

2024 Regular Session

HOUSE BILL NO. 551

BY REPRESENTATIVES BRASS, CARVER, AND MELERINE

CURRICULA: Revises the membership and duties of the Dual Enrollment Framework Task Force

1 AN ACT

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

7 Be it enacted by the Legislature of Louisiana:

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

11 §2922.1. Dual Enrollment Framework Task Force; creation; purpose; membership;
12 definitions; reporting; termination

13 * * *

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

16 * * *

17 (n) The president of the Louisiana Association for Career and Technical
18 Education or his designee.

19 * * *

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

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

5 * * *

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

7 * * *

8 (5) A process to:

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

13 * * *

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

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

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

24 ~~(f)(i)~~ (g)(i) Establish a uniform pricing structure which may include a
25 maximum tuition for dual enrollment courses offered by each public postsecondary
26 education institution and which may differentiate between courses taught on a
27 postsecondary campus, online, or at a high school, and may differentiate by the
28 qualifications of the instructor.

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

6 (h) Expand virtual instruction programs to increase the participation of dual
7 enrollment course offerings in school districts across the state.

8 * * *

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 551 Engrossed

2024 Regular Session

Brass

Abstract: Expands the membership and functions of the Dual Enrollment Framework Task Force.

Present law provides for a high school career option program consisting of an academic major (college prep. courses) and a career major (academic courses and modern vocational studies) and allows students to dually enroll in a La. public postsecondary education institution or participate in available business internships or work-study programs.

Present law provides for dual enrollment courses.

Present law provides the creation of the Dual Enrollment Framework Task Force under the jurisdiction of the Bd. of Regents to make recommendations for the establishment of statewide dual enrollment framework to provide access to dual enrollment courses to all qualified public high school juniors and seniors.

Present law provides for the membership of the task force.

Proposed law provides for the addition of the president of the La. Assoc. for Career and Technical Education or his designee to the members of the task force.

Present law requires the task force to make recommendations for the framework of dual enrollment courses by reviewing existing laws, policies, and efforts in La. and other states on dual enrollment, course choice, student remediation, articulation and transfer, and transition courses.

Proposed law retains present law and expands the focus of recommendations to include the following:

- (1) Career pathways and technical high schools.
- (2) 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.

- (3) Expanding virtual instruction programs to increase the participation of dual enrollment course offerings.

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

Summary of Amendments Adopted by House

The Committee Amendments Proposed by House Committee on Education to the original bill:

1. Authorize the task force to identify a process to expand virtual instruction to increase participation of dual enrollment course offerings.