

DUAL ENROLLMENT FRAMEWORK TASK FORCE

Minutes

November 17, 2021, 10:00 a.m. – 12:00 p.m.

Iowa Room, Claiborne Building, 1201 North 3rd Street, Baton Rouge, LA 70802

CALL TO ORDER / ROLL CALL

Commissioner Kim Hunter Reed called the meeting to order at 10:02 a.m., Wednesday,

November 17, 2021. The roll was taken and a quorum was established.

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

APPROVAL OF MINUTES

Commissioner Reed asked for a motion to approve the minutes of the June 29, 2021

meeting. On motion of Ms. Doris Voitier, seconded by Ms. Linda Johnson, the Task Force approved the minutes.

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DUAL ENROLLMENT PORTAL PREVIEW & NEXT STEPS

Ms. Mellynn Baker, Assistant Commissioner of Strategic Planning and Student Success, outlined items on the November 2021 agenda and the connection of each agenda item to the February 2020 Task Force recommendations. The first agenda item, the dual enrollment portal preview, is in response to the February 2020 recommendation related to, “researching a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment.” To present on this item, Ms. Baker introduced Ms. Leah Lykins, Co-Founder and COO at WhereWeGo, the web-design team the Board of Regents contracted with to develop this informational portal. In her presentation, Ms. Lykins provided an overview of the concept for the portal, a walkthrough of the portal, and the phases of development. Ms. Denise Latour expressed her appreciation for the website and indicated the importance of this information from the counselor’s perspective. Mr. Mike Faulk asked whether a common application had been formulated. Ms. Baker gave an update on the progress of the standard application development, noting a workgroup that has been formed to provide feedback related to creating a standard application. Ms. Voitier wanted to ensure the website does not provide a roadblock to enrollment in DE courses. Discussion was had on leading students through the application process but always having a checkpoint to work with school counselors, to ensure they are proceeding down the correct pathway. Ms. Johnson agreed with the discussion and noted the ability to easily navigate through the website. Ms. Latour asked whether each college’s drop and withdrawal dates could be linked onto a calendar, to be easily accessible for parents and counselors. She added that she requires a signature on dual enrollment applications, which acknowledges that parents and students understand the requirements and allows for another checkpoint of understanding for those enrolling. Mr. Blaine Robertson advised that

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Regents partner with/contact universities and high schools to produce a catalog of dual enrollment courses offered for students to see what is available to them and suggested that each institution's dual enrollment website be linked on the portal as well.

Dr. Janet Pope expressed concern about providing false hope to students who are unable to enroll in a dual enrollment course listed but not available under their graduation plan. Ms. Voitier agreed and emphasized that there should always be a redirection for students to discuss with a counselor whether a dual enrollment course will satisfy their IGP (individual graduation plan). Ms. Lykins agreed with this. Mr. Faulk asked if there could be a sidebar for the individual courses on the website to show which pathways align with each course. Ms. Lykins showed how students will be able to search for individual courses and information within the portal. Ms. Latour asked whether high school codes are included in the course listing. Ms. Baker responded noting this recommendation. Mr. Faulk added that an informational survey for students in 5th or 6th grade and their parents would be beneficial to educate and prepare them for dual enrollment at an earlier age. Ms. Lykins responded that CIP codes are beneficial, linking courses and students' profiles together, and referenced a website that allows students to take a quiz to align their courses and interests.

Commissioner Reed highlighted the point made by Mr. Faulk and emphasized limited work has been done across the country with pre-pathways to map aptitude and interest to the world of work. Dr. Pope referenced previous successful endeavors that should be reimplemented, such as interest inventory surveys for students in the 8th grade, which helped students steer towards courses that could lead to potential careers and connected parents and counselors to the process. Commissioner Reed noted this as a strong argument for a robust website where students

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can input information into a single application, which has been approved by counselors and schools, to streamline the process. Dr. Pope responded that possibly a counselor should be hired in each high school as a full-time dual enrollment coordinator. Mr. Faulk added that this information should not just be limited to counselors but should also be available to high school teachers. Commissioner Reed responded that the Task Force will be critical to ensuring that this tool is workshopped, and appropriate staff trained so that it is widely used. She asked counselors to access and navigate the site so that all viewpoints can be taken into account. Ms. Lykins thanked Task Force members for their ideas and discussion surrounding the portal and provided her contact information in case of specific questions. Ms. Johnson asked for a timeline for portal development. Ms. Lykins gave a brief overview of the phases and when each will occur.

DUAL ENROLLMENT TEACHER CREDENTIALING PRESENTATION & DISCUSSION

Ms. Mellynn Baker introduced the next topic, Dual Enrollment Teacher Credentialing. She noted that at the June 2021 meeting several breakout groups of the Task Force requested a general discussion on teacher credentialing. She informed the Task Force that the higher education fiscal year 2022-23 budget request included one-time funding of \$1.5 million for a potential pilot program related to teacher credentialing and opened discussion on the direction of this program if this request is funded. Ms. Baker provided background on accreditation bodies, credentialing standards, and current related programs. Mr. Faulk emphasized that the Task Force should look at incentives to encourage teachers to become credentialed or include stipends for teaching DE classes. Ms. Latour noted that this became a problem when her school expanded its dual enrollment program. Teachers at the high school she works at did not have the qualifications to teach dual enrollment courses and did not want to serve as just facilitators for the offerings

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therefore this limited DE participation. Ms. Voitier responded that many teachers who have received a master's degree are not interested in enrolling in another master's program. She suggested that there be a pathway for teachers who already have master's degrees to gain the additional needed hours in the most critical areas rather than enrolling in another master's program. Ms. Baker agreed and asked Task Force members to start thinking of which courses to prioritize. Ms. Voitier added that it might be necessary to create courses at the college level.

Ms. Baker then outlined programs in Minnesota and Indiana to expand pools of credentialed instructors. Commissioner Reed indicated that the key concept is that these programs are customized and built for this specific goal. Ms. Baker outlined other potential credentialing approaches, such as upskilling teachers, subsidizing courses, and providing loan forgiveness, citing Ohio and Wyoming as examples. Dr. Pope acknowledged that financial incentives for teachers to become credentialed may help to increase the number of dual enrollment certified teachers. Ms. Voitier suggested that the Task Force look at the credentialing of the CTE portion of these courses. Ms. Baker acknowledged Ms. Caronda Bean for raising a similar question raised at the June 2021 Dual Enrollment Task Force Meeting and noted the importance of discussion of ways to address CTE credentialing within the dual enrollment space. Ms. Voitier provided an example of how these CTE instructors become credentialed and the limitations and roadblocks in particular pathways to certification.

Ms. Baker continued her overview of program examples for dual enrollment teacher credentialing, noting that in any approach program logistics will need to be defined and structured for the long term. Ms. Baker provided discussion questions for Task Force members to consider. Mr. Faulk responded with suggestions such as expanding the candidate pool along with examples of funding opportunities like specific grants. Dr. Pope added that looking at high-need

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regions in Louisiana and partnering with the local community college(s) in those areas are essential steps to credential teachers. Ms. Voitier suggested looking at general education courses and starting with the development of 18-hour pathways in the state's top three high-need subject areas, then working towards CTE pathways. Ms. Voitier recommended making the credentialing process free for teachers and providing them with a stipend every year that they teach dual enrollment to make this an attractive option. Coordinating funding to implement this program is key, and the Task Force should consider tapping into existing funding options like the MFP or Title II or reaching out to the legislature. Ms. Voitier noted that including more initiatives in the MFP reduces flexibility to address each individual district's needs. Ms. Johnson noted that this discussion is related to the critical need for teachers, especially math teachers, in the state and across the nation and emphasized the large amount of funding needed to make this program free for teachers. Ms. Latour recommended a cohort approach when creating this program. Commissioner Reed thanked the members for their comments and asked them to reach out with further comments or discussion points.

FAST FORWARD UPDATE

Ms. Baker introduced Ms. Stephanie Marcum, Executive Director of Postsecondary Readiness, LDOE, to provide a brief update on Fast Forward. Ms. Marcum provided background on the Fast Forward program, the 39 pathways created, and its implementation across the state. She discussed the initial launch of Fast Forward, and the Jump Start Convention will take place January 25, 2022, with more details related to the Fast Forward program. Ms. Marcum provided examples of high schools who were "early adopters" of Fast Forward and the success of their programs, as well as the future goals for Fast Forward. Ms. Baker then introduced Ms. Lisa Lohman, Vernon Parish School Board, who briefed the Task Force on her experience as an early

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adopter of Fast Forward. She noted that Vernon Parish currently offers an Associate's in General Studies through NSU and an Associate of Applied Science through SOWELA. Nine high schools in Vernon Parish School District participate in Fast Forward. She identified the key elements of success, including educating on Fast Forward, recruiting for the program, promoting the program, and celebrating students' success.

PUBLIC COMMENTS

Ms. Kourtney Istre of McNeese State University provided public comment, stating her full support of a standard application for dual enrollment at the state level. She noted an issue she has seen in college enrollment is that half of the applicants are not ready for college-level math. She suggested the Task Force consider offering the fourth math as a developmental math and teaching it at the high school level so that all students are ready for college-level math. She also expressed strong support for incentivizing high school teachers to teach dual enrollment. Ms. Latour added that Ponchatoula High School offers 101 and 102 or Development 98 and 99 in Math and English for high school seniors.

TASK FORCE NEXT STEPS

No further business was raised for discussion.

ADJOURNMENT

There being no further discussion, on the motion from Ms. Johnson, seconded by Mr. Faulk, Commissioner Reed adjourned the meeting at 12:02 p.m.

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ADDITIONAL ATTENDEES & GUESTS

Name	Affiliation
Stephanie Smith	SOWELA TCC
Lisa Lohman	Vernon Parish School Board
Jessica Valhelungo	LDOE
Sondra Cormier	LSUE
Megan Ducote	LSUA
Caronda Bean	SLCC
Sheri Goings	LSU A&M
Frank Neubrandner	LSU A&M
Phoebe Rouse	LSU A&M
Kourtney Istre	McNeese
Betty Anderson	McNeese
Sheniki Thomas	LSUS
David Shepard	Youthforce NOLA
Princess Redden	Upper Iowa University
Hannah Rogers	BoR
Cara Landry	BoR
Mellynn Baker	BoR
Susannah Craig	BoR