



# LOUISIANA

## State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	Where available, the AP program provides high school students the opportunity to take college-level courses in their local area	Yes	Fee waivers are available for low-income students.	Yes	State funding and policy
<b>Bridge Programs</b>	Yes	Includes the Louisiana Alliance for Minority Participation ( <u>LAMP</u> ) program	Yes	<ul style="list-style-type: none"> <li>• Low-achieving students</li> <li>• Racial and ethnic minority students</li> </ul>	Yes	The Master Plan calls for campus-based high school and summer enrollment opportunities, including for developmental education.
<b>Career Options Legislation</b>	Yes	All students must have a career/postsecondary education plan beginning in 8th grade. The plan is regularly updated and drives course planning. Many career paths are linked to community colleges.	No		Yes	Legislation established in 1997.
<b>College Level Exam Program (CLEP)</b>	Yes	Where available, the CLEP exam provides students with the opportunity to receive advanced placement credit in college level courses.	No		No	
<u>Distance Learning/ Virtual School</u>	Yes	Various programs including <u>Louisiana Virtual School</u> offer dual credit opportunities, distance learning by satellite, and video conference networking.	No		Yes	<ul style="list-style-type: none"> <li>• Administered by the Louisiana Center for Educational Technology as part of the LA Department of Education</li> <li>• Allows school districts to approve providers. Districts must verify that the provider is accredited, the teacher is certified, and the curriculum is consistent with state standards.</li> </ul>

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<b>Dual Credit/ Dual Enrollment</b>	Yes	No state mandated programs, but many are found throughout the state	No		Yes	Board of Elementary and Secondary Education policy states that high school students are eligible for dual enrollment. Specifics are determined at the high school and college level and may be connected to Tech Prep.
<u>Diploma Endorsement</u>	Yes	Involves an academic or career-technical education (CTE) endorsement to the diploma. Students receive it if they meet requirements for advanced education including college credit-bearing courses.	No		Yes	Set by the Board of Elementary and Secondary Education
<b>Early Admissions</b>	Yes	Academically advanced students can start college without completing high school; They may or may not eventually get a HS diploma.	No		No	
<b>Early or Middle College High Schools</b>	No		No		No	
<b>GED in College Settings</b>	Yes	GED preparation is offered at community and technical colleges.	Yes	No further information available	No	
<b>High Schools That Work</b>	Yes	Rewriting benchmarks and standards and developing a comprehensive guidance program.	No		Yes	State uses 8(g) funds and School-to-Work funds to support schools. Provides \$1000-\$6000 annually to each site. State provides short-term staff development, site development, and networking opportunities to help schools align their practices to HSTW
<b>International Baccalaureate (IB)</b>	Yes	1 high school participating	No		No	

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<u>GEAR UP</u>	Yes	The program started in 2002 and is intended to elevate academic performance and aspirations of middle school students.	Yes	Low-income students	Yes	Federal funding administered by the state
<b>Master Plan for Postsecondary Education</b>	Yes	<ul style="list-style-type: none"> <li>All students attending 4-year institutions must have taken the required high school core curriculum.</li> <li>All students are to be tested through the Educational Planning and Assessment System (EPAS, from ACT) system in 8th and 10th grade to determine readiness for college.</li> </ul>	No		Yes	<ul style="list-style-type: none"> <li>EPAS is aligned with LEAP tests that students must pass to graduate each level through high school.</li> <li>Funds available for implementation</li> </ul>
<u>Tech Prep</u>	Yes	Students who successfully complete Tech Prep must participate in both secondary and postsecondary portions of study and receive a postsecondary 2-year certificate, degree, technical diploma, or apprenticeship license. In 2004, 14 consortia and 281 secondary schools participated.	No		Yes	Federal Perkins funding

**Summary of academic pathways:**

Recent concerns about educational attainment led to more involvement at the state level to promote postsecondary education and career preparation. One of the most important initiatives is the development of the Educational Planning and Assessment System (EPAS) testing program. As a joint secondary-postsecondary initiative, it has come to play an important role in the state education system and is designed to reach down to the middle school level to promote academic achievement. Its use has led to changes in curriculum and teacher certification. The ultimate goal is improved high school graduation rates with students prepared for further education and employment.

**Interesting or unique models identified by state officials:**

- The Educational Planning and Assessment System (EPAS)
- The Diploma Endorsement System
- The LAMP Bridge Program



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### Observations by state officials about special efforts to reach underserved students:

Some efforts are made to reach underserved students via Bridge Programs and improving access to AP exams. However, most of the academic pathways are open to all students and not targeted toward any particular groups.

### Observations by state officials about state support for pathways:

Louisiana is currently predicted to show a 12% decline in high school graduation rates. This is attributed to a decline in the overall school age population as well as high dropout rates. Concern about this trend was a major impetus for the development of the Master Plan for Postsecondary Education and the decision to implement the EPAS system.

### Lessons learned by state officials:

Academic pathways have been successful, especially in promoting secondary/postsecondary partnerships, thus laying the groundwork for further joint initiatives.

### Programs recommended by state officials:

<u>Pathways</u>	<u>Educational Institution</u>	<u>Contact person</u>	<u>E-mail</u>	<u>Phone</u>
Bridge programs	Louisiana State University	Karen Denby	--	(225) 578-5734
Dual credit/enrollment	Baton Rouge Community College	Phyllis Mouton	--	(225) 219-0450
TRIO programs & high school/college partnerships	Southeast Louisiana University	Steve Soutullo	--	(985) 549-5648

### State official's contact information:

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>E-mail</u>	<u>Phone</u>
Nancy Beben	Supervisor for Middle and Secondary Content Standards	LA Department of Education	<a href="mailto:nancy.beben@la.gov">nancy.beben@la.gov</a>	(225) 342-3365
*Theresa Hay	Assistant Commissioner for Planning and Research	LA Board of Regents	<a href="mailto:thay@bormail.regents.state.la.us">thay@bormail.regents.state.la.us</a>	(225) 342-4253

(Prepared by Elisabeth Barnett/ Updated February, 2006/ \*State official reviewed this state profile.)