

**MINUTES OF THE  
SENATE COMMITTEE ON EDUCATION**

**Eighty-first Session  
March 8, 2021**

The Senate Committee on Education was called to order by Chair Moises Denis at 1:06 p.m. on Monday, March 8, 2021, Online. [Exhibit A](#) is the Agenda. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

**COMMITTEE MEMBERS PRESENT:**

Senator Moises Denis, Chair  
Senator Marilyn Dondero Loop, Vice Chair  
Senator Roberta Lange  
Senator Fabian Donate  
Senator Joseph P. Hardy  
Senator Scott Hammond  
Senator Carrie A. Buck

**GUEST LEGISLATORS PRESENT:**

Senator Ben Kieckhefer, Senatorial District No. 16

**STAFF MEMBERS PRESENT:**

Jen Sturm, Policy Analyst  
Asher Killian, Counsel  
Michael Guss, Committee Secretary

**OTHERS PRESENT:**

Kenna Mirzayan  
Hawah Ahmad, Clark County Education Association  
Mendy Elliott, Reno Sparks Chamber of Commerce  
Lindsay Anderson, Washoe County School District  
Nate Mackinnon, Vice Chancellor, Community Colleges, Nevada System of  
Higher Education  
Victor Salcido, Director, Charter School Association of Nevada  
Paige Barnes, Nevada Association of School Boards

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Kent Ervin, Nevada Faculty Alliance  
Arielle Edwards, City of North Las Vegas  
Eddie Ableser, Blockchains, LLC  
Erica Valdriz, Vegas Chamber  
Alex Gallegos, Student Representative, Nevada State Board of Education  
Gil Lopez, Charter School Association of Nevada

CHAIR DENIS:

I will open the hearing on Senate Bill (S.B.) 160.

**SENATE BILL 160**: Revises provisions relating to education. (BDR 34-819)

SENATOR BEN KIECKHEFER (Senatorial District No. 16):

I represent southern Washoe County and all of Carson City. Senate Bill 160 is a measure brought to my attention by a constituent. This bill can help students in Nevada.

Nevada offers the opportunity for students to earn dual credit. Dual credit allows students to achieve credit for both high school and college in certain courses. Senate Bill 160 would ensure the most robust offerings available to Nevada's students. The bill clarifies language to ensure that out-of-state colleges and universities are available to offer dual credit for Nevada students.

I submitted a suggested amendment ([Exhibit B](#)) to S.B. 160. My amendment is in conformance with my original intent for S.B. 160. This amendment was drafted in collaboration with the Nevada System of Higher Education (NSHE). As originally drafted, S.B. 160 offered a workaround that was not intended. The amendment, as presented, would allow a school district or charter school to enter into agreements with out-of-state institutions for dual enrollment classes if the originally credited school within the State did not provide or offer such a class. Senate Bill 160 gives NSHE the first right of refusal to offer courses for dual enrollment for Nevada students; if certain types of courses are not offered, then a school district could look to an out-of-state institution to provide that dual credit opportunity.

KENNA MIRZAYAN:

I am a junior in high school. I became aware of this issue last summer when I decided to take a Farsi class during my junior year of high school. My high school did not offer a Farsi class. I looked for universities and colleges that

offered Farsi classes. During my search, I found that no colleges or universities in Nevada offered a Farsi class. Schools outside of Nevada, such as New York University and the University of Texas, Austin, did offer the Farsi class I was looking for.

I did find a class that worked with my schedule, but when I spoke with the Washoe County School District Administration, I learned that students cannot receive dual credit for courses offered by institutions outside of the State of Nevada. The Washoe County School District Administration expressed frustration with its inability to offer dual credit for courses offered by out-of-state institutions. After two months, I was able to create a Farsi class. The Farsi class is independent; I have to wake up at 5:30 a.m. on weekdays and 7:30 a.m. on weekends in order to see my Farsi teacher, who lives in Turkey.

This is an example of something that S.B. 160 aims to address. While I was fortunate to have the opportunity to create a class from scratch, a majority of Nevada students do not have that opportunity.

Resources and opportunities, or a lack thereof, should not hinder a student's ability to receive an education and pursue what he or she is passionate about.

SENATOR KIECEKHEFER:

Another amendment to be proposed would ensure that the university schools for the profoundly gifted and the Davidson Academy at the University of Nevada, Reno, are also authorized to provide these dual enrollment courses by S.B. 160. We usually incorporate that language into legislation relating to these types of programs. I see that amendment as friendly but I have yet to see it on the legislative website.

CHAIR DENIS:

I did see the amendment.

SENATOR KEICKHEFER:

I consider the amendment to be friendly.

CHAIR DENIS:

Only two things are changing in section 1. The first change is to subsection 1 whereas "located in this State... a school district or charter school may enter

into cooperative agreements with one or more institutions of higher education located in another state." The second change is in subsection 3, subparagraph 1 where it talks about institutions of higher education located in other states. It is just those two things which are changing, correct?

SENATOR KIECKHEFER:

I would also note the amendment adds the requirement that any institution which is offering dual credit, whether it is in State or out of state, be regionally accredited. This holds dual credit programs to the highest standard.

SENATOR DONDERO LOOP:

Have you spoken with the school districts and the Department of Education regarding this bill?

SENATOR KIECKHEFER:

Yes. I failed to mention my appreciation to the State Superintendent of Public Instruction Jhone Ebert. I spoke with Superintendent Ebert about this issue before the start of the Session. We recognized this as an issue we would like to work on together. Superintendent Ebert incorporated some of this bill's language into one of her bills. I filed this bill not knowing the fate of that legislation. You may have seen similar language already this Session. I believe the Washoe County School District will testify in support of this bill.

SENATOR DONDERO LOOP:

Ms. Mirzayan, what was the class you wanted to take?

MS. MIRZAYAN:

It was a Persian Farsi class.

SENATOR BUCK:

This is a great idea. We should not limit students who are in search of knowledge. This is a great use of tax dollars. Dual enrollment is a great bridge to college. Dual enrollment helps to alleviate the high numbers of students in high school classrooms, especially in southern Nevada. If students are ready, why not put them in college?

SENATOR HARDY:

How does the grade count toward the grade point average (GPA)? Someone who takes a Persian Farsi class probably wants to be valedictorian.

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MS. MIRZAYAN:

My credit is being counted under a world language credit. Currently, I am not able to get dual credit for my Persian Farsi class. I get normal high school credit under world language.

CHAIR DENIS:

So you are getting regular high school credit but not college credit, correct?

MS. MIRZAYAN:

Correct.

SENATOR HARDY:

How does the grade work? Do you get graded? Do the grades go into your GPA?

MS. MIRZAYAN:

Yes.

CHAIR DENIS:

It is like a regular class.

SENATOR LANGE:

If we were to pass this, would Ms. Mirzayan get retroactive dual credit?

CHAIR DENIS:

I would have to ask Senator Kieckhefer how he did that, but I do not know that S.B. 160 is retroactive. The effective date of legislation is usually in the future. Is that how S.B. 160 was drafted Senator Kieckhefer?

SENATOR KIECKHEFER:

The effective date of the legislation is July 1. We do not usually make bills retroactive in their applicability. We could certainly discuss with legal counsel whether that would be feasible in this case. It is important to note that the legislation only authorizes a school district or charter school to enter into agreements with out-of-state institutions to offer courses. We would not be able to pass S.B. 160 and ensure that Ms. Mirzayan and anyone else in her position would receive credit because those agreements would need to be negotiated.

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CHAIR DENIS:

But S.B. 160 would help all students moving forward.

SENATOR BUCK:

Will S.B. 160 cover elective classes? So many elective classes are allowed to count toward graduation. Will dual credit classes be weighted the same as other high school classes?

SENATOR KIECKHEFER:

The process for out-of-state courses will be the same as the process for courses offered through NSHE. Senate Bill 160 would not change any of those protocols.

CHAIR DENIS:

Statute is still in place. Senate Bill 160 just adds a piece on to it that says school districts and charter schools can accept a course from a regionally accredited institution that is out of the State if there is an agreement between the school district or charter school and the out-of-state institution.

HAWAH AHMAD (Clark County Education Association):

We support S.B. 160. The goal of public education should not merely be high school graduation; instead, the goal of public education should be to create a path to post-secondary education. Dual credit education serves two purposes; it allows students who are proceeding to higher education the opportunity to explore courses which challenge them while accruing college credits, and it provides students who are interested in post-secondary education the ability to explore options for workforce and career development.

Expanding dual credit education to include out-of-state institutions of higher education broadens opportunities for Nevada's students. Nevada students should not be constrained to only the opportunities for dual credit available from institutions of higher education located within the State.

Maintaining cooperative agreements adds a much-needed layer of transparency by informing students and parents of the cost of enrollment up front. We look forward to supporting the full maturation of dual credit programs that will be discussed throughout this Legislative Session.

MENDY ELLIOTT (Reno Sparks Chamber of Commerce):

We advocate for the removal of all obstacles standing between students and their post-secondary education and future careers.

LINDSAY ANDERSON (Washoe County School District):

We support S.B. 160. It was difficult for us when Ms. Mirzayan reached out to the District to explore how she could take a dual credit Farsi class and we did not have an avenue for her to take such a dual credit class. This commonsense approach still gives NSHE the first right refusal in the courses it offers while broadening opportunities for our District's students.

NATE MACKINNON (Vice Chancellor, Community Colleges, Nevada System of Higher Education):

We support S.B. 160 as amended by Senator Kieckhefer's proposed amendment. We want to allow as much dual enrollment as possible. High school students earning college credits while still in high school is an excellent way to encourage post-secondary education. While proud of the many courses we do offer across the State, we do not want to prohibit students from looking into particular courses that we do not offer them in NSHE.

VICTOR SALCIDO (Director, Charter School Association of Nevada):

We support S.B. 160. Anything we can do as a State to encourage dual enrollment, we support. This is a commonsense approach to expanding dual credit offerings.

PAIGE BARNES (Nevada Association of School Boards):

We support S.B. 160 that will create expanded opportunities for students taking dual credit courses.

KENT ERVIN (Nevada Faculty Alliance):

We are in support of S.B. 160 as amended to add dual credit first if the course is offered within NSHE, then if it is offered at a regionally accredited institution out of the State, so long as the course is not offered at a NSHE institution.

When I was in high school, I took a calculus course. Attending calculus class meant driving across town in a 1951 Plymouth with no tread on the tires and poorly maintained brakes. I am amazed that today's high school students can look for a course anywhere in the Country or even anywhere in the world and receive dual credit for it. That is great.

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ARIELLE EDWARDS (City of North Las Vegas):

We support S.B. 160. We support dual enrollment opportunities that are equitable for all students.

SENATOR KIECKHEFER:

Bills that I introduce in response to direct outreach from constituents are my favorite because I get to work with constituents to help solve problems. I thought Ms. Mirzayan did an excellent job of outlining the need for this legislation.

MS. MIRZAYAN:

I hope S.B. 160 will help students pursue their passion for learning. Without S.B. 160, students will only be able to take classes offered by NSHE. I hope that S.B. 160 will make the jobs of school district administrators easier.

CHAIR DENIS:

Ms. Mirzayan, thank you for bringing our attention to this issue. Whether S.B. 160 will benefit you directly or not, it will benefit other students in Nevada in the future.

VICE CHAIR DONDERO LOOP:

I will open the hearing on S.B. 172.

**SENATE BILL 172**: Revises provisions relating to education. (BDR 34-185)

SENATOR MOISES DENIS (Senatorial District No. 2):

Senate Bill 172 generally reimagines the dual credit system. We just talked about dual credit; we will now look at additional things we can do regarding dual credit.

Research indicates a growing interest in dual credit programs. Dual credit programs allow high school students the opportunity to receive both high school and college credit from the same course.

After the financial crisis of 2008, interest in these programs increased as students and their families in dire economic conditions sought low-cost solutions to further strengthen their educational career goals. Some believe we will see a similar surge of interest as a result of the conditions stemming from the Covid-19 pandemic.



According to *The 74*, nonpartisan news covering education in America, the number of high school students participating in dual enrollment programs has more than doubled over the past two decades. The report further indicates that after Covid-19's impact on schools, dual enrollment in summer classes skyrocketed. At one college featured in the report, enrollment in summer dual credit programs increased 270 percent and by June 2020, the same school saw a 220 percent increase in dual credit for its fall 2020 program. At other featured colleges, enrollment in summer dual credit programs increased 15 percent, 60 percent and 71 percent.

Research suggests that students participating in dual enrollment programs are more likely to graduate high school. Students participating in dual credit programs have greater access to post-secondary endeavors, whether it is higher education or vocational training. Despite the success of dual credit programs, access to dual credit is not equitable. Data published by the National Center for Education Statistics show that 38 percent of White students and 38 percent of Asian students participated in at least one dual credit course; only 27 percent of African American and 30 percent of Hispanic students participated in at least one dual credit course.

What does this all mean? We know that certain programs, like dual credit programs, guide students toward a more transitional-focused path to life after high school. We know dual credit programs support workforce pipelines by providing meaningful learning and skill development opportunities. We need to ensure all students, including those with different socioeconomic backgrounds, those who are middle-achieving or low-achieving and students in rural communities, have the same opportunity for lifelong success.

Section 5 of S.B. 172 removes the application process and prerequisite requirements for a student to participate in a dual credit course. Rather than requiring cooperative agreements between school districts or charter schools and an institution of higher education, section 1 requires each school district and charter school to establish a dual credit program.

To ensure these changes target inequities in accessibility and provide other meaningful data, S.B. 172 requires the board of trustees of a school district or the board of directors of a charter school to report information on dual credit programs, including the number and demographics of pupils enrolled in dual credit courses, the associated costs and the outcomes of the program.

To provide the Legislature the flexibility to make any necessary changes, section 2 of S.B. 172 requires the Legislative Committee on Education to study dual credit programs and make recommendations to improve the system during the 2021-2022 Interim.

In conclusion, I urge your support of S.B. 172. The bill removes barriers for students seeking to further their education or bolster their career skills and serves as a workforce development strategy for Nevada. The bill will support the State's workforce pipeline, potentially bringing more students into high-demand fields like those in science, technology, engineering, arts and mathematics and career technical education fields. This strategy will further leverage Nevada's economic competitiveness.

EDDIE ABLESER (Blockchains, LLC):

Over the past two years, Blockchains, LLC developed the first high school-level class in the Nation that teaches the introductory principles of blockchain technology. This endeavor was met with open arms from NSHE institutions that helped develop the course.

Once developed, the Department of Education and local schools jumped at the chance to offer this course to their students. The response we received from senior-level students, who took the course as part of their computer science career and technical education (CTE) pathway program was positive.

While this program was a success, it did face challenges. Through our experience, we found gaps in the current dual credit system. Senate 172 intends to address those gaps. Students experience complications around the articulation of dual credit toward all NSHE institutions. In most cases, unless the high school has a specific memorandum of understanding (MOU) with a specific institution of higher education, the student's credits might not easily transfer and be applied toward a program of study. Senate Bill 172 removes the requirement for a MOU, which removes barriers schools and students face to offering courses in and earning credits through dual credit programs.

Second, students experience limited access to dual credit programs. Some school districts lack dual credit programs to participate in the diverse array of classes offered throughout the State. If passed, S.B. 172 will result in all districts and public charter schools providing their students with dual credit programs. This will empower Nevada students to build college credits while

finishing their high school diplomas and provide education access and opportunity that will enhance and accelerate professional careers.

Students experience inequity in the cost of dual credit because costs are dictated by geographic boundaries and NSHE institutions participation. This inequity is unfair to the broader student population, especially when higher costs prevent students from accessing critical educational opportunities. Senate 172 attempts to address the cost inequity issue by requiring a robust report on demographic and programmatic information be prepared by school districts and submitted to the Interim Committee on Education for review, presentation and consideration of possible legislative remedy.

While working with NSHE and the Department of Education, State Superintendent of Public Instruction Jhone Ebert and NSHE Chancellor Melody Rose and their staffs assembled a dual credit working group. This dual credit working group is charged with creating policies that address costs, teacher qualifications and district support. As a member of the working group participating in this cross-agency collaboration, I can tell you that the working group is diligently reviewing ideas that will assist in solving problems of cost inequity for Nevada's students. I am encouraged by the collective effort and dedication to solving the gaps of the current system.

Employers want well-trained graduates equipped to enter the workforce as early as high school graduation. These proposed changes will assist all dual credit and CTE pathways in the State, thus empowering Nevada's students to aggressively advance their post-secondary studies and gain advanced skills that lead to high-wage careers upon graduation.

SENATOR HARDY:

I heard this is going to save the students money. Is this because a student will get college credit that he or she will not have to pay for?

SENATOR DENIS:

If you are referring to my comments at the beginning of the presentation, students save money by getting credit while they are in high school. A student who takes dual credit courses in high school will have to take less classes in college and therefore saves money. I also believe Mr. Ablesere mentioned something underway to make the costs consistent throughout the system.

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SENATOR HARDY:

That is not in the bill, correct?

SENATOR DENIS:

Correct, but a working group has been put together by the Department of Education.

MR. ABLESERE:

Senate Bill 172 addresses the issue of cost inequity by gaining data from school districts and using those data to determine what they are charging students. Every school district and NSHE institution has a unique differentiated cost. We have students all over Nevada paying a differing rate per credit hour to engage in dual credit programs. There is not really a reason for that.

The dual credit working group of NSHE and the Department of Education examined uniform costs; it may present a policy on uniform costs later in the Session. Students in Las Vegas, Churchill County and Washoe County all pay a different cost to participate in the dual credit blockchain program piloted over the past year.

SENATOR HARDY:

As I understand it, S.B. 172 does not require dual credit programs to come to a unified cost, instead the bill calls for a study to be presented, correct?

SENATOR DENIS:

Correct. Senate Bill 172 allows the current cost of dual credit programs to be on a report for use by a committee within the Department of Education. This bill tries to eliminate barriers to participation in dual credit programs.

SENATOR HARDY:

What barriers are being eliminated? Are there additional requirements besides the report?

SENATOR DENIS:

We are removing the requirement to have a MOU between a school and an institution of higher education. We are giving the power to school districts; in some cases, the requirements and prerequisites for students to take a dual credit course are prohibitive. This bill removes that and allows the districts to

work with institutions of higher education to ensure that as many students as possible have the opportunity to take dual credit courses.

MR. ABLESERE:

The MOUs are a barrier to engaging in dual credit programs. Schools across the State have to file a cooperative agreement and get approval by the Department of Education. Cooperative agreements seem duplicative and repetitive at the Department of Education level. Students have an application that must be filed 60 days prior to the end of semester preceding the semester where they enroll in a dual credit course. There are many unnecessary hurdles for students attempting to obtain dual credit.

When students are enrolled in a dual credit course, another barrier is which NSHE institution easily articulates the credits earned from a dual credit course. Statute makes the articulation of credits earned from dual credit courses align with the institution that entered into the MOU with the school district. For a student in Clark County who is taking a course at the College of Southern Nevada in blockchain technology who wants to transfer to Truckee Meadows Community College, dual credits may not easily transfer under statutory language. A student has to go through hurdles just to get the credit earned in Clark County applied to the program of study or college transcript. Senate Bill 172 makes the credits earned from dual credit courses universal.

SENATOR HARDY:

I am trying to identify that language in the bill. I do not see the piece that says you have to do this, other than section 1, subsection 2, paragraph (h) of the bill where the word mitigate is used. Is that the teeth of the bill? I know what you are trying to do, but I do not see that reflected in S.B. 172.

MR. ABLESERE:

If you go to page three of S.B. 172, the struck language halfway down the page that begins with "provides the dual credit course" was tied prior to the articulation language. This language created a scenario where credits would only apply at the institution that had a MOU on file with the school district and provided the dual credit course. This limits where credits earned from dual credit courses can be articulated.

VICE CHAIR DONDERO LOOP:

I personally know that this discussion of credit transfer and dual credits has gone on for a long time within NSHE.

SENATOR BUCK:

Do we realize that advanced placement and International Baccalaureate courses taken in high school weigh more than dual enrollment classes? I am drafting a bill to increase the incentive for taking dual credit courses. Have you thought of that? Can we perhaps take my bill and add it into S.B. 172? Dual credit courses build equity; high schools that do not participate in dual credit programs are disserving their communities. I would like to see more teeth in S.B. 172. We do need to make sure that students who have the ability to take dual credit courses have the opportunity to do so, especially in our most-underserved communities.

SENATOR DENIS:

We have not looked at the weighting of dual credit courses. That is something we can look at. The second piece was making dual credit accessible; please elaborate on that.

SENATOR BUCK:

I wanted to hear how we can ensure that Nevada's comprehensive high school students, who are often left behind because they go to magnet schools, can participate in a dual credit program set up for underserved students. Some students need this bridge to college.

SENATOR DENIS:

I understand there is a lot to that. As far as S.B. 172, it removes barriers and allows school districts to be more nimble. This helps school districts work with students in comprehensive high schools. The other piece of S.B. 172 is making sure that costs are comparable, which is something that the Department of Education is working on. The ability to make dual credit programs more nimble will help students in comprehensive high schools

MR. MACKINNON:

On behalf of Chancellor Melody Rose and NSHE, I am pleased to support S.B. 172. We believe S.B. 172 appropriately works to help mitigate challenges in the current dual credit structure.

As Mr. Ablesere mentioned, we are working separately on a task force to further improve our dual credit system across the State. Senate Bill 172 complements that work. This is a good step for the State as we continue to make dual credit courses accessible to all Nevada students, regardless of zip code or parent level of education, and to ensure the equity agenda can be met with dual credit courses that are equal in all parts of the State.

MS. AHMAD:

The Clark County Education System supports S.B. 172. Programs for dual credit will be a foundation of workforce development for the K-20 education system in Nevada. We appreciate the accountability measures provided in section 1, subsection 2, to help ensure that every dual credit program in the State is outcome-oriented. Dual credits serve two important purposes. More robust dual credit programs will give Nevada's students more opportunities to enter post-secondary education. We look forward to supporting the full maturation of dual credit programs that will come with this Legislative Session.

ERICA VALDRIZ (Vegas Chamber):

We support S.B. 172. The Vegas Chamber supports the accessibility to dual credit programs the bill provides to high school students. This will help students better prepare for higher education and entering the workforce. The Vegas Chamber supports the streamlining of K-12 education, higher education and the workforce pipeline. We urge a yes vote on S.B. 172.

ALEX GALLEGOS (Student Representative, Nevada State Board of Education):

I support S.B. 172. As a senior who is working to continue my education into the post-secondary level, I wish dual credit was more readily available and easier to transfer; this bill addresses these issues.

Senate Bill 172 would allow the credits I earned in dual credit courses to easily transfer to any college or university in the State. Senate Bill 172 also works toward a uniform cost for all students taking dual credit courses. I look forward to students being able to take additional dual credit classes if S.B. 172 passes.

Senate Bill 172 ensures that students have the opportunity to take dual credit courses if they choose to prepare for college in advance. Senate Bill 172 incentivizes students to further their education through dual credit courses. Many of my peers in southern Nevada and throughout the State have told me

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that dual credit courses were a vital part of their academic career. Senate Bill 172 must be passed.

GIL LOPEZ (Charter School Association of Nevada):  
We support S.B. 172. We support anything we can do to encourage enrollment in dual credit courses.

MS. EDWARDS:  
The City of North Las Vegas supports S.B. 172. We appreciate that S.B. 172 will allow dual reporting. This will allow more access to dual credit opportunities for students.

MS. ELLIOTT:  
We say ditto to all of the above. We want to make sure we remove obstacles and ensure students can graduate. The Reno Sparks Chamber of Commerce supports S.B. 172.

MR. ERVIN:  
The Nevada Faculty Alliance supports S.B. 172.

CHAIR DENIS:  
Today, we talked about giving students more opportunities to take dual credit courses. I appreciate the opportunity to talk about things that can make taking dual credit courses easier for students. We will now consider a bill introduction for Bill Draft Request (BDR) 34-382.

**BILL DRAFT REQUEST 38-382**: Revises provisions relating to the education of veterans and their dependents. (Later introduced as [Senate Bill 193](#).)

This bill came to us on behalf of the Legislative Committee on Senior Citizens, Veterans and Adults with Special Needs.

SENATOR DONDERO LOOP MOVED TO INTRODUCE BDR 34-382.

SENATOR DONATE SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

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CHAIR DENIS:  
I adjourn the meeting at 2:12 p.m.

RESPECTFULLY SUBMITTED:

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Ian Gahner,  
Committee Secretary

APPROVED BY:

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Senator Moises Denis, Chair

DATE: \_\_\_\_\_

EXHIBIT SUMMARY				
Bill	Exhibit Letter	Begins on Page	Witness / Entity	Description
	A	1		Agenda
S.B. 160	B	1	Senator Ben Kieckhefer	Suggested Amendment