



SouthDakota

**Legislative
Research
Council**

MINUTES
Education Funding Formula Study Committee

Representative Jacqueline Sly, Chair
Senator Larry Tidemann, Vice Chair

Second Meeting
2013 Interim
July 29 & 30, 2013

Room 414 & Room 413
State Capitol
Pierre, South Dakota

Monday, July 29, 2013

The second meeting of the Education Funding Formula Study Committee was called to order by the Chair, Representative Jacqueline Sly, at 12:00 noon in Room 414 of the State Capitol in Pierre, South Dakota.

A quorum was determined with the following members answering the roll call: Representative Jacqueline Sly, Chair; Senators Jim Bradford, Jean Hunhoff, Al Novstrup, Bill Van Gerpen and Chuck Welke; and Representatives Dan Dryden, Mary Duvall, Don Haggar, Jenna Haggar, Ann Hajek, Kathy Tyler, and Mike Verchio. Senators Larry Tidemann, Vice Chair, and Billie Sutton were present following the roll call.

Staff members present included Annie Mehlhaff, Principal Fiscal Analyst; Fred Baatz, Principal Research Analyst; and Kris Schneider, Senior Legislative Secretary.

All material distributed at the meeting is attached to the original minutes on file in the Legislative Research Council (LRC). The committee documents are available at the LRC website at <http://legis.state.sd.us> under "Interim Information – Committee Documents." For the purpose of continuity, these minutes are not necessarily in chronological order. This meeting was recorded by South Dakota Public Broadcasting. The archived recording is available at the LRC website at <http://legis.state.sd.us> under "Interim Information – Minutes and Agendas."

Minutes

REPRESENTATIVE JENNA HAGGAR MOVED, SECONDED BY REPRESENTATIVE DAN DRYDEN, TO APPROVE THE MINUTES OF THE JUNE 19, 2013, MEETING. MOTION PREVAILED ON A VOICE VOTE.

Opening Remarks

Representative Jacqueline Sly, Chair, stated that the focus of the first day of the meeting would be to look at the manner in which technology affects education and how teaching methods have changed. The focus on the second day will be the funding formula and how responsive it is to improving graduation outcomes. The opt-outs from the property tax levy limitations and revenue from capital outlay funding will be covered at a later date.

Mobile Technology, Digital Literacy Skills, and Higher Order Thinking Skills

Mr. Lennie Symes, Learning Specialist, Technology and Innovation in Education (TIE), Rapid City, presented information regarding web literacy, the impact of mobile technology, and problem solving skills. He demonstrated search skills to use when navigating the web. (i.e. in Google type "common core" – the quotation marks will narrow the search; use the minus sign next to the word(s) you want to exclude ("common core" –book –video). Another way to search is by site (i.e. "common core" site:gov or site:org or site:edu or site:ed.gov or site:us). Alternatives that are available other than Google search are Twurdy and WolframAlpha.com. Twurdy provides more information, but is slower than Google. Teachers like using Twurdy as it provides a list of websites along with the level of reading difficulty. WolframAlpha.com provides information on the topic, not a list of websites. Mr. Symes discussed a tool that is available called Collusion, which works with Firefox and Google Chrome. It shows how sites are tracking you on the web. TIE holds an annual conference and works with schools in educating teachers through presentations or online classes. He demonstrated various applications available on mobile technology. He stated that the use of technology is changing the way we think. We are moving away from factual education to more problem solving tasks. When looking at funding, he stated the question is not how do I use an iPad but how do I teach technology.

The Evolving Use of Technology in High School Education

Ms. Mary Cundy, E-Learning Principal, Northern State University Center for Statewide E-Learning, Aberdeen, presented an online course demonstration. A copy of her PowerPoint presentation and a pamphlet entitled "Center for Statewide E-learning high school program" was distributed (**Documents 1** and **2**). Since August 2001, the Northern State University Center has helped South Dakota school districts meet critical education needs. The use of the Dakota Digital Network (DDN) and online courses has changed the number of students and schools served as well as the types of courses offered. The three most common types of online classes are taken for credit recovery, dual credit, and advanced placement. Technology infrastructure is very important. The bandwidth in 122 schools is being increased this summer. Technical support is also vital on both the state and local levels.

In response to a question on whether the classes are available for tribal and BIA schools, Ms. Cundy stated that the students can register; however, the technology does not always work well. The online courses work better.

In response to a question regarding the cost of classes, Ms. Cundy responded that the classes are free to the schools and students. There are two registration periods. The priority registration occurs in March and is open to students according to the priority number assigned by the Department of Education. If there are slots left, they are filled on a first-come, first-served basis. Private, non-accredited, and home school students must enroll through their local public school district.

Using Technology in School – An Overview

The committee visited Pierre's Georgia Morse Middle School's eighth grade computer lab. **Mr. Troy Wiebe**, Principal; **Mr. Bryan Linn**, Technology Administrator; **Mr. Brad Kiefer**,

Systems Technician; and **Ms. Kathy Norwick**, teacher, provided an overview and demonstrations of various hardware and software. Hardware demonstrated included the SmartBoard, Mimio, Clickers, iPads, LanSchool mobile unit, and Lenovo all-in-one PC. The school just replaced 800 Gateway tablets and extended the warranty for an additional year at a cost of \$99 per machine. In response to a question regarding what the school district's budget is, they stated they spent approximately \$1.3 million over 4 years on 1,100 tablets. The cost of the Microsoft licenses runs about \$28,000. An additional \$250,000 is spent on other expenses plus software. Mr. Wiebe stated that he just purchased Read 180 software for use at the middle school at a cost of \$35,000. Some of the other software they use includes: Windows 8; Photo Story 3; Movie Maker; Animoto; PowerPoint; Prezi; Vuvox; Gliffy, which is similar to Microsoft Visio; Blackboard Mobile, which is similar to Microsoft SharePoint; and Google Docs. They use teacher in-service time to demonstrate the software. Teachers often have to use their own time to learn it. This summer middle school teachers were paid for 20 hours to use technology programs. Issues that the school district has encountered include the slowness of the hardware, and fewer families having computers at home because of smart phones and other small devices.

SD Innovative Labs, Problem Based Learning, Online Learning and New Tools Demonstration

Mr. Dan Guericke, Executive Director, Mid-Central Educational Cooperative, Platte, and **Mr. Lance Witte**, Superintendent, Wessington Springs School District, Wessington Springs, provided an overview and background of the South Dakota Innovation Lab Schools (Armour, Bonesteel, Platte-Geddes, and Wessington Springs). Two handouts were distributed regarding the South Dakota Innovation Lab Schools and one regarding the Wessington Springs School District's Strategic Plan (**Documents 3, 4, and 5**).

Ms. Mari Biehl, teacher, South Dakota Innovation Labs, Platte, along with **Mr. Gavin Gustad**, **Mr. Wyatt Qualm**, **Ms. Blair Olson**, and **Ms. Avery DeVries**, 2nd grade students of the Platte-Geddes School, demonstrated their monarch butterfly project on an iPad as an example of trans disciplinary, problem-based learning. In response to a question on what follow up is being tracked, Ms. Biehl stated that, as a new pilot project, there is not much data yet; however they have seen special education students show great progress.

Ms. Charlotte Mohling, teacher, Wessington Springs School District, Wessington Springs; **Ms. Mary Ann Koenig**, SD Innovative Labs, Bonesteel; and **Mr. Owain Witte**, student, Wessington Springs School District, Wessington Springs, discussed the personalized learning that is available in rural schools to students through the DIAL Virtual School; the SD Virtual School; the Florida Virtual School; Metro High School in Columbus, Ohio; Innovation Labs; and the South Dakota universities and technical institutes. They also demonstrated Edmodo and Blackboard Learn.

In response to a question regarding who pays for the classes, Mr. Lance Witte stated that if the class is for high school credit, the school district pays for the class; if the class is for post-secondary, the school district will pay up to \$300.

Ms. Sandy Stukel, Virtual School District, Mid Central Educational Cooperative, Platte, discussed how technology has changed the way classes are offered by DIAL Virtual School.

All courses are web-based. They offer courses for credit recovery, original credit, career and technical education (CTE) and college/dual credit. Handouts listing the courses offered were distributed (**Documents 6, 7, 8, 9, and 10**). For the 2012-13 school year, 1637 students were registered from 107 school districts. Ms. Stukel demonstrated the Edgenuity software. Individual school districts can purchase a license for \$600 (if there are 10 students, they would need to purchase 10 licenses) or the school district can sign up for the courses through the DIAL Virtual School at a cost of \$250 per course per semester. A pamphlet was distributed regarding Edgenuity (**Document 11**).

In closing Mr. Guericke stated that education is a very labor intense profession. Teaching is a process, and technology is changing the role of the instructor. In response to a question regarding funding education, Mr. Guericke stated that bandwidth issues have been a problem and are being addressed. He suggested looking at the paradigm shift of what it means to be a school and what makes up the elements of a class that the legislature would support.

Mr. Lance Witte stated that one of the challenges for smaller schools is attracting teachers and retaining them.

The committee recessed at 5:39 p.m.

Tuesday, July 30, 2013

Chair Sly reconvened the meeting at 8:00 a.m. in Room 413 of the State Capitol in Pierre, South Dakota. All members of the committee were present. Staff members present included Clare Charlson, Principal Research Analyst; Annie Mehlhaff, Principal Fiscal Analyst; and Rena Ortbahn, Legislative Secretary.

Career and Technology Academy

Mr. Jim Kayl, Principal, Career and Technology Education Academy, Sioux Falls, presented an overview of the Career and Technology Education (CTE) Academy. The CTE Academy is a regional technical education high school serving the public and nonpublic high schools in Sioux Falls and ten surrounding schools. Having CTE programs housed under one roof allows for cost savings, expanded lab areas, and the development of new programs. He said it offers another pathway for students to succeed, enhances their career opportunities, and helps them attain graduation.

Mr. Kayl reviewed the CTE Academy's existing courses (**Document 12**). Each course is a semester long. Students attend selected courses for a block of one hundred minutes each day. When planning for future courses, the academy looks both at student interest and workforce demands.

Mr. Kayl continued by discussing the CTE Academy's community partners emphasizing that the CTE programs wouldn't exist without these sponsors (**Document 13**).

He said that some schools shuttle all their students to the CTE classes, while other schools give the students an option to drive. Liability is covered under the school's liability insurance.

He said it costs approximately \$2,100 for a student to take a block, and that it is paid by the schools and not the student. Funding for CTE programs comes primarily through the Sioux Falls school district. In 2010 there was an initial startup cost fund, and major equipment purchases were built into the program bids. They do rely heavily on Perkins funds and grants from the SD Department of Education.

Responding to a question, Mr. Kayl said it is always a challenge to find qualified teachers. There is a need to compete salary-wise for these teachers.

Mr. Kayl said that due to demand, instructors in some courses have been increased while other areas are slower in taking off, but that overall, programs have been fairly strong.

Mr. Kayl said that although course curriculum is aligned with state standards, community sponsors are on advisory boards and offer valuable input.

Mr. Kale said that although the academy has to abide by the Sioux Falls School District criteria for teacher pay, for the most part teacher salaries are not a problem. It is a problem competing for registered nurses and automotive mechanic teachers. Through alternative certification, the academy has sometimes been able to fill these types of positions.

Project Lead the Way

Mr. Kayl also presented to the committee an overview of Project Lead the Way (PLTW), (**Documents 14 & 15**).

Project Lead the Way is a national program. South Dakota is the 50th state to implement it. Through the CTE Academy, Project Lead the Way courses are offered in engineering and the biomedical field. Students work on their own, with teachers as facilitators and learn through a hands-on, project-based curriculum designed to develop problem-solving skills, critical thinking, creative and innovative reasoning, and a love for learning. Upon course completion, students can earn college credit. The courses count toward the students' weighted high school grades. Teachers undergo a two-week summer training session to learn the year-long curriculum and how to use the equipment and software.

Funding for the program came from start-up funds, and there are participation fees.

He said the academy recently signed a partnership agreement with USD in cooperation with Sanford Health. There is an ongoing process to connect with other schools so credits will more easily transfer. He believes students experiencing the CTE coursework in high school are more likely to stick with the program.

Burke is the smallest school district in South Dakota to offer a PLTW program. Senator Sutton said that although Burke is an exception, for the most part, it is difficult for a small school to offer a PLTW program. He said that small schools need to be part of the education funding formula discussion as not everyone can go to the larger schools. Mr. Kayl said that a regional system could be established where surrounding communities could travel to Burke for PLTW

courses. Mr. Kayl noted that in the northwest area of the state mobile programs have been set up.

Mr. Kayl said that it takes two full years to take all four classes in a PLTW area; and that teachers and school counselors together identify and encourage prospective students to enroll.

Jobs for America's Graduates (JAG-South Dakota)

Dr. Margo Heinert, Project Manager, JAG-South Dakota, Mission, explained the Jobs for America's Graduates (JAG) program to the committee. JAG is dedicated to preventing dropouts among young people who are most at-risk. Dr. Heinert said it was brought to South Dakota in 2009, first in Wagner, then Lake Andes, Todd County, and Rapid City. She works with a three-year, \$275,000 start-up grant.

Teachers identify and recommend students for the program. Doubling employment, increased graduation rates, and increased chances for a further education are the almost guaranteed outcomes after twelve months of a student participating in the program. She said it is a cost-effective drop-out solution, and that nationally it has a 93.6% success rate.

JAG can be a middle school or a high school program; it differs by community. For example, Rapid City uses JAG as an umbrella for different specialty programs. It is usually offered as an elective. The high school program has 87 month-long, competency-based module lessons. She likened JAG to the old DECA program; it does a lot with leadership, speech, partnering, and career exploration. Students are followed for a year after completing JAG.

JAG students must meet in class for a minimum of one hour per day and then go to other classes. Only 35 students are allowed in a classroom. JAG is an elective class for which students receive credit.

Senator Sutton commented that he has visited with JAG students from Wagner and that it has had an unbelievable impact in their lives. He highly commends the program.

Dr. Heinert said JAG classes are taught on a four-year curriculum, with different topics every year.

Senator Tidemann asked about the \$275,000 start-up grant. Dr. Heinert said these funds were used as initial start-up funds for the larger schools; three schools already in the program were awarded smaller amounts. It also included money for training, an initial kick-off event, establishing an advisory board, and initial money for curriculum. Dr. Heinert said that since South Dakota is affiliated with JAG, the state gives \$12,000 to participating schools yearly.

Wagner Early Learning Center

Ms. Linda Foos, Superintendent, Wagner Community Schools, related the history, funding, and staffing of the Wagner Early Learning Center (**Document 16**). It is a preschool program started in 2006 to fill a need that other programs were not filling. Using Head Start and Impact

Aid funding, the program started with 111 students the first year. Currently 119 students are enrolled. Class size is capped at 17 per classroom, and there is a waiting list.

Ms. Lori Bouza, Principal, Wagner Early Learning Center, presented the curriculum, schedule, other services, and performance data of the preschool program. She said that statistics and research support preschool and with early intervention, they have seen the numbers of children requiring special education go down. She said data from this year's Dakota Step tests show that students who have completed two years of preschool score higher on average than those who have not attended. She said these scores also include the students requiring special education.

Ms. Foos said the total cost for the Early Learning Center program has been \$450,000.

The preschool uses a two-year curriculum. Interventions are based on skills, not age. She said that a child development plan is developed with the parents. Teachers meet with the parents monthly throughout the year, and there are home visits.

Senator Bradford commented that it is a fantastic program and it's sad the state doesn't invest more into it.

Responding to Representative Sly's question, Ms. Foos said the community and school board are committed to the early learning program, and it will be ongoing.

Improvements in New Underwood Schools

Mr. Jeff Marlette, Superintendent, New Underwood School District, New Underwood, spoke of a \$775,000 School Improvement Grant implemented in the high school for the past three years, and the improvements achieved because of it (**Document 16**).

At the project's beginning and as the school's new superintendent, he said that his first impression was that no culture of excellence existed among the student body; there was an attitude of "give me a D and set me free". He said 43 percent of the student body had an "F" in at least one class. A transformation model was selected for the grant's implementation. The program began each year with student summits, initially including just a small group of formal and informal leaders, and in subsequent years, including the entire student body. The summits allowed the students to honestly and openly discuss the school and their educational expectations. Students then helped develop action plans to improve their school.

He emphasized that students want and need boundaries. A new policy was implemented that results in detention if a student does not complete a homework assignment. He said there were 26 students in detention on the first day of implementation, but that number has decreased to 12 on a typical day now.

Mr. Marlette said the school stopped giving excused and unexcused absences. Students are now allowed 10 absences per semester. In an effort to get back to the basic curriculum, he cut back on the use of many grants as they had become a distraction. The school year was lengthened from 144 days to 155 days, and 30 minutes was added to the school day. New Underwood now does benchmark testing three times per year, and there are semester

tests for all high school students. School activities are now promoted, and he said there is an ongoing expectation of higher level thinking (critical thinking).

He said that the key is to set high standards, maintain fairness, set boundaries, and maintain consistency, transparency and communication, and to treat staff as professionals and stakeholders as true partners.

He thinks success entails strong leadership, knowing one's core values, standing up for what is right, patience when things do not happen quickly, and a willingness to take time with the difficult students. He said mediocre teachers in the lower grades should not be tolerated.

Asked what the biggest concern for school administrators is, he replied that they cannot develop programs if they are constantly wondering about funding. They need consistency and a level playing field for all the schools.

A student advisor program is now in place for every student to show students how they can achieve their goals. He thinks students are gaining the confidence they need to go on, and he noted that of the 24 recent high school graduates, 20 of them are going on to college.

Several committee members expressed admiration, and thanked Mr. Marlette for his efforts and successes with the New Underwood school district. He in turn thanked the committee for all the hard work they are doing.

SD GEARUP and the Challenges of Indian Education

Mr. Stacy Phelps, Senior Program Manager, SD GEARUP, Rapid City presented the committee with a program overview (**Document 18**). He said SD GEARUP is in the second cycle of a seven-year program set to end in 2018. It's ultimate goal and objective is to increase the rate of high school graduation and participation in postsecondary education among students who are eligible for financial aid and American Indian students.

GEARUP grants are competitive and must target schools having 75 percent of their students eligible for either free or reduced lunches. He said in South Dakota these are mainly Native American schools. Mr. Phelps said the program can serve both federal and state operated schools. SD GEARUP includes 24 middle schools and 14 high schools, and has a goal of reaching 6,600 students. It operates as a supplemental program and directly serves students and families.

The program employs nine fulltime support staff and grants mini- grants to each school.

Mr. Phelps said they often deal with cash-and-carry families who do not own a credit card and work with them to answer the question of how to finance postsecondary education. A lot of time is spent just trying to get students to go to high school.

Mr. Phelps said the summer honors program is a very successful component of SD GEARUP. Started at the School of Mines in 1992, it has a 21 year history of maintaining high performance rates with an 87% placement rate in higher education (an additional 9% into the

military) and 62% of students that have either graduated from or are still enrolled in higher education. This last summer, 295 students participated in this six week summer experience.

He said SD GEARUP has shown that students succeed when they are motivated, academically prepared, believe they can be successful, and are appropriately supported.

It is not a remedial program; the focus is always on what to do next year, and it promotes a culture of college awareness and has a high expectation of success.

He said that SD GEARUP also wants to keep students in college. He said four years ago the college retention rate for American Indian students was approximately 10%. Most recently the retention rate is at 57% (see slide 14).

In conclusion, Mr. Phelps said that through successful interventions, with targeted goals, the SD GEARUP program has increased the numbers of American Indians from poverty backgrounds who enroll in college and are retained. It is reversing a trend of failure. He said if the program is expanded, it will result in more successes.

He said that after school tutoring, computer-based programs, and the summer honors program are all part of the SD GEARUP program.

Once the GEARUP program is in a school, any student in the school is eligible to participate. Even if students don't attend a targeted eligible school, they can still apply for the summer honors program. The honors program grows every year, and is turning people away.

He said regarding staff that 45 to 50 are residential, in that they are there all the time. At least 50% of the staff are alumni.

Mr. Phelps said there is no doubt the summer honors program works. Intervention methods proven to work in the summer honors program are then rolled out to the 35 GEARUP schools.

He said that finding the matching dollars is a challenge for schools, some do better than others. The state no longer provides part of the match.

He would like to serve more students in eastern South Dakota, but the schools must meet the free and reduced lunch criteria, which is a barrier.

The committee recessed for lunch at 12:25 p.m. and resumed at 1:30 p.m.

Meeting the Remedial Needs of Students Before They Enter Postsecondary Education

Dr. Melody Schopp, Secretary, Department of Education, Pierre, spoke to the committee. She said the programs discussed the last two days all fit into the department goal that all students graduate college, career, and life ready.

First, Dr. Schopp talked about remediation. Through a pilot program using ACT scores, the state is targeting senior students who will need to take college remediation courses and

offering them the opportunity take a free online remedial course. Several of these courses are offered. Thirty-one kids who participated in this program entered college without needing remediation. This is a savings of \$900 to each student and their parents. She said this program needs to be publicized and supported.

She said the key for success in schools includes strong leadership, a willingness to embrace change and innovation, putting the student at the heart of decisions, and supporting teachers and staff.

Dr. Schopp said it's time to change from a century of school-centered group instruction to a student-centered model, as do the programs presented the last two days.

She said technology surrounds everything and makes opportunities available to anyone throughout the state. She said problem-based learning programs that are student-centered, are about the student. Project Lead the Way takes commitment and requires teacher training, but it's rigorous, hands on, and students love it. She encourages legislators to take a look at these programs.

She talked about the funding implications of programs discussed the last two days. She urges support of JAG, Advanced Placement, and remediation programs that are researched based and work. She feels that there should be policy and funding support for innovation coming from the field, and there should be support for twenty-first century programs that engage students such as CTE programs, Project Lead the Way, and Project-based learning.

She said a fundamental question facing the committee is if there are only so many dollars available, how can we be sure they are being used keep students on track to be college, career, and life ready?

She said the technology dollars the state has invested over many years levels the playing field by providing everyone with the same opportunities, and that school administrators throughout South Dakota are great leaders and innovators.

Responding to Senator Tidemann concerning teacher complaints of not being paid to come to training, Dr. Schopp said Department of Education support for teachers is available by region, district, and statewide, and includes stipends and online courses. She also talked about a new online assessment that will replace Dakota Step. Data from this assessment will give schools information about how well they are doing and where to focus. Next year, the DOE will provide specific training for principals on leadership in the twenty-first century.

Dr. Schopp said the DOE is concerned about students not taking the end of the year assessments seriously and has addressed this with pilot tests in a number of districts. She said South Dakota is probably better prepared than most states.

Representative Tyler said the schools have lost much due to cuts; that the programs Dr. Schopp described are tools that teachers use; that DOE needs to support teachers so they can support students; and that teachers are not getting paid what they are worth. Dr. Schopp said the programs presented provide options, especially for school districts short of teachers.

She said DOE efforts are towards providing a menu of options to provide a good, strong foundation for schools.

Committee Discussion

Representative Verchio said that schools now are expected to not only teach, but often raise our children. He thinks it is time to make a choice of what we want our education system to do, and that it is time to think out of box, and that is an enormous task.

Representative Duvall said the committee, for the last couple of days, has been focused on successes in education. She asked whether there are any barriers that schools might face in implementing these programs, and if there is anything the legislature can do. She said it had been mentioned that the multiple grants available are a distraction, and she would like to know more about the available federal and state grants.

Senator Welke noted the difference that strong leadership, consistency, continuity, and certainty had made in the New Underwood school system and thinks these principles can be applied to effective state leadership also. He said teachers are the most important ingredient in education, and he keeps hearing South Dakota is losing good teachers. He doesn't think that schools want one-time monies as they can't count on it. He thinks schools are still behind funding where they were five years ago; and that we need to fund adequately and let strong leaders on the local level lead.

Representative Hajek said technology has changed teaching methods. It is now possible to go across all boundaries. She said we may not need as many teachers as in the past and that possibly, per student funding is no longer the way to go. She said we need to look for ways to change the system.

Senator Bradford said he hasn't seen the money coming to schools that he thought had been promised when gaming was allowed into South Dakota and that he's seen some of the best teachers leaving the state for higher pay.

Senator Hunhoff said that with the change from a school-based model to a student-based model there are opportunities for new strategies and innovations. She said the committee needs to look at the new model and its design, look at what resources are available, and then look for the dollars.

Planning for Future Meetings and Staff Directives

The next meeting will be held on Monday, September 23, and will focus on capital outlay and opt-outs, thereby covering all the areas assigned to the committee by the Executive Board.

Chair Sly and Vice-Chair Tidemann asked the committee to submit to the chair, prior to the next meeting, a list of recommendations they would like to submit to the Executive Board based on the meetings thus far. Ms. Charlson will compile these recommendations and send them out to the committee prior to the next meeting, allowing the committee time for review. At the next meeting, it is expected that the committee will have additional recommendations pertaining to that day's discussion on capital outlay and opt-outs. All recommendations

covering all the areas assigned by the Executive Board can then be discussed. If necessary, the committee can schedule further meetings.

Adjourn

REPRESENTATIVE JENNA HAGGAR MOVED, SECONDED BY REPRESENTATIVE DON HAGGAR, TO ADJOURN. THE MOTION PREVAILED UNANIMOUSLY ON A VOICE VOTE.

The committee adjourned at 3:15 p.m.



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