

2024 Regular Session

SENATE BILL NO. 352

BY SENATOR MIZELL

CURRICULA. Provides relative to the Dual Enrollment Framework Task Force. (8/1/24)

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AN ACT

To amend and reenact the introductory paragraph of R.S. 17:2922.1(B)(1) and 2922.1 (D)(1), and (E)(5)(a), (d), (e), and (f) and to enact R.S. 17:2922.1(B)(1)(n) and (E)(5)(g) and (h), relative to the Dual Enrollment Framework Task Force; to revise the membership of the task force; to provide for development recommendations; to provide for process recommendations; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. The introductory paragraph of R.S. 17:2922.1(B)(1) and 2922.1(D)(1), and (E)(5)(a),(d),(e), and (f) are hereby amended and reenacted and R.S. 17:2922.1(B)(1)(n) and (E)(5)(g) and (h) are hereby enacted to read as follows:

§2922.1. Dual Enrollment Framework Task Force; creation; purpose; membership; definitions; reporting; termination

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B.(1) The task force shall be composed of ~~thirteen~~ fourteen members as follows:

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(n) The president of the Louisiana Association for Career and Technical

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Education or his designee.

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D. In developing recommendations for the framework, the task force shall:

(1) Review existing laws, policies, and efforts in Louisiana and other states on dual enrollment, course choice, student remediation, articulation and transfer, career pathways, technical high schools, and transition courses.

\* \* \*

E. In making recommendations, the task force may identify:

\* \* \*

(5) A process to:

(a) Guarantee that dual enrollment courses articulate to the appropriate public postsecondary education institution including advancing a student's progress toward postsecondary technical certificates, diplomas, and degrees and related industry-based certifications.

\* \* \*

(d) Explore the expansion of virtual instruction programs to increase the participation of dual enrollment course offerings in school districts across the state.

~~(d)~~ (e) Recognize and reward schools, through the state's school and district accountability system, that graduate students who have earned significant credit toward a postsecondary credential or degree in both academic and technical fields.

~~(e)~~ (f) Recognize and reward each postsecondary education institution, within the postsecondary education funding formula, that shows significant use of dual enrollment in academic or technical fields to further its institutional mission.

(g) Identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including by establishing regional technical high schools operated by partnerships of one or more school districts and one or more public colleges or universities.

~~(f)~~ (h)(i) Establish a uniform pricing structure which may include a maximum

1 tuition for dual enrollment courses offered by each public postsecondary education  
 2 institution and which may differentiate between courses taught on a postsecondary  
 3 campus, online, or at a high school, and may differentiate by the qualifications of the  
 4 instructor.

5 (ii) Notwithstanding Item (i) of this Subparagraph, the recommended pricing  
 6 structure shall not prevent a public postsecondary education institution and a public  
 7 high school governing authority from entering into a memorandum of understanding  
 8 or other agreement to provide dual enrollment courses free of charge or an amount  
 9 less than that established by the pricing structure.

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The original instrument and the following digest, which constitutes no part  
 of the legislative instrument, were prepared by Mary Frances Aucoin.

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DIGEST

SB 352 Original

2024 Regular Session

Mizell

Proposed law adds one member to the Dual Enrollment Framework Task Force who is the president of the Louisiana Association for Career and Technical Education or his designee.

Present law provides that the task force must review existing laws, policies, and efforts in Louisiana and other states on dual enrollment, course choice, student remediation, articulation and transfer, and transition course in developing recommendations for the framework.

Proposed law retains present law and further provides that the task force must review career pathways and technical high schools in developing recommendations for the framework.

Present law provides that the task force can identify a process to guarantee that dual enrollment courses articulate to the appropriate public postsecondary education institution.

Proposed law retains present law and further provides that the guarantee includes advancing a student's progress toward postsecondary technical certificates, diplomas, and degrees and related industry-based certifications.

Proposed law provides that the task force can identify a process to explore the expansion of virtual instruction programs to increase the participation of dual enrollment course offerings in school districts across the state.

Proposed law provides that the task force can identify a process to recognize and reward schools that have earned significant credit toward a credential or degree in both academic and technical fields.

Proposed law provides that the task force can recognize a process to recognize and reward postsecondary education institutions that shows significant use of dual enrollment in academic or technical fields.

Proposed law provides that the task force can recognize a process to identify opportunities

for expanding career-relevant college credit and industry-based credentials through dual enrollment, including by establishing regional technical high schools operated by partnerships of one or more school districts and one or more public colleges or universities.

Effective August 1, 2024.

(Amends R.S. 17:2922.1(B)(1) (intro para) and 2922.1(D)(1), and (E)(5)(a), (d), (e), (f); and adds 2922.1(B)(1)(n) and (E)(5)(g) and (h))