JOINT MEETING

BOARD OF REGENTS AND
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Misti S. Cordell, Chair, Board of Regents, Presiding

AGENDA
Wednesday, December 9, 2026 at 9:00 a.m.
Thomas Jefferson Rooms A&B (1-136), Claiborne Building, 1201 North Third Street
Baton Rouge, Louisiana

I Call to Order

II Roll Call

III Public Comments

IV Approval of BESE/BOR Minutes of June 10, 2026

V 2026 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report
- Amy Mathews, Chief Investment Officer, Louisiana Department of the Treasury
- Ryan Pereira, Investment Portfolio Manager, Louisiana Department of the Treasury

VI Louisiana's Changing Population: Impacts on Education
- Dr. Stephen Barnes, Executive Director, Kathleen Babineaux Blanco Public Policy Center

VII Approval of Science and Math Course Equivalencies and Weighted GPA for the TOPS University and TOPS Tech Core Requirements
- Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
- Dr. Ernise Singleton, Assistant Superintendent, Louisiana Department of Education

VIII Approval of New Orleans and Caddo Extension Academies
- Dr. Ernise Singleton, Assistant Superintendent, Louisiana Department of Education

IX Informational Reports on Horizon Topics
- Louisiana Dual Enrollment
- Tri-Agency Teacher Apprenticeship Initiative
- Task Force on Career Alignment/ K-12 Student Success Pathways Task Force
- Digital Credentials and Verifiable Learning Records

X Closing Remarks

XI Other Business

XII Adjournment

ADA Accessibility Requests: If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at Karlita.anderson@laregents.edu or by telephone at (225) 219-7660 to discuss your accessibility needs.

JOINT MEETING
BOARD OF ELEMENTARY AND SECONDARY EDUCATION
AND
BOARD OF REGENTS

June 10, 2026

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:05 a.m. on Wednesday, June 10, 2026, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Ms. Simone Champagne, President of the Board of Elementary and Secondary Education.

The rolls were called, and quorums were established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents	Board of Elementary and Secondary Education
Present	Present
Mr. David Aubrey	Ms. Simone Champagne, President
Ms. Misti Cordell, Chair	Mr. Kevin Berken, Vice President
Mr. Christian Creed	Dr. Sharon Clark, Secretary-Treasurer
Mr. Blake David	Mr. Conrad Appel
Mr. Dallas Hixson, Secretary	Dr. Judy Armstrong
Mr. Phillip May, Jr.	Mr. Joseph Cao
Ms. Maria Nechaeva	Mr. Preston Castille
Ms. Christy Oliver Reeves	Mr. Lance Harris
Ms. Terrie Sterling, Vice Chair	Ms. Sandy Holloway
Ms. Judy Williams-Brown	Mr. Ronnie Morris
Absent	
Ms. Stephanie Finley	Absent
Mr. Ted Glaser III	Ms. Stacey Melerine
Mr. Darren Mire	
Mr. Wilbert Pryor	
Dr. K. Samer Shamieh	
Mr. Collis Temple III	

Ms. Simone Champagne, President of the Board of Elementary and Secondary Education, welcomed those in attendance.

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APPROVAL OF THE MINUTES OF DECEMBER 10, 2025

On motion of Regent Reeves, seconded by Regent David, the Boards approved the minutes of the joint meeting held December 10, 2025.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT REGARDING TOPS UNIVERSITY AND TOPS TECH CORE REQUIREMENTS

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents, and Dr. Ernise Singleton, Assistant Superintendent, Office of Career and College Readiness, Louisiana Department of Education, requested the approval of additions to the TOPS Core, BOR Core, and Dual Enrollment Weighted GPA requirements, as outlined.

On motion of Ms. Holloway, seconded by Dr. Clark, the Boards approved the course additions to the TOPS Core, BOR Core, and Dual Enrollment Weighted GPA requirements.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF PROPOSED CHANGES TO THE MATH STANDARDS TO THE TOPS/TOPS TECH CORE AND BOR CORE

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents, and Dr. Ernise Singleton, Assistant Superintendent, Office of Career and College Readiness, Louisiana Department of Education, requested approval of the changes to the math standards as outlined, effective for students entering grade 9 in the 2026–2027 academic year.

On motion of Regent Mire, seconded by Regent Glaser, the Boards approved the changes to the math standards as outlined, effective for students entering grade 9 in the 2026–2027 academic year.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT REGARDING LOUISIANA DUAL ENROLLMENT

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents, Ms. Mellynn Baker, Associate Commissioner for Student Success and Strategic Initiatives, Board of Regents, and Dr. Ernise Singleton, Assistant

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Superintendent, Office of Career and College Readiness, Louisiana Department of Education, highlighted the following in the report to the Boards:

- A record-high 43,000 dual enrollment participants during 2024–2025 school year;
- A 63% increase in dual enrollment participation since 2018–2019 school year;
- Beginning with the graduating Class of 2029, every student should graduate from high school with college credit (academic or career/technical), a postsecondary credential of value or both; and
- 2,214 postsecondary credentials earned in 2024–2025, more than 80% in technical fields that align with high-demand workforce sectors identified by Louisiana Works.

Discussion followed.

On motion of Ms. Holloway, seconded by Mr. Berken, the Boards received the update report regarding Louisiana Dual Enrollment.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT REGARDING THE TASK FORCE ON CAREER ALIGNMENT

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, highlighted the following in the report to the Boards:

- Senate Concurrent Resolution 38 of the 2025 Regular Session created the Task Force on Career Alignment. This Task Force is working to strengthen Louisiana's education-to-career pipeline and retain graduates in-state;
- Act 99 of the 2026 Regular Session strengthens Louisiana's education-to-career pipeline by creating a statewide workforce outcomes dashboard and improving internship and apprenticeship tracking to better align education with in-state jobs; and
- The interim report identifies six focus areas for the Task Force to work toward creating workable solutions that can be implemented.

Discussion followed.

On motion of Regent Sterling, seconded by Dr. Armstrong, the Boards received the update report regarding the Task Force on Career Alignment.

Board members in attendance expressed no objections to the motion.

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CONSIDERATION OF AN UPDATE REPORT ON TRI-AGENCY TEACHER APPRENTICESHIP INITIATIVE

Dr. Michelle DeMeulenaere, Assistant Commissioner for Strategic Planning and Student Success, Board of Regents, Dr. Arthur M. Joffrion, Jr., Deputy Assistant Superintendent of Educator Talent and Workforce Development, Louisiana Department of Education, and Mr. James Garvey, Executive Counsel, Louisiana Works, highlighted the following in the report to the Boards:

- In 2023, only 69% of Louisiana classrooms were led by appropriately certified teachers;
- A rough draft of guidelines will soon be peer-reviewed;
- Three key initiatives have been identified for the workgroup to bring coherence and alignment to the state strategy for teacher apprenticeships;
- Desired outcomes have been identified for Teacher Apprentices and Teacher Preparation Program providers; and
- Southeastern Louisiana University and the Tangipahoa Parish School System have completed a pilot program.

On motion of Dr. Armstrong, seconded by Ms. Holloway, the Boards received the update report on the Tri-Agency Teacher Apprenticeship Initiative.

Board members in attendance expressed no objections to the motion.

CONSIDERATION OF AN UPDATE REPORT ON LOUISIANA'S AI READINESS PIPELINE: CONNECTING K-12 AND HIGHER EDUCATION

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents, Ms. Ashley Townsend, Assistant Superintendent, Office of Policy and Governmental Affairs, Louisiana Department of Education, and Dr. Roland Mitchell, Dean of the College of Human Sciences & Education, LSU A&M, highlighted the following in the report to the Boards:

- Starting in the next school year, every middle and high school in Louisiana will be required to offer computer science.
- In the following school year, every elementary school in Louisiana will be required to incorporate computer science instruction into regular content.
- An umbrella policy has been created on responsible use of AI in higher education.
- Louisiana is unique in that it has relationships with Google and National Association of System Heads, which allows us access to all of Google's professional certificates, including the AI Essentials

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course for all administration, faculty, staff, and students of public institutions.

Discussion followed.

On motion of Regent Hixson, seconded by Mr. Morris, the Boards received the update report on Louisiana's AI Readiness Pipeline connecting K-12 and higher education.

Board members in attendance expressed no objections to the motion.

There were no public comments.

ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents was adjourned at 10:34 a.m.

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Agenda Item VII.
Approval of Science and Math Course Equivalents to the TOPS University and TOPS Tech Core Requirements

EXECUTIVE SUMMARY

To align the TOPS University Diploma with eligibility requirements for the Taylor Opportunity Program for Students (TOPS) scholarship and the Board of Regents (BOR) Core, add courses to the TOPS Tech Math and Science categories, and submit new courses for the weighted AP and DE lists, the following requests were submitted to the Louisiana Department of Education (LDOE) for consideration. LDOE reviewed and approved these course requests and subsequently submitted the proposed additions to the BOR for consideration (Item 1-3).

Consistent with standard BOR practice, staff shared the proposed additions with chief academic officers (CAOs) at all public postsecondary institutions. Faculty representatives reviewed and approved the proposals on behalf of their respective institutions.

ITEM 1: These courses to be added to TOPS Core under the MATH category and the weighted Dual Enrollment Course List will allow students to fulfill the Computer Science graduation requirement:

- (High School Code TBD) Computer Science I: DE - CCSC 1103 Computer Science I
- (High School Code TBD) Computer Science II: DE - CCSC 1203 Computer Science II
- (High School Code TBD) Computer Science and AI Literacy

TABLE 1. Proposed Changes to TOPS Core Math Requirement

Math = 4 Units	
Units	**Courses**
1 Unit	Algebra 1 or Integrated Mathematics I
1 Unit	Geometry or Integrated Mathematics II
1 Unit	Algebra II or Integrated Mathematics III
1 Unit from the following	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, Differential Calculus I, Integral Calculus I, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Computer Science I, Computer Science II, Computer Science and AI Literacy, Probability and Statistics, Statistical Reasoning, or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Pre-Calculus; AP Computer Science A

ITEM 2: These courses to be added to TOPS Tech Core under Science will allow students to fulfill the Computer Science graduation requirement:

- (061177) AP Computer Science Principles
- (061102) Computer Science I
- (High School Code TBD) Computer Science I: DE - CCSC 1103 Computer Science I

- (061103) Computer Science II
- (High School Code TBD) Computer Science II: DE - CCSC 1203 Computer Science II
- (080530) Data Manipulation and Analysis
- (060200) Modeling and Simulation
- (High School Code TBD) Computer Science and AI Literacy

TABLE 2. Proposed Changes to TOPS Tech Science Requirement

Science = 2 Units	
Units	**Courses**
1 Unit	Biology I
1 Unit	Chemistry 1, Earth Science, Environmental Science, Agriscience I and Agriscience II (both for one unit), Physical Science, Physics, AP or IB Science courses, AP Computer Science Principles, Computer Science I, Computer Science DE, Computer Science II, Computer Science II DE, Data Manipulation and Analysis, Modeling and Simulation, Computer Science and AI Literacy

ITEM 3: These courses to be added to TOPS Tech Core under Math will allow students to fulfill the Computer Science graduation requirement:

- (061175) AP Computer Science A
- (165031) Statistical Reasoning
- (061141) Introduction to Computational Thinking
- (061810) Data Science
- (061820) Quantitative Reasoning

TABLE 3. Proposed Changes to TOPS Tech Core Math Requirements

Math = 4 Units	
Units	**Courses**
1 Unit	Algebra, Algebra I, Applied Algebra or Integrated Mathematics I
1 Unit	Geometry, Applied Geometry or Integrated Mathematics II
1 Unit	Financial Literacy
1 Unit from the following	Algebra II or Integrated Mathematics III; Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, Differential Calculus I, Integral Calculus I, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics, Statistical Reasoning, or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Pre-Calculus; AP Computer Science A, Statistical Reasoning, Introduction to Computational Thinking, Data Science, Quantitative Reasoning

Recommendations for Approval:

ITEM 1.

BOR and LDOE staff recommend that the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) approve the above-listed courses for inclusion in the TOPS Core, BOR Core, and dual enrollment weighted GPA course list.

Beginning with students entering grade 9 in the 2026–2027 academic year, the following weighted dual enrollment courses shall be eligible to satisfy TOPS Opportunity, Performance, Honors, and Excellence Award requirements.

- Computer Science I: DE - CCSC 1103 Computer Science I (already evaluated and on the Articulation Matrix but needs approval to assign extra weight as a DE course)
- Computer Science II: DE - CCSC 1203 Computer Science II (already evaluated and on the Articulation Matrix but needs approval to assign extra weight as a DE course)
- (061177) AP Computer Science Principles

ITEM 2.

BOR and LDOE staff recommend that the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) approve the science standards changes discussed above under Item 2, for the TOPS Tech core, effective for students entering grade 9 in the 2026–2027 academic year and beyond.

- (061177) AP Computer Science Principles
- (061102) Computer Science I
- (TBD) Computer Science I: DE - CCSC 1103 Computer Science I
- (061103) Computer Science II
- (TBD) Computer Science II: DE - CCSC 1203 Computer Science II
- (080530) Data Manipulation and Analysis
- (060200) Modeling and Simulation
- (TBD) Computer Science and AI Literacy

ITEM 3.

BOR and LDOE staff recommend that the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) approve the math standards changes discussed above under Item 3, for the TOPS Tech core, effective for students entering grade 9 in the 2026–2027 academic year and beyond.

LOUISIANA DEPARTMENT OF EDUCATION

BESE/BOR Computer Science Courses for Approval, December 2026

Proposed courses to be added to **TOPS Core under Science**, which will allow students to fulfill the Computer Science graduation requirement:

- (TBD) Computer Science I: DE - CCSC 1103 Computer Science I**
- (TBD) Computer Science II: DE - CCSC 1203 Computer Science II**
- (TBD) Computer Science and AI Literacy
- (TBD) AP Cybersecurity

Proposed courses to be added to **TOPS TECH Core under Science**, and they will allow the student to fulfill the Computer Science graduation requirement:

- (061177) AP Computer Science Principles**
- (061102) Computer Science I
- (TBD) Computer Science I: DE - CCSC 1103 Computer Science I**
- (061103) Computer Science II
- (TBD) Computer Science II: DE - CCSC 1203 Computer Science II**
- (080530) Data Manipulation and Analysis
- (060200) Modeling and Simulation
- (TBD) Computer Science and AI Literacy
- (TBD) AP Cybersecurity

Proposed courses to be added to **TOPS TECH Core under Math**, which will allow the student to fulfill the Computer Science graduation requirement:

- (061175) AP Computer Science A
- (165031) Statistical Reasoning
- (061141) Introduction to Computational Thinking
- (061810) Data Science
- (061820) Quantitative Reasoning

Proposed Course Descriptions for TOPS Core Science

(TBD) Computer Science I: DE - CCSC 1103 Computer Science I is an introductory course designed to teach fundamental programming concepts and problem-solving techniques using a high-level programming language. Topics covered include programming syntax and semantics, control structures, data types, functions, arrays, and introductory object-oriented programming principles. Prerequisites: None.

(TBD) Computer Science II: DE - CCSC 1203 Computer Science II builds upon the concepts introduced in Computer Science I: DE CCSC 1103 and focuses on advanced data structures and algorithms. Topics covered include more complex programming topics, including linked lists, stacks, queues, trees, graphs, and advanced sorting and searching algorithms.

(TBD) Computer Science and AI Literacy introduces students to the core concepts of computer science and computational thinking as a foundation for the study of artificial intelligence. Building on these essential skills, students explore how data drives the training and operations of AI systems. Students also evaluate the opportunities and risks associated with AI and practice strategies for responsible use.

(TBD) AP Cybersecurity is an introductory college-level cybersecurity course. Students explore defense-in-depth strategies and learn to address specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, applications, and data. This yearlong course aligns with the NICE Workforce Framework.

Proposed Course Descriptions for TOPS Tech Core Science

061177 AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems — including the internet — work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

061102 Computer Science I presents students with the conceptual foundations of computer science through an exploration of human-computer interaction, web design, computer programming, data modeling, and robotics. While this course includes programming, the focus is on the computational practices associated with computer science, rather than just a narrow focus on coding, syntax, or tools. Computer Science I1 courses teach students the computational practices of algorithm design, problem-solving, and programming within a context that is relevant to their lives.

(TBD) Computer Science I: DE - CCSC 1103 Computer Science I is an introductory course designed to teach fundamental programming concepts and problem-solving techniques using a high-level programming language. Topics covered include programming syntax and semantics, control structures, data types, functions, arrays, and introductory object-oriented programming principles. Prerequisites: None.

061103 Computer Science II presents a deeper understanding of computer science with greater emphasis on programming and application development. This course builds on the foundation of Computer Science I and provides students with the knowledge and skills necessary to construct computer programs in one or more languages, including object-oriented languages. Courses should include the development of applications for multiple platforms or operating systems. An emphasis is placed on user-centered design and current industry practices.

(TBD) Computer Science II: DE - CCSC 1203 Computer Science II builds upon the concepts introduced in Computer Science I: DE CCSC 1103 and focuses on advanced data structures and algorithms. Topics covered include more complex programming topics, including linked lists, stacks, queues, trees, graphs, and advanced sorting and searching algorithms.

080530 Data Manipulation and Analysis courses introduce students to the emerging field of Data Science. Topics include the standard practices for effective data manipulation, analysis, and interpretation, as well as necessary concepts in the four disciplines involved (data science, computing, mathematics, and statistics). Students engage with a variety of tools, such as spreadsheets, programming environments, and databases, focusing on the application of the concepts within a real-world context rather than theory. Students have opportunities to work with large datasets and create models.

060200 Modeling and Simulation courses focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomena are presented in the context of current, real-world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the classroom experience. These courses enable students to gain a solid foundation for careers in electronics, robotics, telecommunications, and other technological fields.

(TBD) Computer Science and AI Literacy introduces students to the core concepts of computer science and computational thinking as a foundation for the study of artificial intelligence. Building on these essential skills, students explore how data drives the training and operations of AI systems. Students also evaluate the opportunities and risks associated with AI and practice strategies for responsible use.

(TBD) AP Cybersecurity is an introductory college-level cybersecurity course. Students explore defense-in-depth strategies and learn to address specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, applications, and data. This yearlong course aligns with the NICE Workforce Framework.

Proposed Course Descriptions for TOPS Tech Core Math

016175 AP Computer Science A introduces students to computer science through programming using Java. This course includes the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the implications of computing systems.

165031 Statistical Reasoning courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics, such as discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and data presentation (including graphs). Course topics may also include normal distribution and measures of variability.

064111 Introduction to Computational Thinking courses introduce students to computational thinking and its applications in STEM. Courses utilize the core components of computational thinking, including abstraction, decomposition, and algorithmic thinking, helping students model problems and visualize mathematical concepts concretely. Courses also emphasize mathematical approaches to contemporary problems, handling of data, and data optimization using basic concepts from algebra, geometry, and discrete mathematics.

061810 Data science courses combine mathematical, quantitative, and computational concepts and strategies to empower students to live skillfully and productively in our data-driven society. Course topics present students with a more realistic picture of how these concepts and strategies are used to address relevant, real-world problems. The framework includes course design principles and student learning outcomes, which, when applied together, can help students see how mathematics can provide the opportunity for success in further education and the workforce.

061820 Quantitative reasoning courses support students' use of mathematical practices and, when faced with unfamiliar contexts, provide them with strategies to solve these new problems. Courses use collaborative learning techniques to help students recognize the need for data-driven decision-making and bring to light the dangers inherent in basing decisions solely on anecdotal evidence. Mathematical

concepts in Quantitative Reasoning include numeracy, mathematical modeling, basic statistical reasoning, and analysis of complex information using graphical strategies.

**Additions to the TOPS Weighted GPA grid:

- (TBD) Computer Science I: DE - CCSC 1103 Computer Science I**
- (TBD) Computer Science II: DE - CCSC 1203 Computer Science II**
- (061177) AP Computer Science Principles**
- (TBD) AP Cysecurity

LOUISIANA DEPARTMENT OF EDUCATION

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

English 4 units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
English I 1 unit							
English II 1 unit							
1 unit from the following							
English III 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level Literature in English Part 1: Cambridge AICE - AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
1 unit from the following							
English IV 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313 CENL 2403	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama Intro to African American Literature

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Math 4 units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
Algebra I/Integrated Math I 1 unit							
Geometry/Integrated Math II 1 unit							
Algebra II/Integrated Math III 1 unit							
1 unit from the following							
Algebra III						CMAT 1213	College Algebra
Adv Math-PreCalc		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
Pre-Calculus	AP Pre-Calculus	IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE - AS Level	Pre-Calculus	Pre Calculus	CMAT 1233 CMAT 1213 & 1223	Algebra & Trigonometry
Adv Math - Functions & Statistics						CMAT 1303	Introductory Statistics
Probability & Statistics	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
Calculus	AP Calculus AB AP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE - A Level Math 2 (Part 2): Cambridge AICE - A Level	Calculus I Calculus II	Calculus	CMAT 2103 CMAT 2113-5 CMAT 2123-5 CMAT 2113 CMAT 2116	Applied Calculus Calculus I Calculus II Differential Calculus I Integral Calculus I
Computer Science A	AP Computer Science A						

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Science 4 units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
Biology 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
Chemistry 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
2 units from the following							
Biology II or Human Anatomy & Physiology	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
Earth Science						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
Environmental Science	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
Physical Science						CPHY 1023	Physical Science
Chemistry II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 1133 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
Physics I	AP Physics I: Algebra-Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
Agriscience I & II[1]							

[1] Completion of both courses is required for 1 unit of credit.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Computer Science	AP Computer Science A AP Cybersecurity AP Computer Science Principles					CCSC 1103 CCSC 1203	Computer Science I Computer Science II

Social Studies 4 units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
US History 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013 CHIS 2023	American History I American History II
US Government or Civics 1 unit	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
2 units from the following							
Western Civilization						CHIS 1013 CHIS 1023	Western Civilization I Western Civilization II
European History	AP European History		History (European): Cambridge AICE - AS Level	European History			
World Geography	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113 CGRG 2213	World Regional Geography Physical Geography
World History	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113 CHIS 1123	World Civilization I World Civilization II
History of Religion						CPHL 2213	World Religions
Economics	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
Psychology[2]	AP Psychology	IB Psychology				CPSY 2013	Intro to Psychology

[2] For Fall 2022 graduates and thereafter.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

African American History [3]						CHIS 2103	African American History

[3] For Spring 2022 graduates and thereafter.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Foreign Language 2 units, same language	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
Arabic		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013 or 1014 CARB 1023 or 1024	Elem Arabic I Elem Arabic II
French	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013 or 1014 CFRN 1023 or 1024 CFRN 2013 or 2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
German	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013 or 1014 CGRM 1023 or 1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
Latin	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013 or 1014 CLTN 1023 or 1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
Spanish	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013 or 1014 CSPN 1023 or 1024 CSPN 2013 or 2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
Chinese	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
Italian	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
Japanese	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			
Indigenous Language							
Computer Science[4]	AP Computer Science A						
Computer Coding as a Foreign Language[5]							

[4] For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter.
[5] For Fall grade 9 entry 2023-2024 graduating in 2026-2027 and thereafter. Computer Coding as a Foreign Language shall be aligned to a coding language approved by LA Works to the Industry Based Certification State Focus List.

Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

Art 1 unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
Music (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
Fine Arts Survey	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
Art	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103 CART 2113 CART 1113 CART 2203	Art History I Art History II Art Structure/2-D Design Beginning Drawing
Theatre (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103 CTHE 2113 CTHE 1013	Acting I Acting II Introduction to Theatre

Financial Literacy 1 unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
Financial Literacy	AP Business with Personal Finance					CPFL 1003	Financial Literacy

LOUISIANA DEPARTMENT OF EDUCATION

Extension Academy Renewal Form

Contact Information

School System	NOLA Public Schools
Participating Schools	Abramson Sci Academy Benjamin Franklin High School Booker T Washington High School Edna Karr High School Eleanor McMain Secondary School G W Carver High School John F. Kennedy High School LB Landry High School Lycee Francais International de la Louisiane McDonogh #35 College Preparatory School Morris Jeff Community School New Orleans Center for the Creative Arts New Orleans Charter Science and Mathematics HS New Orleans Military & Maritime Academy Opportunities Academy Rooted School Sarah Towles Reed / Livingston Collegiate High School The NET Charter High School: Central City The NET Charter High School: East The NET Charter High School: Gentilly Walter L. Cohen High School Warren Easton Senior High School Willow School
Application Contact	David Shepard (YouthForce NOLA)
Position Title of Application Contact	Senior Director, Policy and Impact
Phone Number of Application Contact	504-508-3284
Email Address of Application Contact	david@youthforcenola.org

Planning/Launch Information

Target Planning Months	N/A
Target Launch Date	N/A

Targeted Number of Students	N/A

System Leader

System Leader Name	Dr. Fateama Fulmore
System Leader Title	Superintendent
System Leader Signature/Date	 Digitally signed by Dr. Fateama S. Fulmore Date: 2026.11.10 15:08:39 -06'00'

Credentials/Degree Programs[1]

All Extension Academy programs must offer students varied opportunities to have an intentional sequence of courses and be prepared to enter the workforce or continue into a 4-year institution.

As applicable, list the program(s) that will be offered.	
Certificate of Technical Studies	N/A
Technical Diploma(s)	N/A
Associate Degree(s)	NLN: Associate of Arts in General Studies with a Business Concentration NOCC: Licensed Practical Nursing Degree
Louisiana Transfer Degree(s)	N/A
Registered Apprenticeship(s)	[2] NOCC: Line Cook, Electrician, Welders, Carpenter, Emergency Medical Technician, Laborer, Licensed Practical Nurse, Pipe Fitter, Plumber
Training Provider Program(s)	NLN: Louisiana Restaurant Association, Operation Spark (software development) NOCC: Carpentry, Culinary Arts, Electrical, Emergency Medical Technician, HVAC, Licensed Practical Nursing, Medical Assisting, Welding, and 3D Modeling.

[1] The New Orleans Extension Academy includes two Extension Academy programs: Next Level NOLA operated by Collegiate Academies and the New Orleans Career Center Extension Academy. This document refers to programming offered by each program using the abbreviations NLN and NOCC.

[2] NLN's previous registered apprenticeship partner, Ironworkers Local 623, stopped offering training in New Orleans in the summer of 2026. NLN is currently researching new registered apprenticeship partners.

Post-Secondary, Registered Apprenticeship, Training Provider, and Industry/Business Partner

All Extension Academy programs must have a post-secondary Registered Apprenticeship and/or Training Provider partner. All Extension Academy programs must have business and industry partner(s) to assist students.

As applicable, list the post-secondary partner(s) that will be serving students in the program as well as any business and industry partners.	
Post-Secondary Institution(s)	NLN: Dillard University, Southern New Hampshire University NOCC: Delgado Community College
Business and Industry Partner(s)	NLN: GE Digital, Lucid, Ochsner Health System, LCMC Health, Canal Barge, Entergy, Intralox, Laitram, Acadia Ambulance, Sheraton New Orleans, EML Investments LLC NOCC: Ochsner Health, LCMC

As applicable, list the Registered Apprenticeship partners that will be serving students in the program as well as any business and industry partners.	
Registered Apprenticeship Partner(s)	NOCC: Louisiana Restaurant Association, ABC Bayou, Local 160, Carpenters International Training Fund (CITF), Local 99, EMS Corps.
Business and Industry Partner(s)	NOCC: A1 Electrical, All Star Electric, New Orleans EMS, Ochsner Health, RNGD, Pontchartrain MEP

As applicable, list the Training Provider that will be serving students in the program as well as any business and industry partners.	
Training Provider(s)	NLN: Louisiana Restaurant Association, Operation Spark, Be Loud, 18th Ward, Southern New Hampshire University NOCC: New Orleans Career Center
Business and Industry Partner(s)	NLN: Greater New Orleans, Inc., Wakin Bakin, Zea Rotisserie NOCC: Ochsner Health, LCMC, Crescent Care, St. Margaret's, A1 Electric, All Star Electric, RNGD, SABA, Henley Construction Group, Tulane University, Keefe's

As applicable, list the Training Provider that will be serving students in the program as well as any business and industry partners.	
	AC & Heating, M3 Services, Poydras Home, CrescentCare, Big River Propeller, Natal's, Kern Studios, Windsor Court, Cochon, Hilton-Riverside, The Blood Center, Baptist Community Health, Metropolitan Health, Zea's, Gianna Restaurant, NOLA EMS

Post-Secondary Transitional Coaching

All Extension Academy programs must facilitate student success after graduation through post-secondary transitional coaching.

List any applicable support partners and describe the transitional coaching model offered to students. Please include details on career planning, job search services, employee interviews, job placement, and any other topics covered in your coaching model.	
Transitional Support Partners	NLN: Collegiate Academies supports all Next Level NOLA (NLN) graduates through Alumni Success Coaches. NOCC: New Orleans Career Center, Capital One Bank, First Horizon Bank, United Way, Children's Bureau, Ochsner Health
Description of Transitional Supports	NLN: Each student develops a 5-year transition plan with their success coach. Students who complete NLN are then placed in a target group for monthly one-on-one coaching during their first year post-graduation, focused on persistence in college or in a high-wage, high-demand career field. Coaching is data-driven, tracking persistence indicators across three areas: academics (GPA/progress, academic resourcefulness, finances, disability services); social-emotional (campus involvement); and career readiness (resume building, internships, durable skill building). All Next Level NOLA alumni, regardless of cohort year, can access the NLN Learning Lab, career events, and workshops (resume building, interview practice, etc...), and a daily support line (9:00-4:00). In addition, students who participated in the Ironworkers Local 623 apprenticeship in 2025-2026 are commuting to Baton Rouge to continue training on the Journeyman

List any applicable support partners and describe the transitional coaching model offered to students. Please include details on career planning, job search services, employee interviews, job placement, and any other topics covered in your coaching model.	
	pathway on a monthly basis given that the program stopped training in New Orleans in 2026-2027. NOCC: Transition planning, one-on-one daily success coaching, industry days to meet employers, resume development, mock interview prep, financial literacy, etc. NOCC also works closely with employers to provide support for employment on-boarding.

Program Goals

All Extension Academy programs must have goals in place for the duration of the 3-year program model to include the number of enrolled students. Based on the type of program(s) offered, goals must also include the number of college degrees earned, the number of college credit hours attained on average by students in the program each year, number of Registered Apprenticeship partners, and/or number of Training Providers.

List the 3-year program goals.			
Goals	**Year 1**	**Year 2**	**Year 3**
Enrollment Numbers	105 (NLN: 45, NOCC: 60)	140 (NLN: 60, NOCC: 80)	175 (NLN: 75, NOCC: 100)
IBC Numbers	45 (all NOCC)	60 (all NOCC)	75 (all NOCC)
Degrees Earned[3]	10 Associate's Degrees (all NLN)	15 Associate's Degrees (all NLN)	20 Associate's Degrees (all NLN)
Average Credit Hours Attained Per Student Enrolled	NLN, 36: NOCC: 12	NLN: 42, NOCC: 12	NLN: 45, NOCC: 12

[3] NOCC's Licensed Practical Nursing program, in partnership with Ochsner Health and Delgado Community College (DCC), provides EA students with the opportunity to complete their first year of nursing education through Extension Academy. Students do not earn their nursing degree until after completing the Extension Academy year.

List the 3-year program goals.			
Number of Registered Apprenticeships[4]	0	10 (all NLN)	10 (all NLN)
Number of Training Providers*	1 (all NOCC)	2 (NLN: 1, NOCC: 1)	3 (NLN: 2, NOCC: 1)

*A training provider that is not a post-secondary institution or Registered Apprenticeship

[4] NOCC's registered apprenticeship programs take from two to four years, so Extension Academy participants who begin registered apprenticeships in Extension Academy finish their registered apprenticeship programs after they complete Extension Academy.

Dr. Fateama Fulmore
Superintendent

November 23, 2026

Louisiana Department of Education
Attn: Stephanie Hernandez Marcum Executive Director, Student Records and Specialized Pathways 1201 North Third Street
Baton Rouge, LA 70802

RE: Support for NOLA Public Schools Extension Academy Renewal

Dear Ms. Marcum:

On behalf of NOLA Public Schools, I am pleased to express our strong support for the renewal of the NOLA Public Schools Extension Academy program.
Extension Academy provides an important opportunity for eligible graduates who have not yet qualified for TOPS or earned an advanced credential to participate in a structured fifth year designed to strengthen college and career readiness. Through our approved Extension Academy partners, students can earn industry-based credentials, college credit, and other valuable postsecondary experiences that improve long-term outcomes.

Extension Academy has had a meaningful impact on students across New Orleans by providing targeted support and opportunities for graduates who require additional time to achieve their postsecondary goals. Through programs such as Next Level NOLA and the New Orleans Career Center (NOCC), students gain access to college coursework, workforce training, industry-recognized credentials, career coaching, and advising that help them build a strong foundation for future success.

Participants have earned college credits, obtained high-value workforce credentials, and developed skills aligned to Louisiana's high-demand industries. For many students, Extension Academy serves as a critical bridge between high school and adulthood, creating opportunities that may otherwise be out of reach and helping students transition successfully into college, careers, and economic self-sufficiency.
NOLA Public Schools remains committed to supporting Extension Academy programming and ensuring eligible students have access to high-quality opportunities that lead to continued education, training, and employment. We appreciate the Louisiana Department of Education's partnership in providing this pathway and respectfully request approval of our Extension Academy renewal application.
Thank you for your consideration.

Sincerely,

Dr. Fateama Fulmore
Superintendent
NOLA Public Schools

2401 Westbend Parkway, Suite 5055
New Orleans, LA 70114
504-304-5624
nolapublicschools.com

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SUPERINTENDENT OF SCHOOLS
DR. FATEAMA FULMORE

November 23, 2026

Louisiana Department of Education
Attn: Stephanie Hernandez Marcum Executive Director, Student Records and Specialized Pathways 1201 North Third Street
Baton Rouge, LA 70802

RE: Orleans Parish School Board Support for NOLA Public Schools Extension

Academy Renewal Dear Ms. Marcum:

On behalf of the Orleans Parish School Board, I am writing to express our full support for the renewal of the NOLA Public Schools Extension Academy program.
The Board recognizes the significant impact Extension Academy has on students who need additional time and support to meet their postsecondary goals. The program creates meaningful opportunities for eligible graduates to earn college credit, obtain industry-based credentials, and participate in workforce training that can lead directly to further education and employment.

Through partnerships with programs such as Next Level NOLA and the New Orleans Career Center (NOCC), students are able to access experiences that strengthen their readiness for both college and careers. These opportunities help students build confidence, expand their options, and achieve outcomes that positively affect their futures, their families, and the broader New Orleans community.

Extension Academy aligns with the Board's commitment to ensuring all students have access to pathways that lead to college, careers, and economic mobility. By offering targeted support for graduates who have not yet met key postsecondary milestones, the program helps close opportunity gaps and ensures more students can successfully transition to the next stage of their educational and professional journeys.

The Orleans Parish School Board values this partnership and strongly supports the continued operation of the NOLA Public Schools Extension Academy. We respectfully request approval of the renewal application so that eligible students may continue to benefit from these high-quality opportunities.
Thank you for your consideration.

Sincerely,

Leila Jacobs Eames
President
Orleans Parish School Board

Louisiana Dual Enrollment

Louisiana Dual Enrollment Students

Dual enrollment serves as a critical lever for improving college access and increasing credential attainment in Louisiana, providing the opportunity for a student to be enrolled in high school and college at the same time. Studies show that students who participate in dual enrollment are more likely to enroll in college, persist in their program and complete their credential. 2026 key highlights include:

Participation Reaches an All-Time High

44K

HIGH SCHOOL STUDENTS PARTICIPATED IN DUAL ENROLLMENT IN 2025-26

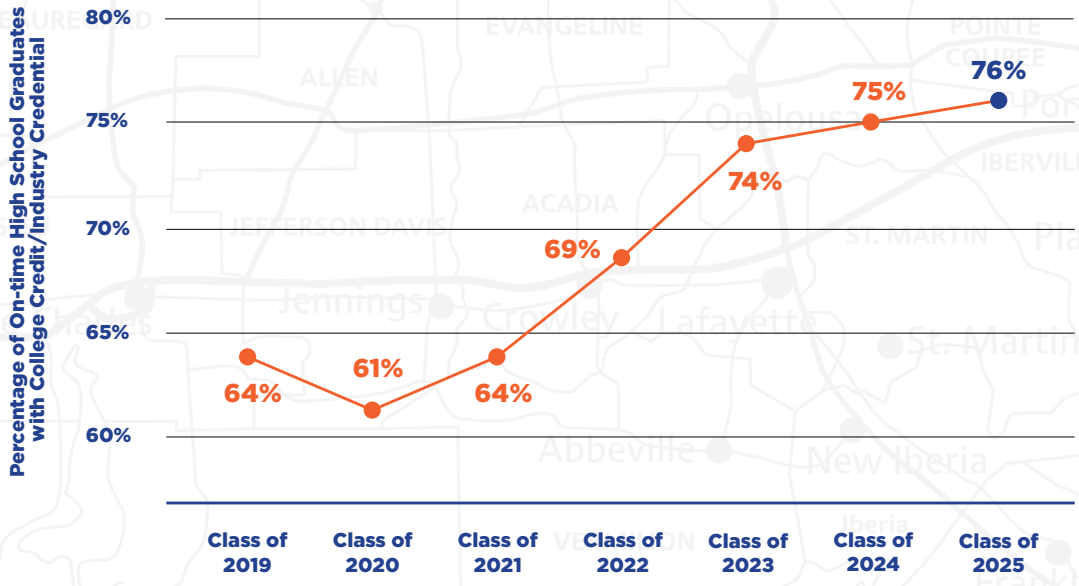
—MORE THAN—

60%

INCREASE IN DUAL ENROLLMENT PARTICIPATION SINCE 2018-19

Continued Progress Towards the State's Early College Credit Goal

To advance this work, BESE and the Board of Regents established a joint goal for all high school students—beginning with the graduating class of 2029—to graduate with college credit, a market-relevant credential, or both. For the Class of 2025, 76% of public high school graduates met this goal, reflecting a 12-percentage-point increase over the past six years.



Workforce Alignment Strengthened through Credentials

High school students earned 2,214 postsecondary credentials in 2024–25, an increase of 30% from the prior year. Nearly half of these credentials were one-semester or longer technical certificates, diplomas, or associate's degrees, and more than 80% of those credentials earned in technical fields align with high-demand workforce sectors identified by Louisiana Works.

Career and Technical Fields

Over 9,000 students took nearly 20,000 career and technical dual enrollment courses in 2024–25, the majority of them in areas of study aligned to high-demand jobs in growing industry sectors that have been identified by Louisiana Works. Top CTE dual enrollment fields include:



Health Professions and Related Clinical Sciences



Precision Production



Mechanic and Repair Technologies



Culinary, Entertainment, and Personal Services



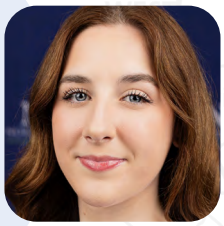
Business, Management, Marketing, and Related Support Services

Student Success Remains Strong as Access Expands

Outcomes for dual enrollment students remained strong in 2024–25, with more than 91% of enrolled students successfully completing their courses. This result demonstrates that expanded access has been achieved without compromising quality.

"Starting my dual enrollment nursing course at 16 not only matured me beyond my years, but it opened doors I never imagined. It gave me confidence, direction, and a head start on the career I've always dreamed of. Because of that foundation, I was able to secure a travel nursing job as soon as I graduated."

Nicole Phillips, Dual Enrollment Student
Northshore Technical Community College



Key Initiatives to Continue Scaling Dual Enrollment in Louisiana

Louisiana continues to advance its goal of ensuring every student graduates with college credit, an industry-recognized credential, or both. Building on strong K–12 and higher education partnerships, the state's priorities include:

- expanding access in historically underserved schools,
- increasing adoption of the statewide dual enrollment application, and
- establishing consistent tuition rates across higher education systems in consultation with the Board of Regents.

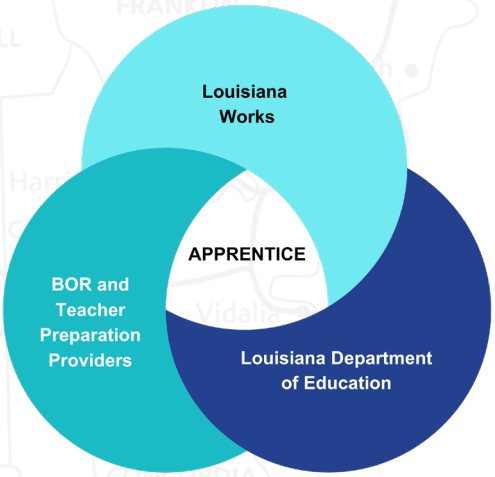
These efforts will strengthen student opportunities while supporting Louisiana's workforce and economic priorities.

SCAN FOR VIEW 2025 REPORT

Tri-Agency Teacher Apprenticeship Initiative

What is the Tri-Agency Teacher Apprenticeship Initiative?

The Initiative is a collaboration between the Louisiana Board of Regents, the Louisiana Department of Education, and Louisiana Works. Together these agencies are developing a statewide strategy to guide registered teacher apprenticeship programs. These opportunities for pre-service teachers combine coursework with hands-on classroom training and are designed to create a sustainable pipeline of well-prepared educators.



What problem is this trying to solve?

The Initiative addresses Louisiana's teacher workforce needs and the challenge of retaining qualified educators by synthesizing research-backed practices from the labor and education sectors. Current pathways into teaching offer limited financial support during training and create barriers for aspiring teachers, resulting in fewer teachers being prepared through residency experience. By leveraging registered teacher apprenticeship programs, the agencies aim to reduce those barriers, improve teacher preparation, and ensure schools can recruit from a pool of effective educators. This initiative also lays the groundwork to support other occupations in education that can benefit from apprenticeships, specifically tutor, teacher leader, and principal/school leader.

What are the desired outcomes?

For teacher apprentices:

- Low to no cost to obtain certification
- On-the-job learning under the supervision of a mentor teacher
- Access to pay and benefits during pre-service training
- Stronger system/school ties through onboarding and potential guaranteed employment

For the state and schools:

- Expanded, high-quality pathways into teaching
- Increased teacher recruitment and retention in high-need regions and certification types
- Stronger alignment and connection of teacher training with workforce systems
- Improved student outcomes through a well-prepared teacher workforce

SCAN FOR VIEW LA BLUEPRINT

FUNDING

BLUEPRINT

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Task Force on Career Alignment

About the Task Force

Senate Concurrent Resolution 38 of the 2025 Regular Session created the Task Force on Career Alignment. This Task Force is working to strengthen Louisiana's education-to-career pipeline and retain graduates in-state.

Interim Report

In January 2026, the Task Force produced an interim report with six recommendations. Page 2 provides a status update for each recommendation.

SCAN FOR VIEW INTERIM REPORT

Final Report

By January 21, 2027, the Task Force will submit its final report to the Governor and the chairs of the House and Senate Education Committees.

What We're Hearing from Louisiana Employers

To inform its work, the Task Force in partnership with Leaders for a Better Louisiana distributed an employer survey which was completed by nearly 200 employers across all eight workforce regions. Highlights from this survey include:

77% offer work-based learning opportunities to college students

69% offer paid internships

85% agree internships improve professional skills and workforce readiness

These findings illustrate both strong employer engagement and opportunities to expand access, improve awareness, and strengthen connections between employers and institutions.

> *Have a clearer front door for employers and students to connect.*
>
> **LOUISIANA EMPLOYER**
> *2026 Statewide Employer Survey*

> *Collaborate and plan with us to make sure that there is also a return on the investment for the company.*
>
> **LOUISIANA EMPLOYER**
> *2026 Statewide Employer Survey*

Interim Report Recommendations and Status

Recommendation (January 2026)	Status	December 2026 Status Notes
Create a Louisiana Faculty Work-Based Learning (WBL) Playbook	✅	Development is underway on Louisiana's statewide Faculty Work-Integrated Learning Playbook, building on promising practices from the WBLE+ initiative across 11 institutions and 21 degree programs. The playbook will provide faculty with practical strategies to integrate high-quality, career-connected experiences into academic programs, strengthen employer partnerships, and expand meaningful opportunities for all students.
Develop a Louisiana Career Coaching Transformation Network	✅	Louisiana's selection for SHEEO's Community of Practice will support the development of a statewide Career Coaching Transformation Network focused on sharing best practices and strengthening career guidance across postsecondary institutions.
Develop a Louisiana Opportunity Index (Scorecard)	✅	The Louisiana Opportunity Index will serve as a statewide framework to measure institutional progress in connecting education to career outcomes. The framework has five dimensions – Value Beyond Completion, Talent Alignment, Talent Retention, Work-Integrated Learning, and Career Navigation – and will be launched in early Spring 2027.
Strengthen Workforce Reporting Requirement to Track and Evaluate the Impact of Initiatives	✅	A framework has been implemented to strengthen statewide data sources and opportunities to improve the collection and reporting of Work-Integrated Learning experiences. The developing Career Alignment Dashboard and Louisiana Opportunity Index will help inform future measures for tracking student participation and workforce outcomes.
Strengthen Employer Engagement by Centralizing Processes, Leveraging Technology and Partnerships, and Systematically Collecting Employer Feedback	✅	To inform its work, the Task Force in partnership with Leaders for a Better Louisiana distributed an employer survey which was completed by nearly 200 employers across all eight workforce regions. Findings are informing strategies to strengthen employer engagement, leverage existing platforms, and expand connections between employers and postsecondary institutions.
Establish a Statewide Policy for Career-Connected Learning, Work-Integrated Learning, and Verifiable Skills and Learning	✅	At its October 2026 meeting, the Board of Regents approved the Verifiable Skills and Learning policy. At the November Task Force on Career Alignment meeting, members held initial discussions on the fundamental features of Career-Connected and Work-Integrated Learning. A corresponding policy is anticipated to be presented to the Board of Regents for consideration early in 2027.
Adopt a Louisiana Work-Study-to-WBL Program	Pending	The Task Force continues to explore opportunities to expand Work-Integrated Learning through existing student employment and work-study programs. Further consideration is needed to identify scalable approaches that connect campus employment with intentional career preparation and skill development.