Report of a Study Conducted in Response to HCR 16: Delivering Community College Services in Livingston Parish

Prepared for
Louisiana Board of Regents

December 3, 2013
Response to HCR 16: Delivering Community College Services in Livingston Parish

Introduction

HCR 16, passed in the 2013 Regular Session of the Louisiana Legislature, requested the Board of Regents, in consultation with the Board of Supervisors of Community and Technical Colleges to:

“study the feasibility of offering community college services in Livingston Parish, to determine how the state can best meet the educational, economic, and workforce development needs of this region and to submit a written report of findings and conclusions.”

The complete text of the resolution is attached as Appendix 1 to this report.

During the same regular session, the legislature passed, and the Governor signed, Act 360 which provided for construction of numerous facilities for community and technical colleges throughout the state. One of the line items in this act provides funding to Northshore Technical Community College to construct a workforce training center in Livingston Parish.

It is within this context that the Louisiana Board of Regents (BoR) asked the National Center for Higher Education Management Systems (NCHEMS) to conduct a study and prepare a report responsive to the requirements of the Resolution. This document summarizes the findings and conclusions resulting from that study.

In conducting the study, NCHEMS staff engaged in two primary types of activities.

1. Data analyses. NCHEMS staff conducted analyses of various types, all intended to identify the extent and nature of community college services not being provided to residents of Livingston Parish. These analyses included:

   - Participation rates in postsecondary education of Livingston Parish residents versus rates for residents of each of the other parishes in the state. These analyses were conducted for students in different age groups and for enrollments in different postsecondary education sectors – universities, community colleges, technical colleges.

   - More fine-grained analyses of attendance patterns, looking at the institutions attended by students from different regions within Livingston Parish (as defined by zip codes).

   - Determination of programs in which residents of Livingston Parish are enrolled.

   - Commuting patterns – do residents leave the parish for work in generally the same pattern as they leave to attend college.

   - Employment patterns for the region.

2. Interviews with a variety of stakeholders including

   - Educators at both secondary and postsecondary levels

   - Members of the legislative delegation from Livingston Parish

   - Economic development leaders at the state and local levels

   - Employers
A list of individuals interviewed is attached as Appendix 2.

The information gleaned from these activities provides the basis for the findings and observations presented in the next section of this report.

**Findings and Observations**

This study, as required by the Resolution, focuses solely on Livingston Parish and the community college service needs of the residents of that Parish. The following information provides the foundation on which the conclusions presented in the following section are based.

1. **Demographics and population changes.** Livingston Parish is projected to be the fastest growing parish in Louisiana during the period from 2010 to 2030, growing in size from 129,000 to 243,000 over this period. This represents a projected population gain of nearly 90 percent. The only other parishes projected to grow at anywhere near this rate are St. Tammany (86%) and Ascension (80%). Beyond these three parishes no other parish has a projected growth rate greater than 31% (see Figure 1).

   Figures referenced in this report are included as Appendix 3.

   The younger population, those aged 15-24, will not grow nearly as rapidly as the population as a whole (50% versus 90%). The population aged 25-44, the group most likely to enroll in postsecondary education as (normally part-time) adult students, is expected to increase slightly more than the population as a whole.

   Livingston Parish is a predominantly white parish – in 2010, 92% of the population was Caucasian. This is expected to change very little over the 20 year period to 2030 when 90.5% of the population is projected to be white. Having said this, it is worth noting that the African-American population will grow to be 2.5 times the current numbers over this period of time. Among 15-24 year olds and 25-44 year olds, increases in the black population will be twice that of the white population. Even with much more rapid growth, the small initial population of minorities will lead to very little change in the overall population mix of the parish (see Figure 2).

2. **Income.** Per capita income in Livingston Parish is slightly above the statewide average, lower than a few of the surrounding parishes (e.g., Ascension and East Baton Rouge) but considerably higher than that of most of the parishes in the state (Figure 3).

3. **Commuting Patterns.** Unfortunately, the data available from the Census Bureau does not allow isolating the patterns for Livingston Parish; data for Livingston and Ascension parishes are combined. Nevertheless, two points are clear from the analyses:

   a. Most of the workforce employed by businesses located in these two parishes lives in these parishes. Very few individuals commute into these parishes to work.

   b. Large numbers of individuals commute out of these parishes to work, especially to East Baton Rouge Parish. This explains many of the comments we heard from interviewees concerning the difficulties associated with driving to BRCC (and parking once there). These difficulties were repeatedly stated by interviewees as reasons why residents of Livingston Parish are reluctant to avail themselves of community college services at BRCC. (Figure 4)
4. College participation. Analyses of data about numbers and patterns of college enrollments of Livingston Parish residents reveals the following:

   a. Livingston Parish residents enroll in college (at public institutions) at rates below the statewide average (54.0% versus 62.9%). This pattern is true regardless of age group – less than 19, 20-24, 25-45.

   b. Younger students – those 19 and younger – enroll in four-year universities at rates higher than the statewide average (39.5% versus 37.5% statewide). This is not true for students who begin their college careers at the age of 20 or older.

   c. Students in all age groups enroll in community and technical colleges at rates well below the statewide averages.

   d. Younger residents (those 19 and younger) overwhelmingly choose to enroll in four-year institutions; 76% of this age cohort enroll in universities. Only 1.3% enroll in technical colleges.

   e. Conversely, only 11.4% of 20-24 year-olds and 8.1% of the 25+ cohort of first time freshmen enroll in four-year institutions. The older the students, the more likely he or she is to enroll in a technical college (although the numbers remain very small). Similarly, the older the student the less likely they are to enroll at all.

   The data supporting the findings stated in 4 above are found in Figure 5.

   f. When student origin is analyzed by high school zip code, it becomes apparent that location within the parish has little effect on attendance at the four-year institutions. Southeastern Louisiana University is the institution of choice for recent graduates of high schools in all regions of the parish. Recent high school graduates attending two year institutions show a little more sensitivity to geographic location; most attend BRCC, but those who live on the eastern side of the parish show a preference for Northshore. (See Figure 6 and Figure 7).

   g. Availability of programs. No complete programs are offered in Livingston Parish. SLU offers a limited number of courses at the Livingston Parish Literacy and Technology Center and the Livingston Parish School District offers a variety of vocational-technical programs on that site. BRCC does deliver non-credit instruction in Livingston Parish.

   In reviewing the majors declared by students from Livingston Parish enrolled at BRCC, the vast majority enroll in either liberal arts/general studies (68 students) or business (15 students). These two fields account for two-thirds of the stated majors. No other field attracts more than five students as majors (Figure 8).

   h. Employer needs. Workforce projections made by the Louisiana Workforce Commission are created for regions – labor market areas – within the state. Labor market area 2, in which Livingston Parish is a part, also includes Ascension, East Baton Rouge, East Feliciana, Iberville, Pointe Coupee, St. Helena, Tangipahoa, West Baton Rouge, and West Feliciana parishes.

   These projections indicate needs for:
   
   • RNs and LPNs
- Teachers
- Business managers and supervisors
- Computer support specialists and systems analysts
- Skilled trades – HVAC, etc.

(See Figure 9 for more detail)

Interviews with employers and economic development experts from Livingston Parish added to this list of workforce needs. It was noted on multiple occasions that the major employers in the parish (beyond education) were health care organizations (projected to grow rapidly) and firms that specialized in metal fabrication of one kind or another. From the health care employers we heard a need for more LPNs and perhaps more important, certified coders. From the metal fabrication firms we heard a need for welders (especially pipe and specialty metals) and machinists (really advanced manufacturing with computer controlled manufacturing processes). In addition to these particular needs, they also identified needs for maintenance mechanics, individuals with a broad range of skills who can ensure that facilities and production lines are maintained and kept running. Instrumentation knowledge and skills fall into this category.

Regardless of specific trade-related skills being discussed, all employers noted the need for workers with much better soft skills than are being found in recent recruits – skills associated with communication, teamwork, problem-solving, etc.

Conclusions and Recommendations

Based on the analyses and interviews, NCHEMS staff have reached several conclusions that lead to the short list of recommendations that follows.

1. Livingston Parish is currently only marginally underserved with regard to the provision of community college services. Much of the expressed desire for such services revolves around convenience rather than real inability to access those services. Part of this is a commute to BRCC that can be difficult at certain times of the day. Part is a reluctance to cope with what many consider an unsafe environment, an environment that prompted many students’ families to leave East Baton Rouge Parish for the (perceived to be) safer and more personally compatible environment of Livingston Parish.

2. The projected growth of Livingston Parish suggests the need to lay the groundwork for a potentially much greater demand for services in the not too distant future.

3. The number of fields in which there are unmet workforce needs in the parish are few in number. Further, there is no persuasive evidence that there will be an on-going demand for graduates of these programs sufficient to justify investment in programs intended to continue indefinitely into the future; in most cases fixed-cost investments in programs and faculty are not warranted at this point in time.

4. While the funds needed to build a physical facility in Livingston Parish were made available in Act 360, there is no provision for operating funds to support activities within that building. The legislative sponsors of HCR 16 understand this reality and recognize the need to start slowly, make effective use of existing resources, and grow the enterprise over time.
5. There is no justification at this time for considering the establishment of a free-standing, new community college in Livingston Parish.

On the basis of the facts and conclusions presented above, NCHEMS staff make the following recommendations with regard to providing community college services to residents of Livingston Parish.

1. Northshore Technical Community College (NTCC) be assigned the on-going lead responsibility for ensuring that the highest priority needs for community college services in Livingston Parish are addressed in a cost-effective manner. NTCC, therefore, should be assigned the responsibility for assessing the priority needs in the parish and developing the strategies for ensuring these needs are met. In addressing these needs, NTCC should draw on the instructional capacity and expertise of other institutions and not expect to provide all the instruction with its own staff resources.

2. The NTCC Workforce Training Center designated in Act 360 to be constructed in Livingston Parish should be located on the site of the Livingston Parish Literacy and Technology Center in Walker. There is sufficient space on this site, it is conveniently located, and would be consistent with the expectations of all the individuals interviewed in the course of the study.

3. NTCC and The Louisiana Community and Technical College System (LCTCS) should seek an arrangement where it can expand the number and array of classes taught in the existing Livingston Literacy Center. The Center was constructed as a joint use facility for SLU and the Livingston Parish Schools. It is not fully utilized. The costs associated with such use were not investigated, but the benefits of such an arrangement are large:
   - It lets students access an array of postsecondary education services in a single location explicitly designed as an educational facility.
   - It creates opportunities for shared student and administrative services.
   - It is likely the most cost-effective approach to delivering community college services in the parish.

4. Funds be provided to NTCC to cover the costs of two full-time staff members. The responsibility of one of these employees would be to:
   - Conduct an on-going assessment of needs in the Parish, working with employers in particular to identify training programs needed for both new employees and incumbent workers.
   - Organize cohorts of students who wish to enroll in specific programs. Demand sufficient to justify investment in ongoing programs capacity, especially job-oriented programs, has not been demonstrated. Until such time as there is evidence of on-going demand for such programs, prudence calls for delivering all such programs as either cohort programs or as continuing education programs delivered under contract with employers.

The second of these employees is needed to provide students with financial aid and academic advising services. NTCC does not have the resources that would allow reassigning an existing staff member to provide these services to students in Livingston Parish. The
availability of these services will be key to encouraging larger numbers of students to enroll at this location.

5. Start slowly. Until the new facility is completed, there will be limits on the array of programs (especially technical programs) that can be offered at a Livingston Parish site. Among the short-term possibilities are:

- The first 18 credits of general education courses that must be successfully passed by those who did not meet admission criteria at SLU. NTCC is already providing these courses on the SLU campus. Since many of these students are likely Livingston Parish residents, it should be possible to build a cohort of such students who can be taught on a block schedule at the Livingston Center.

- General education courses taught by BRCC faculty. Since the majority of Livingston Parish residents attending BRCC are enrolled in general education/liberal arts program, BRCC should consider delivering core courses in this program to a “learning community” of students at the Livingston Center. This would somewhat alleviate capacity issues with both classroom and parking at BRCC’s Baton Rouge campus, and also test the proposition that the commute to BRCC is a barrier to community college enrollment.

- Certified medical coders. This is one of the few workforce-oriented programs that could be provided in existing space at the Livingston Center. Providing this program also is an opportunity to develop working relationships with health care providers in the parish, especially since this is a program specifically identified as a priority area by employers.

- LPN and/or EMT. These are relatively short-term programs that can be effectively taught on a cohort basis. They also line up well with vocational programs taught on-site by the Livingston Parish Schools. The feasibility of offering these programs will be determined largely by considerations of facilities (availability and appropriateness for the program) and demand.

6. The LCTCS develop policies and a financing model that encourage collaboration in the delivery of instruction. The recommendations presented above presume a model in which NTCC would be “managing partner” for delivery of community college services in Livingston Parish – assessing needs, organizing cohorts, and arranging for content delivery, but not necessarily delivering that content itself. It assumes partnership arrangements with other colleges within LCTCS. In the short term the likely partner is BRCC. In the longer term it is likely that collaborative arrangements with other colleges in the system will be appropriate. While the delivery model recommended here is made specifically in the context of Livingston Parish, it is a model that could (and should) be applied throughout the system. In an environment in which there is little or no new state money – and therefore colleges become very competitive for tuition dollars – it becomes important for the system to devise a strategy by which

- Minimal “managing partner” capacity can be put in place and sustained. As noted above, key functions of the “managing partner” are to assess needs and serve as a “broker” in the delivery of those services. An additional function is to create a vehicle (an existing foundation or other entity) for pooling employer and other private resources to support (and leverage) delivery of services.
Any marginal revenues obtained through the collaborative process are shared in ways that benefit both/all of the collaborating partners.

Without a fiscal incentive for collaboration, it will not happen.

The recommendations presented above represent a prudent approach to providing increasing levels of community college services in Livingston Parish. They recognize the likely size and nature of immediate demand, lay the groundwork for future growth, and recognize the severe limitation on resources available to respond to this demand. If adopted, they will demonstrate a model for cost effective delivery that can be utilized elsewhere in LCTCS.
Appendix 1   Text of HCR 16
Regular Session, 2013

HOUSE CONCURRENT RESOLUTION NO. 16

BY REPRESENTATIVE POPE AND SENATOR ERDEY

A CONCURRENT RESOLUTION

To urge and request the Board of Regents, in consultation with the Board of Supervisors of Community and Technical Colleges, to study the feasibility of offering community college services in Livingston Parish and to determine how the state can best meet the educational, economic, and workforce development needs of this region and to submit a written report of findings and conclusions, including any recommendations for legislation relative to the issue, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2014 Regular Session of the Legislature of Louisiana.

WHEREAS, Article VIII, Section 5(D) of the Constitution of Louisiana, relative to public postsecondary education institutions, provides with respect to the powers, duties, and responsibilities of the Board of Regents; and

WHEREAS, Article VIII, Section 5(D)(2) of the Constitution of Louisiana provides that it is a power, duty, and responsibility of the Board of Regents to approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision; and

WHEREAS, Article VIII, Section 5(D)(3)(a) of the Constitution of Louisiana provides that it is a power, duty, and responsibility of the Board of Regents to study the need for and feasibility of creating a new institution of postsecondary education, which includes establishing a branch of such an institution or converting any non-degree granting institution to an institution which grants degrees; and

WHEREAS, Article VIII, Section 5(D)(3)(b) of the Constitution of Louisiana provides that if the creation of a new institution, the merger of any institutions, the addition of another management board, or the transfer of an existing institution of higher education from one board to another is proposed, the Board of Regents shall report its written findings
HCR NO. 16

and recommendations to the legislature within one year and only then, or after one year from a request for such a report from the legislature, may the legislature take affirmative action on such a proposal and then only by law enacted by two-thirds of the elected members of each house; and

WHEREAS, community college services, provided through the Louisiana Community and Technical College System, have proven effective in serving individuals and communities by offering targeted academic programs, technical education, and occupational training programs designed to meet the state’s workforce and economic development needs; and

WHEREAS, Livingston Parish is an underserved area of the state in terms of postsecondary education opportunities, and there is a need for increased access to two-year academic degree programs there to meet the educational, economic, and workforce development needs of this region.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents, in consultation with the Board of Supervisors of Community and Technical Colleges, to study the feasibility of offering community college services in Livingston Parish and to determine how the state can best meet the educational, economic, and workforce development needs of this region and to submit a written report of findings and conclusions, including any recommendations for legislation relative to the issue, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2014 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that a suitable copy of this Resolution be transmitted to the commissioner of higher education, the chairman of the Board of Supervisors of Community and Technical Colleges, and the president of the Louisiana Community and Technical College System.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE
Appendix 2    Individuals Interviewed
Employers

CAP Technologies
Eddie Daigle, President

CBI
Chris Jacques, Director of Human Resources
Kelly Labello

Lard Oil
Wayne Dugas

Blount Contractors
John Blount, President

North Oaks Health
Regina Scott, Assistant Vice President

Carter Grocery
Stan Cain

Ferrara
Craig Ladoux, Director of Human Resources

Education

LCTCS
Neil Matkin, Executive Vice President

River Parishes Community College
Bill Martin, Acting Chancellor

Baton Rouge Community College
Andrea Miller, Chancellor
Steve Mitchell, Special Assistant for Media Relations

Northshore Technical Community College
Will Wainwright, Chancellor
David Lloyd, Carl Perkins Basic Grant/Placement Coordinator

Southeastern Louisiana University
John Crain, President

Livingston Parish Schools
John Watson, Superintendent
Don Gill, High School Curriculum Coordinator
Staci Polozola, CTE Coordinator
Jody Purvis, High School Curriculum Coordinator

Louisiana Board of Regents
Jim Purcell, Commissioner
Larry Tremblay, Deputy Commissioner

Legislators
Representative Rogers Pope
Senator Dale Erdey
Economic Development

*Louisiana Economic Development*
Jeff Lynn, Executive Director, Workforce Development Programs

*Livingston Chamber of Commerce*
April Wehrs, Executive Director
Shannon Bernard, Board Chair, Regional Vice President, Primerica Council

*Livingston Economic Development*
Randy Rogers, President and CEO
Appendix 3  Figures Referenced in the Text
### Figure 1. Louisiana Parish by Parish Population Projections, 2010-2030

<table>
<thead>
<tr>
<th>State/Parish</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>Percent Change, 2010 to 2030 (Rate)</th>
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<td>111960</td>
<td>101600</td>
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### Figure 2. Louisiana Parish by Parish Population Projections, by Age, 2010-2030

#### Projection of 15 to 24 Year Olds

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<tr>
<th>State/Parish</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>Change from 2010 to 2030</th>
<th>% Change from 2010 to 2030</th>
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<td>15430</td>
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#### Projection of 25 to 44 Year Olds

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<th>2010</th>
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<th>% Change from 2010 to 2030</th>
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Figure 3. Louisiana Per Capita Income by Parish, 2008-11

Source: U.S. Census Bureau, 2007-2011 American Community Survey
### Ascension, Livingston (PUMA 1600) Residents - Place of Work, 2011

U.S. Census Bureau, 2011 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

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<tr>
<th>Place of Work</th>
<th>Workers</th>
<th>Percent</th>
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<td>Ascension, Livingston (PUMA 1600)</td>
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<td>East Baton Rouge, West Baton Rouge - Urban (PUMA's 1501, 1502)</td>
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<td>East Baton Rouge, West Baton Rouge - Rural (PUMA's 1401, 1402)</td>
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<td>Tangipahoa (PUMA 1700)</td>
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<td>Iberville, Pointe Coupee, West Feliciana, East Feliciana, St. Helena (PUMA 1300)</td>
<td>4,165</td>
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<td>St. James, St. John the Baptist, St. Charles (PUMA 2400)</td>
<td>2,715</td>
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<td>Northern Jefferson (PUMA's 1901, 1902, 1903, 1904)</td>
<td>2,120</td>
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<tr>
<td>Urban Orleans (PUMA's 1803, 1804)</td>
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<td>Out-of-State</td>
<td>1,145</td>
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<td>St. Mary, St. Martin (PUMA 2300)</td>
<td>927</td>
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<td>St. Tammany, Washington (PUMA's 2001, 2002)</td>
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<td>Vernon, Beauregard, Allen, Jefferson Davis, Cameron (PUMA 800)</td>
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### Ascension, Livingston (PUMA 1600) Workers - Place of Residence, 2011

U.S. Census Bureau, 2011 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

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<th>Percent</th>
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<td>Total</td>
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</table>
Sources: Louisiana Board of Regents, 2012-13 first-time freshman by Parish of origin and institution attended. U.S. Census Bureau, 2011 American Community Survey 5-Year Public Use Microdata Sample.

Response to HCR 16: Delivering Community College Services in Livingston Parish
## Louisiana Public Sectors

### First-Time Freshmen (All Ages) per 1,000 Population Age 18-44 with a High School Diploma but No College by Parish of Origin and Institution Sector

Sources: Louisiana Board of Regents, 2012-13 first-time freshman by Parish of origin and institution attended.

U.S. Census Bureau, 2011 American Community Survey 5-Year Public Use Microdata Sample.

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<td>Bossier</td>
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<td>993</td>
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Louisiana: 537,772

Source: Louisiana Board of Regents, 2012-13 first-time freshman by Parish of origin and institution attended.

U.S. Census Bureau, 2011 American Community Survey 5-Year Public Use Microdata Sample.

Additional sources include:

- National Center for Higher Education Management Systems (NCHEMS)
- Louisiana Board of Regents, 2012-13 first-time freshman by Parish of origin and institution attended.

Note: The data provided is a snapshot of the first-time freshmen enrollment per 1,000 population age 18-44 with a high school diploma but no college, broken down by parish of origin and institution sector.
### First-Time Freshmen Age 19 and Under as a Percent of High School Graduates by Parish of Origin and Institution Sector, 2012

<table>
<thead>
<tr>
<th>Parish</th>
<th>High School Graduates (Public &amp; Private), 2012</th>
<th>Public 4-Year First-Time Freshmen Age 19 and Under</th>
<th>Public 4-Year Participation Rate</th>
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<thead>
<tr>
<th>Parish</th>
<th>High School Graduates (Public &amp; Private), 2012</th>
<th>Public 4-Year First-Time Freshmen Age 19 and Under</th>
<th>Public 4-Year Participation Rate</th>
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Sources: Louisiana Board of Regents, 2012-13 first-time freshman age 19 and under by Parish of origin and institution attended. 2012 High School Graduates by Parish.

Note: High school graduates for East Feliciana and Terrebonne for 2010 from LA Dept. of Ed First-Time College Freshman Report Fall 2010 (Data issue with 2012 figures).

**Response to HCR 16: Delivering Community College Services in Livingston Parish**
## First-Time Freshmen Age 19 and Under as a Percent of High School Graduates by Parish of Origin and Institution Sector, 2012

Sources: Louisiana Board of Regents, 2012-13 first-time freshman age 19 and under by Parish of origin and institution attended. 2012 High School Graduates by Parish.

Note: High school graduates for East Feliciana and Terrebonne for 2010 from LA Dept. of Ed First-Time College Freshman Report Fall 2010 (Data issue with 2012 figures).

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<thead>
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<th>Parish</th>
<th>High School Graduates (Public &amp; Private), 2012</th>
<th>Technical Colleges Participation Rate</th>
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Sources: Louisiana Board of Regents, 2012-13 first-time freshman age 19 and under by Parish of origin and institution attended. 2012 High School Graduates by Parish.

Note: High school graduates for East Feliciana and Terrebonne for 2010 from LA Dept. of Ed First-Time College Freshman Report Fall 2010 (Data issue with 2012 figures).
## First-Time Freshman Age 20-24 per 1,000 Population Age 20-24 with a High School Diploma but No College by Parish of Origin and Institution Sector, 2012-13

Sources: Louisiana Board of Regents, 2012-13 first-time freshman age 20-24 by Parish of origin and institution attended.


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First-Time Freshman Age 20-24 per 1,000 Population Age 20-24 with a High School Diploma but No College by Parish of Origin and Institution Sector, 2012-13

Sources: Louisiana Board of Regents, 2012-13 first-time freshman age 20-24 by Parish of origin and institution attended.

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Responses to HCR 16: Delivering Community College Services in Livingston Parish

National Center for Higher Education Management Systems
# First-Time Freshmen Age 25 and Over per 1,000 Population Age 25-44 with a High School Diploma but No College by Parish of Origin and Institution Sector, 2012-13


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### First-Time Freshmen Age 25 and Over per 1,000 Population Age 25-44 with a High School Diploma but No College by Parish of Origin and Institution Sector, 2012-13

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Figure 6.  Institutions Attended by Livingston Parish First-Time Freshmen by Age, AY 2012-13

Source: Louisiana Board of Regents

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<th>FTF Age 19 and Under</th>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Nicholls State University</td>
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<td>95.8</td>
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<td>96.5</td>
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### Institutions Attended by Livingston Parish First-Time Freshman Age 20-24

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<tr>
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<td>79.7</td>
</tr>
<tr>
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</tr>
<tr>
<td>River Parishes Community Coll.</td>
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<td>93.5</td>
</tr>
<tr>
<td>Delgado Community College</td>
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</tr>
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<td>96.7</td>
</tr>
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<td>97.6</td>
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<td>Louisiana Delta Community Coll.</td>
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<td>South Central LA Technical College</td>
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<td>McNeese State University</td>
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### Institutions Attended by Livingston Parish First-Time Freshman Age 25+

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### Institutions Attended by Livingston Parish First-Time Freshman, All Ages

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Figure 7. Institutions Attended by Livingston Parish First-Time Freshmen by High School Zip Code, 2012-13

Source: Louisiana Board of Regents

<table>
<thead>
<tr>
<th>High School Zip Code</th>
<th>Grambling State University</th>
<th>L.S.U. and A&amp;M College</th>
<th>Louisiana Tech University</th>
<th>McNeese State University</th>
<th>Nicholls State University</th>
<th>Northwestern State University</th>
<th>Southern University and A&amp;M Coll.</th>
</tr>
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<th>South Louisiana Community Coll.</th>
<th>Southern University in Shreveport</th>
<th>Capital Area Technical College</th>
<th>South Central LA Technical College</th>
<th>Four-Year Total</th>
<th>Two-Year Total</th>
<th>Technical Total</th>
<th>All Sectors Total</th>
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Figure 8. CIP2 Programs Entered by Livingston Parish First-Time Freshmen, 2012-13

Source: Louisiana Board of Regents

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<td>Not Declared</td>
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<td>AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.</td>
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<td>ARCHITECTURE AND RELATED SERVICES</td>
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<tr>
<td>COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS</td>
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<tr>
<td>COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.</td>
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</tr>
<tr>
<td>PERSONAL AND CULINARY SERVICES</td>
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<tr>
<td>EDUCATION</td>
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<td>ENGINEERING.</td>
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<td>FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS</td>
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<td>FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES</td>
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</tr>
<tr>
<td>ENGLISH LANGUAGE AND LITERATURE/LETTERS</td>
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<td>CONSTRUCTION TRADES</td>
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Figure 9. **Baton Rouge - Capital - Regional Labor Market Area 2, Projections for All Occupations to 2020**

Regional Labor Market Area 2: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge, & West Feliciana

7 Number of projected new jobs for the occupation.
8 Number of job needed to fill those workers retiring or leaving an occupation.
9 Annual job openings as a function of replacement demand (retirements + turnover) + new growth.

<table>
<thead>
<tr>
<th>Occupational Title 3</th>
<th>Annual New Growth 7</th>
<th>Annual Replacement 8</th>
<th>Annual Total Openings 9</th>
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<tbody>
<tr>
<td>Registered Nurses</td>
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<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
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<td>220</td>
</tr>
<tr>
<td>General and Operations Managers</td>
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<td>150</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>60</td>
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<td>130</td>
</tr>
<tr>
<td>Nursing Aides, Orderlies, and Attendants</td>
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<td>60</td>
<td>130</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
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<td>Secondary School Teachers, Except Special and Vocational Ed</td>
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<td>Middle School Teachers, Except Special and Vocational Education</td>
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<tr>
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<td>First-Line Supervisors/Managers of Production &amp; Op. Workers</td>
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