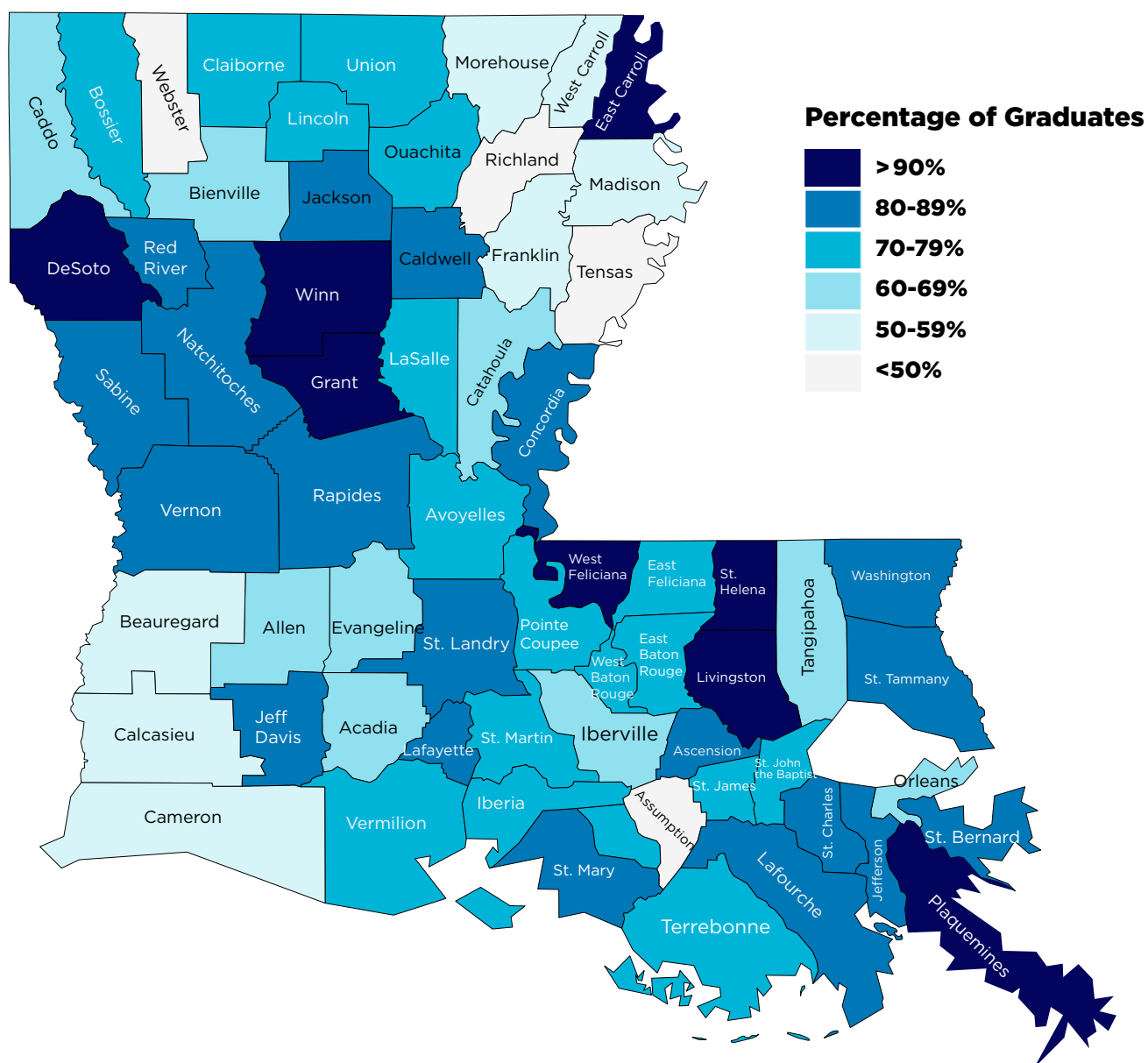
Similarly, schools with a higher percentage of students of color have lower rates of early college credit attainment among their graduates. In 2025, the most racially diverse schools (those serving 80% or more students of color) saw a six-point increase in early college credit attainment rates from the prior year (**Table 21**). In recent years, intentional expansion of dual enrollment programs, through targeted outreach into schools that previously had limited or no dual enrollment, has contributed toward reducing the gap in early college credit attainment rates between schools serving higher and those serving lower numbers of students of color.

Table 21. Public High School Graduates with Early College Credit or an Industry-Based Credential, By School Racial Composition, Classes of 2024 and 2025.

School % Students of Color	2024		2025	
	Percentage of Students with Credit/Credential	# of Schools	Percentage of Students with Credit/Credential	# of Schools
<20%	82%	50	79%	52
20-39%	84%	68	81%	62
40-59%	76%	72	77%	74
60-79%	74%	44	72%	48
>80%	64%	99	70%	101
All Schools	75%	333	76%	337

In 2025, eight parishes had early college credit attainment rates above 90% for their graduates: St. Helena, Grant, DeSoto, East Carroll, Livingston, Winn, Plaquemines, and West Feliciana (**Figure 7**).

Figure 7. Public High School Graduates with Early College Credit or an Industry-Based Credential, By Parish of School Location, Class of 2025.



Conclusion

Dual enrollment continues to serve as a cornerstone of Louisiana's efforts to increase college-going rates, accelerate credential attainment, and align education with workforce needs. During the 2024–25 academic year, participation reached an all-time high, with more than 43,000 high school students enrolling in over 107,000 courses, representing a more than 60% increase in participation since 2018–19. Students from every parish completed college coursework and an increasing number earned postsecondary credentials before graduating high school. At the same time, the data highlight areas where progress has been uneven, including recent declines in select high-demand fields such as computer science, construction trades, and engineering, as well as lower rates of credential attainment in a small number of regions, most notably Lake Charles and, to a lesser extent, Monroe and Shreveport, areas the Task Force will examine more closely to better understand barriers and opportunities for improvement.

Strong student outcomes – including consistently high course pass rates and substantial growth in certificates, diplomas, and associate's degrees – demonstrate that expanding participation has been achieved without compromising quality. Notably, increased dual enrollment participation has led to progress toward the statewide goal that every high school student graduate with college credit, a credential, or both. Progress toward attainment of this goal is occurring even faster in schools that have historically had lower participation rates, particularly students attending charter schools, schools in New Orleans and Baton Rouge, schools with high concentrations of economically disadvantaged students, and schools with high concentrations of students of color.

The progress documented in this report is a testament to the dedication of our K–12 and higher education teachers and faculty, counselors and advisors, and school and institutional leaders. Sustaining and building upon this momentum will require continued collaboration between high schools and postsecondary institutions, paired with targeted attention to areas where outcomes lag behind statewide trends. Looking ahead to 2026, Regents remains committed to continued implementation of priorities identified by the Task Force in 2024, particularly: increasing availability of courses and credentials in high-demand workforce sectors, streamlining student registration, expanding the instructor pool, and strengthening alignment with transfer pathways. As Louisiana looks ahead to the 2030 statewide attainment goal and beyond, dual enrollment remains a central strategy, one that not only prepares students for postsecondary success, but also supports the state's broader economic and workforce priorities.

Appendix A

2025 Dual Enrollment Task Force Roster

Member	Seat Information
Dr. Sabrah Kingham	Governor's Office
Dr. Kim Hunter Reed	Louisiana Board of Regents
Dr. Ernise Singleton	Louisiana 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
Robyn Bentley	Louisiana School Counselor Association
Dr. Jeannine O'Rourke	College and Career Readiness Commission
Barry Erwin	Leaders for a Better Louisiana
Dr. Caroline Roemer	Louisiana Public Charter School Association
Katrice Antoine	Louisiana Association of Educators
Dr. Erin Bendily	Pelican Institute for Policy
Dr. Tia Mills	Louisiana Association of Educators
Tony McCardle	Louisiana Association for Career and Technical Education
Julie Stokes	Ellevate Louisiana

Co-Chair Acknowledgement

Since 2019, Mr. Mike Faulk has served as co-chair of the Task Force alongside Commissioner Kim Hunter Reed. The Task Force would like to acknowledge Mr. Faulk's contributions as he prepares for retirement. Representing the Louisiana Association of School Superintendents, he attended nearly every meeting and consistently provided valuable feedback and insights that helped inform strategies to scale dual enrollment across Louisiana.

Appendix B

Task Force Recommendations

In February 2020, the Task Force adopted a set of recommendations, many of which have since been accomplished. In response to this progress, the Task Force adopted updated recommendations in January 2024. The following section provides an update on progress toward each recommendation.

Board of Regents (Higher Education)	
2024 Recommendation	2025 Status
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.	Outreach and research in support of this recommendation are ongoing. (1) The 2025 Dual Enrollment Report shows increased participation among rural schools, with rural schools now demonstrating the second-highest rates of access after suburban schools. (2) Data on underserved populations are analyzed annually, with ongoing efforts to refine and expand this analysis. (3) A working group of disability services leaders will convene in Spring 2026 to develop a framework for better supporting students with disabilities.
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.	Regents hosted two in-person convenings in Spring 2025 with the National Alliance for Concurrent Enrollment Partnerships (NACEP). By early Spring 2026, Regents will release a best practices toolkit targeted towards school counselors and dual enrollment coordinators.
3. Promote the implementation by postsecondary management boards of a universal higher education dual enrollment pricing structure.	No update at this time. A proposed uniform pricing structure was previously developed in coordination with the Board of Regents and Higher Education System Finance Officers. System specific discussions are continuing as is legislative advocacy.
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.	Best practices in quality assurance were shared during NACEP workshops. Regents staff regularly engage in dialogue with institutional leaders about academic quality in dual enrollment.
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.	Two institutions created new Regents-approved graduate certificate programs in Math (LSU A&M) and English (LSUS) designed for high school teachers to earn graduate credentials necessary to teach dual enrollment. Regents has provided funding to support tuition waivers to support up to 24 students.

Board of Regents (Higher Education)

2024 Recommendation	2025 Status
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.	Dialogue with postsecondary leadership is anticipated to launch during the 2025–26 school year.
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 undergraduate programs.	The Articulation Matrix was expanded to include additional common course codes for technical courses listed on Universal Transfer Pathways and is published on an interactive website. Regents' Prior Learning Assessment policy has led to increased consistency in transcribing and reporting of industry-based credentials (IBCs). In addition Regents is developing an inventory of non-credit technical programs that incorporate IBCs. Discussions of further consistency in technical pathways are ongoing.
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.	The LA FIRST initiative at the UL Lafayette Blanco Center will create new opportunities for longitudinal cross-sectoral outcomes analysis. A future focus will develop a list of priority topics for evaluation research and identification of partners for future research.
9. Continue to invest in solutions such as common application and registration systems to reduce the administrative burden on counselors, students, and families	<p>SoLAcc, SOWELA and LSU A&M have successfully piloted the common online dual enrollment application and course registration system.</p> <p>In August 2025, Commissioner Reed sent a letter to all system presidents and institutional presidents/chancellors encouraging statewide adoption by Fall 2026.</p> <p>To support institutional implementation, the Board of Regents hosted a webinar on August 26 and has convened monthly meetings with institutional leads to track progress and encourage campuses to begin pilot efforts.</p>
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.	LaDualEnrollment.com launched in January 2022. Plans are underway to revise components of the site to ensure information related to Transfer Pathways, Interactive Matrix and additional FAQs are available.

Public Postsecondary System Management Boards (Higher Education)

2024 Recommendation	2025 Status
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.	At this time 24 Universal Transfer Pathways providing 60 credit hours that can transfer to baccalaureate degrees have been adopted. Ongoing discussions continue related to system-wide alignment of technical pathways, degree program requirements, and course numbering.
2. Adopt and implement a universal higher education dual enrollment pricing structure.	No update at this time. A proposed uniform pricing structure was previously developed in coordination with the Board of Regents and Higher Education System Finance Officers. System specific discussions are continuing as is legislative advocacy.
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.	The 2024–25 Perkins State Plan continues the state’s emphasis on aligning secondary to postsecondary technical programs of study, including quality metrics for postsecondary credential completion to which dual enrollment contributes. The plan includes a specific intention to expend state reserve funds to expand technical dual enrollment opportunities to rural areas of the state.
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.	By early Spring 2026, Regents will publish a best practices toolkit and encourage further distribution and adaptation by management boards.
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.	Outreach and research in support of this recommendation are ongoing. (1) The 2025 Dual Enrollment Report shows increased participation among rural schools, with rural schools now demonstrating the second-highest rates of access after suburban schools. (2) Data on underserved populations are analyzed annually, with ongoing efforts to refine and expand this analysis. (3) A working group of disability services leaders will convene in Spring 2026 to develop a framework for better supporting students with disabilities.

Louisiana Department of Education (K-12)

2024 Recommendation	2025 Status
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.	By early Spring 2026, Regents will publish a best practices toolkit. This will include information specifically geared towards school counselors.
2. Align Fast Forward pathways to make them more consistent across geographic regions, ensuring they address workforce needs, and adopt Regents' Universal Transfer Pathways.	LDOE staff continue to work with school systems on implementing Fast Forward pathways.
3. Provide technical support to districts and schools to promote the development of programs that allow students to complete Fast Forward pathways.	LDOE staff are actively providing technical assistance to school districts in order to scale career and technical education access.
4. In collaboration with Louisiana's public colleges and universities, expand available virtual and hybrid dual enrollment offerings to increase access in all schools.	LDOE staff actively provides technical assistance to school systems related to dual enrollment opportunities.

Board of Elementary and Secondary Education (K-12)

2024 Recommendation	2025 Status
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.	For the class of 2025, 76% of public high school graduates met this goal established by BESE and Regents. Over the past six years, the percentage of students graduating with early college credit or an industry credential has increased by 12 percentage points.
2. Apply the same weights to dual enrollment that AP and CLEP receive in the high school accountability system.	In June 2024, BESE approved the new K-12 accountability system. This revised system will be in place in the 2025–26 school year. The University Accelerator section states: <ul style="list-style-type: none"> • AP: A score of 3+ on a TOPS-aligned AP exam • Dual Enrollment: Completion of at least 6 credits with a grade of C or better • CLEP: Completion of 3 CLEP exams (with enrollment in associated college course) and passing scores recognized by the Board of Regents flagship university

Board of Elementary and Secondary Education (K-12)

2024 Recommendation	2025 Status
3. Include advanced career and technical dual enrollment classes as a metric in the high school accountability system.	<p>In June 2024, BESE approved the new accountability system. This revised system will be in place in the 2025-26 school year.</p> <ul style="list-style-type: none"> • University Accelerator: 6+ DE Credits • Career Accelerator: Recognizes students who complete: <ul style="list-style-type: none"> o Credential Bundle + internship, o Advanced credential + internship, o Two years in a Fast Forward-registered apprenticeship, or o A Certificate of Technical Studies in a “high-wage, high-demand” industry

Louisiana Legislature

2024 Recommendation	2025 Status
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.	No additional funding was allocated during the 2025 Regular Legislative Session.
2. Encourage the development and implementation of models that enable rural schools and community and 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.	Act 335 of the 2024 Regular Legislative Session directs the Task Force to explore expanding virtual dual enrollment course offerings, while Act 449 of the 2025 Regular Legislative Session requires that all public high schools provide access to technical education courses, either directly or through partnerships with LCTCS or other approved providers. Future Task Force meetings will focus on identifying areas where additional support is needed to advance these initiatives.

Appendix C

Dual Enrollment Delivery Modality by Institution

The three delivery modalities are fully online, hybrid (50–99% delivered online), and on-site instruction at either the college campus or the high school.

Institution	100% Online	Hybrid	On-Site
Louisiana Community & Technical College System	25.3%	3.1%	71.5%
Baton Rouge Community College	59.9%	3.0%	37.1%
Bossier Parish Community College	54.0%	0.3%	45.7%
Central Louisiana Technical Community College	5.7%		94.3%
Delgado Community College	24.8%	0.4%	74.8%
Elaine P. Nunez Community College	16.0%	7.0%	77.1%
L.E. Fletcher Technical Community College	53.1%	2.6%	44.3%
Louisiana Delta Community College	19.7%		80.3%
Northshore Technical Community College	0.2%	0.1%	99.7%
Northwest Louisiana Technical Community College	9.2%		90.8%
River Parishes Community College	15.6%	9.7%	74.6%
South Louisiana Community College	4.3%	6.6%	89.0%
SOWELA Technical Community College	6.4%		93.6%
Louisiana State University System	30.4%	1.3%	68.4%
LSU and A&M College		2.4%	97.6%
LSU Alexandria	69.7%		30.3%
LSU Eunice	69.8%	0.4%	29.8%
LSU Shreveport	9.7%		90.3%
Southern University System	40.1%	0.8%	59.1%
Southern University and A&M College	97.3%		2.7%
Southern University at New Orleans	47.0%		53.0%
Southern University Shreveport	16.5%	1.7%	81.8%
University of Louisiana System	12.2%	27.4%	60.4%
Grambling State University	80.1%	13.3%	6.6%
Louisiana Tech University			100.0%
McNeese State University	19.5%	1.2%	79.3%
Nicholls State University	57.7%	0.0%	42.3%
Northwestern State University	31.7%		68.3%
Southeastern Louisiana University	0.3%	99.2%	0.5%
University of Louisiana at Lafayette	0.05%		99.95%
University of Louisiana at Monroe	0.4%		99.6%
University of New Orleans	16.4%		83.6%
TOTAL	22.2%	12.2%	65.6%

Appendix D

High School Students Earning One or More Postsecondary Credentials by Institution, 2024-25

Institution	Career & Technical Certificate	Certificate of Technical Studies	Certificate of General Studies	Technical Diploma	Associate of Applied Science	Associate of Arts, Sciences, or General Studies
Louisiana Community & Technical College System	983	325	197	64	6	173
Baton Rouge Community College	35		60	17		36
Bossier Parish Community College	77	18	31	3		16
Central Louisiana Technical Community college	125	3		6		
Delgado Community College	93	15	1		1	
Elaine P. Nunez Community College	195	79	5	6	3	5
L.E. Fletcher Technical Community College	81	11		6		
Louisiana Delta Community College	30	7	2			
Northshore Technical Community College	181	2	1	3		1
Northwest Louisiana Technical Community College	35	32		14		
River Parishes Community College	111	47	14			58
South Louisiana Community College	9	104	68	9	2	56
SOWELA Technical Community College	11	7	15			1
Louisiana State University System			75		3	46
LSU Eunice			75		3	36
LSU of Alexandria						10
Southern University System		5				53
Southern University Shreveport		5				53
University of Louisiana System						90
McNeese State University						2
Northwestern State University						88



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