

Dual Enrollment Task Force

Wednesday, October 26, 2022

1:00-3:00 p.m.

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

CALL TO ORDER

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

She welcomed the newest member of the Task Force, Dr. Stella Arabie, Principal of Vermillion Catholic, who will now serve as the representative for the Louisiana Association of Principals.

ROLL CALL

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

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

APPROVAL OF JUNE 13, 2022 MINUTES

Mr. Mike Faulk asked for a motion to approve the minutes of the June 13, 2022 meeting. On the motion of Ms. Doris Voitier, seconded by Dr. Janet Pope, the Task Force approved the minutes.

2022 ANNUAL DUAL ENROLLMENT REPORT DATA

Mr. Faulk introduced the first agenda item. He reminded the members that in its February 2020 report the Task Force recommended the creation of an annual report on dual enrollment participation, performance, and equity at school and institutional levels, including disaggregated data. The first report was released in June of 2021 and drafting of the second report is now underway with plans to present it at the December 2022 Joint BESE and Board of Regents meeting.

Adam Lowe, Founder and Director of Saffron Ventures Consulting, is leading in the preparation of the second report. Mr. Faulk asked Mr. Lowe to present on the analysis conducted.

Mr. Lowe shared the key data findings to be included in the report. To begin, he utilized the 2020-21 school year graduation information to connect to the joint Board of Regents and Board of Elementary and Secondary Education (BESE) goal. This goal set a vision for every Louisiana student, beginning with the graduating class of 2029, to graduate high school with college credit (whether academic and/or career-technical), a postsecondary credential of value, or both. After four years, of the students in the graduating class of 2020-21 who started in 9th grade, 17% did not graduate on time and 83% graduated on time, with 53% of those graduating on time having some sort of college coursework completed. Dual Enrollment is the largest program by which students are earning college credit in high school. In the last two years, the percentage of students earning college credit or an industry credential has increased from 51% to 53%.

Mr. Lowe then transitioned to Board of Regent's data, derived from public colleges and universities. In 2018-19 the Board of Regents first revised its dual enrollment policy, Academic Affairs Policy 2.22. This iteration of the policy introduced additional measures required for students in order to meet the minimum standards for participation. As a result of this policy, there was a 7% decline in enrollment from 2017-18. In the 2020-21 Academic Year, dual enrollment participation slightly increased in overall enrollment numbers, while in 2021-22, there was a 11% increase in dual enrollment unduplicated course enrollment.

Mr. Lowe noted that in Academic Year 2020-21 online and hybrid dual enrollment participation doubled. Ms. Voitier asked if a similar trend in online college course enrollment is being experienced also at the colleges, and not just among dual enrollment students. Mr. Lowe affirmed that this is the case across dual enrollment and traditional college courses.

Dr. Pope raised a question relative to capturing out-of-state provider dual enrollment information. Mr. Lowe indicated that Regents data are collected only from public postsecondary institutions.

Mr. Lowe then provided an update on grades earned by method of student eligibility in Academic Year 2021-22, reminding the Task Force that Regents' emergency policy, implemented in Spring 2020 due to the pandemic, allowed for counselor recommendations to be utilized in place of subject-specific scores on a placement test to determine academic dual enrollment eligibility. Data revealed that, regardless of the means by which they demonstrated eligibility, students passed dual enrollment courses at similarly high rates. Dr. Pope asked whether more information could be provided concerning why a student withdraws from a course.

Ms. Latour responded that she has seen students withdraw because of a C grade, not wanting this to impact their college transcript. Task Force discussions continued relative to options to prevent students being negatively impacted by poor performance in a dual enrollment course. Specific discussions related to federal financial assistance and the importance of advising students to ensure they are aware of the impact of taking a dual enrollment course.

Mr. Lowe then discussed data relative to dual enrollment participation by field, noting that in Academic Year 2022-23 there had been a 24% decline in career technical education enrollment, but an increase in general education field enrollment. Mr. Faulk encouraged further examination of these data by region. Task Force members agreed that this information should be incorporated into future reports.

EXPANDED COLLEGE ADMISSIONS PATHWAYS

Dr. Tristan Denley provided an update on the recently approved expanded college admission pathways. He indicated that the Board of Regents sets the minimum admission standards for Louisiana's public colleges and universities. Those standards require students to complete a set of core academic courses in high school with a certain grade point average or earn an established minimum ACT score for college admission. These admission standards had remained relatively unchanged since 2010, but in August 2022, standards were expanded and a third pathway option for college admission was added, expanding the college admission opportunities for students in Louisiana.

The third pathway creates a new pathway for high school students who have completed an associate's degree or earned early college credit. The policy defines academic early college credit as college credit earned before completing high school or during the summer immediately following high school graduation. Early college credit can be earned through dual enrollment, AP, IB, or CLEP, though credit hours for AP, IB, or CLEP are contingent on the student achieving the appropriate score. Under these new guidelines, students who complete their core coursework have a third option in pursuing college admission: earning an associate's degree or completing the required number of early college academic credits with the corresponding GPA to qualify for their institution of choice.

Mr. Faulk asked whether it matters where an associate's degree comes from. Dr. Denley replied that neither the institution of origin nor specific a specific associate's degree type was specified in the policy. Ms. Voitier asked whether it was still required to utilize the ACT for placement when looking at the flagship or statewide category. Dr. Denley replied that the placement policy no longer requires an ACT score be utilized for placement. He provided a brief overview of the revised placement policy, which permits multiple measures for placement into gateway, entry-level math or English courses.

FEBRUARY 2020 TASK FORCE RECOMMENDATIONS REVIEW AND HORIZON ISSUES DISCUSSION

Dr. Denley then transitioned to discuss the revisions of Academic Affairs Policy 2.22. As mentioned by Mr. Lowe during the annual report presentation, the Board of Regents approved an emergency dual enrollment policy in Spring 2020. This emergency policy was extended until the end of Academic Year 2022-23, to allow Regents staff the opportunity to analyze the impact of the expanded minimum standards for academic dual enrollment participation. As discussed in Mr. Lowe's presentation, data showed that students were passing dual enrollment courses at high rates, regardless of the means by which they demonstrated eligibility. As a result of this, Regents staff proposes continuing the emergency policy and further expanding options for eligibility. Dr. Denley briefly outlined the drafted options.

Overall, Task Force members agreed that this approach would increase access. Members supported encouraging participation in career and technical, as well as academic dual enrollment.

Next, the Task Force reviewed its February 2020 recommendations. Ms. Baker provided an update concerning the recommendation for "initial investment in capacity-building to support the teaching corps needed to implement universal access to dual enrollment." She indicated that a request for applications to create such a program will be sent to all public higher education institutions in November 2022. At a recent meeting other states' approaches to creating such a pipeline were discussed and the request for applications was developed based on the feedback provided. Additional details will be made available once the program is selected in January 2023.

Next, Ms. Baker shared that Regents partnered with the National Alliance for Concurrent Enrollment Partnerships (NACEP) to provide three in-person workshops and three webinars throughout Spring and Summer 2022. Each of these workshops was specific to best practices for dual enrollment program consistency and success.

Lastly, Dr. Reed provided an update related to Regents' request for dual enrollment funding. She reminded the Task Force that the ultimate goal is for every junior and senior in Louisiana to have access to two dual enrollment courses at no cost. The Board of Regents has requested \$25.3 million for dual enrollment, to be appropriated alongside the Supplemental Course Allocation (SCA) funding already available at the district level. Initial conversations related to pricing of dual enrollment courses have already begun and will continue among Louisiana's public postsecondary institutions. Task Force members emphasized the importance of ensuring dual enrollment funding is available. Staff indicated that this topic would be further explored at the next Task Force meeting, to be held in January 2023.

PUBLIC COMMENTS

Dr. Caronda Bean, SLCC, shared that she will be presenting at the upcoming National Alliance for Concurrent Enrollment Partnerships (NACEP) conference. She serves on the advocacy commission for NACEP and will be providing an update on the work underway in Louisiana.

NEXT STEPS & ADJOURNMENT

There being no further discussion, Commissioner Reed asked for a motion to adjourn the meeting. On motion of Mr. Faulk, seconded by Mr. Erwin, the meeting was adjourned at 3:04 p.m.

ADDITIONAL ATTENDEES & GUESTS

Name	Affiliation
Mellynn Baker	Board of Regents
Hannah Courtney	Board of Regents
Susannah Craig	Board of Regents
Lisa Vosper	Board of Regents
Matthew LaBruyere	Board of Regents
Lupe Lamadrid	Board of Regents
Tristan Denley	Board of Regents
Adam Lowe	Saffron Ventures Consulting
JM Wolfe	LSU
Sheri Goings	LSU
Phoebe Rouse	LSU
Anthony Rodrigue	LAVCA
Sarah Brown	ULM
Andrea Kulin	LAUCA
Jackie Bach	LSU
Caronda Bean	SLCC
Stella Aragie	LAP
Jessica Vallelungo	LDOE