

NORTH DAKOTA LEGISLATIVE MANAGEMENT

Minutes of the

EDUCATION POLICY COMMITTEE

Thursday, July 19, 2018
Roughrider Room, State Capitol
Bismarck, North Dakota

Senator Erin Oban, Chairman, called the meeting to order at 8:30 a.m.

Members present: Senators Erin Oban, Kyle Davison, Richard Marcellais, Donald Schaible, Shawn Vedaa; Representatives Rich S. Becker, Ron Guggisberg, Mary Johnson, Donald W. Longmuir, Andrew Marschall, David Monson, Bill Oliver, Matthew Ruby, Cynthia Schreiber-Beck

Member absent: Representative Mark S. Owens

Others present: See [Appendix A](#)

It was moved by Senator Schaible, seconded by Senator Davison, and carried on a voice vote that the minutes of the March 13, 2018, meeting be approved as distributed.

STATUTORY EDUCATION REPORTING REQUIREMENTS

Chairman Oban called on the Legislative Council staff to present a memorandum entitled [Education Reporting Requirements](#). The Legislative Council staff said the memorandum lists approximately 100 Century Code and Administrative Code provisions relating to education reporting requirements. He said the memorandum is not an exhaustive list of every reporting requirement that exists, as some discretion was used in putting the document together.

Representative Schreiber-Beck said it would be beneficial to determine how many of the statutory reporting requirements in the memorandum are relevant and necessary. She said it may be necessary to establish a committee to conduct an in-depth study of the provisions included in the memorandum.

DEPARTMENT OF PUBLIC INSTRUCTION**Reports on Waiver Applications, Innovative Education Programs, and Evaluation Data Results**

Chairman Oban called on Ms. Ann Ellefson, Director, Office of Academic Support, Department of Public Instruction, for a presentation ([Appendix B](#)) regarding required reports on waiver applications, innovative education programs, and evaluation data results.

In response to a question from Representative Becker, Ms. Ellefson said it is difficult to meet the needs of every student in a classroom when each student is on a different level. She said the Jaguar Academy attempts to address various student needs at the academic level of each student.

In response to a question from Senator Davison, Ms. Ellefson said students who are ready can take credit-bearing courses prior to 9th grade. She submitted the number of 8th grade students in the Northern Cass Public School District who took credit-bearing courses during the 2017-18 school year, the courses taken, and the number of credits earned ([Appendix C](#)).

Report on Test Scores Aligned to State Standards

Chairman Oban called on Mr. Rob Bauer, Director of Assessment, Department of Public Instruction, for a presentation ([Appendix D](#)) regarding a required report on test scores aligned to state standards. Mr. Bauer said he cannot report on the results of the North Dakota state assessment from the past school year because those results are not yet available.

In response to a question from Senator Davison, Mr. Bauer said ACT Aspire cut scores are not determined using the established standards used for college readiness. He said North Dakota will be establishing standards for determining cut scores. He said the standards may end up aligning with the established standards, but it is not the intent or goal.

In response to a question from Chairman Oban, Mr. Bauer said there are other states that utilize the ACT Aspire in place of a state assessment in their Every Student Succeeds Act plan. He said Oklahoma and West Virginia have done so, and there may be others.

STATEWIDE STRATEGIC VISION ON EDUCATION

Chairman Oban called on the Legislative Council staff to present a bill draft [[19.0243.01000](#)] regarding the duties of the Superintendent of Public Instruction pertaining to a meeting of stakeholders regarding the statewide strategic vision on education. The Legislative Council staff said as requested, the bill draft directs the Superintendent of Public Instruction to hold an annual meeting to review and update the K-12 strategic vision.

Ms. Kirsten Baesler, Superintendent of Public Instruction, said the stakeholders of the strategic vision steering committee met to continue their work of getting all education entities in the state on the same page and moving toward a common goal. She said it was daunting to start the process of developing a statewide vision for education because the stakeholder groups are comprised of various education entities and boards not under the authority of the Superintendent. She said she is not in control of the strategic vision, but she coordinates the stakeholder meetings that began in January 2018. She said another meeting will be held in the fall to share information and accountability between the stakeholder groups.

In response to a question from Representative Monson, Ms. Baesler said she would hold stakeholder meetings related to the statewide strategic vision even if it were not a statutory directive as the bill draft proposes. She said the significance of the bill draft is to require representatives of various entities be present. She said she can convene meetings, but she has no authority to compel any entity to attend.

In response to a question from Senator Schaible, the Legislative Council staff said the bill draft does not address who determines whether the school district and regional education association strategic plans are aligned to the statewide vision, or what happens if they are not aligned. He said amendments can be made to add additional detail regarding those concerns if the committee desires.

In response to a question from Representative Monson, Ms. Baesler said there is no requirement that entities report regarding a strategic plan.

In response to a question from Senator Marcellais, Ms. Baesler said the North Dakota University System and the North Dakota Council of Educational Leaders have not submitted their strategic objectives.

In response to a question from Chairman Oban, Ms. Baesler said she hopes every school district submits a strategic plan.

Public Comment

Mr. Wayde Sick, Director, Department of Career and Technical Education, said he supports a bill to authorize the Superintendent of Public Instruction to call an annual meeting of stakeholders regarding the statewide strategic vision.

Ms. Alexis Baxley, Executive Director, North Dakota School Boards Association, said the association supports any initiative that promotes communication and collaboration among education entities in the state.

Mr. Elroy Burkle, Executive Director, North Dakota Small Organized Schools, said while he supports communication and collaboration efforts, another mandate requiring entities to develop a strategic plan is not necessary. He said he is neutral on the bill draft at this time, but he has some reservations.

In response to a question from Senator Davison, Mr. Burkle said every school district goes through the school improvement process once every 5 years in which the district sets goals and identifies strengths and weaknesses. He said training for board members is critical for strategic planning.

Ms. Rosi Klobberdanz, Director, North Dakota Educational Technology Council, said she supports the bill draft.

Senator Marcellais said the committee needs to make sure any strategic planning requirements are in line with federal education requirements.

DAKOTA BOYS AND GIRLS RANCH

Chairman Oban called on Mr. Jim Vetter, Vice President, Partner and Community Relations, and Ms. Marcia Bartok, Superintendent and Vice President of Education, Dakota Boys and Girls Ranch, for a presentation (Appendices [E](#) and [F](#)) regarding logistics and issues related to working with K-12 education entities. Ms. Bartok

said the mission of Dakota Boys and Girls Ranch is, in part, to help at-risk children and their families succeed. She said "at-risk" means any type of variable that presents a challenge to a child or their family being or feeling successful. In an education setting, she said, "at-risk" probably means the child is in danger of not graduating due to a number of issues involving academics, drug and addiction issues, mental health issues, and sexual issues. She said approximately 67 percent of students at Dakota Boys and Girls Ranch enter 1 to 2 grade levels below where they should be. She said while it is important to focus on improving the academic performance of students, most of the students also enter with severe psychiatric and traumatic issues that must be addressed. She said part of the strategy is educating the sending schools so when a student transitions back to the school from which the student came, the student can continue to progress without dealing with regression and setbacks. She said they are not successful in every single case, but they are successful in many instances and the goal is to help every student who comes to Dakota Boys and Girls Ranch.

In response to questions from Chairman Oban, Ms. Bartok said regarding logistical issues, when working with so many different sending school districts, it requires some help and coordination from state-level education entities. For example, she said, Dakota Boys and Girls Ranch depends on regional education associations (REA) for help with professional development for teachers. She said Dakota Boys and Girls Ranch has several locations and each one works with a different REA. She said the REAs have different approaches to professional development. She said the REA that services the Minot location has been very accommodating in allowing teachers from the Bismarck location to attend professional development. She said despite best efforts, there is some disparity in the services provided. She said uniformity and consistency across all locations is an issue they are attempting to remedy. She said the sending school district pays tuition for a student who comes to Dakota Boys and Girls Ranch. She said there are state funds attached to special education. If a student comes to Dakota Boys and Girls Ranch with special education needs, she said, those funds can be utilized, but it is a bit awkward because the amount of available funds can vary from district to district. She said as a nonpublic school and a nonprofit entity, the majority of funding for the Dakota Boys and Girls Ranch is donor based.

In response to a question from Senator Marcellais, Ms. Bartok said the Dakota Boys and Girls Ranch provides services to a large number of Native American students. She said 15.3 percent of students served across all campuses for the 2017-18 school year are Native American.

In response to a question from Representative Johnson, Ms. Bartok said the Minot campus serves 60 students, Fargo serves 30 students, and Bismarck serves 15 students. She said because only the Minot campus has elementary services, if a student from Bismarck or Fargo needs those services, the student is required to go to Minot.

ENGLISH LEARNER TOPICS

Department of Public Instruction

Chairman Oban called on Ms. Lodee Arnold, Assistant Director, English Learner Programs, Department of Public Instruction, for a presentation (Appendices [G](#), [H](#), and [I](#)) regarding funding, accountability, data, and outcomes of English learner programs.

In response to questions from Chairman Oban, Ms. Arnold said the trajectory for an English learner is predicated on the level of support the individual receives. She said there is not adequate data to track and guarantee every English learner in every district is receiving the level of support required to maintain the individual's trajectory. She said the department does a variety of things to assist districts, including providing technical assistance, holding regular English learner coordinator meetings to share information and best practices, and providing year-round professional development.

In response to a question from Representative Guggisberg, Ms. Arnold said the department has the capability to breakdown the information further and look at statistics regarding students who have consistently been present over a designated number of years.

In response to a question from Senator Marcellais, Ms. Arnold said the state grant money regarding English learners is based on the enrollment of English learners who are in levels 1, 2, and 3. She said the districts who have the most students enrolled in those levels receive the grant money. She said the federal Title III grant also is based on enrollment.

In response to questions from Representative Schreiber-Beck, Ms. Arnold said she is the only full-time staff member in the department working on English learner programs. She said she has one support staff member who works at approximately 0.25 full-time equivalent on English learner programs. She said the number of professionals working on English learner programs in the field varies from district to district. She said there is no mandated requirement of the ratio of professionals to students in English learner programs in the state. Across the state, she

said, there is a shortage of English learner professional staff relative to the level of students who require the services. She said some school districts offer summer English learner programs.

In response to questions from Chairman Oban, Ms. Arnold said North Dakota is doing quite well overall with English learners relative to other states, and getting better every year. She said rural areas of the state have more difficulties than the urban areas due primarily to a lack of resources. She said English learners have access to a majority of the other K-12 education entities providing services to non-English learners, such as Career and Technical Education. She said there is good communication and collaboration between the entities and English learner programs.

Chairman Oban called on Ms. Amy Burdick, English learner social studies teacher, Davies High School, Fargo, for a presentation ([Appendix J](#)) regarding English learner topics. Ms. Burdick said when discussing a "sheltered-instruction" program, they look at what courses are required to receive a high school diploma, and then those courses are offered with an English learner certified teacher. She said "system 44" is a reading intervention program.

In response to questions from Chairman Oban, Ms. Burdick said as English learner students become proficient, they can move into mainstream classes with non-English learner students. She said some students may be in English learner classes for some subjects, and mainstream classes for others. She said it depends on the level of proficiency in each subject. She said many English learner students also are working and contributing to the household income. She said she does not have data or percentages, but by their 2nd or 3rd year in the country, most English learner students are working in addition to attending school. She said most English learners are very driven to receive a diploma and stay in school even after taking on a job.

In response to questions from Representative Johnson, Ms. Burdick said Fargo North High School does not have English learner services. She said any English learner students at Fargo North High School are bussed to Fargo South High School. She said most English learner teachers do not speak the native language of the student. She said in best case scenarios, there are multiple students who speak the same language and can help each other. She said if there are no other students, technology can be a helpful tool to help translate between student and teacher. She said the toughest situations are when there are no other students to help and the student is not literate in the student's native language which prevents the student from using written translation tools on a laptop. She said in those situations the student has to be taught from the ground up starting with the alphabet and correlating sounds to letters.

In response to a question from Representative Becker, Ms. Burdick said the majority of her students have refugee status. She said schools cannot ask about a student's status, but many offer the information freely through conversation in the classroom because they are not illegal immigrants and have nothing to hide.

In response to questions from Representative Guggisberg, Ms. Burdick said Michigan is the prime example that much of the rest of the country looks toward when developing English learner programs and strategies. She said North Dakota has been on par with Michigan the past several years for exit data from the English learner program. She said the percentages decreased significantly recently because the criteria was changed. She said the bar was raised which resulted in fewer students competently exiting the program. She said this was an issue across the country, not just in North Dakota.

In response to a question from Senator Oban, Ms. Burdick said she teaches her students how to pass the North Dakota citizenship test required by law during the American government semester of her curriculum.

SPECIAL EDUCATION TOPICS

Department of Public Instruction

Chairman Oban called on Ms. Gerry Teevens, Director, Special Education, Department of Public Instruction, for a presentation ([Appendix K](#)) regarding special education units, funding sources, data, and collaboration efforts between special education units and K-12 education entities.

In response to a question from Chairman Oban, Ms. Teevens said to the best of her knowledge the largest increase in trend data of students being served on individualized education programs is attributable to the increase in the number of students being diagnosed as being on the autism spectrum.

In response to a question from Senator Davison, Ms. Teevens said "other health impairments" refers to students with severe health diagnosis including issues ranging from attention deficit disorder to heart conditions.

In response to a question from Representative Oliver, Ms. Teevens said disability determinations are made based on available information regarding the student. She said sometimes students are categorized as having other health impairments if there is not enough hard data and facts to place them in another category definitively.

In response to questions from Senator Davison, Ms. Teevens said there is a maximum amount each state agency may set aside from grant dollars for administrative and other activities. She said the amount is determined at the federal level. She said an agency may set aside approximately 20 percent of grant dollars for those purposes. She said state funding goes to the districts, while federal funding goes to the special education units. She said in some situations the units hire and pay special education staff, and in other situations the school district is responsible. She said if the district hires and pays the staff, the units contribute money to help with the costs. She said she is not aware of any provision in statute that prevents such an arrangement from occurring in which school districts and special education units contribute funding to each other to help pay for the cost of special education services and staff. She said there are some challenges in staffing special education units, especially in rural areas where the distance between districts can be quite far. She said many districts and units are exploring telecommunication as a means of overcoming those challenges. She said an issue of great concern is there are fewer special education professionals coming out of colleges to fill employment openings.

Special Education Units

Chairman Oban called on Mr. John Porter, Director, South Valley and Rural Cass Special Education Units, for a presentation ([Appendix L](#)) regarding outcomes, challenges, and emerging themes of special education units.

In response to questions from Senator Davison, Mr. Porter said the growing areas in need of the most additional support are behavioral and mental health supports. He said most units have staff capable of working in those areas, but they are not necessarily experts in the area of mental health treatment. He said mental health treatment is more of a medical-based therapy model that requires more advanced skills and expertise. He said it is no longer the case where a student has only a learning disability or speech impairment. He said more students are being diagnosed with a combination of issues and impairments, which in turn require more advanced treatment, education, and training of staff. He said the service count of students requiring service is not growing, but the level of needs each student has is growing. He said when doing budgets for special education units, he budgets to contract at least one speech language pathologist because he assumes he will not be able to find one to hire full-time. He said contracting for a speech language pathologist can cost approximately \$100 per hour plus travel.

ADULT EDUCATION TOPICS **Department of Public Instruction**

Chairman Oban called on Mr. Stan Schauer, Assistant Director, Adult Education, Department of Public Instruction, for a presentation ([Appendix M](#)) regarding adult education topics.

In response to questions from Chairman Oban, Mr. Schauer said the state funds he stated that are received through legislative appropriation for adult education are annual amounts and would need to be multiplied by two to have the accurate biennial amount. He said the reason persistency rates rose so significantly in 2014 was because the testing standards were changed. He said cut scores were lowered which meant more students passed the general educational development (GED) test. He said individuals in need of adult education services in areas in which service had to be cut due to budget reductions can receive some services with funds from other sources, just not adult education.

In response to questions from Representative Schreiber-Beck, Mr. Schauer said there are a number of reasons the numbers fluctuate year to year when discussing adult education and GED testing. He said many people choose to get a job if the opportunity presents itself instead of improving themselves through adult education. He said during the oil field boom, adult education numbers were down because many prospective students decided to go work in the oil industry. He said the department has discussions and works with companies on adult education and GED training. He said he recently had a discussion with Cloverdale Foods, which wants to start a GED training program for employees.

Senator Marcellais said with the help of the department, Turtle Mountain Community College had its largest GED class this spring. He said approximately 125 students received GEDs.

In response to a question from Representative Monson, Mr. Schauer said on a per capita basis, North Dakota has one of the lowest funding levels relative to other states. He said despite the low funding, North Dakota continues to perform well in adult education. He said federal funding unfortunately is not based on the success of the program, but is based on need and North Dakota does not have the numbers to compete with states with much larger populations and a greater number of people with adult education needs.

In response to a question from Chairman Oban, Mr. Schauer said adult education has issues in certain parts of the state in which adult education programs are unable to accept more students based on the level of funding. He said some programs have wait lists for students who want to enter an adult education program.

Job Service North Dakota

Chairman Oban called on Ms. Michelle Kommer, Commissioner, Department of Labor and Human Rights, and Executive Director, Job Service North Dakota, for a presentation regarding issues and redundancies among adult education, vocational rehabilitation, Job Service North Dakota, the Department of Labor and Human Rights, and the Department of Commerce. Ms. Kommer said she was appointed to both the Department of Labor and Human Rights and Job Service North Dakota to create efficiencies, and also to consolidate the points of contact regarding workforce development and coordinate and collaborate between state agencies on related issues in North Dakota in an effort to maximize resources. She said there is an effort by the Workforce Development Council to explore ways in which to accomplish those efforts. She said as of May 2018, North Dakota had an unemployment rate of 2.6 percent. She said the unemployment rate is 3.9 percent nationally. She said North Dakota has the highest labor market participation rate out of any state, meaning more North Dakotans are working relative to the entire population of the state than any other state. She said there are over 14,000 job openings listed at Job Service North Dakota, but because employers are not required to report openings to the department, there are likely many more openings. She said this means we have a workforce shortage in the state.

Ms. Kommer said the Workforce Development Council has been in existence since 1995. She said the council consists of 32 members and, since 2017, the council has been advising the Governor and the public regarding the nature and extent of workforce development needs in the state. She said through collecting research and data, they hope to have recommendations available by the fall of 2018.

In response to a question from Chairman Oban, Ms. Kommer said the council has developed five emerging themes. First, she said, they have discovered a shortage in nursing and "health care tech" workers. Secondly, she said, there is a middle skills gap, which could be addressed in part through adult education services. Thirdly, she said, there is an opportunity to become a leader in investment and education in job creation for the technology and cyber education sectors. Fourth, she said, addressing populations that have barriers to employment is necessary. She said based on the population in the state, there are available workers to fill open positions primarily in the 16 to 19 year old age group and individuals reaching the age of retirement. She said the vast majority of individuals between those two groups are already working. She said when approached from a non-age-based perspective, individuals in tribal communities, individuals with disabilities, and new Americans are the demographics with higher unemployment rates that could be available to fill openings. She said the council has been exploring ways to engage these populations, enhance relationships, and help address the need to fill open positions. She said the 5th theme is the coordination of resources.

Ms. Kommer said the council has discovered there are multiple programs across several agencies related to workforce development that perform similar functions. She said those programs include the Department of Human Services vocational rehabilitation program, senior community service employment program, the Department of Commerce Workforce Division, and the Department of Public Instruction adult education units. She said these agencies and programs operate independently from one another and this is an area of state government in which there is an opportunity to streamline processes and procedures. She said these programs may be a prime example of areas where redundancies could be reduced and resources could be located in a central location, while improving experiences and helping individuals find employment.

Senator Marcellais said as of March 2018, the Turtle Mountain Indian Reservation has over 10 percent unemployment. He said the majority of individuals who are unemployed are between 18 and 30 years old. He said he does not know how Job Service North Dakota intends to address this issue after services were eliminated in Rolla. He said tribal members now have to travel 85 miles to Devils Lake for service, which is difficult when those unemployed individuals do not have money to pay for gas or transportation.

In response to a question from Senator Marcellais, Ms. Kommer said she is aware of the statistics regarding unemployment in the Turtle Mountain Indian Reservation. She said she shares the concerns voiced and is motivated to explore options to remedy the situation.

BILL DRAFTS, COMMITTEE DISCUSSION, COMMENTS BY INTERESTED PERSONS, AND STAFF DIRECTIVES

Chairman Oban said in relation to the information presented by Ms. Kommer, there have been discussions at the state level among agency personnel regarding the desire to consolidate some services under a central location. She said as a result of those discussions a bill draft was requested of the Legislative Council staff to explore the possibility of moving adult education from the Department of Public Instruction to Job Service North Dakota.

Chairman Oban called on the Legislative Council staff to present a bill draft [[19.0241.01000](#)] relating to moving adult education related responsibilities from the Department of Public Instruction to Job Service North Dakota. The Legislative Council staff said the bill draft moves the statutory provisions regarding adult education out of title 15.1 and places them under the authority of the executive director of Job Service North Dakota within a new chapter under Title 52.

In response to a question from Representative Monson, the Legislative Council staff said the bill draft makes no substantive changes to the law other than moving adult education into Title 52 and giving authority to oversee the program to the executive director of Job Service North Dakota.

In response to questions from Representative Becker, Ms. Kommer said there would be several benefits to moving adult education under Job Service North Dakota as presented in the bill draft. She said making this change for structural reorganization would allow for more effective and systemic planning regarding workforce development. She said it also would allow for more operational efficiencies between agencies, programs, and units. She said the goal is not to eliminate staff, but there may be additional savings through the efficiencies which may include staff reductions. She said consolidating services would create a repository of resources for citizens looking to utilize workforce development resources. She said they have not moved beyond conversation regarding this potential restructuring. She said there is no hard data and they only are exploring the concept.

Representative Monson said he understands adult education has many facets that may be a good fit for Job Service North Dakota, but it may not be wise to move the program out of the Department of Public Instruction, especially with respect to GED testing and standards.

In response to a question from Representative Monson, Ms. Kommer said there is no guarantee there would be more federal funding available if adult education were moved into Job Service North Dakota. She said if adult education were moved, GED testing would adhere to the curriculum and standards laid out by the Department of Public Instruction. She said there would be a collaborative effort and communication between the state agencies.

In response to a question from Chairman Oban, Mr. Schauer provided information from the United States Department of Education ([Appendix N](#)) regarding how other states administer adult education programs. He said the information shows a breakdown of which state agencies have control over adult education in other states. He said the "state education agencies" would be equivalent to the Department of Public Instruction, and 29 states operate under this model. He said the "community, technical college, or university" category is equivalent to the Department of Career and Technical Education or the University System. He said some states house adult education under "technical and adult education workforce" agencies, which is a hybrid of multiple agencies in North Dakota. He said he is open to the possibility of moving adult education into Job Service North Dakota. He said he does not have enough information to fully commit to the idea, but he would be open to a detailed study exploring the option.

In response to a question from Chairman Oban, Mr. Schauer provided information ([Appendix O](#)) regarding a national summary of statewide performance under adult education programs.

Senator Schaible said it is a good idea to have state agencies collaborate and work together to administer programs as proposed by the bill draft, but collaboration will be necessary regardless of who has authority over the program. He said he is not sure it is necessary to move adult education out of the Department of Public Instruction at this time.

In response to a question from Senator Schaible, Ms. Kommer said a structural change will provide tangible benefits to the system and positive outcomes.

Ms. Baesler said her intent in exploring this possibility is to provide the best and simplest experience for individuals looking to utilize adult education services. She said this change could help provide state government efficiency and provide efficiency for better services to the end user in a central location.

In response to a question from Senator Davison, Ms. Kommer said Job Service North Dakota is 97 percent federally funded. She said the decision to close certain locations following the most recent budget cuts was made based on a number of factors including funding, proximity, need, and usage of the services.

In response to a question from Representative Monson, Ms. Kommer said Job Service North Dakota owns the building that housed the closed office location in Rolla. She said the agency does not have legislative authority to sell the property, but is exploring options to lease the property.

Chairman Oban said the point of the bill draft was to begin a discussion on the possibility of moving adult education into Job Service North Dakota. She said there needs to be more exploration and honest discussion of the data and facts.

Mr. Christopher D. Jones, Executive Director, Department of Human Services, said having resources in one location to help people get on the path to employment would be beneficial. He said in the system an individual may need to go to the Department of Human Services, the Department of Public Instruction, or Job Service North Dakota, or all three depending on the situation. He said there are more job openings in the state than there are people to fill them, but improvements could be made to ensure unemployed individuals are trained with the right skill sets to fill those vacancies. He said between Department of Human Services vocational rehabilitation and Job Service North Dakota, there are at least 17 workforce training sites in the state. He said sometimes the sites are in the same communities and provide similar services.

Chairman Oban said the discussion has focused on adult education because that falls under the purview of the committee, but she also is aware vocational rehabilitation under the Department of Human Services is a piece to the puzzle that may need to be considered in the future.

Representative Monson said trying to house all resources under one umbrella may be a good idea, but trying to consolidate every budget that has a workforce training aspect into one could be a nightmare. He said a study to examine the issue could be beneficial.

Chairman Oban requested the Legislative Council staff to present a bill draft [[19.0242.01000](#)] relating to technical corrections regarding the Every Student Succeeds Act. The Legislative Council staff said the bill draft changes several statutory references from the No Child Left Behind Act to the Every Student Succeeds Act.

It was moved by Representative Oliver, seconded by Representative Schreiber-Beck, and carried on a roll call vote that the bill draft [[19.0242.01000](#)] relating to technical corrections regarding the Every Student Succeeds Act be approved and recommended to the Legislative Management. Senators Oban, Davison, Marcellais, Schaible, and Vedaa and Representatives Becker, Guggisberg, Johnson, Longmuir, Marschall, Monson, Oliver, Ruby, and Schreiber-Beck voted "aye." No negative votes were cast.

No further business appearing, Chairman Oban adjourned the meeting at 4:15 p.m.

Dustin Assel
Counsel

ATTACH:15