

**REPORT TO THE HOUSE AND SENATE COMMITTEES ON EDUCATION
OF THE LOUISIANA LEGISLATURE**



**RESPONSE TO HOUSE CONCURRENT RESOLUTION 141
AND SENATE RESOLUTION 182
OF THE 2016 REGULAR SESSION**

**FROM THE STATE SUPERINTENDENT OF EDUCATION
AND THE COMMISSIONER OF HIGHER EDUCATION**

OVERVIEW OF THE RESOLUTIONS

House Concurrent Resolution (HCR) 141 and Senate Resolution (SR) 182 of the 2016 Regular Session of the Louisiana Legislature request that the state superintendent of education and the commissioner of higher education, in collaboration with other state agency leaders and consultation with key stakeholders, study and make recommendations relative to the availability and use of dual enrollment programs to better support students' transition from secondary to post-secondary education.

HCR 141 requests the state superintendent of education and the commissioner of higher education to jointly report to the legislature on increasing availability and use of dual enrollment opportunities. It calls for at least two public hearings in which to solicit input from citizens and organizations on dual enrollment and requests that a final joint report include: (1) analysis of past and current participation in dual enrollment programs (e.g., participant numbers, geographic distribution, trends, specific programs, courses of study pursued, course outcomes, and postsecondary success); (2) identified factors hindering participation in dual enrollment programs, preventing participation in existing programs, and limiting program availability; (3) specific suggestions for increasing participation in productive dual enrollment opportunities and an action plan for implementing these suggestions; and (4) identification of any legislative action required for increasing dual enrollment opportunities and participation.

SR 182 requests the state superintendent of education, commissioner of higher education, secretary of economic development, and executive director of the Louisiana Workforce Commission, in consultation with local school systems, college and university systems, and the Workforce Investment Council, to jointly study and develop recommendations for creating a more seamless system of secondary and postsecondary education. It requests a joint study and report by the state superintendent of education, commissioner of higher education, secretary of economic development, and executive director of the Louisiana Workforce Commission, in consultation with local school systems, college and university systems, and the Workforce Investment Council include specific recommendations to (1) increase postsecondary education credits and industry-based credentials students earn prior to graduation, (2) provide plans to accelerate students' completion of high school diplomas in order to maximize student opportunities, (3) increase the likelihood of college persistence, and (4) save money for taxpayers and families. It requests that priority be given to:

- the rights of students and families to schedule academically appropriate dual enrollment courses consistent with a student's postsecondary goals;
- consistent, high quality across all dual enrollment courses and providers; and
- utilization of all existing public funding streams without the need for additional state appropriations.

Additionally, recommendations are to address statewide needs and priorities such as student eligibility, academic counseling resources, full articulation and transfer of courses, measurements of success, and projected cost savings for families and taxpayers. Recommendations are also expected to address local and regional needs and priorities, including but not limited to:

- student access to multiple career training pathways;
- preexisting partnerships between school systems and postsecondary education institutions;
- special needs of rural communities; and
- logistical issues such as transportation and the availability of instructors and equipment.

These two resolutions request reports and recommendations prior to the 2017 Regular Session. In order to coordinate these closely related efforts and to align with the legislative mandate that the Board of Regents conduct a comprehensive review of the postsecondary needs of the state and each of its regions (Act 619 of 2016), the state superintendent of education, the commissioner of higher education, and key partners hereby submit this joint report and recommendations in response to both resolutions.

In an effort to conduct a comprehensive review on statewide dual enrollment efforts and solicit feedback on strengths, weaknesses, and opportunities, the leadership and staff of the state Department of Education, Board of Regents, and representatives of all four university systems met jointly on several occasions to examine dual enrollment access and participation, course guidelines, and student outcomes, as well as to analyze funding streams currently in place to support student participation in dual enrollment. Initial discussions were held with representatives from the Louisiana Department of Economic Development, Louisiana Workforce Commission, Workforce Investment Council, and local school system leadership.

The state superintendent and commissioner of higher education also provided updates relative to this work to the State Board of Elementary and Secondary Education, Board of Regents, and the public during regularly scheduled public meetings, including a joint meeting between the boards held in December 2016. Additional conversations were held with key stakeholders in January-March 2017.

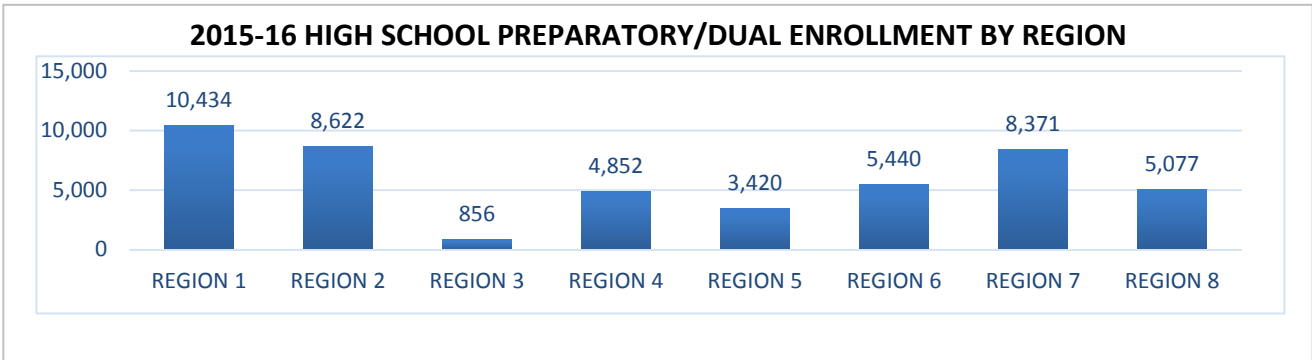
PAST AND CURRENT PARTICIPATION IN DUAL ENROLLMENT

Courses and assessment programs that provide high school students with college-level instruction and the opportunity to earn college credit carry numerous benefits for students, families, and taxpayers. Among them are helping students remain engaged in school, thereby increasing their chances of graduating from high school, and making the transition to post-secondary education a smoother and more comfortable one, which in turn enhances students' chances of completing a college degree or other credential. There are significant financial benefits, including money saved on tuition and fees, less student and family debt, and potential savings to the state in terms of direct state funding to higher education and the cost of state scholarship and other aid programs.

Dual enrollment is designed to prepare high school students for college and careers by enrolling them in college-level academic or work skills courses through which the students earn both college and high school credit. Advanced courses keep academically strong students challenged, give them early exposure to college-level rigor, and provide an opportunity to earn college credit. Developmental courses help academically underprepared students to meet minimum standards of proficiency, graduate with a high school diploma, and gain admission to four-year institutions. Work skills courses provide technical training toward industry-recognized certifications and credentials. These courses and experiences also encourage partnerships between secondary school systems and post-secondary institutions to reduce the large number of high school students leaving school, either as dropouts or graduates, prepared for neither college nor the workplace.

Dual enrollment, for the purpose of this report, is defined as the enrollment of a high school student in a college course for which the student receives both college and high school credit. The college course may be taught on the high school campus, delivered online, or taught on the college campus. Dual enrollment credits are posted on the student's college and high school transcripts. This involves a formal arrangement between a high school or school district and a college, which determines the structure of the partnership.

High school public and non-public enrollments in college courses are tracked in post-secondary systems as preparatory enrollments, whether or not the student is seeking dual credit. High school enrollments in college level courses have grown annually, promoting an experience that previously was restricted to only the best academically prepared students.



Region 1: Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John, St. Tammany

Region 2: Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge, West Feliciana

Region 3: Assumption, Lafourche, Terrebonne

Region 4: Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, Vermillion

Region 5: Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis

Region 6: Avoyelles, Catahoula, Concordia, Grant, La Salle, Rapides, Vernon, Winn

Region 7: Bienville, Bossier, Caddo, Claiborne, De Soto, Lincoln, Natchitoches, Red River, Sabine, Webster

Region 8: Caldwell, East Carroll, Franklin, Jackson, Madison, Morehouse, Ouachita, Richland, Tensas, Union, West Carroll

While an increase in overall dual enrollment participation is positive, Louisiana must be cognizant of the disparities and lack of equitable access among students according to place of residence, economic status, and race/ethnicity. Mirroring disturbing trends in elementary and secondary education, student access to dual enrollment is often limited when students live far from college campuses, when they cannot afford to pay tuition and fees, and when disparities in access and academic performance among student subgroups related to race and socioeconomics continue. More in-depth analyses about each of these challenges is described below.

College credit by parish – see appendix

College credit opportunities such as Advanced Placement, International Baccalaureate, and the College Level Examination Program (CLEP) are available to Louisiana high school students in grades 9 – 12 in participating school districts statewide. In such opportunities, potential college credit is based upon completion of a single assessment.

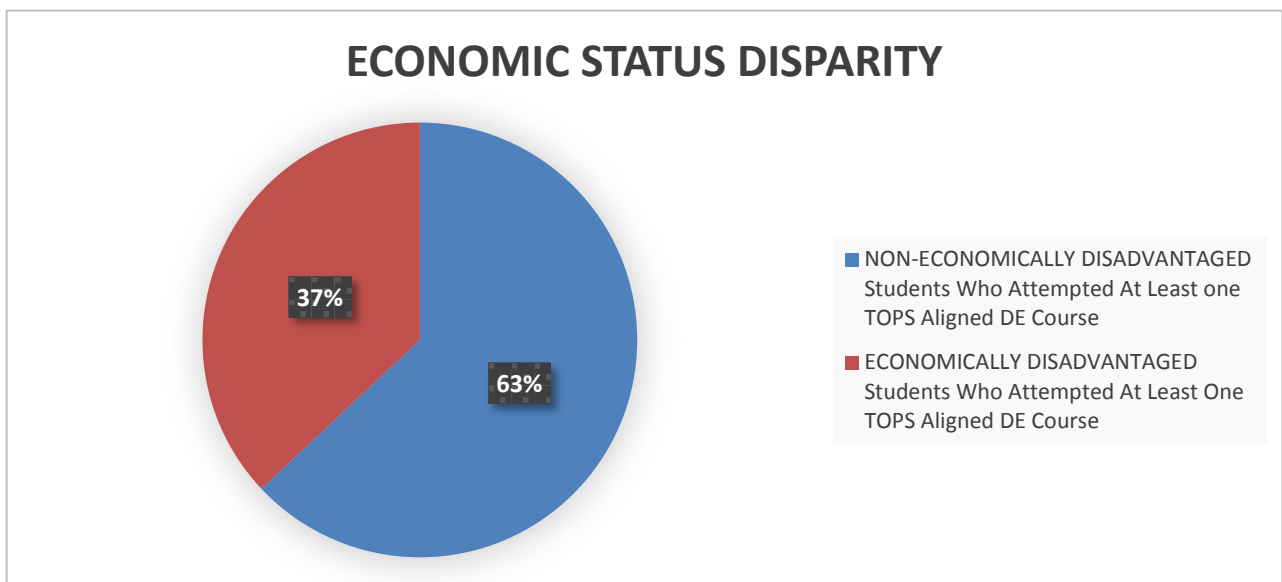
Another avenue by which a student can earn college credit is through dual enrollment. Dual enrollment opportunities are available to those students who have met local eligibility requirements and the requirements of the credit granting post-secondary institution. Specific eligibility criteria may include a qualifying ACT or ASPIRE score, minimum GPA, and/or pre-requisite coursework. College credit course delivery models range from face to-face to hybrid, and/or online platforms. Dual enrollment courses earn college credit in the same manner as any other college course: through satisfactory performance on such assessments as papers, tests, and homework assignments. Dual enrollment courses may be delivered on a high school or college campus but must be taught at the college level by qualified faculty selected by the college or university. If taught on the high school campus by a high school teacher, the teacher must possess the credentials to teach the college course as established by the credit granting post-secondary institution and its accrediting agency(s).

Dual Enrollment Fees by LEA – see appendix

Current dual enrollment opportunities, which differ by school district, are offered through a cooperative agreement between an individual school/district and a credit granting post-secondary institution. The agreement may vary by school or district and post-secondary institution as to how much of the tuition and fees normally charged for the college course are passed on to the school district, high school, or student (and parent). Access to post-secondary education remains a challenge for many students and families for whom the major barrier to college access and success is cost.

Socio-economic Disparity Across the System

Of the total number of high school students enrolled in at least one TOPS aligned, general education dual enrollment course, 7,319 were economically disadvantaged, compared to 12,460 non-economically disadvantaged students.



Racial Disparity Across the System

In line with other disturbing trends highlighted by reports and studies on college and career readiness, students who are racial or ethnic minorities are also disproportionately underrepresented in dual enrollment in Louisiana. African American students comprise 43.3 percent of total enrollment in Louisiana public schools, yet among the 47,072 high school students enrolled in college (2-yr) or university (4 Yr) classes last year, only 22 percent identified as African American and less than 3 percent as Hispanic, while 56 percent identified as White (and 19 percent as other or unknown).

2015-16 HIGH SCHOOL DUAL PARTICIPATION, BY RACE & REGION

| Student Region | Black | | Hispanic | | White | | Other | | UNK | | TOTAL | |
|----------------|--------------|--------------|------------|------------|---------------|---------------|------------|------------|--------------|--------------|---------------|---------------|
| | 4-Yr | 2-Yr | 4-Yr | 2-Yr | 4-Yr | 2-Yr | 4-Yr | 2-Yr | 4-Yr | 2-Yr | 4-Yr | 2-Yr |
| 1 | 778 | 1922 | 214 | 335 | 2330 | 2749 | 175 | 122 | 918 | 891 | 4415 | 6019 |
| 2 | 838 | 589 | 130 | 64 | 3148 | 1021 | 90 | 38 | 1349 | 1355 | 5555 | 3067 |
| 3 | 7 | 90 | | 18 | 197 | 462 | 4 | 32 | 26 | 20 | 234 | 622 |
| 4 | 191 | 712 | 46 | 48 | 1647 | 1775 | 70 | 83 | 70 | 210 | 2024 | 2828 |
| 5 | 110 | 268 | 44 | 67 | 1213 | 1225 | 18 | 35 | 55 | 385 | 1440 | 1980 |
| 6 | 378 | 620 | 86 | 29 | 2627 | 888 | 200 | 18 | 225 | 369 | 3516 | 1924 |
| 7 | 354 | 2695 | 56 | 123 | 1676 | 2269 | 75 | 195 | 661 | 267 | 2822 | 5549 |
| 8 | 503 | 419 | 34 | 8 | 2590 | 473 | 68 | 16 | 315 | 651 | 3510 | 1567 |
| TOTAL | 3,159 | 7,315 | 610 | 692 | 15,428 | 10,862 | 700 | 539 | 3,619 | 4,148 | 23,516 | 23,556 |

19,779 unduplicated public school students attempted at least one TOPS aligned dual enrollment course in the 2015-16 school year. Of these 19,779 students, 13,486 or 68 percent earned at least one TOPS aligned dual enrollment credit.

2015-16 STUDENT TOPS ALIGNED DUAL ENROLLMENT PARTICIPATION BY GRADE LEVEL

| Year | Grade | Attempted at least 1 DE Course | Earned 3 College Credits | | Earned 6 College Credits | | Earned 9+ College Credits | |
|---------|-------|--------------------------------|--------------------------|-------|--------------------------|------|---------------------------|------|
| | | | Students | | Students | | Students | |
| | | | Count | Rate | Count | Rate | Count | Rate |
| 2015-16 | T9 | 51 | 45 | 88.2% | 0 | 0.0% | 0 | 0.0% |
| 2015-16 | 09 | 808 | 616 | 76.2% | 9 | 1.1% | 5 | 0.6% |
| 2015-16 | 10 | 1640 | 1132 | 69.0% | 86 | 5.2% | 14 | 0.9% |
| 2015-16 | 11 | 6649 | 4202 | 63.2% | 377 | 5.7% | 94 | 1.4% |
| 2015-16 | 12 | 10631 | 7491 | 70.5% | 633 | 6.0% | 306 | 2.9% |

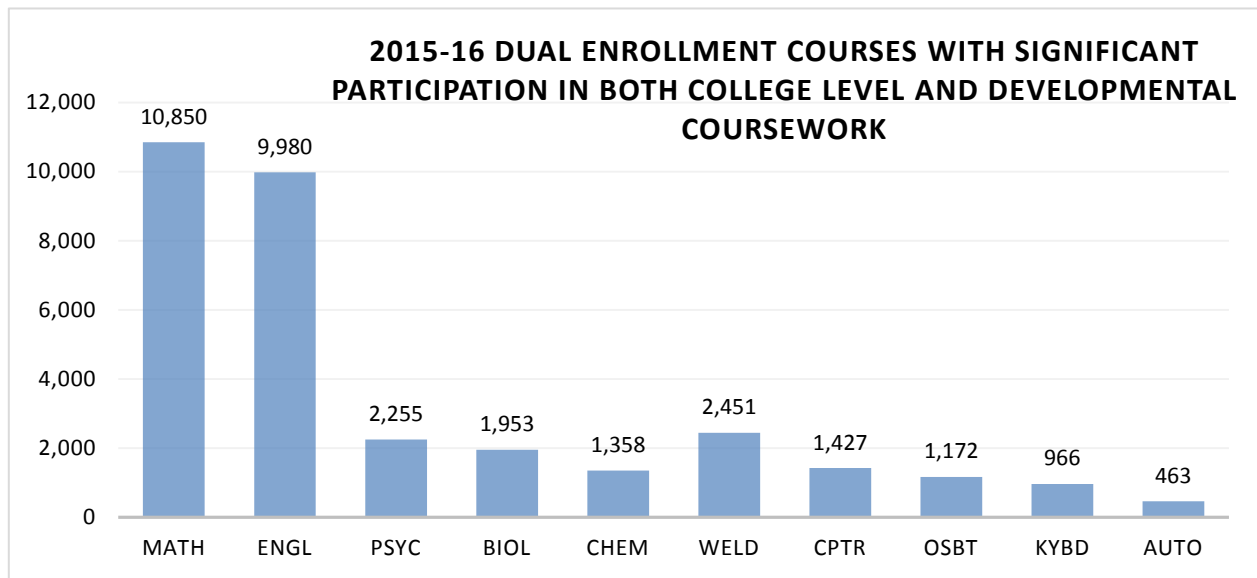
DUAL ENROLLMENT PARTICIPATION FACTORS

Louisiana has 14 public universities and 15 community and technical colleges geographically dispersed throughout the state. For 2015-16, dual enrollment public and non-public participation statewide is consistent

between universities (4-year institutions), with 23,516 individual enrollments, and community and technical colleges (2-yr institutions), with 23,566 enrollments. Total enrollment for all campuses totaled 47,072.

2015-16: HIGH SCHOOL DUAL ENROLLMENT COURSES TAKEN BY INSTITUTION

| 4 YEAR | | 2 YEAR | | TECHNICAL | |
|---|--------------|-------------------|--------------|--------------|-------------|
| Institution | Enrollment | Institution | Enrollment | Institution | Enrollment |
| Grambling | 93 | Baton Rouge CC | 1001 | NWLTC | 2742 |
| LSU | 1805 | Bossier Parish CC | 1252 | SCLTC | 1346 |
| LSU Alexandria | 1079 | Central La TCC | 1925 | | |
| LSU Shreveport | 597 | Delgado CC | 924 | | |
| LA Tech | 4404 | Nunez CC | 2006 | | |
| McNeese | 1479 | Fletcher TCC | 412 | | |
| Nicholls | 372 | LSUE | 687 | | |
| Northwestern | 2311 | La Delta CC | 1580 | | |
| Southeastern | 5951 | Northshore TCC | 3033 | | |
| Southern BR | 217 | River Parishes CC | 959 | | |
| SUNO | 494 | South La CC | 2202 | | |
| UL Monroe | 2968 | SUSLA | 1580 | | |
| UL Lafayette | 1256 | Sowela TCC | 1907 | | |
| UNO | 490 | Baton Rouge CC | 1001 | | |
| TOTAL | 23516 | TOTAL | 19468 | TOTAL | 4088 |
| TOTAL PUBLIC AND NON-PUBLIC HIGH SCHOOL STUDENT ENROLLMENT: 47,072 | | | | | |



Course Admission Requirements and Remediation Requirements

Currently, any student seeking to participate in a dual enrollment course must meet the the Board of Regents’ minimum eligibility standards for English/Math, plus any additional course or program admission requirements established by the postsecondary institution.

-- 2016-17 Minimum Admission/Placement Score Guides --

Alternative minimum scores are offered below for college-level enrollment—including dual enrollment—for students who have not taken the ACT, or whose ACT sub scores do not meet the criteria listed in AA 2.18. As always, postsecondary institutions may set higher scores for placement in particular courses or for admission purposes.

| | ENGLISH | MATHEMATICS |
|---|-----------------------|--|
| For High School Juniors or HS students who have not yet taken the ACT** | | |
| ASPIRE | 433 | 431 (435 for CA*) |
| Pre-ACT | 18 | 19 (22 for CA*) |
| <i>** ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and <u>do not</u> replace ACT: if a student has taken the ACT, the ACT score or one of the alternates listed below must apply.</i> | | |
| For students who have taken the ACT/SAT or have completed (or are no longer enrolled in) High School , e.g., who are not seeking dual HS credit for a college course. | | |
| ACT | 18 | 19 * |
| SAT | 25 (430-440 pre 2015) | 500 (460-470 pre-2015) |
| ACCUPLACER | 86 | 65 (Elem Alg) * 20 (College Level Math) |
| COMPASS | 70 | 40 (Algebra) 43 (College Algebra) |

* For College Algebra, *recommended* scores = 20-22 ACT Math (or 22 Pre-ACT Math) Subscore; 70-90 ACCUPLACER Elementary Algebra; 45 ACCUPLACER College Level Math; or 435 Aspire.

Board of Regents data indicate that 10 percent of undergraduate students in 2015 were enrolled in remedial coursework. While this statistic may suggest that the number of students in need of remedial education is low, these data may not accurately reflect college preparation. In 2016, 61 percent (based on ACT scores) of Louisiana’s high school graduates were in need of remedial math and 42 percent needed remedial English, suggesting that many of Louisiana’s graduating high school students are un/underprepared for college. All Louisiana public high school students sit for the ACT exam in the fall of their junior year. For those students who are college-bound, but fail to achieve the necessary ACT score(s) required for placement into college-level courses, the balance of their junior and/or senior year should be devoted to remediating any academic shortcoming(s) so the student will be literate, numerate, and prepared to enroll in college-level courses upon high school graduation. Given the high percentage of students who drop out of post-secondary remedial classes prior to achieving any certificate or degree, there should be an early identification process and student academic plan in high school to identify and address students who, in the absence of intervention, will graduate high school needing literacy or numeracy remediation.

In 2015-16 Louisiana high school students accounted for 1,400 developmental/remedial course enrollments: 73 percent in mathematics, and 27 percent in English. Students passed 83 percent of the math developmental courses and 85 percent of the English courses. Concerns have been noted regarding high school students

being encouraged to pursue academic college course enrollment for dual credit when they would not be admissible to a university after graduation. To address that concern, high school senior year scheduling should be aimed at preparing students for college level coursework, providing remediation, if needed, before guiding the student into dual enrollment opportunities.

Lack of Credentialed Instructors

Though the college or university is responsible for course content and delivery, to expand and maximize access, high school teachers regularly serve as adjunct instructors, teaching the college course in the high school classroom, coordinating closely with the post-secondary department or institution. It is the responsibility of the college/university to ensure that qualified instructors are delivering college-level rigor in dual enrollment courses, i.e., that courses are taught by instructors who could also be teaching on the campus. A major barrier to increasing dual enrollment participation is the lack of certified, effective teachers to deliver instruction in these areas in Louisiana.

Utilizing School and Student Scheduling Resources

The tradition of allowing seniors to take half or more of their school day off has had the unintended consequence of making it more difficult for many to complete college courses and/or earn high-value IBCs while in high school. Nearly half of high school seniors statewide do not take a full course load, and approximately 8,000 high school seniors pursue four Carnegie units or less. This practice undercuts the opportunity these students have to complete their high school education with college credit-bearing courses in academic or technical training areas that could give them a head start with their post-secondary plans, either in college or in a direct move into the workforce with IBCs. Not taking advantage of dual enrollment opportunities also fails to maximize state financial resources, as the state has paid for them to be in high school and will pay later when the same students enroll in a college or university as freshmen seeking training or introductory courses they might have completed in high school. Giving seniors the “reward” of leaving school during their final year of high school may be a popular tradition in the short-term, but it is not a universal practice in the United States and it has a substantial hidden opportunity cost for students, their families, and taxpayers.

FINDINGS AND PRELIMINARY RECOMMENDATIONS FOR DUAL ENROLLMENT

1. College and Career Counseling

College and career counseling should be a focused effort starting in middle school and accelerating in high school to help students 1) identify the career they might pursue, 2) attain the competencies and certifications they need to secure entry-level employment, 3) build the habits and life skills necessary to be productive adults, 4) remediate any math, reading, or writing shortcomings so they will be college or career ready, 5) plan their post-secondary lives, and 6) schedule or access dual enrollment course offerings.

School systems should be encouraged to experiment with a variety of counseling resources and models, as is already underway in pockets across the state. School systems should also be encouraged to utilize career readiness courses for all students that combine college and career advisement, helping students prepare to succeed in college, career and life.

2. Full Utilization of Senior Year Student Scheduling

Of the 41,871 12th graders in high school in the 2015-16 school year, 19,649 did not take a full load during their senior year, accounting for 46.9 percent of the total 12th graders enrolled.

12th GRADE STUDENT ACCESS AND ENGAGEMENT AND NUMBER OF CREDITS

| Year | Grade | Attempted at least 1 DE Course | Earned 3 College Credits | | Earned 6 College Credits | | Earned 9+ College Credits | |
|---------|-------|--------------------------------|--------------------------|-------|--------------------------|------|---------------------------|------|
| | | | Students | | Students | | Students | |
| | | | Count | Rate | Count | Rate | Count | Rate |
| 2015-16 | 12 | 10631 | 7491 | 70.5% | 633 | 6.0% | 306 | 2.9% |

3. Instruction and Validation of Student Outcomes

The Board of Regents, in cooperation with Statewide Council of Chief Academic Officers, should develop a policy outlining minimum qualifications for students to enroll and instructors to teach dual enrollment courses. Post-secondary institutions may exceed the proposed minimum requirements, but may not ignore the minimum for which the policy is set. On annual bases, the Department of Education and Board of Regents should review and study student passage rates and college persistence rates which are directly correlated to instructional delivery methods, e.g.,

- a. College instructor teaches face-to-face courses on college campus (recommended approach);
- b. College instructor on the HS campus;
- c. Virtual/distance education course taught by college instructor with local HS teacher support; possible through continued investments in K-12 technology and access to broadband Internet through LONI (Louisiana Optical Network Initiative); or
- d. An approved high school instructor (approved by the post-secondary institution) teaching the college course on a high school campus, using the college syllabus and exams, with college coordination and oversight.

4. Student Eligibility and Access

Qualified, interested students that meet the dual enrollment course pre-requisites should have access to TOPS aligned dual enrollment for core academic courses and other dual enrollment elective courses when full schedules are not being fulfilled.

5. Developmental Needs and Dual Enrollment

Currently, Louisiana statewide developmental/remedial dual enrollment summary statistics indicate 71 percent of enrollments are in math. The 2011 Remedial Education Commission (Act 187 of 2011) recommended that students' basic remedial/developmental math and English needs should be addressed in and by the high school prior to pursuing dual enrollment in college-level academic courses.

6. Student Access

Eligible TOPS University Diploma students should have the opportunity to attain college credit through dual enrollment or other Advanced Placement/International Baccalaureate programs, and eligible Jump Start Career Diploma students should have the opportunity to attain a Certificate of Technical Studies or Statewide Credential and complete entry level College English & Math courses. The BOR and BESE should jointly pursue this goal in order to maximize equitable student access, ensure quality, and develop a long-term, sustainable funding model that adequately funds course delivery while concurrently resulting in a savings to families and taxpayers (including TOPS).

7. Coordination Among Secondary and Postsecondary Communities

The current system of preparing and transitioning high school students to post-secondary education is neither coordinated nor financially sustainable, and the state is not maximizing its limited financial resources. The state funds secondary and post-secondary education separately, not fully recognizing the needs and aspirations of students who are able and desire to pursue post-secondary education prior to high school graduation. The state currently funds the cost of dual enrollment as a line-item addition to the K-12 Minimum Foundation Program funding formula. In some cases, costs of dual enrollment are also passed on to students in the form of tuition or fees. While policymakers should consider short-term increases in funds to support dual enrollment within the current funding framework, these funds could serve as a bridge to the creation of a long-term solution for more stable, coordinated, and sustainable funding for students as they transition from high school to post-secondary studies.

8. Funding

Increasing more short-term funding for statewide dual enrollment programs would provide a bridge to a more stable and sustainable funding model long-term and would make more dollars available to support this work through federal funds. The state should increase the Supplemental Course Allocation by \$10 million, leverage approximately \$8 million dollars of Title I funds, and expand the USDOE Pell Pilot program.

- Reimbursement rates should be consistent across the system, regardless of zip code, though enrollment costs may vary depending on the cost of attendance at the postsecondary institution.

- The state should maximize all sources of funds to support students who are able to access college credit bearing courses early, including those provided through secondary and post-secondary education.
- There is a potential return on investment and savings to the State in having a better educated high school graduate, more high school students trained and ready for meaningful employment upon graduation, and more high school students graduating with a ‘jump start’ on a college degree or credential.
- Given that the average annual TOPS payment per student is \$5,339, LDOE has determined that eligible students earning one year of college credit could save an estimated \$85 million in TOPS annually.

CONCLUSION

Post-secondary education provides a clear and deliberate pathway to upward social and economic stability. Individuals with higher levels of education are more likely to be successful in the workplace than individuals with less education. Educated individuals are more likely to participate in the job market, support a family, and provide greater tax revenues. Beyond financial incentives, post-secondary education provides for innovation, research, and technological advancement. There is no question that Louisiana’s educational attainment levels need to improve, and quickly. Therefore it is critical for secondary and post-secondary education leaders to identify and address gaps or barriers that would potentially limit students from access to post-secondary coursework. The specific areas addressed and the recommendations outlined in this report seek to ensure the State’s public secondary and post-secondary education systems are operating in a comprehensive, efficient, cost-effective, and integrated manner, while delivering quality and meaningful education to its students.

Barriers such as tuition and race disparity speak to the need for harmonization of the State’s public secondary and post-secondary education systems. One of the biggest challenges that must be addressed is the grave disparity in preparation for certain racial and ethnic sub-groups, as well as low-income and first-generation college students. The lack of schedule utilization for seniors is both a barrier and an opportunity. Currently, 46.5 percent of high school seniors statewide do not take a full course load, and approximately 8,000 high school seniors take four Carnegie units or less.

In closing, it is imperative that a more seamless K-16 education system is created to enable students to accelerate their completion of a high school diploma and earn post-secondary education credits and industry-based credentials prior to graduation. State policy that guarantees that opportunity to every qualified, interested high school student will reap benefits for students and our state for many years to come. The Louisiana Department of Education, Board of Regents, and secondary and postsecondary education stakeholders continue to explore ways to make that goal a reality for Louisiana’s students.

APPENDIX

| COLLEGE CREDIT PARTICIPATION BY PARISH | | | | | | | |
|---|--------|-----------------|--------|-----------|---------------------------|--------------|---------------|
| Parish | Region | Dual Enrollment | | AP* 3+ | AP Subgroup 3+ % | CLEP* 50+ | IB* Credit |
| | | 4 year | 2 year | | | | |
| Acadia | 4 | 134 | 293 | 0 | 0% | 43 | |
| Allen | 5 | 191 | 64 | <10 | 11% | 0 | |
| Ascension | 2 | 1117 | 536 | 343 | 20% | 332 | |
| Assumption | 3 | 1 | 128 | <10 | 0% | 0 | |
| Avoyelles | 6 | 369 | 92 | 0 | 0% | 55 | |
| Beauregard | 5 | 311 | 274 | 21 | 8% | 0 | |
| Bienville | 7 | 58 | 141 | NA | 0% | 0 | |
| Bossier | 7 | 180 | 981 | 380 | 20% | 0 | |
| Caddo | 7 | 976 | 1683 | 379 | 11% | 168 | |
| Calcasieu | 5 | 705 | 1448 | 423 | 24% | 381 | |
| Caldwell | 8 | 125 | 109 | 01 | 0% | 19 | |
| Cameron | 5 | 32 | 88 | <10 | 33% | 0 | |
| Catahoula | 6 | 125 | 6 | NA | 0% | 0 | |
| Claiborne | 7 | 28 | 50 | NA | 0% | 0 | |
| Concordia | 6 | 94 | 71 | 11 | 7% | 0 | |
| De Soto | 7 | 38 | 589 | 40 | 5% | 49 | |
| East Baton Rouge | 2 | 2013 | 781 | 739 | 25% | 22 | |
| East Carroll | 8 | 19 | 78 | <10 | 0% | 0 | |
| East Feliciana | 2 | 125 | 33 | <10 | 0% | 0 | |
| Evangeline | 4 | 31 | 166 | 23 | 4% | 94 | |
| Franklin | 8 | 146 | 124 | NA | 0% | 2 | |
| Grant | 6 | 130 | 82 | 12 | 20% | 0 | |
| Iberia | 4 | 134 | 94 | 51 | 14% | 93 | |
| Iberville | 2 | 276 | 106 | 0 | 0% | 0 | |
| Jackson | 8 | 148 | 54 | NA | 0% | 0 | |
| Jefferson | 1 | 1202 | 761 | 333 | 13% | 0 | 94 |
| Jefferson Davis | 5 | 201 | 106 | <10 | 0% | 0 | |
| La Salle | 6 | 210 | 4 | 320 | 0% | 0 | |
| Lafayette | 4 | 798 | 1018 | 46 | 25% | 239 | |
| Lafourche | 3 | 172 | 275 | NA | 5% | 332 | |
| Lincoln | 7 | 470 | 16 | 97 | 32% | 61 | |
| Livingston | 2 | 564 | 1055 | 386 | 26% | 263 | |
| Madison | 8 | 62 | 51 | NA | 0% | 0 | |
| Morehouse | 8 | 296 | 176 | NA | 0% | 4 | |
| Natchitoches | 7 | 396 | 784 | <10 | 0% | 6 | |
| Orleans | 1 | 942 | 616 | 716 | 24% | 0 | |
| Ouachita | 8 | 2108 | 526 | 135 | 7% | 29 | |
| Parish | Region | Dual Enrollment | | AP* | AP 3+ | CLEP* | IB* |

| | | 4 year | 2 year | 3+ | Subgroup % | 50+ | Credit |
|--------------------|---|--------------|--------------|-------------|------------|-------------|--------|
| Plaquemines | 1 | 4 | 188 | 69 | 38% | 108 | |
| Pointe Coupee | 2 | 178 | 6 | NA | 0% | 0 | |
| Rapides | 6 | 2021 | 1461 | 154 | 14% | 4 | |
| Red River | 7 | 70 | 312 | NA | 0% | 0 | |
| Richland | 8 | 274 | 216 | NA | 0% | 0 | |
| Sabine | 7 | 308 | 773 | <10 | 0% | 0 | |
| St. Bernard | 1 | 3 | 284 | 111 | 33% | 102 | |
| St. Charles | 1 | 94 | 213 | 206 | 27% | 25 | |
| St. Helena | 2 | 16 | 37 | <10 | 0% | 0 | |
| St. James | 1 | 74 | 760 | NA | 0% | 2 | |
| St. John | 1 | 285 | 577 | 11 | 11% | 0 | |
| St. Landry | 4 | 126 | 596 | 26 | 3% | 0 | |
| St. Martin | 4 | 95 | 247 | <10 | 4% | 81 | |
| St. Mary | 4 | 267 | 14 | <10 | 3% | 106 | |
| St. Tammany | 1 | 1811 | 2620 | 452 | 36% | 0 | |
| Tangipahoa | 2 | 633 | 238 | 12 | 5% | 0 | 17 |
| Tensas | 8 | 35 | 17 | NA | 0% | 0 | |
| Terrebonne | 3 | 61 | 219 | 166 | 17% | 124 | |
| Union | 8 | 182 | 138 | 0 | 0% | 0 | |
| Vermillion | 4 | 439 | 400 | 0 | 0% | 141 | |
| Vernon | 6 | 517 | 103 | 32 | 17% | 0 | |
| Washington | 2 | 378 | 150 | <10 | 0% | 35 | |
| Webster | 7 | 298 | 220 | NA | 0% | 0 | |
| West Baton Rouge | 2 | 93 | 119 | 28 | 12% | 0 | |
| West Carroll | 8 | 115 | 78 | NA | 0% | 25 | |
| West Feliciana | 2 | 162 | 6 | 43 | 8% | 6 | |
| Winn | 6 | 50 | 105 | <10 | 2% | 4 | |
| Grand Total | | 23516 | 23556 | 5744 | 18% | 2950 | |

DUAL ENROLLMENT FEES AND SOURCES OF REVENUE BY DISTRICT

| Parish | Supplemental Course Allocation (SCA) | | TTES Funded | Pell Pilot Funded | Parent/Student Funded | |
|------------------|--------------------------------------|-------------|-------------|-------------------|-----------------------|-------------------------|
| | SCA Funded | Average Fee | | | P/S Funded | Average Fee |
| Acadia | √ | \$186 | √ | | √ | Book fee |
| Allen | √ | | √ | | | |
| Ascension | √ | \$296 | √ | | √ | \$20 - \$150 |
| Assumption | √ | \$107 | | | | |
| Avoyelles | √ | \$266 | | | | |
| Beauregard | √ | \$473 | √ | | √ | Cost varies by provider |
| Bienville | √ | | √ | | | |
| Bossier | √ | \$84 | √ | | √ | \$35 |
| Caddo | √ | \$152 | √ | | | |
| Calcasieu | √ | | √ | | √ | Varies by course |
| Caldwell | √ | \$149 | √ | | | |
| Cameron | √ | \$450 | √ | | | |
| Catahoula | √ | | | | √ | \$150 |
| Claiborne | √ | | √ | | | |
| Concordia | √ | | | | √ | n/a |
| De Soto | √ | | √ | | | |
| East Baton Rouge | √ | | | | | |
| East Carroll | | | √ | | | |
| East Feliciana | √ | \$156 | √ | | √ | \$200 - \$300 |
| Evangeline | √ | \$304 | √ | | | |
| Franklin | √ | | √ | | √ | \$10 - \$25 |
| Grant | √ | \$330 | | | √ | \$100 |
| Iberia | √ | | √ | | | |
| Iberville | √ | \$224 | √ | | √ | \$50 |
| Jackson | √ | \$202 | | | | |
| Jefferson | √ | | √ | | | |
| Jefferson Davis | √ | \$460 | √ | | | |
| La Salle | √ | \$196 | | | √ | \$150 |
| Lafayette | √ | | √ | | √ | \$15 - \$35 |
| Lafourche | √ | \$460 | √ | | | |
| Lincoln | √ | | | | | |
| Livingston | √ | \$161 | √ | | √ | \$20 - \$55 |
| Madison | | | | | | |
| Morehouse | √ | | √ | | | |
| Natchitoches | √ | | √ | | | |

| | Supplemental Course (SCA) | Allocation | TTES Funded | Pell Pilot Funded | Parent/Student Funded | |
|--------------------------------------|---------------------------|------------|-------------|-------------------|-----------------------|-------------------------|
| Orleans | √ | | √ | | | |
| Ouachita | √ | | √ | | √ | \$150 |
| Plaquemines | √ | \$165 | √ | | √ | \$100 |
| Pointe Coupee | √ | \$714 | | | | |
| Rapides | √ | \$166 | | | | |
| Red River | √ | | √ | | | |
| Richland | √ | | √ | | √ | Cost varies by provider |
| Sabine | √ | | √ | | | |
| St. Bernard | √ | \$491 | √ | | | |
| St. Charles | √ | | √ | | √ | \$0 |
| St. Helena | √ | \$556 | √ | | | |
| St. James | √ | \$552 | √ | | | |
| St. John | √ | \$175 | √ | | | |
| St. Landry | √ | \$172 | √ | √ | | |
| St. Martin | √ | | √ | | | |
| St. Mary | √ | \$334 | √ | | | |
| St. Tammany | √ | \$646 | √ | | √ | \$0 - \$300 |
| Tangipahoa | √ | \$339 | √ | | √ | \$150 |
| Tensas | √ | | | | | |
| Terrebonne | √ | \$310 | √ | | | |
| Union | √ | \$255 | | | √ | \$150 |
| Vermillion | √ | | √ | | | |
| Vernon | √ | | | | | |
| Washington | √ | | √ | | √ | \$150 |
| Webster | √ | | √ | | | |
| West Baton Rouge | √ | | √ | | √ | \$25 - \$75 |
| West Carroll | √ | | | | | |
| West Feliciana | √ | | | | | |
| Winn | √ | | √ | | | |
| Central Community Schools | √ | | | | √ | \$20 |
| City of Baker | √ | | | | | |
| City of Bogalusa | √ | \$170 | | | | |
| Monroe City Schools | √ | | √ | | | |
| Zachary Community Schools | √ | | | | | |
| Lake Area New Tech HS | √ | \$107 | | | | |
| New Orleans Center for Creative Arts | √ | \$115 | | | | |

| | Supplemental Course Allocation (SCA) | | TTES Funded | Pell Pilot Funded | Parent/Student Funded | |
|---|--------------------------------------|-------|-------------|-------------------|-----------------------|------|
| Delhi Charter School | √ | \$249 | | | | |
| Louisiana Connections Academy | √ | \$196 | | | | |
| New Orleans Military/Maritime Academy | √ | \$301 | | | | |
| Northshore Charter School | | | | | √ | \$40 |
| JS Clark Leadership Academy | √ | \$800 | | | | |
| The NET Charter HS | | \$150 | | | | |
| Dr. MLK Charter School for Sci/Tech | √ | \$100 | | | | |
| Algiers Charter School Association | | \$138 | | | | |
| Joseph S. Clark Preparatory HS | √ | \$186 | | | | |
| Algiers Technology Academy | √ | | | | | |
| Delta Charter School | √ | | | | | |
| International High School of New Orleans | √ | | | | | |
| Landry-Walker HS | √ | | | | | |
| Louisiana Virtual Charter Academy | √ | | | | | |
| Sophie B. Wright Learning Academy | √ | | | | | |
| Capitol High School | √ | | | | | |
| Cohen College Prep | √ | | | | | |
| JCFA-East | √ | | | | | |
| Vision Academy | √ | | | | | |

DUAL ENROLLMENT FUNDING STREAMS

Supplemental Course Allocation (SCA)

SCA gives school districts and other public school an MFP allocation related to the cost of high school and dual credit coursework. It is individualized to the needs of secondary students and is provided outside the traditional secondary school. A sum of \$7.5 million is divided proportionally by LEA based on student enrollment in grades 7 through 12. This equates to approximately \$26 per student.

TOPS Tech Early Start (TTES)

The TOPS Tech Early Start award provides up to \$600 per academic year for any eligible 11th or 12th grade student attending a Louisiana public high school who wishes to concurrently enroll for up to six credit hours per semester in order to pursue certification in an Eligible Program at a public or nonpublic college or an approved training provider.

Pell Grant Pilot

LSU Eunice was selected as an experimental site for the U.S. Department of Education's new program geared toward expanding access and increasing college graduation rates through dual enrollment programs, which allow high school students to take courses for college credit. This allows high school students' access to Federal Pell Grants. LSUE will partner with St. Landry Parish School Board to begin a new dual enrollment healthcare academy for high school students interested in science, medical or allied healthcare careers. The purpose of this academy would be to increase the number of underrepresented, rural area students achieving a post-secondary degree in science guaranteed to transfer to any LSU institution or other Louisiana public university.