

## **Dual Enrollment Task Force Meeting**

### **Minutes**

Wednesday, October 9, 2024

1:00 p.m.–3:00 p.m.

Thomas Jefferson Rooms, 1st Floor of the Claiborne Building  
1201 North 3rd St.  
Baton Rouge, LA 70802

### **CALL TO ORDER**

Dr. Susannah Craig called the October Dual Enrollment Task Force meeting to order at 1:00 p.m.

### **ROLL CALL**

Ms. Cara Landry called the roll. A quorum was not established at the beginning of the meeting. Dr. Stella Arabie arrived and a quorum was established.

<b>Members Present</b>	<b>Affiliation</b>
Dr. Susannah Craig (designee)	Board of Regents, Commissioner of Higher Education
Dr. Ernise Singleton	LDOE, Assistant Superintendent
Ms. Cheryl Serrett (designee)	Louisiana School Board Association, Exec. Director
Mr. Mike Faulk	LA Association of School Superintendents, Exec. Director
Dr. Stella Arabie	LA Association of Principals, Vermilion High
Mr. Barry Erwin	Council for a Better Louisiana
Ms. Martha Moore (designee)	LA Association for Career & Technical Education
<b>Members Not Present</b>	<b>Affiliation</b>
Mr. Preston Castille	State BESE Member
Ms. Jacquelyn Walther	LA School Counselor Association, President
Dr. Jeannine O'Rourke	College & Career Readiness Commission

### **APPROVAL OF JULY 1, 2024 MINUTES**

**Mr. Faulk asked for a motion to approve the July 1, 2024 minutes. On motion of Dr. Ernise Singleton, seconded by Mr. Barry Erwin, the motion was approved.**

### **BOARD OF REGENTS UPDATES**

Dr. Susannah Craig introduced Dr. Tristan Denley to update the Task Force on the progress the Board of Regents has made related to dual enrollment initiatives. Dr. Denley stated

that participation in dual enrollment coursework is continuing to increase, as it has for the last three years. Other notable achievements include:

- A 12% increase in enrollment in dual enrollment programs for the 2023-2024 school year.
- An increase of more than 1,100 African American students taking dual enrollment courses compared to the previous year.
- For the 2023-2024 school year 41,000 high school students participated in dual enrollment courses.

Dr. Denley attributed this success to the work of the Task Force but acknowledged that there is more work to be done. Mr. Mike Faulk asked for information on the enrollment numbers for each institution and a list of the various courses in which the dual enrollment students are enrolling. Dr. Denley stated that this information will be included in the upcoming annual report, which will be available for the December meeting.

Dr. Denley stated that these efforts all support the Board of Regents' goal that 60% of Louisiana's working-age adults will hold a postsecondary credential by 2030. He noted that at the beginning of Task Force work Louisiana's attainment rate was 41%; it has now reached an all-time high of 51%. Dr. Denley noted that these percentages represent the entire state of Louisiana and that every percentage point increase represents approximately 23,000 people.

Dr. Denley added that there is ongoing work for the Task Force. One initiative that started a year ago was the launch of a new credit choice modality, which allows those taking dual enrollment courses to choose whether or not to add their course grade to their college record as well as their high school transcript. He stated that LSU piloted this initiative using 75 students from various high schools and the results were encouraging. Dr. Denley added that detailed information on this initiative will be included in the upcoming annual report. Dr. Craig noted that students must sign up for this course credit choice before the semester begins. Dr. Denley stated

that the option is a provided on a course-by-course basis and may not be offered for each section of each course.

Dr. Denley next discussed progress toward enabling students to enroll in dual enrollment courses through a virtual portal. He noted that the Task Force has been working with a company, Canusia, to create this portal. The goal for this portal is to give students an easy way to manage their courses, view their transcripts, and enroll in future courses. Currently the project team is working to ensure the app is able to include multiple institutions and high schools, which will make the dual enrollment process easier on the student. One institution in Lafayette is piloting this program, with five more schools to be added next semester. Dr. Craig indicated that this initiative is a direct result of the work of the Task Force and its recommendation to ease the paperwork burden on high school counselors.

Dr. Denley discussed the initiative to find and employ credentialed teachers to teach dual enrollment courses. Currently, only three higher education institutions use their faculty to teach dual enrollment courses. Work is currently being done to create certifications that allow instructors who are credentialed to teach certain undergraduate-level courses without obtaining a master's degree. These courses would generally be basic first-year courses such as English I or another type of prerequisite course. The Task Force is collaborating with many four-year institutions to create these credentials.

A question was raised on the timeline of this credential and Dr. Denley responded that the hope is that it will be available by the next academic year. Another question was raised regarding the cost to each teacher of obtaining this credential. Dr. Denley replied that cost would vary based on the institution and type of credential. Dr. Craig thanked Dr. Denley for his presentation.

## ONLINE DUAL ENROLLMENT OFFERINGS AT LOUISIANA INSTITUTIONS

Mr. Mike Faulk summarized Acts 154 and 335 from the 2024 Regular Session of the Louisiana Legislature. The acts added the President of the Louisiana Association of Career and Technical Education, currently Mr. Tony McArdle, as a member of the Task Force. Mr. McArdle was not in attendance, but Ms. Martha Moore attended as his proxy. Mr. Faulk added that legislation will need to be changed in the next session as the organization Stand for Children, named in the Act, is no longer intact.

Mr. Faulk added that the Task Force has been charged with identifying opportunities to expand career-relevant dual enrollment courses. He referred to the conversation on this topic during the July meeting and introduced the topic of expanding virtual dual enrollment options. He noted that, when done well, virtual delivery of dual enrollment extends access to more students, which supports the charge to the Task Force to increase access to dual enrollment for more students. He stated that three current programs will present information from their perspectives on the unique approaches to and challenges of online dual enrollment.

Dr. Craig then introduced Adam Lowe, who attended the meeting virtually. Mr. Lowe stated that online programs deliver coursework in three different ways: 100% online; hybrid, which is 50-90% online; and 100% on-site delivery. He noted that there has been an increase in enrollment in online programs since the pandemic: in the 2019-2020 school year only 13% of dual enrollment programs were taken online; in 2020-2021, this increased to 24% and has stayed around 20% in later years. He stated that more information regarding this increase will be included in the upcoming annual report.

Mr. Lowe stressed the importance of expanding remote delivery and noted that it increases the participation of students in dual enrollment programs by extending participation to

students who do not have access to in-person courses. This expansion includes providing courses in schools with limited access and expanding access to subjects not always offered at local schools. He noted that while many dual enrollment programs show potential for remote delivery, it can be difficult to find credentialed teachers, especially in smaller schools. Teacher availability also limits the range of subjects available. Mr. Lowe stated that transportation of students in remote areas for in-person courses also limits student enrollment.

Mr. Lowe then discussed the types of remotely delivered courses offered to high school students, indicating that most high school students are still learning the independent learning skills needed to succeed in these courses. Courses that are completely online may limit students' interactions with others. Students may also have difficulty with time management skills and accessing the resources to be successful in college-level work. The need for additional support and resources is helpful for these programs' success.

Mr. Lowe presented data on the growth in other states of 100% online course offerings. Illinois has a small percentage of dual enrollment online courses, while Utah has a higher percentage and one of the oldest online dual enrollment programs. Utah's success comes from its large base of high school teachers who are already credentialed to teach certain college courses in the high school setting. Georgia, New Mexico, and Ohio are significantly increasing their online dual enrollment course offerings. Mr. Lowe noted that online course offerings are future areas that are showing rapid growth in dual enrollment.

Mr. Lowe then presented data on dual enrollment by institution in Louisiana. He noted that high levels of online enrollment are found in Baton Rouge, primarily through Baton Rouge Community College (BRCC) courses. High schools participating in dual enrollment have also increased in East Baton Rouge Parish. He noted that nearly two-thirds of EBR dual enrollment

courses are taught online and that 100% of Southern University A&M schools use online course delivery. New Orleans also shows high levels of dual enrollment, especially through Delgado, which offers 60% of its dual enrollment courses online.

Mr. Lowe then presented the data on the types of courses offered for dual enrollment online. Statewide, Introduction to Psychology represents 45% and World Geography represents 80% of dual enrollment online courses. Mr. Lowe indicated that this is likely due to the number of credentialed teachers available across the state. Other popular online courses are Business Communication and Medical Terminology. He added fewer online courses are available in Career and Technical fields. Many of the health-related courses and all welding courses are 100% in-person. As welding is the second largest technical trade in the state, this is impactful. There are also limited online enrollment opportunities in construction courses, mechanical courses, and culinary arts courses. Mr. Faulk noted that the nature of the technical courses does not align with an online format, as they are more hands-on.

Mr. Faulk introduced Ms. Alisha Fontenot, the director of the Academy of Dual Enrollment at LSU-Eunice. The Academy services dual enrollment students from the entire state, working in 14 parishes and 50 schools (public, private, and charter), as well as with homeschooled students. She stated that as of September 4, 2024, the Academy had enrolled 1,054 students in dual enrollment programs. Ms. Fontenot noted that all students in the program are required to fulfill the state's guidelines regarding ACT, SAT, and state-required assessments. Ms. Fontenot gave the following information on the courses offered:

- Online courses can be taken at home or on the high school campus. In-person courses may be taken on the LSUE campus.
- Some high school campuses, though not all, have college adjunct professors who teach certain courses in person.

- Asynchronous classes offered online work well in high schools, as they provide some flexibility in scheduling and allows students to remain on their high school campus if they wish.

Ms. Fontenot discussed the costs of the program, noting that not all parishes are able to cover the costs. Different models are adopted in different parishes. Models include the parish paying all tuition and books; the parish paying all tuition but no books; and the parish paying a portion of tuition. Ms. Fontenot noted that parishes may have their own guidelines for payment, such as paying for tuition but not fees or only paying for courses within their matrix. She conducted a survey asking current dual enrollment students if they would still participate in dual enrollment if the parish could no longer pay. Among the respondents, 29% said yes, 39% said yes but limited, and 32% said they would not participate. Ms. Fontenot noted that most of the students she works with come from low socioeconomic backgrounds and many of the high schools are Title I schools.

Ms. Fontenot then presented some of the program's successes.

- Increased student enrollment numbers and growth in the number of participating high schools and postsecondary schools.
- Increased graduation rates, especially with the state's approval of the Certificate of General Studies.
- Students who complete the program are invited to a commencement ceremony dedicated solely to dual enrollment students.
- Students in the program are succeeding, with 90% passing college algebra and English Composition I.
- Dual enrollment students have a higher GPA than traditionally enrolled students at LSUE.

Ms. Fontenot presented information on how LSUE markets the program to the students and families. She stated that conducting school visits and presenting information to parents and students have been immensely successful strategies. She also holds parent information sessions in the spring for interested families, detailing the requirements and guidelines for entering and staying in the program. These sessions are held on a Saturday to accommodate more parents. Ms.

Fontenot added that once a year she has Counselor Collaboration at LSUE, enabling all school counselors whose schools participate in dual enrollment programs to gather and answer questions from parents while helping them with paperwork and ensuring requirements are completed.

Ms. Fontenot then presented the supports given to students enrolled in the dual enrollment programs. These include:

- Each degree-seeking student must meet with Ms. Fontenot each semester to set schedules, which are then approved by the student's counselor.
- Dual enrollment students are guided in class choice by their counselors.
- Students who are struggling are required to meet with Ms. Fontenot and create a plan for success.
- Counselors are sent midterm and final grades each semester with notes on the student's progress.
- LSUE offers free in-person and online tutoring to all students enrolled.

Ms. Cheryl Serrett asked about the program cost, which Ms. Fontenot indicated was a flat rate of \$100 per course. Ms. Serrett asked if different types of schools had higher success rates, to which Ms. Fontenot responded that the most prepared students were the home school students. Dr. Stella Arabie asked if there was a cost difference between in-person and online courses; Ms. Fontenot replied that students attending in-person courses do not pay the \$50 online fee. There was then a short discussion around high school accountability points and course choices.

Mr. Faulk introduced Ms. Stephanie Henson, the Director of Electronic Learning and Global Engagement from Northwestern State University, who attended virtually. Ms. Henson stated that NSU's dual enrollment program partners with 84 high schools and has 2,039 enrolled students this semester. She added that the program offers face-to-face classes at each high school and asynchronous online courses. The program currently has 237 sections, with 125 offered online. Ms. Henson listed the professionals who help to run the program, including:

- Superintendents or District Supervisors
- High School Principals



- Guidance Counselors
- Credentialed High School Faculty
- Admissions Staff and Registrars
- Student Accounting and Financial Aid Staff
- Deans, Department Heads, and Faculty
- Student Help Desk Staff
- Auxiliary Services & Bookstore Staff

Ms. Henson stated NSU offers two different programs: Early College Access and the Fast Forward program, where students earn an associate's degree upon completion. The two programs have different requirements and guidelines for acceptance and completion.

Ms. Henson then detailed tuition and tuition exemptions, stating that tuition is \$50 per credit hour and applies only to fall and spring semesters as summer courses charge regular tuition rates. Tuition is paid either by the student through the NSU portal or by the district or school. Ms. Henson added the requirements of invoice payments for tuition and book fees.

Ms. Henson added that NSU accommodates students with disabilities and ask that they register with the campus's Office of Accessibility and Disability to be approved for support and accommodation. She noted four types of proctoring options for testing: an NSU campus location, a high school proctor, paid services of a testing or educational center, and ProctorU. She then detailed the application process and the support offered to high school counselors. Ms. Henson added that students have access to a one-stop online page for all dual enrollment and contact information. She then described ideas for success, which include having the student complete an application before summer, having the NSU office help with the application, discouraging students from applying the week before classes start, and making classes available on a first-come, first-served basis. Ms. Henson then discussed the high school teachers credentialing process and the expectations and requirements for credentialed high school faculty.

Ms. Serrett asked if there was a difference in class price based on the type of high school a student attends; Ms. Henson replied that the cost is the same for everyone: \$50 per credit hour. A question was raised as to how credentialed teachers in the high schools are paid, to which Ms. Henson responded that while it depends on who employs the teacher, most teachers are paid by their employers as part of their teaching load. Mr. Faulk thanked Ms. Henson for her presentation.

Mr. Faulk introduced Dr. Burke Jones from BRCC. Dr. Jones provided BRCC's dual enrollment numbers as follows:

- Fall 2023: 2,559 unduplicated headcount after drops
- Spring 2024: 2,168 unduplicated headcount after drops
- Fall 2024: 2,595 unduplicated headcount after drops

Dr. Jones stated that BRCC's delivery methods include face-to-face, fully online, and hybrid. He added that recently interest in online dual enrollment courses has increased. He stated that most online classes are offered with a facilitator at the high school in a computer lab or library at designated times. Dr. Jones stated that barriers to having BRCC professors at the schools included transportation costs of traveling to multiple schools within the city. He added that some high school instructors have been credentialed to teach at BRCC.

Dr. Jones stated that the largest group of students come from the EBR Parish School System and are enrolled in a program called Pathways to Bright Futures. This program started at Glen Oaks High School in the fall of 2021 with 64 students, and 44 students remained in the fall of 2023. He added that 83% of the original cohort earned at least three hours of college credit. Dr. Jones noted that, as of spring 2024, 95% of the cohort are on track or within nine hours of completing the Certificate of General Studies. He stated that students are eligible if the high school determines they can participate, though all academic standards of BRCC must be met.

Dr. Jones detailed the funding, noting that high schools primarily use SCA funding for tuition. He added that classes taught by BRCC faculty are full price and those taught by credentialed high school faculty are charged at a flat rate of \$60 per credit hour. Dr. Jones noted that high schools also use TOPS Tech Early Start funding for eligible students, with homeschooled students paying their own tuition. Mr. Faulk thanked Dr. Jones for his presentation.

### DISCUSSION AND QUESTIONS

Mr. Faulk stated the Task Force would have a discussion based on two questions:

- What can colleges and universities do to increase Virtual Dual Enrollment?
- What are the opportunities in Louisiana?

Ms. Fontenot stated that schools need to ensure dual enrollment information is presented as broadly as possible, such as at college fairs, as well as to younger high school students. She described a page on the LSU-E website that provides prospective parents with detailed information on dual enrollment, FAFSA requirements, and the college application process. Ms. Fontenot said the use of Facebook and social media has helped build interest, as parents share their child's success in the program with their friends. She stressed the importance of providing to those in rural areas information about the online programs that are available. Dr. Jones agreed with Ms. Fontenot and noted that BRCC does not need to advertise much for the academic dual enrollment courses. He emphasized the importance of delivering the information clearly and broadly with support from different entities.

Mr. Faulk restated the second question regarding opportunities for dual enrollment in Louisiana. Ms. Fontenot stated the institution does not offer hybrid courses and that all teachers

are hired from LSUE faculty and not the high school. Mr. Faulk stated that one way is to follow Calcasieu Parish and modify the bell schedule to ensure that classes across the parish are aligned to increase enrollment. Ms. Fontenot stated that while it is helpful to align the schedules, it is incredibly difficult for all the schools to coordinate the school schedules and bus schedules as well. Mr. Faulk also discussed the potential to offer classes over Zoom and other virtual options that may be available.

A discussion was held with members of the Task Force and system presenters about alleviating paperwork burdens on high school counselors who help students apply and participate in dual enrollment. Ms. Fontenot stated she encourages students to look at other institutions' dual enrollment options to ensure they are taking courses that support their desired path. She added that assisting counselors with high school transcripts and applications has boosted student enrollment.

Dr. Stella Arabie asked what the expectations are for dual enrollment instructors to communicate with their high school students. She noted that high school students are accustomed to their teachers being down the hall if they have questions or need guidance, so wondered if certain guidelines are in place to support communication. Dr. Arabie also asked about guidelines for grading assessments and how they merge the college and high school expectations. Dr. Jones stated that BRCC instructors are in close contact with high school facilitators. He added that students can contact the instructor, but are also able to contact their facilitator for assistance. Dr. Jones clarified that the student should initially contact the instructor and then the facilitator if the instructor is taking too long to respond.

Ms. Fontenot stated that she ensures the dual enrollment students are in the same section, which helps the instructors know who may need additional support. She encourages students to

copy her on emails to instructors to ensure that communication is reciprocal. She added that the standard rule is to respond within 48 hours, though the instructors of dual enrollment sections know they may need to give extra support. Mr. Faulk thanked the presenters for their presence and information.

### LOUISIANA’S REVISED SCHOOL ACCOUNTABILITY SYSEM

Mr. Faulk introduced Mr. Thomas Lambert from LDOE to present information on Louisiana’s revised school accountability system and how it rewards dual enrollment and postsecondary certificates. Mr. Lambert introduced his colleagues from LDOE, Ms. Jessica Vallelungo and Dr. Ernise Singleton, who also serves as a Task Force member. Mr. Lambert stated that the proposal has three fundamental drivers: high expectation, simple and transparent, and career and college readiness. He noted the current accountability system is not simple and transparent, which is the reason for the revision.

Mr. Lambert stated that the accountability system has high expectations. Louisiana expects students to graduate career- and college-ready while also having something to show for it. Louisiana students, including the lowest-achieving students, are expected to grow in math and English, thus student growth is added to the accountability formula. He added that the previous accountability formula was confusing and did not appropriately inform the public. The new goal is to simplify expectations. He noted that the new achievement measure is a percentage of how many students are proficient. Mr. Lambert indicated that students should thrive, which means students should graduate on time, show readiness on a nationally recognized exam, and be prepared to accelerate in career, college, or military service. The accountability measure is simple and transparent as each measured indicator will ask “What percentage of a school’s

students met the expectations?” The expectations may change based on the indicator, but the measure stays the same.

Mr. Lambert referred to the BESE- and Regents-approved shared definition of college and career readiness. He then presented information on expectations of student growth, noting that the current growth model is unclear and lengthy. Mr. Lambert then explained the revised growth measure, in which every level under proficient is cut in half and students are placed in a certain half. The expectation is that students will grow by one half of an achievement level up to mastery. As the schools will focus most of their time and resources on the lowest achieving students, those students will count twice. Mr. Lambert clarified that students who have achieved mastery will be expected to grow one scale point per year, continuing progress towards advanced. If a mastery-level student does not continue to grow, points will be taken away on the growth indicator for that student.

Mr. Lambert introduced the new Louisiana accountability scorecard, which will be sent to every school and district. The numbers on the scorecard are the actual current percentage numbers for students who are growing and students who are proficient based on the approved definition. Mr. Lambert reviewed the numbers and stated that the lower numbers are why the accountability system has changed as the previous system had too many loopholes that allowed Louisiana to grade itself at 89.1% student growth, even though the scores were lower than 50%. Mr. Lambert discussed with the Task Force the accountability expectations for advanced and mastery percentages, as well as the scale score of students and how fluctuations could impact school scores.

Mr. Lambert stated that for the achievement portion of the accountability system, the measurement is the percentage of students at mastery. He added that the expectation is to see

both the growth and proficient numbers move. Mr. Lambert stated that the new system includes nine indicators for elementary schools, with five of those focused on student progress.

Mr. Lambert discussed how this accountability system affects high school and dual enrollment. He indicated that the high school score follows the same components, but a move from growth to the percentage of students ready for dual enrollment will be determined. In the new system, the graduation rate is defined as the percentage of a cohort earning a diploma. He added information regarding the gold and silver standards in WorkKeys, noting that the expectation should be gold. A discussion ensued regarding ACT scores and the placement of silver or gold. Mr. Faulk suggested a review of the ACT score standards before finalizing the accountability system. A discussion of the correlation between ACT scores and TOPS followed, then shifted to differences in requirements for the TOPS Tech and the M.J. Foster awards and the previous and future legislative consideration.

Mr. Lambert explained the career, college, or service acceleration and how a school can receive credit for a student in either a career or a service accelerator. He also detailed how bonus points may be earned as certain aspects are phased in. The Task Force discussed the equity and the availability of certain accelerator options across the state and their implications for dual enrollment. The group considered the number of dual enrollment courses being offered towards a Career and Technical certification and how that may impact school scores.

Ms. Jessica Vallelungo spoke on the career accelerator and how dual enrollment impacts the high-quality credentials of a student earning a certificate of technical studies in a high-wage/high-demand industry. She noted the importance of apprenticeships and the room for growth in bringing registered apprenticeships to schools and of bundling regarding internships and

credentials to provide students with the skill sets necessary for technical career opportunities. A discussion regarding career accelerators and their impact on students continued.

Mr. Lambert stated that, according to the Task Force's annual report, 15,911 dual enrollment courses are aligned to CTE . He added that approximately 34% of these are earned by one student taking one course; 30% are in two courses; 11% are in three courses; and 12% are in four classes. These data show that there are 1,754 students taking three aligned CTE courses. He emphasized the importance of having students enrolled in high-quality courses that are CTE aligned and ultimately of increasing the number of those enrolled in dual enrollment.

Mr. Lambert stated that this fall the SPS will continue as before. He set out the timeline for implementation of the new system and how each aspect will roll out over the next couple of years. The Task Force discussed and clarified the timeline. Mr. Lambert then presented data comparing the old formula and the revised formula and the percentage points. He noted the changes made regarding the points system, with low-level credential earnings among other modifications around the quality of certifications earned. A discussion was held regarding Jump Start requirements and certification accountability. Mr. Faulk thanked Mr. Lambert for his participation.

#### PUBLIC COMMENTS

Mr. Faulk asked if there were any public comments. Dr. Ken Oertling, representing the LA Association of School Superintendents, thanked the Task Force for its work across the state. He then discussed the increase in dual enrollment students over the last decade. Dr. Oertling stated the concerns he and his organization have over the new accountability system that was approved by BESE on October 9, 2024. He explained some of the concerns, such as how it may



change dual enrollment and the ability of the high schools to accommodate these changes. He also noted the concerns about the impact these changes may have on the equity of programs in the state.

#### NEXT STEPS AND ADJOURNMENT

Dr. Susannah Craig stated that the next meeting, scheduled for December 17, 2024, will be held in New Orleans on the SUNO campus. Mr. Faulk suggested that the Task Force take the information presented today and review for a discussion to be held at the next meeting. Mr. Faulk asked for a motion to adjourn the meeting at 3:37 p.m.

**On motion of Ms. Martha Moore, seconded by Dr. Ernise Singleton, the meeting was adjourned.**

#### ADDITIONAL ATTENDEES & GUESTS

<b>Name</b>	<b>Affiliation</b>
Jones Jones	BRCC
Alisha Fontenot	LSU Eunice
Thomas Lambert	LDOE
Jessica Vallelungo	LDOE
Ken Bradford	LDOE
Stephanie Henson	Northwestern State University
Adam Lowe (virtual)	ESG
Julie Longlois (virtual)	Northwestern State University
Dr. Ken Oertling	LA Assoc of School Superintendents
Suzanne Harris	LA Assoc of School Superintendents
Ashley Tassin	LSBA
Alicia Dagostino	YouthForce Nola
Nathan Stockman	YouthForce Nola

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