



THE COLLEGE SYSTEM  
*of* TENNESSEE

# Quarterly Board Meeting

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March 25, 2021

# Report of Interim Action

# Report of the Committees

**New Business**

## A. Consent Agenda

1. Review and Approve Revisions to TBR Policy 2.03.00.00 – Admission at the Community Colleges
2. Review and Consider 2020-21 Faculty Emeritus Recommendations for Community Colleges

## B. Informational Reporting

### 1. External Affairs Update

- Legislative Update

### 2. State Budget Update

### 3. Center for Workforce Development Update

### 4. Strategic Plan Update

### 5. Student Success, Retention and Success



# External Affairs Update

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Dr. Kim McCormick

# Mid-Session Legislative Update 2021



Regent Mark George



Regent Nisha Powers

## **Confirmation of two new Regents from West Tennessee:**

Senate Resolution 17 – confirms Mark George as West Tennessee’s At-Large Regent

Senate Resolution 18 – confirms Nisha Powers as the 8<sup>th</sup> Congressional District’s Regent



# Mid-Session Legislative Update 2021

## Issues Arising and Amplified by the COVID-19 Pandemic:

- Vaccinations
- Economic support for individuals affected directly by the disease and/or economically affected by workplace closures and shifts in commerce
- Minimum wage increase proposals
- Emergency powers of the executive branch – local, state, and federal

# Mid-Session Legislative Update 2021

## **Functions and Authority of State Government:**

- Emergency powers of the executive branch – checks and balances with the General Assembly
- Uniform Administrative Procedures Act (UAPA) bills
- Naming of public facilities - SB0111/HB1281
- “Transparency in Foreign Investment Act” – SB1191/HB1238

## **Monitoring of Firearms Legislation:**

SB0765/HB0786

Governor Lee’s permitless carry legislation enhances individuals’ ability to carry a firearm under certain circumstances and increases penalties on theft of firearms and other gun-related crime.

# Mid-Session Legislative Update 2021

## Enhanced Funding for High School EPSOs:

Multiple bills have been filed to strengthen Early Postsecondary Opportunities

- increase Middle College Scholarship amounts
- increase Dual Enrollment Grant funding
- fully fund four Dual Enrollment courses



# Mid-Session Legislative Update 2021

## Items on the Recent Lottery Calendar discussed in the House Higher Education Subcommittee:

- HB0139/SB0722 – Establishes a “foster care youth outreach liaison” pilot program at 5 higher education institutions.
- HB1150/SB1173 – Makes revisions to the Helping Heroes Act of 2008.
- HB0646/SB0458 – Clarifies financial aid eligibility for homeschool students.
- HB0542/SB0009 – Increases the Middle College Scholarship to \$1,250 per semester.
- HB0471/SB1157 – Declares William R. Moore Technical College as eligible to receive Dual Enrollment Grants.
- HB0711/SB0446 – Extends HOPE scholarship eligibility to students of Western Governors University.
- HB0752/SB0482 – Fully funds 4 Dual Enrollment courses for eligible high school students.



# External Affairs Update

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Dr. Kim McCormick



THE COLLEGE SYSTEM  
*of* TENNESSEE

# Overview of State Budget Recommendations for Tennessee Board of Regents System

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# Current Status of Proposed State Budget

- State Budget Introduced - February 8, 2021
- TBR Budget Hearings Conducted
  - House Finance, Ways, & Means Committee
  - Senate Education Committee
- Appropriations Bill Amendment Cut-Off Date
  - House: March 15th
  - Senate: April 1st

# Recommended Changes in TBR State Appropriations: FY 2021-22 (Recurring)

	Recurring Items					
	Outcomes					
	Formula			Competency-	Correctional	
	Adjustments	Outcomes	Salary Increase	based Edu.	Edu Invest	Total Recurring
Community Colleges	3,733,500	9,300,000	10,500,000	400,000	-	23,933,500
TCATS	(757,000)	2,300,000	2,400,000	-	-	3,943,000
Subtotal Academic Units	\$ 2,976,500	\$ 11,600,000	\$ 12,900,000	\$ 400,000	\$ -	\$ 27,876,500
Central Office	\$ -	\$ -	\$ 652,400	\$ -	\$ 222,000	874,400
Access & Diversity	-	-	-	-	-	-
Subtotal Other	\$ -	\$ -	\$ 652,400	\$ -	\$ 222,000	\$ 874,400
Grand Total	<u>\$ 2,976,500</u>	<u>\$ 11,600,000</u>	<u>\$ 13,552,400</u>	<u>\$ 400,000</u>	<u>\$ 222,000</u>	<u>\$ 28,750,900</u>



# Recommended Changes in TBR State Appropriations: FY 2021-22 (Non-recurring)

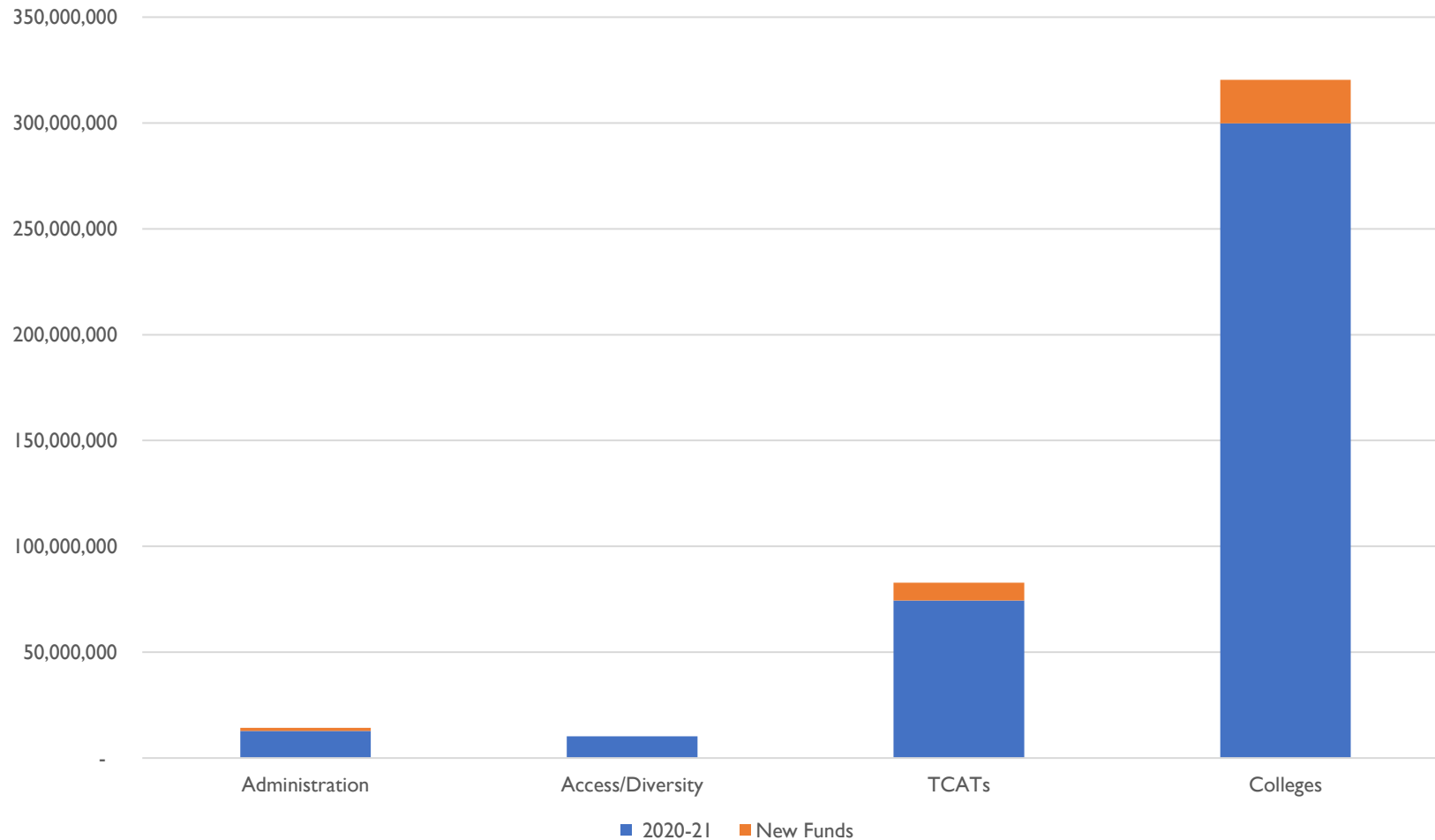
	Non-Recurring Items			Total Non Rec.
	Competency- based Edu.	Morristown Building Equip	Correctional Edu Invest	
Community Colleges	350,000	-	-	350,000
TCATS	-	3,630,000	-	3,630,000
Subtotal Academic Units	\$ 350,000	\$ 3,630,000	\$ -	\$ 3,980,000
Central Office	\$ -	\$ -	\$ 650,000	650,000
Access & Diversity	-	-	-	-
Subtotal Other	\$ -	\$ -	\$ 650,000	\$ 650,000
Grand Total	<u>\$ 350,000</u>	<u>\$ 3,630,000</u>	<u>\$ 650,000</u>	<u>\$ 4,630,000</u>

# Recommended Changes in TBR State Appropriations: FY 2021-22

	Recurring	Non-recurring	Grand Total
Community Colleges	23,933,500	350,000	\$ 24,283,500
TCATS	3,943,000	3,630,000	\$ 7,573,000
Subtotal Academic Units	\$ 27,876,500	\$ 3,980,000	\$ 31,856,500
Central Office	\$ 874,400	650,000	\$ 1,524,400
Access & Diversity	-	-	\$ -
Subtotal Other	\$ 874,400	\$ 650,000	\$ 1,524,400
Grand Total	\$ 28,750,900	\$ 4,630,000	\$ 33,380,900

Note: THEC received \$11.5 million to expand the Governor’s Investment in Vocational Education (GIVE) initiative.

# State Appropriation Recommendations for Operating Purposes: FY 2021-22



# Capital Outlay & Maintenance Recommendations

	<u>State Cash &amp; Bonds</u>	<u>Non-State Matching Funds</u>	<u>Total</u>
<b>Maintenance</b>	\$ 30,800,000	\$ -	\$ 30,800,000
<b>Capital Outlay</b>			
COSCC Williamson Co. Arts & Technology	\$ 26,980,000	\$ 950,000	\$ 27,930,000
<b>Grand Total - TBR</b>	<u>\$ 57,780,000</u>	<u>\$ 950,000</u>	<u>\$ 58,730,000</u>

Note: The COSCC building will also house TCAT Dickson programs.

# Upcoming Budget Events

- Administration Amendment Introduction – Estimated first full week of April
- Action by Senate and House Finance Committees – Est. mid-April
- Action by full House & Senate – Est. late April
- Transmitted to Governor – Est. mid-May
- Acted on by Governor – Est. Late May

**End**

# Center for Workforce Development Update

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# Center for Workforce Development Update

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- **Update on State ECD projects**
- **Update on the April TNTrained Virtual Conference**



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- **Apprenticeships**
  - **Correctional Workforce Training Programs**
  - **Electric Vehicle Task Force**

# Campus Success Stories

2020  
TCAT-Murfreesboro/Smyrna \$ 15,000.00  
Fifteen thousand and 00/100  
Scholarships  
*Gene Haas*  
Richard Haas



## A SYSTEM APPROACH TO WORKFORCE DEVELOPMENT

TNTrained is a **system approach** that provides new and expanding industry the full range of workforce development strategies that deliver **customized training** aimed at staffing businesses with the best-trained workforce.



## SYSTEM APPROACH



### CONSULT.

The process begins with our team listening to your specific workforce needs. TNTrained will learn your company's culture, skill requirements, and staffing needs to build the foundation that will support all aspects of future training.



### DESIGN.

We design a custom curriculum for your business training based on the industry-identified skills. It is the goal of TNTrained to underscore the company's culture, skills, and expectations.



### IMPLEMENT.

TNTrained institutions will create a delivery plan of action customized to the needs of the industry. Location, timeline and content will all be developed around specific industry need.



### EVALUATE.

TNTrained is committed to ensuring the best-in-class training programs are supported by consistent and transparent evaluation of skills attainment. Industry feedback and data-driven metrics will drive the continuous improvement process.



TNTrained  
WORKFORCE DEVELOPMENT  
**CONFERENCE**



**April 13-14, 2021 – 9:30-11 Central**

*Virtual via Zoom*



**KEYNOTE SPEAKER:**

**Jesse Cole, Founder of Fans First Entertainment**, an organization committed to principles of outstanding customer service and one of the fastest growing companies in America.

**TOPICS INCLUDE:**

**Customer Service**

**Credentialing/PLA**

**Best Practices**

**Future of Workforce**



# Strategic Plan Update

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# STRATEGIC PLAN

## 2015-25 | EXECUTIVE SUMMARY

Our colleges serve students regardless of background, profile, income, readiness, or circumstance and is committed to meeting student, workforce, and community needs for education and training.

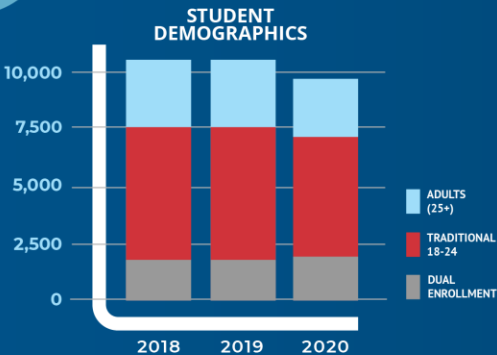
TBR values completion and is committed to helping students address and confront any existing barriers to completing their programs, whether students are pursuing a transfer degree, a diploma, a short-term certificate, or other credential.

Our system strives to serve and improve the lives of individuals, families, and the communities we serve across the state, contributing to the economic vitality and mobility of Tennesseans and enriching the communities we serve.



**11%**

INCREASE IN FIRST-TIME FULL-TIME FRESHMAN AT COMMUNITY COLLEGES SINCE 2014



### SYSTEMWIDE AWARDS

Degrees, Diplomas & Certificates



Year	2017	2018	2019	2020
Awards	21,845	22,459	22,149	22,957

### COMMUNITY COLLEGE GRADUATION RATE

First-Time, Full-Time Freshman Cohort Three-Year Graduation Rate

Year	2015	2016	2017
Rate	24%	25%	25%

### TCAT COMPLETION RATE

Year	2016-17	2017-18	2018-19
Rate	82%	82%	82%







# Student Access, Retention, & Success

*Spring 2021*



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# Enrollment and Success in Fall 2020

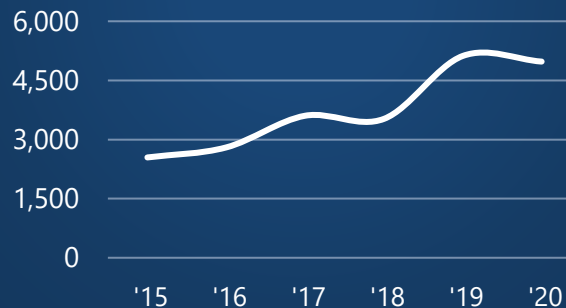
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At TCATs, enrollment declined **2%** from fall 2019 to fall 2020. That's about 350 fewer students.

## Dual enrollment

declined **3%** from 2019 to 2020.  
That's 143 fewer students.



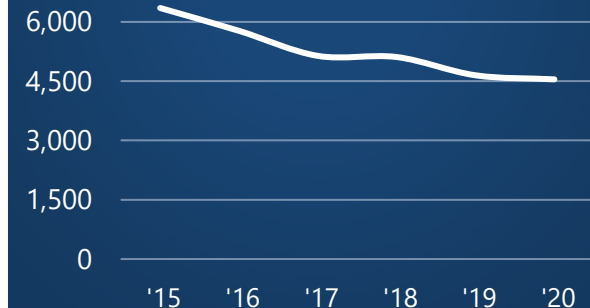
## New student enrollment

declined **6%** from 2019 to 2020.  
That's 238 fewer students.



## Adult enrollment

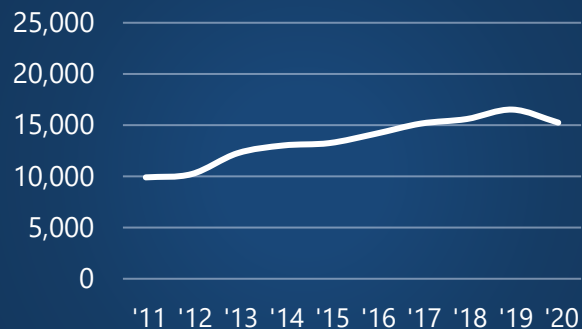
declined **2%** from 2019 to 2020.  
That's 102 fewer students.



Enrollment at community colleges declined **10%** from fall 2019 to fall 2020. That's about 8,780 fewer students. However, enrollment increased slightly from the beginning to the end of the semester.

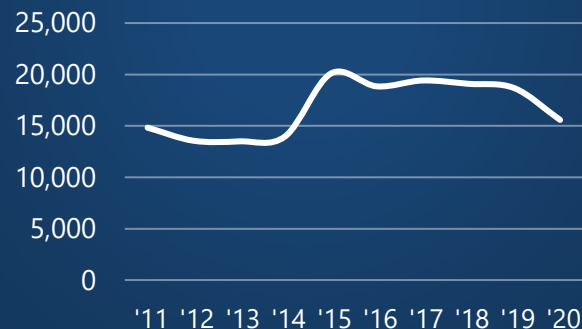
## Dual enrollment

declined **8%** from 2019 to 2020.  
That's 1,275 fewer students.



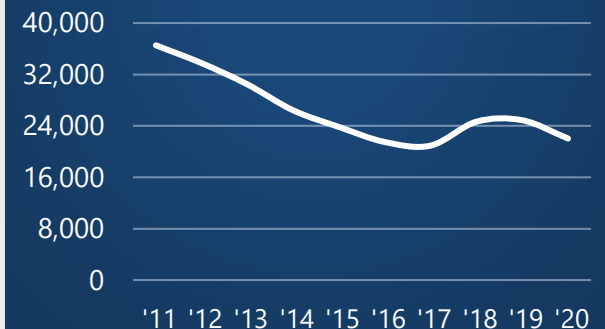
## First-time, full-time freshmen

declined **17%** from 2019 to 2020.  
That's 3,100 fewer students.



## Adult enrollment

declined **12%** from 2019 to 2020.  
That's 2,850 fewer students.



# Enrollment in Fall 2020

Many community colleges saw pronounced drops in enrollment among Black students and low-income students. These declines have sharpened our focus on the open access mission of the system.



Black & African American male enrollment declined **21%** from 2019 to 2020. That's 1,000 fewer students.

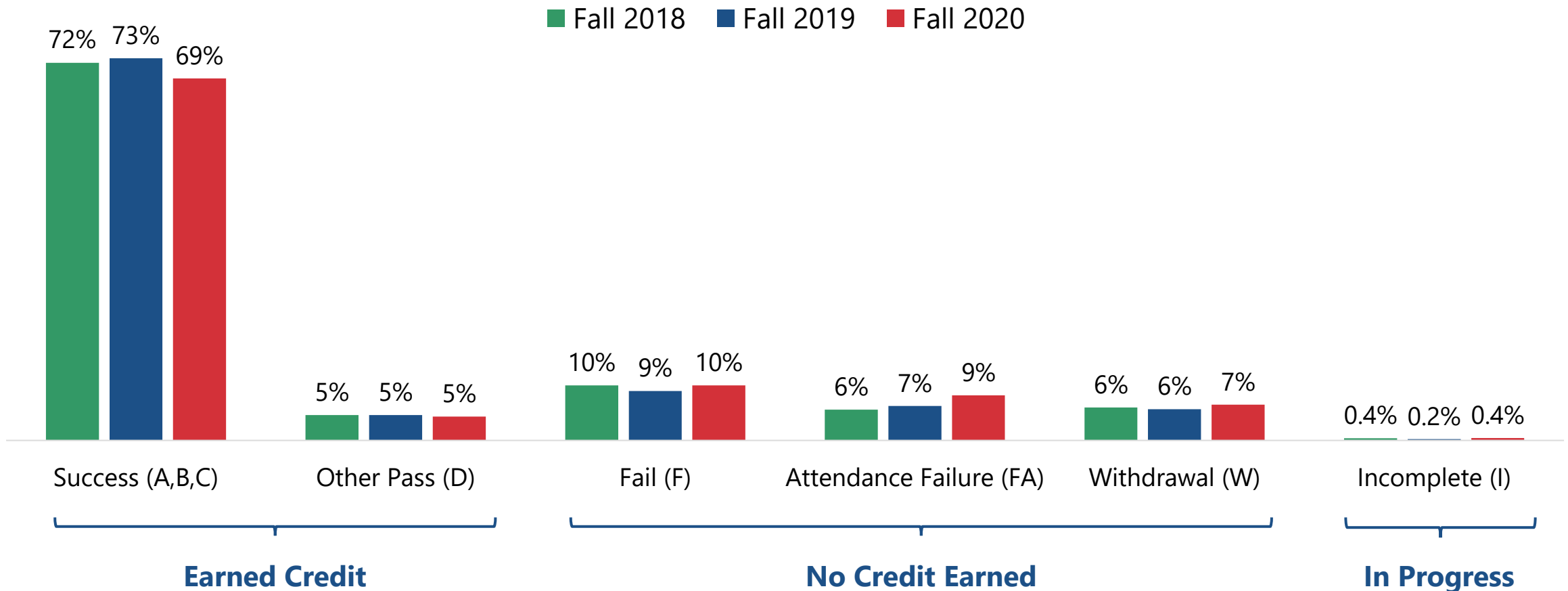


First time, full-time Black male enrollment declined **33%** from 2019 to 2020. That's 400 fewer students.



First time, full-time low-income enrollment declined **28%** from 2019 to 2020. That's 3,000 fewer students.

Course outcomes declined slightly in fall 2020. Further research on online coursetaking may help guide efforts to improve these success rates.



\*Success also includes a passing grade in pass/fail courses. Data includes all courses at all community colleges for the past three fall terms.



# Enrollment in Spring 2021

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# TCAT Enrollment

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## In Spring 2021:

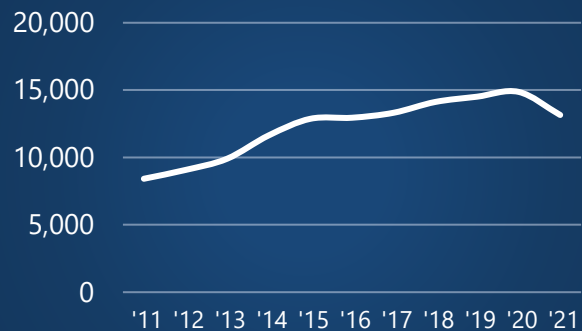
- As of March 16, 2021, **9,818** non-dual enrollment students are registered, three percent less than the same day prior year.
- As of March 16, 2021, TCAT attendance for non-dual enrollment students is **9,497**, four percent less than the same day prior year.
- The distribution of enrollment by program does not appear to have changed significantly when comparing spring 2021 to spring 2020.

\*TCAT registration and attendance data for same day prior year if as of March 17, 2020. Since TCAT – Chattanooga is not in the central Banner system, the above data does not include Chattanooga. Attendance and registration will continue to grow throughout the term, so these figures are preliminary.

At community colleges, enrollment in spring 2021 is 15% lower than in spring 2020. This represents about 11,000 fewer students.

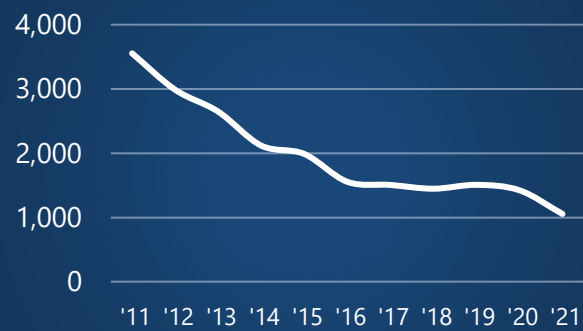
## Dual enrollment

declined **12%** from spring 2020 to spring 2021. That's 1,700 fewer students.



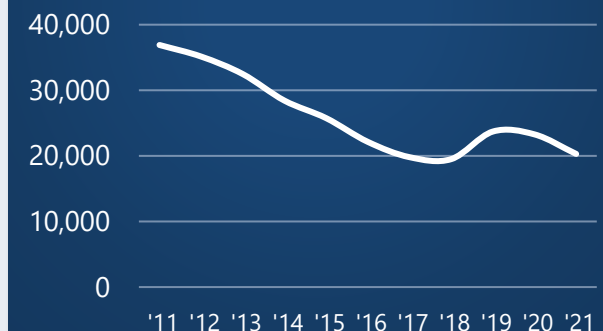
## First-time college students starting in the spring

declined **26%** from spring 2020 to spring 2021. That's 369 fewer students.



## Adult enrollment

declined **13%** from spring 2020 to spring 2021. That's 3,000 fewer students.



\*Preliminary spring 2021 enrollment is based on census (14th day) enrollment data. Prior years are reported with official end-of-term data. Historically, the end-of-term headcount is 1-2% higher than census. Census FTE may not reflect enrollments in courses that begin after the 14th day. Adult students are defined as students age 25 or older.

# Enrollment in Spring 2021

Many community colleges saw declines in enrollment among Black students and Hispanic students.



Enrollment by Black & African American students declined **21%** from spring 2020 to 2021. That's 2,475 fewer students.



Black male enrollment declined **27%** from spring 2020 to 2021. That's 1,090 fewer students.

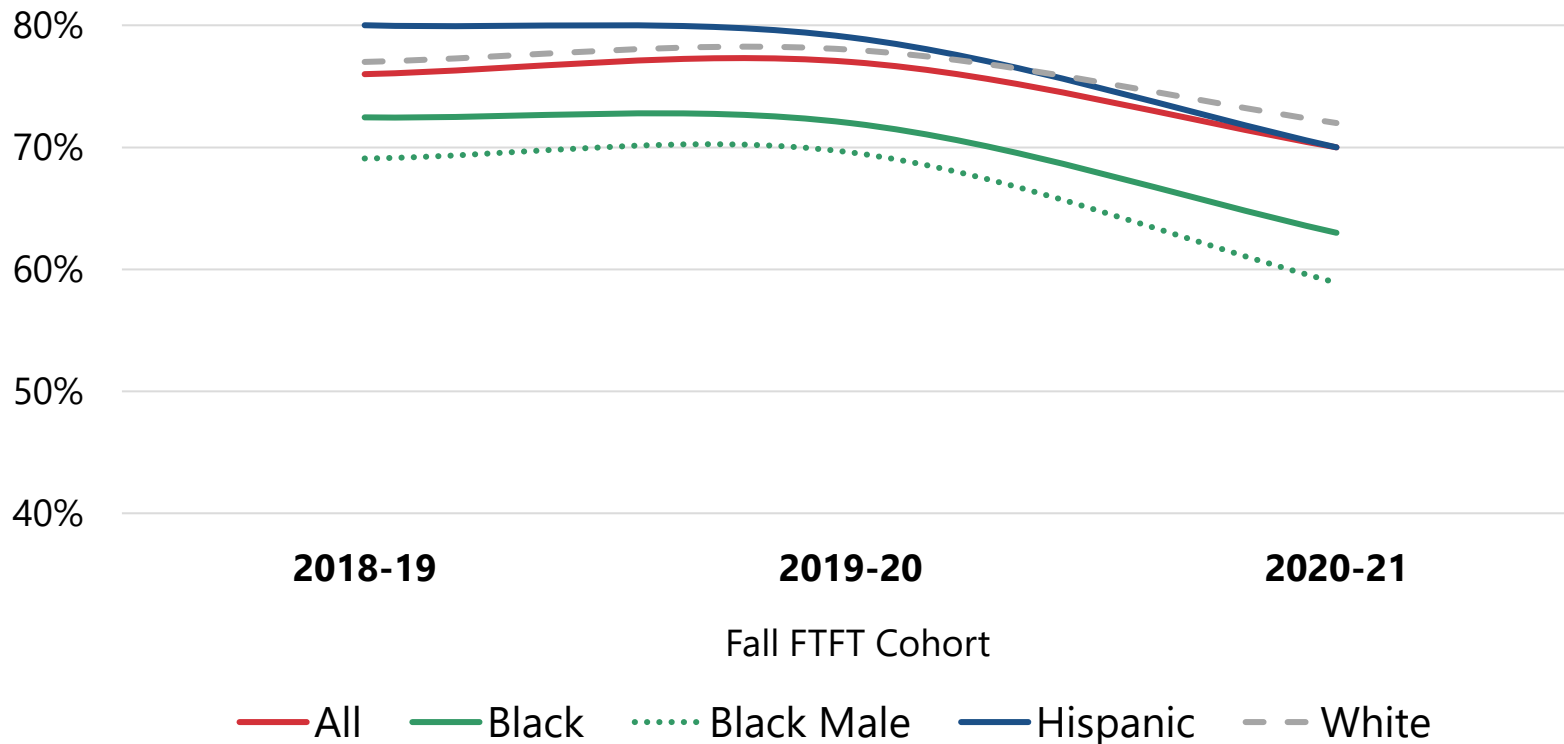


Hispanic enrollment declined **12%** from spring 2020 to 2021. That's 600 fewer students.



Fall-to-spring retention rates fell in 2021. Of the students who began in fall 2020, only 70% returned in spring 2021.

Fall-to-Spring Retention Rates for First-Time, Full-Time Students



Fall-to-spring retention rates measure how many students from the fall freshman class returned in the spring.

Fall-to-spring retention declined this year, **from 77% in 2019-20 to 70% in 2020-21.**

These declines were steepest for Hispanic students and Black students. Among Black male students, fall-to-spring retention **declined from 70% to 59%.**

\*Retention rates reflect the number of students in the first-time, full-time freshmen cohort who initially enrolled in the fall and returned the next spring or earned a certificate or degree anytime during the first term of enrollment. Data for the 2020 cohort is preliminary and based on census (14<sup>th</sup> day) enrollment data for spring 2021.



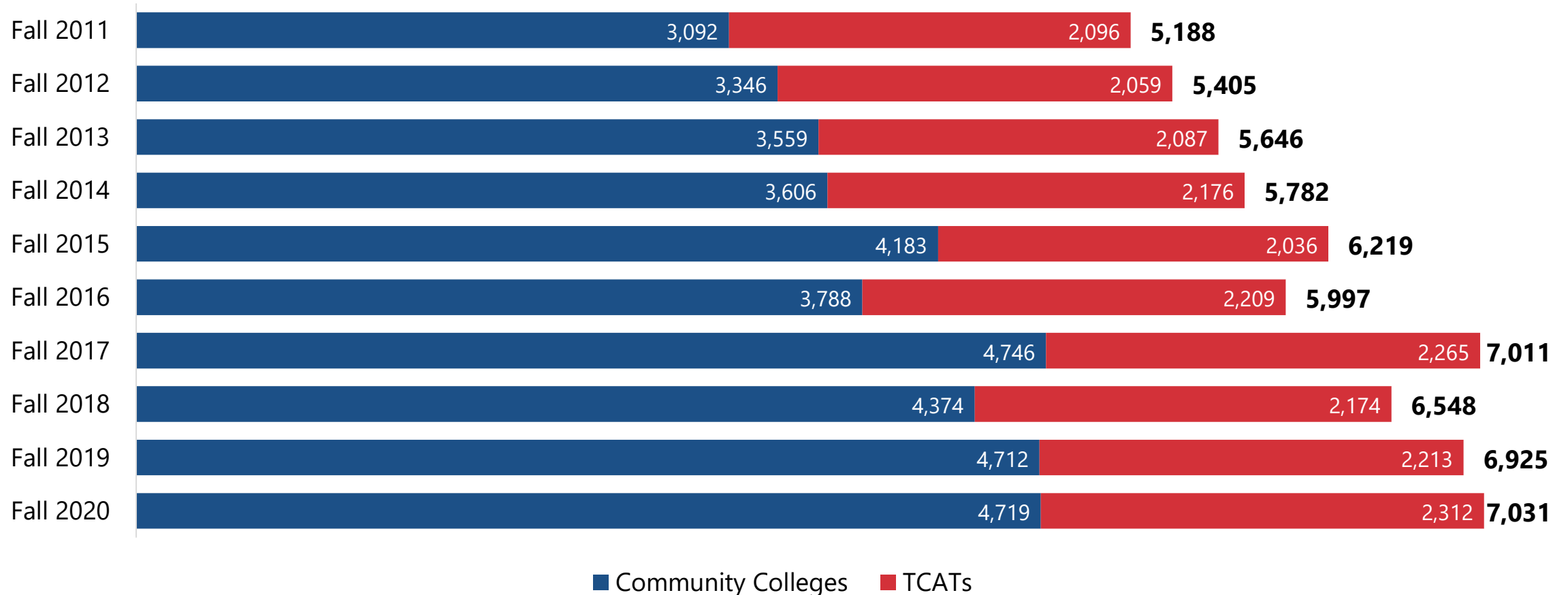
# Student Success in 2020

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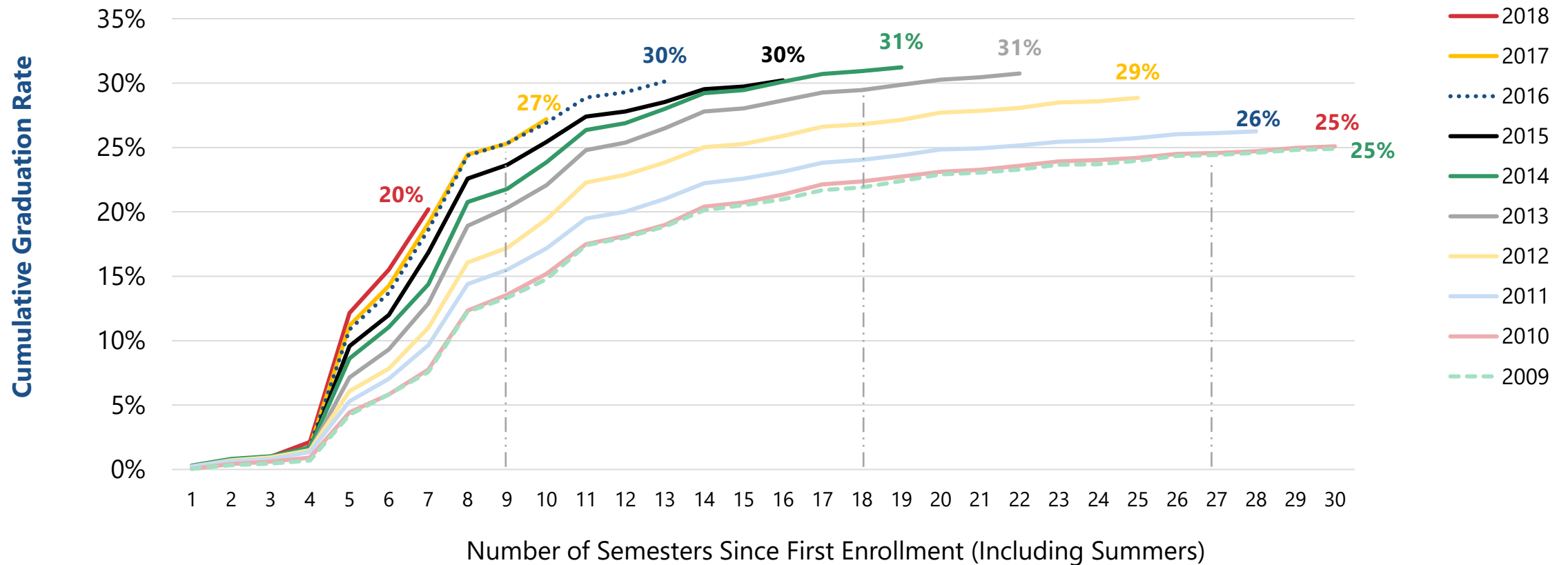


In fall 2020, students set a record for the number of credentials earned in a single fall term.

**Awards Earned at Community Colleges and TCATs Each Fall**



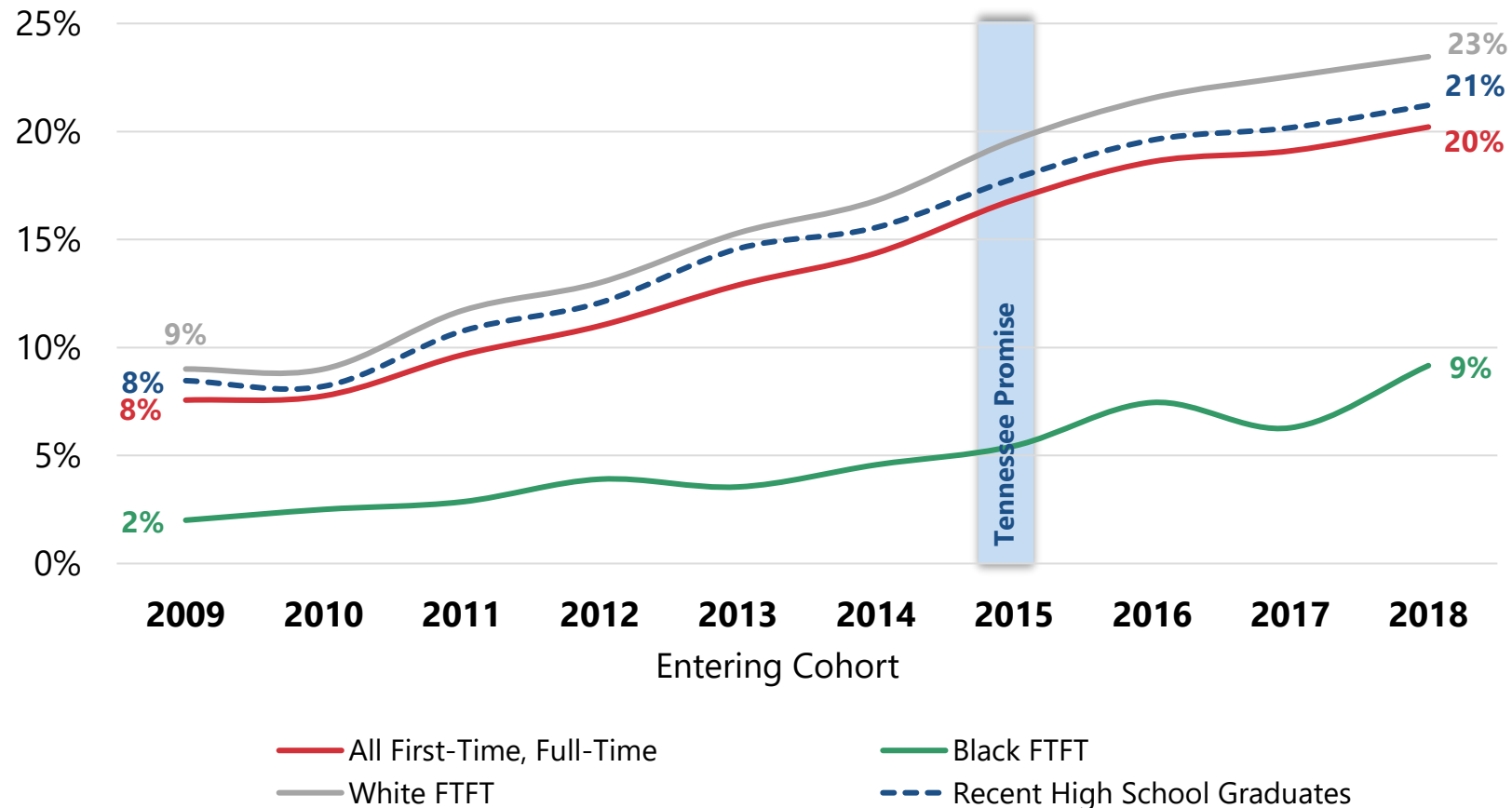
# Graduation rates have continued to increase for each cohort of first-time students at community colleges.



\*The cumulative graduation rate reflects the cumulative number of students in a first-time, full-time freshman cohort who earned a technical certificate or degree from any TBR community in each semester, beginning with the student's first semester of enrollment as a first-time, full-time freshman.

Twenty percent of students from the 2018 cohort have already graduated—representing the highest graduation rate after 2.5 years *ever*.

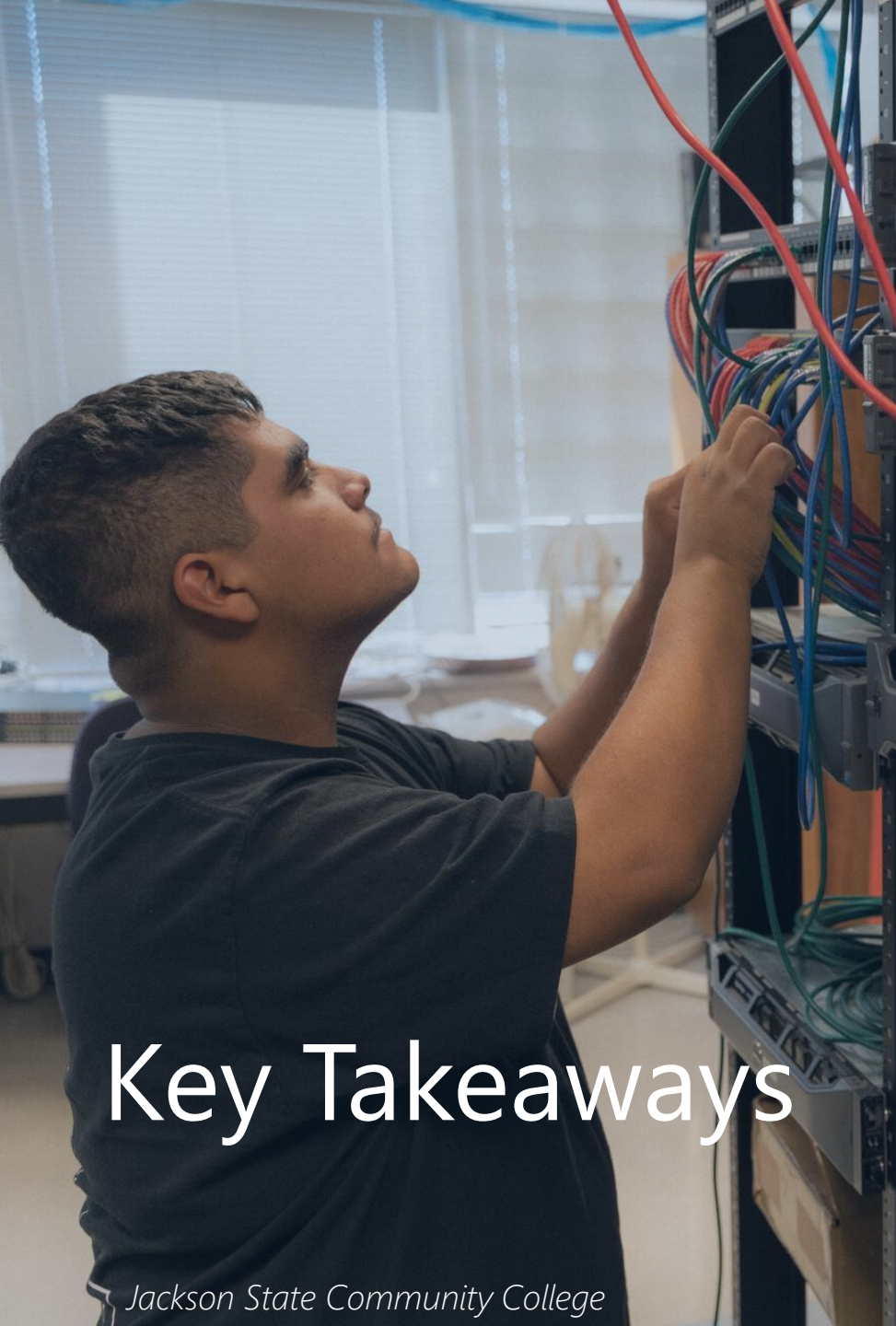
Graduation Rates in 2.5 Years (Seven Semesters)



The percent of students who graduated within 2.5 years of enrollment has **doubled** over the past decade.

Due to increases in *cohort sizes* and *graduation rates*, **3,860 students** from the 2018 cohort graduated within 2.5 years of their first enrollment, compared to only 2,011 students from 2014.





# Key Takeaways

1

In fall 2020, community college enrollment declined 10%, and TCAT enrollment declined 2% over the previous fall.

2

Course success rates in fall 2020 declined slightly. Further research may help guide efforts to improve success rates.

3

Community college enrollment declined 15% from spring 2020 to 2021. Fall-to-spring retention declined as well, especially for Black and Hispanic students.

4

Students from the 2018 cohort set a new graduation rate record in 2020. Twenty percent of students graduated within 2.5 years—more than ever before.

## C. Discussion

### 1. Draft Rulemaking

- a. Contested Case Procedures Under the Uniform Administrative Procedures Act
- b. Parking and Transit
- c. Student Conduct and Disciplinary Procedures
- d. Title IX Compliance/Sexual Misconduct



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# Discussion: Draft Rulemaking

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Brian Lapps, General Counsel



# Draft Rules

- Contested Cases under the Uniform Administrative Procedures Act (New)
- Parking and Traffic (New)
- Student Conduct and Disciplinary Procedures (Amended)
- Title IX Compliance/Sexual Misconduct (New Rule/Amended Policy)

## D. Action Items

1. Receive and Consider a Recommendation for the President of TCAT McKenzie and Paris
2. Review and Consider Resolution of Appreciation for President Brad White
3. Review and Consider Proposed Criteria for the President of Volunteer State Community College
4. Review and Consider Proposed Criteria for the President of TCAT McMinnville
5. Multiple Measures for Learning Support Pilot
6. Proposed Program Implementations at the Colleges of Applied Technology
7. Review and Consider New TBR Policy 7.04.00.00 – Programs for Minors on Campus
8. Review and Consider Proposed Changes to the Bylaws
9. Review and Consider Standing Resolution Delegating Authority for Rulemaking Hearings

# **Recommendation for President of TCAT McKenzie and Paris**



Mr. Willie Huffman

Resolution of  
Appreciation for  
President Brad White



# **Criteria for the President of Volunteer State Community College**

# Criteria for the President of TCAT McMinnville



# Multiple Measures for Learning Support Placement

*2020 Pilot*



Over the past decade, Tennessee has transformed remediation. Students at Tennessee community colleges can access college-level courses in their first year through three pathways.



### Placement Tests

First-time and dual enrollment students who satisfy minimum **cut scores** on placement tests (like the ACT, SAT, or Accuplacer) can enroll directly in college-level courses.



### SAILS

Students who successfully complete **SAILS** during their senior year of high school can enroll directly in college-level math courses.



### Corequisite Learning Support

First-time students who do not meet minimum placement scores and do not complete SAILS enroll in **corequisite learning support courses** alongside their college-level courses. In 2015, TBR became the first system to transform from the *prerequisite* remediation model into the innovative *corequisite* model at scale across all community colleges.

More than half of first-time students at Tennessee community colleges require learning support. Corequisite learning support transformed student success.

In fall 2019, before COVID-19...

**59%**

of first-time, full-time students required learning support in at least one subject, and 21% required support in all three subjects.

Learning support is a key part of colleges' efforts to close equity gaps.

**84%**

of first-time, full-time Black students were placed into learning support in fall 2019, along with 66% of Hispanic students.

The corequisite learning support model transformed success.

**57%**

of corequisite learning support students in 2017 passed college-level math in their first year, compared to only 15% under the prerequisite model in 2013.

# TN Corequisite Placement Pilot

In March 2020, TBR approved a pilot effort to add high school GPA as a method for learning support placement.

- COVID-19 posed challenges to students access to tests like the ACT and Accuplacer.
- Using high school GPA for placement is a research-based best practice.
- Implementing this reform alongside corequisite learning support continues Tennessee's tradition of remediation reform and innovation.



Added **high school GPA** as a method for placement alongside traditional measures.



Students with a high school GPA of 3.6 or higher could **bypass corequisite learning support** regardless of their test scores.



At three colleges, students could **provisionally** place out of remediation if their high school GPA was between 2.8 - 3.6.

## Success in College-Level Math for First-Time Freshmen in Fall 2020

Pilot  
students  
succeeded  
at high  
rates.

ACT Math *Below* Cut Score

HS GPA  
*Below* 3.6

**36%**

passed college-level math in fall  
2020, compared to 38% in fall 2019.

In Learning  
Support

ACT Math *Above* Cut Score

**48%**

passed college-level math in fall  
2020, compared to 54% in fall 2019.

Not In  
Learning  
Support

HS GPA  
*Above* 3.6

**72%**

passed college-level math in fall  
2020, compared to 79% in fall 2019.

Pilot

**79%**

passed college-level math in fall  
2020, compared to 87% in fall 2019.

Not In  
Learning  
Support

\*Pass rates reflect the number of students enrolled in a college-level math course who earned a grade of A, B, or C. 288 first-time freshmen had high school GPAs above 3.6 but no ACT score. Of these, 65% passed math.

# Tennessee Corequisite Placement Pilot



Extension of the pilot through 2020-2021 would allow placement to be determined by high school GPA, alongside traditional test-based measures.



This extension will help place students who lack access to tests or where test scores are delayed due to COVID-19.



This will also allow for further research into outcomes for students whose placement was determined based on their high school GPA.

# **Proposed TCAT Program Terminations, Modifications, and New Technical Program Implementations**

**Dr. Tachaka Hollins**

**Assistant Vice Chancellor, Academic Affairs**



## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY ATHENS

- Implementation of Pre-Practical Nursing-dual enrollment program at the main campus (See Implementation Proposal # 1)

## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY ELIZABETHTON

- Implementation of Building Construction Technology at ETSU at Kingsport Campus (23) (See Implementation Proposal # 2)

# TENNESSEE COLLEGE OF APPLIED TECHNOLOGY HARRIMAN

- Implementation of Computer Operating Systems and Network Technology hybrid and traditional program at the main campus  
(See Implementation Proposal # 3)
- Implementation of Pre-Practical Nursing – dual enrollment program at the main campus (See Implementation Proposal # 4)
- Implementation of Transportation, Distribution, and Logistics Program hybrid and traditional at the TCAT Harriman- Three-Star Extension Campus (2M) (See Implementation Proposal # 5)

## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY HOHENWALD

- Implementation of Power Sports Technology program at the main campus  
(See Implementation Proposal # 6)

## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY KNOXVILLE

- Implementation of Pre-Practical Nursing – dual enrollment program at Alcoa High School (2J). (See Implementation Proposal # 7)

# TENNESSEE COLLEGE OF APPLIED TECHNOLOGY LIVINGSTON

- Implementation of Pre-Practical Nursing – dual enrollment program at Cookeville High School (2C) (See Implementation Proposal # 8)
- Implementation of Farming Operations Technology-dual enrollment hybrid and traditional program at Monterey High School (2H) (See Implementation Proposal # 9)

# TENNESSEE COLLEGE OF APPLIED TECHNOLOGY NEWBERN

- Proposal to relocate the Diesel-Powered Equipment Technology program from the TCAT Newbern Transportation Campus (2D) to the main campus  
(See Implementation Proposal # 10)
- Proposal to relocate the Truck Driving program from the TCAT Newbern Transportation Campus (2D) to the main campus  
(See Implementation Proposal # 11)
- Proposal to relocate the Welding Technology program from the TCAT Newbern Transportation Campus (2D) to the main campus.  
(See Implementation Proposal #12)

## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY RIPLEY

- Implementation of Barbering program at the main campus  
(See Implementation Proposal # 13)

## TENNESSEE COLLEGE OF APPLIED TECHNOLOGY SHELBYVILLE

- Implementation of Pre-Practical Nursing – dual enrollment program at the main campus (See Implementation Proposal # 14)



# Hybrid Delivery

- The Office of Academic Affairs recommends **one-hundred, forty-seven (147) programs** seeking to add hybrid delivery mode to their existing program inventory for review and approval. See board materials for more details.
- Recently, COE informed schools of the option to have programs approved as traditional and hybrid instruction. The hybrid modality does not impact fiscal resources, personnel, space, or equipment. A hybrid program makes available less than 50% of its required instructional hours via distance education. The COE temporary waiver for distance education instruction expires on June 30, 2021.

# Program Modifications

To meet the requirements of the Council on Occupational Education (COE) accrediting body, six (6) program modifications are being presented for the Board's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. The program modifications are included in your materials.

# Programs for Minors on Campus Policy

- Goal of Increasing Safety of Minors in Campus programs.
- Applies to academic camps, sports camps, and other sponsored activities (in person and online).
- Requires background checks and training.
- Centralizes accountability.

# Proposed Revisions to Bylaws

- Two minor revisions
  - Name Change – “Committee on Economic and Community Development” becomes “Committee on Workforce Development”
  - References latest version of Robert’s Rules of Order

# Delegation of Rulemaking Hearing

- General Counsel, with assistance from Secretary, would conduct hearing.
- These are typically routine functions.
- Rulemaking Hearing must be separate from Board meeting to consider rules.
- Board retains authority to approve rules.
- Board may revoke delegation at any time.



THE COLLEGE SYSTEM  
*of* TENNESSEE

# Quarterly Board Meeting

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March 25, 2021