

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Eighty-second Session
April 17, 2023**

The Senate Committee on Education was called to order by Chair Roberta Lange at 2:32 p.m. on Monday, April 17, 2023, in Room 2134 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Senator Edgar Flores, Vice Chair
Senator Dina Neal
Senator Fabian Doñate
Senator Scott Hammond
Senator Carrie A. Buck
Senator Robin L. Titus

COMMITTEE MEMBERS ABSENT:

Senator Roberta Lange, Chair (Excused)

STAFF MEMBERS PRESENT:

Jen Sturm-Gahner, Policy Analyst
Asher Killian, Counsel
Linda Hiller, Committee Secretary

OTHERS PRESENT:

Ramona Esparza, President, Leadership Institute of Nevada; Co-Vice President, Nevada Association of Latino Administrators and Superintendents
LeAnne Salazar-Montoya, Ph.D., Assistant Professor, College of Educational Policy and Leadership, University of Nevada, Las Vegas
Megan Hall, Planning Supervisor, Division of Emergency Management, Office of the Military
Mary Pierczynski, Nevada Association of School Superintendents

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Susan Proffitt, Vice President, Nevada Republican Club
Yvette Williams, Chair, Clark County Black Caucus
Nicky Packard
Jayla Ferris
Mikala Gardner
Marsai LeBlanc
Skye Fonemeyer
Rina Stevenson
Jade Hawkins
Amaya Frank
Cash Williams

VICE CHAIR FLORES:

Chair Lange will be absent today so I will take the meeting. We have a presentation on improving access to dual-language education and increasing the educational personnel pipeline.

RAMONA ESPARZA (President, Leadership Institute of Nevada; Co-Vice President, Nevada Association of Latino Administrators and Superintendents):

In addition to being the President of the Leadership Institute of Nevada (LION) and the Co-Vice President of the Nevada Association of Latino Administrators and Superintendents, I served in the Clark County School District (CCSD) for almost three decades. We thank you for the opportunity to share our Linking Latino Leaders (L3) aspiring program. We provided a handout that we will be referencing ([Exhibit C](#) contains copyrighted material. Original is available upon request of the Research Library.).

We want to acknowledge and thank the Nevada Department of Education, the Superintendent of Public Instruction, Jhone Ebert, and the University of Nevada, Las Vegas (UNLV) via the Nevada Educator Preparation Institute & Collaborative grant for providing the funding for us to move the needle to diversify the leadership pipeline. The subject of recruiting and retaining diversified teachers and leaders has been a hot topic, and we are going to be focusing on Latino leaders today.

LEANNE SALAZAR-MONTOYA, PH.D. (Assistant Professor, College of Educational Policy and Leadership, University of Nevada, Las Vegas):

I am living testimony that with the appropriate support in place, generational oppression can be broken. I am grateful that the University of Nevada,

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Las Vegas (UNLV) is making progress by developing their Top Tier 2.0 initiatives to diversify and show their commitment as a Hispanic-Serving Institution to invest in the minority community that we serve in Las Vegas, and to the students who are our current and future educators.

I am a veteran K-12 educator with more than 20 years of service from the classroom to the superintendency, currently working to prepare aspiring school leaders at UNLV for leadership. I encourage this Senate Committee on Education to consider supporting the programs and reaping the endless benefits of a grow-your-own leadership pipeline initiative, one that aims to develop leadership at the district, school and classroom levels that reflect the students we serve.

As we all know, social and financial capital are not accessible to all, and diversifying the pipeline initiatives aims to supplement that imbalance. This past year, we piloted what we penned as the L3 of Nevada project. The L3 pipeline project is a six-series professional development opportunity for local Latinx and underrepresented minority faculty from nearby schools who are interested in navigating the leadership pipeline or are already in the leadership pipeline.

The professional development series allowed researchers to collect data about the alarming number of Latino leaders. The study aimed to encourage, empower, and educate the aspiring leaders as they prepare for the leadership pipeline. The primary mission of this grant was to create a network of Latino leaders while providing support resources and professional development to accelerate the retention, recruitment and ascension of the Latino leaders in Clark County.

There is a current trend to erase deficit-minded thinking, so instead of referring to students being "at-risk," the language is "students of promise." I recently presented a workshop to local English Language Learner students from CCSD at the Latinos in Action event held recently at UNLV.

The respect that I garnered as a professor after engaging with multiple students happened instantaneously when I code-switched from English and began addressing these students in their first language, Spanish. Doing so removed a barrier between us so I could fully engage them, and the participants in this workshop excelled. They say a picture is worth a thousand words and you can see it on page 3 of [Exhibit C](#). I have submitted my written testimony ([Exhibit D](#)).

Ms. ESPARZA:

A leaky pipeline is a system designed to channel something from one place to another that is flawed in such a way that it loses some quantity of what it carries before it reaches its destination. Our leaky teacher pipeline is often used as a metaphor for the way members of certain demographics fail to continue to progress toward particular careers, leading to underrepresentation in related industries.

Page 1 of [Exhibit C](#) shows the facts at a glance illustrating that CCSD is a minority-majority school district. Forty-eight percent of our student population is Hispanic, but only 12 percent of our administrators are Latinx or Latino. It begs the question, why are we not growing our own by recruiting and retaining our next instructional assistants, teachers, administrators and future superintendents?

In past Legislative sessions, I have heard some members of the Assembly reference data from the Brookings Institution National Report and The Wallace Foundation. Nationally, there are large disparities in the representation of administrators mirroring the ethnicity of the students they serve. There are greater disparities in Clark County, in both the administrative and the teacher pipeline.

When there is a student population that is a minority-majority with 78 percent accounting for all minority ethnic groups, it is evident that developing a student-to-teacher administrative pipeline is limited outside of our L3 project that targets diversifying the pipeline.

We want additional funding and community partnership. Organizations need to expand and support these efforts so our students see themselves; and it is our students who will benefit. When we consider a holistic community approach to solve these challenging staffing shortages and sustain the institutional knowledge of our teachers and our leaders, large systems often cannot fill the gaps of recruitment, support and retention of our current Latino leaders.

This project has been a community effort of internal and external partnerships with higher education nonprofits and CCSD to support our leaders in their roles. Some of the feedback we received include two quotes from the handout.

One of the L3 participants said, "I feel like participants such as myself need exposure to leadership examples and language to build confidence in topics needed to be successful."

Another L3 participant said "I believe leaders entering the pipeline need effective mentorship from highly experienced leaders. It is important that they are guided, supported and cared for in order for them to achieve their full potential."

Two of our leaders are currently in administrative roles and three others continue to seek those roles. We also have other aspiring teachers currently in the program.

Dr. Michelee Cruz-Crawford participated in the LION Leadership Academy and developed a capstone project with her colleagues to solve the place-based issue of not having enough licensed teachers, with paraprofessionals actually being expedited into the teaching profession.

As a former principal of a comprehensive high school in the Title 1 urban core setting, the next superintendents and principals are sitting right in our student's chairs. I had a student I will call Elena, not her real name, who tutored newcomers in our Saturday academy schools. We also had coursework in an elective class called Latinos in Action. It promoted self-efficacy, leadership, and community service of our Latino students. Those students would walk a couple of blocks across the street to the local elementary school, Robert E. Lake Elementary School. They were tutoring the students. When students get that interest in teaching, we are able to get them into the teacher and training courses provided at the high school level.

We had a partnership with the Nevada System of Higher Education and Nevada State College to be able to provide those students with dual credits, so they were earning both high school and college credits to become teachers. The thing I did as a principal, which was very strategic, was to hire these students back as certified teaching tutors. They would come back in the school and earn pay, in addition to going to college to become teachers. These are our future substitutes; they become licensed teachers and we are definitely aspiring to try to get them to become administrators.

To honor and acknowledge our late leader, Assemblyman Tyrone Thompson, I am channeling him today by wearing a purple lapel pin. He and I had many

conversations about the essential importance of mentoring our next generation of young people. He would often reach out to me and we would have discussions about what we could do to help. He was an unyielding supporter of having individuals who not only cared about our youth, but looked like he and I, so they could see themselves in us.

DR. SALAZAR-MONTOYA:

We had the opportunity to bring a diverse group of individuals to our L3 panel, which helped give an outside perspective to all our Latino community. That made a huge difference because having an outside perspective allowed them to be creative and innovative.

Recently, I was at a training where I heard a local leader say that Clark County had no room for innovation. As a professor at the university level and a former K-12 educator, I would have to disagree. I believe that Clark County cannot continue to do what they have always done. If we do not want to remain forty-ninth and fiftieth in education nationally, we need to be more innovative to get off the bottom of the list. We need to be creative and have programs where we grow our own. Nobody knows better than the people who have served this District.

I am asking this Committee to consider supporting the research and innovation that will recruit and support the diverse leadership efforts that L3 continues to work on. We ask that you invest in the educators and the professional development that aims to help educators demystify unchartered professional pathways. We also know that mentorship matters. So let us develop Statewide policies that remove existing barriers and promote alternative pathways to the teaching profession, leadership positions and continued professional support.

I do not believe the teachers here in Clark County need to have three or four degrees before they can enter the leadership pathway program. As a Legislative body, you have it in your hands to create policies where barriers can be removed, and we can find other pathways for teachers who have dedicated their careers to serve this community and move into the leadership pathway program.

During the current study, many participants indicated the need for a structured, well-developed and focused setting for like-minded Latinx educators to receive professional development, networking, mentoring and a solid foundation to

guide their ascension to the next level. Help support this project and others to build the pipeline project for a more inclusive staff reflective of the students they serve. Let us find ways to engage our community and to fill the vacancies across Clark County in meaningful ways.

If we always do what we always did, we will always get what we always got. So let us start doing things differently and let us grow our own.

SENATOR NEAL:

In the L3 program, what kind of training do you do for classroom management? This Session, the theme has largely been school safety, but we seem to be neglecting a discussion of emotional learning and the immaturity of being out of school for two years during COVID-19.

What are you doing around classroom management for students of color to try to have more discernment around behaviors, attitudes and other family issues they may be bringing into the classroom? Just in terms of academic loss, if a child feels like they are not learning, sometimes their response comes out in a way that an educator may not have encountered before. How do you deal with that?

DR. SALAZAR-MONTOYA:

We address it in an umbrella-like approach, since this is the leadership pipeline and their role in school leadership would be to support the classroom teacher. We have discussed with them that it is important for school leadership to model being supportive of the fundamental needs of our children.

If our children are not feeling socially and emotionally supported, they are not going to learn. We are preparing our school leaders by bringing successful leaders from across the Country. We have brought successful superintendents and award-winning school leaders from New York City, Denver public schools and Arizona to talk intimately with these aspiring leaders about successful techniques they have used in their school districts. We have also talked about the importance of reciprocal respect. If we respect the students, the students will respect us.

Somebody once said the essential question we should be asking all candidates who work in schools is, "Do you love kids?" If you do not love kids, you should not be in school. If you are a mastermind at chemistry, algebra or whatever your

area of specialty is, that is only part of the job of teaching. You really need to love kids, respect kids and have an opportunity to help meet their very basic needs before you can actually meet their educational needs.

MS. ESPARZA:

I really appreciate you asking that question, Senator Neal, because it is a very complex issue. We have not acknowledged the trauma that our students have endured through the COVID-19 pandemic. Oftentimes, their language is being displayed in ways that we would not normally have seen before the pandemic. We have not sincerely acknowledged that.

In my position as President of the Leadership Institute of Nevada, we did a partnership with Dr. Anne Weisman of the UNLV School of Integrative Medicine and Dr. Debb Oliver from the nonprofit, Mindful Social Emotional Academic Development. The idea was to create some courses to help adults to understand the self-regulation of their own well-being first, in order to address some of the issues they are encountering and seeing in the classrooms that we have never seen before. We have to start with the adults. To really understand the behavior of social-emotional learning and having social awareness and responsible decision-making helps us to teach our kids and really address where they are socially and emotionally in the moment.

I have left the system, so it is hard for me to say what types of multi-tiered systems of support have occurred in the schools and what training is provided that is definitely necessary. We embed that in what we are presenting and sharing with our diverse leaders. You have to have relationships with your students in order to meet them where they are, and where they are right now is socially and emotionally needing some assistance.

SENATOR NEAL:

Are you doing the training, or are you just providing resources for training? I am confused.

DR. SALAZAR-MONTOYA:

We had six day-long sessions with all the participants. I think it came out to 60 hours of free professional development. We did a flip model where all of our presenters for the most part came for free and our teachers were using their personal time to attend these sessions and truly invest as lifelong learners in their profession. Because this was a research study, there was an incentive for

them to participate in the research itself, so many of our participants were paid for their voice.

SENATOR BUCK:

Do you know how many schools in public traditional schools and public charter schools are dual-language schools?

DR. SALAZAR-MONTOYA:

We do not represent CCSD, so I do not have those statistics. However, that is a subject we are hoping to integrate into the second year if we are funded again. Having come from New Mexico, where bilingual education is front and center in terms of having success, we are hoping to embed that with some of our future speakers.

SENATOR BUCK:

I could not agree with you more; bilingual education is definitely important. If these leaders were doing practicums and student teaching, or potentially getting experience with volunteer hours in these settings, it definitely could be valuable.

VICE CHAIR FLORES:

Thank you again for joining us today and providing your presentation. We appreciate your time and flexibility. We will close out the presentation and open the hearing on Assembly Bill (A.B.) 43, which revises provisions relating to school emergency operation plans.

ASSEMBLY BILL 43: Revises provisions relating to school emergency operations plans. (BDR 34-238)

MEGAN HALL (Planning Supervisor, Division of Emergency Management, Office of the Military):

I am here to testify in support of A.B. 43, which revises the deadlines for the required submission of School Emergency Operations Plans to the Division of Emergency Management (DEM) as required by *Nevada Revised Statutes* (NRS) 388.245, subsection 3, and NRS 394.1688, subsection 2. It also revises the deadline that DEM is required to submit a report to the Superintendent of Public Instruction as required by NRS 414.040, subsection 5, paragraph (d), subparagraph 5.

These revisions add a specific deadline to submit plans from Emergency Operations Plans Development Committees to their Boards of Trustees or governing body on or before August 1 of each year. It changes the deadline for submission to DEM from July 1 to August 15 of each year. It also revises the deadline for the DEM to report to the Superintendent of Public Instruction from August 15 to November 15 of each year.

The idea for this recommendation was brought up by school emergency managers and was proposed across the State and discussed with other local county school officials. Discussions were also held across educational sectors, including public, charter and private schools. This change will have no impact on existing schools, both urban and rural, as they are always welcome to submit their plans earlier than the deadline.

Assembly Bill 43 will allow new schools working through licensing and planning processes to have better access to required members of the Emergency Operations Plans Development Committees and school committees prior to submission deadlines. These committees require a minimum of one parent or guardian from the district and/or school to participate in the planning process. Changes to the deadline will also allow alignment of statutorily required planned submissions and reporting timeframes.

The DEM receives plans from schools, jurisdictions, utilities and resorts. For the 2022 calendar year, the DEM anticipated receiving 493 plans. Changing the date the DEM is required to report to the Superintendent of Public Instruction to November 15, aligns with the deadline for resort submission and allows the DEM to better streamline its processes for managing these duties.

SENATOR NEAL:

I am trying to figure out why you moved the reporting date, because moving it from July to August makes it look like districts will start school and then approve the emergency plan, which does not make sense to me.

Ms. HALL:

The date change is to support new schools through their licensing and planning processes. They are required to have members like a parent, guardian or student on their committees. The idea is that by July 1, the new schools working through licensing will not have gotten to the point of registration and thus have access to these required members. Pushing back that deadline allows the school

more time during pupil registration to recruit those people onto their committees. The goal is that every school has an active plan before they ever have a student on campus.

SENATOR NEAL:

That still does not make sense to me because I did not read the bill as applying to new schools. I read the bill as applying to existing schools and I do not see how moving that deadline later helps those schools. I understand what you said about recruiting new members, but to me it would make sense to have some language in here about staggering the old members until you can recruit the new members. Do you have success finding parents to get on the committee?

Ms. HALL:

Since July 1 is in the middle of summer, a lot of school contracts are on break that month. The feedback we received from those that carry out these plans is that it can be difficult because they are not on contract and they do not have people around. Existing schools are always welcome to turn in their plan at any point during the year, as long as they have it turned into the database by the deadline.

Existing schools typically tend to do their planning in the spring semester of the year before, so they start planning for the next year. Existing schools can also carry their committees and members forward to the next school year, and they have the population to reach back into if somebody decides they do not want to sit on that committee again.

The problem is with new schools having access to those populations when typically we see a lot of schools and administrators on their contractual breaks. This bill fixes that.

SENATOR NEAL:

I just did not understand that timeline, because CCSD schools start August 8.

Ms. HALL:

Absolutely. I would be happy to meet with you offline if you like.

VICE CHAIR FLORES:

I will take testimony in favor of A.B. 43.

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MARY PIERCZYNSKI (Nevada Association of School Superintendents):

We supported this bill on the Assembly side and we are supporting it here. Carson City School District submits their plan in April before the school year ends. A lot of school districts do that, and if you want specific times when other districts submit plans, I can get that for you.

VICE CHAIR FLORES:

Seeing no more testimony in favor, against or in neutral on A.B. 43, I will close the hearing and open public comment.

SUSAN PROFFITT (Vice President, Nevada Republican Club):

I am the Vice President of the Republican Club here in Nevada. I want to ask you to continue to give every consideration to these education bills because they are so critical to everything else you are trying to do. The basic infrastructure of Nevada needs to be addressed. I have enjoyed watching the bipartisan bills you have addressed because it shows teamwork and I do appreciate that. I would like to mention A.B. 400, the K-12 education omnibus; please pass that.

ASSEMBLY BILL 400: Revises various provisions relating to education.
(BDR 34-1088)

I also want to mention A.B. 330 for school discipline; please pass that.

ASSEMBLY BILL 330: Revises provisions governing education. (BDR 34-1087)

We need you to pass Senate Bill (S.B.) 412 for crime and public safety.

SENATE BILL 412: Revises provisions relating to criminal justice.
(BDR 14-1091)

Also, S.B. 405 for election administration; please pass that.

SENATE BILL 405: Revises provisions relating to elections. (BDR 24-1090)

Also, S.B. 431; pass that.

SENATE BILL 431: Revises provisions relating to governmental administration.
(BDR 18-1089)

YVETTE WILLIAMS (Chair, Clark County Black Caucus):

I am here as Chair of the Clark County Black Caucus and I am also Executive Director for the Black Student Union Network (BSN) in partnership with CCSD. On behalf of all our students in the building today, they are here learning and very much enjoying the process. I want to speak on three agenda items that are on their minds, starting with mental health.

Access to mental health and sustaining future funding for the mental health services they are receiving once American Rescue Plan money is gone, is vital. Students are utilizing telehealth extensively for mental health services.

The other thing students are most concerned about is school safety and multicultural education. Those standards are not implemented yet, and they would like to see what the Legislature can do to help make that happen.

Lastly, the concern is around accessing quality education. There are disparities that still exist for African American students, and they would like to see those things better addressed. For example, they want more access to mastering academic standard English, as well as higher education opportunities with Advanced Placement classes and access to Career and Technical Education programs that can lead to college and career opportunities.

VICE CHAIR FLORES:

Thank you for joining us. It is wonderful to see so many amazing students here. This is your building and we are here to serve you, so we appreciate you being here.

SENATOR HAMMOND:

Can we get one of the students to come up and speak?

NICKY PACKARD:

I am a 16-year-old attending Legacy High School in Las Vegas. I just want to say thank you for your time and for allowing us at BSN and my fellow black students to be here to experience, learn and seek opportunities. For me, this trip has been amazing. It is a learning experience. It allows me to focus and see into my future and think about my goals. Seeing you all before me is something that I truly love. Thank you, I appreciate you all so much.

VICE CHAIR FLORES:

Thank you, Senator Hammond, for inviting our students up to speak. Just remember, maybe someday you will be sitting on this side of the dais, and your last name will be over here marking your seat, and all your friends will remember this moment.

SENATOR TITUS:

There are opportunities to be interns here, so please look into those opportunities.

JAYLA FERRIS:

I am a senior at Canyon Springs High School and I ask, as you guys go into passing these bills, reviewing things, and going into the voting process, please consider the fact that your own children could be in our situation. If you would not put your own children in that situation, please be mindful that we value our safety and our education, and we want the best for us. We hope the people who have been elected want that for us as well. It is nice to see us be represented and know that we are cared for in that aspect.

MIKALA GARDNER:

I am a sophomore at Canyon Springs High School, and I believe that access to mental health services is important. As someone who is currently going through our school system, struggling with mental health, I see students not getting access to that help, either because of lack of money or for religious reasons. I think it is very important that students have that access. We do not really have any social workers coming in. I understand that there is only so much you guys can do, but I ask you to please take it into consideration for the benefit of not only minorities, but all students.

MARSAI LEBLANC:

I am a senior at Northwest Career and Technical Academy. Thank you for allowing us to come in and sit in on these hearings so we can understand how these hearings work and how you guys listen to different points of view being presented. Thank you also for allowing us to be given these opportunities, internships and observations.

We appreciate you allowing us to give you our perspectives on issues and taking those into consideration. They often fall on deaf ears and are not really

appreciated or put into the curriculum, or the different hearings or bills you are passing. Thank you again for everything.

SENATOR NEAL:

Canyon Springs High School is in my Senatorial district, and I hope that when you all get out of school at 2:00 p.m., you will look up the agendas on the Nevada Legislature website and call in to a meeting like this if there are issues in the Assembly, or the Senate Committees on Education or Health and Human Services that you care about. There is a call-in number on the agendas and you can have your voice heard. You can also submit written comments after the meeting is over and voice your opinion on a bill that is presented.

SKYE FONEMEYER:

I am a sophomore at Canyon Springs High School, and I wanted to talk about one of the major themes that was brought up earlier. The very first theme brought up was mental health advocacy for everybody, not just high schoolers, but also the kids in middle schools and elementary schools. I have a little sister who recently went through a big change in her life. She went through a lot during school and, without resources for mental health, I do not think she would have gone down a very good path. So, funding for this, even after 2025 when many of us graduate, should be extended even further so we can help, not only this generation right here, but so many of our younger siblings and younger cousins and everybody in our community.

RINA STEVENSON:

I am a senior at Northwest Career and Technical Academy. Regarding the mental health and safety aspects in school, I feel like our schools could implement more educational aspects regarding our cultural education. We can definitely use more safety in the sense of cultural safety. In my school, a lot of students do not respect the culture barrier between, not just black students, but all students of color. When you pass these bills, it would be great if you could implement more programs like Hazel Health that help us talk to people about the situations we go through, not only at home, but at school. These programs are underfunded and overlooked, and then when the funding goes toward schools, they do not fund programs like these. I do really hope you take this into consideration.

JADE HAWKINS:

I am a junior at Desert Oasis High School. I wanted to say that though we are here representing BSN, I feel it is important to advocate for the other ethnicities that do not have an entire student union here pushing them in this direction. As far as our history curriculum, at least in Las Vegas and Clark County, I can say that though we have a very diluted session on Black history, there are other ethnicities that are not talked about at all. For example, Asian American history and Hispanic history in Nevada and Las Vegas. I feel like it is important for us as students to see all kinds of representation in our history curriculum because in Nevada, specifically, it is not just white people here. We have a very diverse population, and it is important to find that representation in the classrooms.

AMAYA FRANK:

I go to Southwest Career and Technical Academy and want to thank you for letting us join you and talk about problems that we find very important. The last speaker mentioned how other ethnic groups can be targeted. At my school, the Asian and black students were more targeted. It is still important to get more counselors and access to mental health services for students of color, and just any help that they could get.

CASH WILLIAMS:

I am a sophomore at Cheyenne High School, and my main concern is with the teachers in our schools. I have eight classes and I only have four stable teachers. I find that troubling when I am trying to complete work or learn a certain topic and we do not have the correct teacher for it, or we do not even get the right lesson plan, because we do not have a teacher to teach the class.

This is a problem for many other students, especially students who have trouble learning by themselves, just looking at a computer because they have no teacher. They are just stuck in a corner because they have no teacher. That is a big problem.

My second concern is having a therapist in our schools. I would like for us to at least have an outlet for this in a school. We have Hazel Health, but you have to literally call them and go through a whole process just to talk to someone. Having somebody on campus that we could talk to face-to-face would help a lot because our counselors are not trained to do that. If we had a therapist, we could express ourselves.

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VICE CHAIR FLORES:

We appreciate all of you joining us today. We often have an opportunity to hear from folks in the community and folks that get paid to speak in front of us. All of you have done a good job of advocating for issues that are important to you and demanding that we do a better job representing you. I also appreciate how in tune you are within the community, advocating, not just for those things that impact you, but other members of your community. I just think you are well beyond your age.

I will adjourn the meeting of the Senate Committee on Education at 3:25 p.m.

RESPECTFULLY SUBMITTED:

Linda Hiller,
Committee Secretary

APPROVED BY:

Senator Edgar Flores, Vice Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit Letter	Introduced on Minute Report Page No.	Witness / Entity	Description
	A	1		Agenda
	B	1		Attendance Roster
	C	2	Ramona Esparza / LION	Presentation Handout
	D	3	Dr. LeAnne Salazar-Montoya / UNLV	Written Testimony