

THE MINUTES OF THE MEETING OF THE HOUSE APPROPRIATIONS COMMITTEE
MARCH 19, 1981

The meeting was called to order by Chairman Art Lund at 8:00 a.m. in Room 104, State Capitol, with all members present.

HEARINGS:

SENATE BILL 319.

SEN. JEAN TURNAGE, District 13, Polson testified as co-sponsor of Senate Bill 319.

SEN. MAZUREK, co-sponsor did not testify.

Senate Bill 310 requires that the Budget Director submit the Judicial Branch Budget without change to the Legislature, amending Section 17-7-122, MCA.

SEN. TURNAGE stated briefly, that he supported the bill and that the budget comes in full to the Legislature even though the Governor does review the budget.

MR. J.C. WEINGARTNER, testified in support of the bill. There were no opponents and there was no further discussion of the bill.

HOUSE BILL 823.

REP. EARL LORY, District 99, Missoula, testified as sponsor of House Bill 823, to appropriate money from the General Fund to the Department of Revenue for funding reappraisal program for the '83 biennium.

MS. ELLEN FEAVER, Director, Department of Revenue, stated that reappraisals would be completed in a better manner than before. She stated that not all reappraisals were completed prior to the Statutory deadline and that in some cases, existing data was just transferred to new forms. She added that the base is not defensible and estimated that 2,500,000 parcels of land in Montana need to be reappraised.

Ms. Feaver stated that ideas set forth to use a computer for reappraisal did not pan out and that it was necessary to visit every property in the State for reappraisal purposes. She stated that the Department of Revenue was never adequately staffed and funded for reappraisal and that it was funded only for new construction appraisals.

Ms. Feaver stated that she feels that using the 1972 level for reappraisals is unproductive and that because some properties have been appraised more than others, tax bases are not equal. She stated that the current budget for the Department includes County Assessors and County Appraisers' salaries.

Ms. Feaver stated that she look at self-assessment via insurance values, but feels the Department would not have control over equal taxation without establishing a base. She added that she feels a good base is needed to start from.

Ms. Feaver stated that she feels that self-assessment would cause increased litigation in disputes over taxation and that there would also be an honesty problem. She added that the program has not worked in other states.

Ms. Feaver referred to the Sivertsen Bill, which would extend the deadline on reappraisal at \$5,000,000 annually. She stated that she felt the State would need to get closer to annual reappraisals in the near future and that longer reappraisals have been challenged successfully in other states.

Ms. Feaver stated that she proposed the program be funded via a 3 mill levy in the counties, but that the subcommittee proposed general funding. She stated that amounts included in the request are for current level, with 90 appraisers on-staff and a request for 214 additional appraisers, who could be reduced in force, once reappraisal has been established.

Ms. Feaver stated that for the \$7,000,000 cost to the State for the program, the return would be \$23,000,000 in Tax Income to the State.

MR. JACK GRIBBLE, Administrator, Property Tax Division, stated that the reappraisal system in Montana is far superior to those in other states, but that it has problems. He stated that the assessed value of property in Montana in 1979 was \$13,741,816,793 and that taxable value was higher than assessed value. He added that total taxes levied were \$367,245,432 in 1979.

Mr. Gribble explained the appraisal, assessment and taxation process. (EXHIBIT attached) He stated that the preferred median caseload per appraiser was 2400-2700 and for clerical, 2800-3400, adding that the figures were much higher at the present time.

Mr. Gribble stated that it was estimated that two hours were needed to appraise residential properties at 800 man years of work to complete the project. He added that during the last reappraisal cycle the main focus was on the home owner, farmer and small businessman and that no stand of timber in Montana have been assessed since the 50's and 60's.

Mr. Gribble stated that sales ratio studies indicate that residential property is 40% above the current appraised value and that industrial is 50% above current appraised value. He estimated that reappraisal would increase the tax base by 50%.

Mr. Gribble stated that the property owner would still have the right to protest taxes and that discrepancies would be rectified.

Ms. Feaver stated that industrial property was not assessed at the level that personal property, small business and farmers were. She added that with new construction, there were an inadequate number of appraisers and that some new construction is missed. She gave, as an example, a home in Helena that was built four years ago and had never been assessed.

REP. MOORE stated that he feels the Department is trying to build another empire and that appraisers can not get to Bureau Chiefs without going through 3-4 levels of management. He stated that the system has not worked out and that appraisers use a 1972 manual for one type of property and a 1976 manual for commercial property. He added that he figured that with 255 working days annually and with 90 appraisers that 100,000 man hours should be available within the current staff and that he feels there is a need for a standard manual. He further stated that he feels the 1976 Marshall-Swift manual needs to be updated.

REP. HURWITZ stated that he feels some counties have not cooperated in the reappraisal program, but that their attitude is changing and more cooperation is evident.

REP. LORY stated that he feels the mill levy might be more feasible than general funding.

REP. QUILICI stated that he feels some appraisals were not equitable in the past and that the Department is trying to correct this. He stated that the return to the general fund will be more than the expenditures, as a result of the program.

REP. LORY stated, in closing, that the subcommittee brought this matter to the full committee as it was such a large request.

HOUSE BILL 567.

REP. ANDREA HEMSTAD, District 40, Great Falls, testified as sponsor of House Bill 567. She stated that SEN. HAGER, District 30, was a co-sponsor of the bill and that the bill would appropriate funds to the Department of Health and Environmental Sciences from the General Fund, for litter control and for recycling for the '83 biennium.

SEN. HAGER, stated that he has now decided not to pursue Senate Bill 433 in regard to litter control and that he would pursue Senate Bill 431, which calls for industry funding. He stated that seed money was needed in the amount of \$100,000 to \$150,000 on a loan basis to be repaid when the litter tax was received. He added that the bill was somewhat like the Washington State Law.

CHAIRMAN LUND read a statement in opposition to the bill, from Mr. Art Kussman, Helena. Mr. Kussman stated that he opposed the bill because it is not necessary to take funds from the General Fund for litter control. He stated that the most effective control would be to adopt a system substantially the same as that in the State of Oregon and that the people in Oregon generally approve of the system there.

REP. THOFT stated that the system in Washington State did not work.

SEN. HAGER stated, in closing, that he was working on the details and would like to present them to the committee as a substitute bill.

HOUSE BILL 568.

REP. ANDREA HEMSTAD, District 40, Great Falls, testified as sponsor of House Bill 568. She stated that the bill was to appropriate \$250,000 in General Funds to the Superintendent of Public Instruction for gifted and talented children, to devise a program for and to identify and serve the gifted child.

REP. HEMSTAD stated that the school district applying for a portion of these funds would need to match the funds and that an in-kind contribution could not be used. She added that a grant would not exceed \$10,000 to each school district.

SEN. BLAYLOCK, District 35, Laurel, testified in support of the bill, stating that as a teacher, he often felt frustrated with not being able to assist talented and gifted students in a regular classroom atmosphere. He added that he felt intelligence was the most powerful factor in this society.

MR. CHAD SMITH, Montana School Boards Association, stated that he feels the current education programs are designed to reach the average child and that there are programs for the handicapped, but none for gifted and talented.

MR. DAVE SEXTON, Montana Education Association, stated that he feels that among the gifted and talented, there are many who are juvenile delinquents and who never finish high school. He added that more dollars are spent to train athletes than for the gifted and talented.

Mr. Sexton added that he feels House Bill 568 would bring Montana closer to its Constitutional Commitment regarding education. He stated that the request was 1/2 of 1% of the Special Education amount appropriated by the Committee.

MS. JENNY DEVOE, 4th Grade, Smith Elementary School, Helena, stated that she participated in Project Promise at her school and that she would like to have House Bill 568 funded.

MS. KAREN TKACH, Bozeman, spoke for Monforton School and its instructors, stating that in 1979, there were no funds available for gifted and talented in this rural school, and that the program was strictly volunteer. She stated that the goal of the program was to provide academic experiences which would not be experienced in the normal classroom atmosphere. Ms. Tkach added that special projects received new coverage which resulted in funding to allow for a .3 FTE teacher for a weekly program for the school.

MS. KAREN SEXTON, Helena Public Schools, stated that Project Promise is now available in all eleven schools in Helena and that there was a parent evaluation of the program. She added that Project Promise improves responsibility and interest in school and that the participants feel the program is worthwhile and positive.

MR. JIM BURKE, representative for the State Superintendent of Public Instruction, stated that the program has increased parent and community awareness of the gifted and talented. He stated that he has requests from 20 additional schools to identify the gifted and to begin their own programs. He added that House Bill 568 would provide the funds needed for this program.

MR. EARL DEVOE, Parent, Helena, stated that he favored continuation of the program in Helena and that \$250,000 is a very small amount when the funds will go to educate students and not for administrative costs.

MS. GAIL HANNAH, Kalispell, stated that she was President of the Montana Association for Gifted and Talented, and that she supported House Bill 568.

MS. JEAN MONFORTON, Teacher, Kalispell, stated that prior to enrollment in the program her children felt frustrated in the average classroom and that one of her children had learned to invest in stocks and received his first dividend check recently. She stated that she feels the program is education in itself and urged that the committee support the bill.

MR. MIKE MELOY, Helena Attorney, stated that past efforts for funding for the program were not successful. He stated that similar bills have been introduced in 1975, 1977, and 1979. He added that he feels this session has been good to education and that he hopes the bill will be funded.

MR. JESSE LONG, School Districts Association, stated that the request is for continuation of a program already essentially underway.

MR. BOB RUNKLE, School Psychologist, and President of Montana Association of School Psychologists, stated that only in schools is time so structured regarding learning at the same time and in the same way. He added that in the real world this situation does not exist and urged that the committee fund House Bill 568.

MR. CHARLEY SEASTONE, Montana School Board Association, stated that the Association supported this bill.

SEN. JUDY JACOBSEN, District 42, Butte, stated that she also supported House Bill 568 and urged the Committee to do so.

MS. JOYCE SILVENSON, stated that the cost-effective program had a tremendous impact on students, allowing them to develop their own talents without peer pressure.

Mr. Sexton stated that Project Promise classes are held in the same school the student attends, with one exception, in Helena. He stated that the University system would be offering in-service programs for educators during the summer and that the systems will be highly individualized.

Mr. Sexton added that with an Administrative position in the office of the Superintendent of Public Instruction, innovative ideas could be exchanged between school districts.

SENATE BILL 124

SEN. BILL THOMAS, District 20, Great Falls, testified as sponsor of Senate Bill 124, to change the deadline from 8-15 to 9-1 to get information from a State agency to the Budget Director.

MR. GENE HUNTINGTON, OBPP, stated that the Budget Office supports this bill, which won't change the budget cycle.

REP. MOORE moved that Senate Bill 319 be approved by the Committee. The motion was approved 16-1, with REP. COZZENS abstaining since he had been absent during the testimony.

REP. MOORE moved that Senate Bill 124 be approved by the Committee. The motion was unanimously approved.

CHAIRMAN LUND provided the members of the Committee with a report from Assistant Fiscal Analyst, Bruce Shively, regarding renewable resource funds. He added that the Committee would need to watch bills with renewable resource funding, so that the limit would not be exceeded.

The meeting was adjourned at 11:30 a.m.



REP. ART LUND, CHAIRMAN

REVENUE IMPACT OF COMMERCIAL IMPROVEMENTS IN LITIGATION - TAX YEAR 1978

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due

TAXABLE VALUE * OF IMPROVEMENTS IN COUNTY	X 30% =	TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN COUNTY	X	# IN LITIGATION		TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN LITIGATION	X	LOCAL MILL LEVY		TAX COMM. IMPROV. IN LITIGATION
\$37,752,741		\$11,325,822		31/4769		\$ 73,621		300.60		\$22,131
28,030,790		8,409,237		39/2757		118,956		276.71		32,916
17,726,047		5,317,814		0/1545		0		293.08		0
22,784,312		6,835,294		64/1579		277,048		291.29		80,701
42,648,359		12,794,508		0/2021		0		294.98		0
69,111,096		20,733,329		0/3749		0		250.00		0

nts - on suburban tracts, industrial sites, and city & town lots.

Y	TAXABLE VALUE * OF IMPROVEMENTS IN COUNTY	X 30% =	TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN COUNTY	X	# IN LITIGATION # OF COMM. IMPROV. IN COUNTY =	TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN LITIGATION	X	LOCAL MILL LEVY =	TAX COMM IN LI
ade	\$38,988,897		\$11,969,669		598/4769	\$1,466,682		305.92	\$ 44
ead	30,088,664		9,026,599		158/2757	517,302		299.19	11
atin	19,417,877		5,825,363		48/1545	180,982		339.76	6
; & Clark	23,854,453		7,156,336		199/1579	901,907		308.25	27
ula	40,155,363		12,046,609		321/2021	1,913,390		323.70	61
wstone	71,799,165		21,539,750		629/3749	3,613,898		282.22	1,01

rovements - on suburban tracts, industrial sites, and city and town lots.

REVENUE IMPACT OF COMMERCIAL IMPROVEMENTS IN LITIGATION - TAX YEAR 1980

TAXABLE VALUE * OF IMPROVEMENTS IN COUNTY	X 30% =	TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN COUNTY	X	# IN LITIGATION # OF COMM. IMPROV. IN COUNTY =	TAXABLE VALUE OF COMMERCIAL IMPROVEMENTS IN LITIGATION	X	LOCAL MILL LEVY	=	TAX COMM. IMPROV. IN LITIGATION
\$39,502,118		\$11,850,635		823/4769	\$2,045,098		324.68		\$ 663,962
32,211,642		9,663,493		232/2757	813,178		334.49		272,000
20,631,067		6,189,320		76/1545	304,459		344.70		104,947
25,289,456		7,586,837		222/1579	1,066,674		336.06		358,466
49,265,533		14,779,660		499/2021	3,649,208		363.05		1,324,845
78,440,792		23,532,238		741/3749	4,651,211		291.67		1,356,619

ts - on suburban tracts, industrial sites, and city and town lots.

VISITORS' REGISTER

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COMMITTEE

BILL

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Date _____

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IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE Committee on Education

COMMITTEE

BILL New Bill No. 569

Date 3-19-51

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PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE APPROPRIATIONS COMMITTEE

BILL HB 823

Date 3-19-81

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PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE

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COMMITTEE

BILL 13 3/9

Date 3-19-81

SPONSOR TURNAGE

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IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

pervisors for not being creative and not following through on good ideas.

From the material she produced all the way through elementary school, it's obvious that she seldom said anything, because she was afraid she would say the wrong thing. In the fourth grade, she wrote a very imaginative story about a woman who could but wouldn't talk, because at a birthday party when she was 5 years old, she said something that brought pretty severe consequences.

The story ends: "From that day on, the woman never talked, because she was afraid that she would say something that she wasn't supposed to." That story parallels remarkably the woman's actual experience of always—and still—being afraid of saying the wrong thing.

Q How well equipped are most public schools for looking after the gifted?

A In the last five years, there has been an enormous change as schools give more attention to the gifted. There is also a big advance in training teachers to really understand the special needs of the gifted. But those youngsters still get little attention in many public schools. Recently, I've gotten a barrage of letters from parents of gifted youngsters who aren't being served in schools. Some of the things that they describe are pretty sad.

Q What do they complain about?

A The No. 1 problem is that school seems so boring and purposeless—at least as perceived by these youngsters—that they just languish. They feel frustrated and hemmed in and limited. That is their single biggest complaint.

As an illustration, in my 22-year follow-up study there was a particularly creative girl who has become a noted writer, despite a miserable childhood and adolescence. She knew she wanted to be a writer but didn't know whether she could make it.

In elementary school, she had gotten perfect grades for organization, spelling and punctuation, but was always graded down for having very poor handwriting. Nobody said anything about the originality of her writing.

She describes her feelings this way: "If someone had told me back then that I was creative, I would have had something to hold on to. All I knew was that I was different."

Q Should teachers push the bright youngster to take part in nonacademic and social activities?

A Yes. Those extracurricular activities are the real salvation of creatively gifted youngsters who find regular classes uninteresting. They get intensely absorbed in their music and art or student-government activities, where they have creative outlets. They get success and recognition and the chance to use their abilities to the utmost. It helps them tolerate their boredom in regular classes.

Q Does giftedness vary between boys and girls?

A No. The boys in my follow-up study were just as gifted as the girls, but I think society generally permits boys to be somewhat more aggressive and, perhaps, as a result, made to feel less different and alienated.

Q Do these children have very talented brothers and sisters?

A It has been thought that if one child in a family was highly creative, it was likely that a sibling would be, too—although certainly not 100 percent of the time.

Q Are college-educated parents more likely to have gifted children? If so, is this a matter of genetics or environment?

A It doesn't matter how well the parents are educated as long as they give their children the proper encouragement and support. You can't say if it's heredity or experience. Inescapably, I think, it's a combination of the two.



Gifted students meet with visiting scholars in new North Carolina program. Creative outlets can help them "tolerate their boredom in regular classes."

Q What's being done to identify more gifted children from disadvantaged backgrounds?

A The latest legislation passed by Congress stipulates that a certain percentage of federal funding for research be used for identifying gifted but disadvantaged youngsters. In the past, it hasn't been a very popular topic for research, so not much of it has been done. As a result, many of the gifted but disadvantaged lose out.

I know of one girl from a public-housing project, a highly creative first grader with an IQ estimated at 177. Her teachers and parents were disturbed because she still had an imaginary playmate, and they worked to get that out of her. By the time she was in the fifth grade, she had fallen below average in creativity, and her IQ also was lower. In the 10th grade, she dropped out in order to take care of her younger brothers and sisters. She finally married and had three children. Today, this woman, who was regarded as a genius in the first grade, says: "I know I'm not very smart, but I'd still like to finish high school and go into nursing."

Q Is there any single trademark of gifted children who achieve success in adult life?

A Many gifted children suffer from being seduced into playing somebody else's game rather than just being themselves. And one point that has come to me over and over again as I've dealt with these students is that those who are successful and feel good about their lives are those who somehow have managed to resist this pressure. They do the things that they're good at rather than trying to play somebody else's game.

I'm not suggesting that they have to be nonconformists, but they do have to understand what the rules of society are and what they have to do in order to play the game their own way. Many of the tragedies result from people who continue to play society's game even though they are saying inside, "This is not me; this is not what I want to do."

Q Can special schooling for the gifted take place on a wide scale without raising charges of elitism?

A I think so, although this is certainly an area of wide disagreement. I think it's a matter of giving all students a fair chance. If we put out as much effort to give gifted children a chance to do the things that they can do as we provide for children in some other categories, we really won't have any trouble. Societies have always had to depend upon a creative, gifted minority for its images of the future, and I think we always will. I'm willing to accept some charges of elitism to accomplish that.

Interview With E. Paul Torrance, Educator and Psychologist

"For Many, Being Gifted Brings Lifelong Struggle"

How can parents tell if their children are gifted—and what are the special needs of such youngsters? An expert offers advice on the unusually talented, and on handling their problems as they grow up.

Q Professor Torrance, we hear stories of suicides and other tragedies befalling gifted young people. Why does this happen?

A Almost all *highly* gifted youngsters do experience problems of adjustment that are accompanied by emotional upset. The majority learn how to handle them one way or the other, but for many, being gifted brings lifelong struggle with their giftedness and with the high expectations that people have of them.

You see nice little boys and girls who are afraid to say anything, and others who become very aggressive and obnoxious. Some end up as psychotic or delinquent—even criminal or suicidal, as in those stories you mention.

Q What proportion of the nation's students are gifted?

A That depends on the degree of giftedness and the way it is gauged. Most schools use an intelligence quotient of 130 or above in the definition of giftedness, which would include about the upper 2 percent or so of all students.

Q Aren't there other ways to measure giftedness?

A Yes. There is wide agreement among educators on four other types of giftedness. One comprises those who have exceptional academic aptitudes in specific areas. Such persons might be extremely gifted in mathematics but real duds in language or the arts—the boy-wonder scientist who has difficulty writing well, for example.

Another kind of giftedness is characterized by highly creative and productive thinking, a facility for fashioning totally new and imaginative ideas. There is also a category of giftedness in the visual and performing arts, and another that recognizes special talents in leadership.

There was also a category that dealt with psychomotor giftedness, but most authorities have pretty much discarded that idea.

Q Are all categories generally recognized?

A No. Some states use only the IQ criterion in their schools, while others may include all five of these categories.

Q How can parents learn if their preschool child is exceptionally intelligent?

A Most school systems have available a professional who can administer the appropriate tests that identify giftedness. Many colleges and universities have special facilities in this field as well.

Q Can parents themselves discern their child's special gifts?

A Yes. There are many signs in all of these different areas that parents can observe. For example, does the child have a

large and accurately used vocabulary? Can he or she read before entering school? Does he or she concentrate better than his or her peers? Does the child easily grasp the idea of cause and effect—why and how things work? Is there high proficiency in drawing, music and other art forms? Does he or she prefer older playmates?

My work has been largely with what we call the creative-productive thinkers—the children who, at a very early age, ask unusual questions and give unusual but good answers, and who are able to think of a lot of alternatives to different problems. If one thing doesn't work, they always have two or three other ideas that are ready to go.

They're children who start inventing poems and songs and exhibiting the kinds of behavior that are similar to those of highly creative and achieving adult people. A parent who observes these traits in a child should seek out professional guidance on the child's educational development.

Q What can parents do to provide a good home environment for brilliant youngsters?

A First of all, they should help a child learn about his or her individual differences and accept these without feeling uncomfortable. "Showing off" of talented children as prodigies should be avoided.

Just as important is to develop in the family a creative problem-solving attitude in dealing with day-to-day events as well as with academic subjects. Gifted youngsters should be taught patience so that a desire for knowledge or completion of a project does not result in their missing important details. Originality and unusual questions should be encouraged—as well as verbal expression, reading and discussion of ideas.

Q When a gifted youngster may be heading for trouble, what danger signals might parents note?

A Noticeable depression is one—and a rather common one—often beginning when a child loses interest in school and in learning in general. Another warning is a sudden turn to drugs, delinquency and destructive kinds of behavior.

Q Can exceptional intelligence make youngsters more aware of their mistakes or their feelings of being different?

A Yes. We get some clues about this in our programs for gifted students. I recall one girl from a very small rural community in south Georgia who attended the governor's honors program, in which the most talented high-school students in the state are brought together for a six-week summer program. She wrote a follow-up letter, saying that the greatest thing about the program was that "I went for a whole six weeks and nobody pointed me out as being the girl with the brains." It's not so much just their being different but also their feelings of inferiority, which in some instances are caused by pure cruelty.

Q In what way?

A Ridicule and hostility on the part of teachers and other students are frequent. Some teachers fail to recognize anything that the gifted do well, and point out only the things that they do badly. The child doesn't understand why that happens, which contributes to a feeling of alienation and loneliness in many of these youngsters.

Q Do their troubles usually stay with them?

A They can. A study of intellectually gifted children that I began in 1958 involved, among others, a young woman who is highly intelligent and a postdoctoral scientist but still gets criticism from her su-



Torrance, 65, is professor of educational psychology at the University of Georgia. He is the author of *Guiding Creative Talent* and 25 other books dealing with the problems of educating gifted and creative youth.

WITNESS STATEMENT

NAME Gail Hanninen BILL No. HB 568
ADDRESS 233 First Ave. E. DATE 3/19/81
WHOM DO YOU REPRESENT Montana Assoc. For Gifted/Talented Education
and Kalispell School Dist. #5
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

On behalf of Montana Association for Gifted
and Talented Education as their State
President ^{on behalf of} and ^{as their} Kalispell School
District #5 G/T Program Director/Coordinator
I strongly express our support for
the proposed appropriation bill for
gifted/talented education.

However in order to more adequately
describe the essence of the need
for gifted and talented programs I
would like to introduce to you
Jean Monforton who is a parent
and a volunteer in our Kalispell
G/T Program.

WITNESS STATEMENT

NAME Jean Manforton BILL No. HB 568
ADDRESS 675 4th Ave. W. N. DATE 3-19-81
WHOM DO YOU REPRESENT M Interested Parent - School Dist. 6
Malapark, MD
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: See attached

To: Joint House and Senate Education Committee

From: Jean Monforton, Kalispell, Mt.

Date: March 19, 1981

Subject: Hb. 568 Appropriation Bill for Gifted and Talented Educ.

My viewpoint of the Kalispell Gifted and Talented program is a two-fold one: As a parent of a 12 year old son and a nine year old son enrolled in the program, and as a French mentor to five students with whom I meet twice a week.

My observations from this dual viewpoint are that: First, these g.t. youngsters through the design of this program learn to accept and deal successfully with their exceptional talents. Prior to being enrolled, both of our sons experienced great frustration, for example, in being taught basic math facts that they had mastered at least two years before. For Matt and Jason, the easing of that frustration occurred through enrichment activities in math and twice-weekly sessions working with a computer.

In essence, I believe they and their teachers need this special help - for perhaps just as children of less-than-average mental ability often have trouble keeping up with their classmates, so children of above-average-ability have trouble staying behind with their classmates.

Secondly, the g.t. program gives these youngsters opportunities that not even the most dedicated parents and teachers could provide singlehandedly. As just one example, our 12 year old expressed a long-held fascination with the stock market to the g. t. facilitator, and she arranged for him to spend time with a broker in a local stock firm. He learned to find, read, and interpret basic information from indices and the firm's computer hook-up. After doing research on his own, he bought 15 shares of common stock in a company of his choice with money he had earned and saved, and last month, he received his first dividend check.

Thirdly, benefits spill over to peers and siblings in the form of shared experiences, enthusiasm for learning, leadership, and inspiration. I have seen the 5 students in my French sessions carry their new skill to classmates by sharing French songs or being willing to present skits and do demonstrations for interested adults and kids alike.

And finally, with the support of the G/T Program, parents of involved students have themselves in many cases become mentors and have found community resources to help them to understand, to support, and to fully develop this invaluable natural resource that is their exceptional child.

Basic education is currently a popular topic, and my observation is that to these unusually capable youngsters, a gifted and talented program is basic education.

Simply put then, I think the truth is that these youngsters are as dependent on us for the present as we are dependent on them for the future.

Thank you for your time.

WITNESS STATEMENT

NAME Karen L. Setton BILL No. H13528
ADDRESS 8770 Douglas Circle DATE 3-19-81
WHOM DO YOU REPRESENT School Dist #1 Helena
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Testimony by Karen J. Sexton

8770 Douglas Circle, Helena, MT 59601

Project Promise - Gifted & Talented Program - Helena Schools

Our Helena gifted-talented program, Project Promise, was developed by a study committee of parents, teachers and administrators concerned by national statistics citing high drop-out and suicide rates among gifted students and the realization that even an excellent school system such as ours was unable to provide completely for the learning needs of gifted students without special support program.

After a two-year pilot program we expanded our efforts to all eleven elementary schools and are currently serving 189 students who have outstanding academic and intellectual abilities. Twice weekly, these students attend special classes to work in small groups on thinking skills and study projects not usually part of our program.

Evaluating our program's effectiveness has involved analyzing information from teachers, parents and students as well as formal tests. Beginning and year-end tests indicated Project Promise students made significant gains in reading and math as compared with students of similar abilities enrolled by schools without a gifted program.

Teachers reported high student growth rate in research skills as well as problem solving, critical thinking and knowledge and interest in subject matter.

support Parents reported important changes in their children attributable to participation in Project Promise. Let me share some of their comments: Greater self-confidence - "...his self-confidence has increased dramatically, as well as his sense of responsibility relating to school work and other things." Improved attitude toward school and interest in learning: "A complete turnabout for the better. Grades and attitude have increased and improved tremendously." "Project Promise has helped her maintain a high degree of enthusiasm to learn and improve herself in terms of self-motivation, goal-setting, and achieving." "Before, my child frequently referred to school as boring and repetative."

Students view their participation in Project Promise as worthwhile, positive, and non-detrimental to peer relationships. As one 4th grader commented, "Project Promise is the gold at the end of the rainbow."

-2

Gifted students in every part of Montana share with Helena's students the need for stimulating learning experiences, chances to explore learning beyond the confines of the classroom and standard curriculum, and development of thinking skills that will enable them to create ideas and products of lasting positive effect on mankind. Only through funding ^{full} state-wide program exploration will we be able to encourage/development of the potential of all Montana's gifted/talented children.

WITNESS STATEMENT

NAME Musle v Shirley DeVoe BILL No. ^{HB} 568

ADDRESS 418 Butler DATE 3-19-81

WHOM DO YOU REPRESENT Selma

SUPPORT ✓ OPPOSE AMEND

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: Written attached

WITNESS STATEMENT

NAME Jenny DeVoe BILL No. ^{HB} 568
ADDRESS 418 Butler Hill Rd. MT DATE 3/19/81
WHOM DO YOU REPRESENT Myself
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

WITNESS STATEMENT

NAME Tim Burk BILL No. H.B. 568
ADDRESS 2001 Broadway Helena DATE Mar 19, 1981
WHOM DO YOU REPRESENT Office of Public Instruction
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

attached.



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Ed Argenbright
Superintendent

March 19, 1981

To: Appropriations Committee

From: Ed Argenbright, Superintendent of Public Instruction
(Represented by Jim Burk, Co-Director, School/Community Services)

Re: House Bill 568

The constitution of the State of Montana states, "It is the goal of the people to establish a system of education which will develop the full educational potential of each person". Lawmakers and local school officials have done an admirable job in fulfilling the spirit of this constitutional goal. However, much is yet to be done if the citizens of Montana and the United States are to reap the benefits of our gifted and talented students.

Montana has 553 operating school districts which provide schooling to 155,072 students in 586 elementary, 23 junior highs and 169 high schools. Current projections estimate that 5% of these students are gifted and talented or about 7,700. At present, 32 school districts are providing programs to 1,300 gifted and talented students.

The development of these programs has been accomplished through the efforts of local school officials with assistance from the Office of Public Instruction. The activities of the Office of Public Instruction have included: parent and community awareness workshops, student evaluation and screening techniques, teacher inservice training and program development.

We now have requests from 20 additional school districts for assistance in studying options for providing programs to the gifted and talented.

Once options and alternatives are identified, local districts will need assistance in teacher training, curriculum development, teaching strategies, selection and development of instructional materials.

House Bill 568 will provide the financial support necessary to assist school officials in their quest to develop the potential of the state's gifted and talented young people. We respectfully request your support for this bill.

WITNESS STATEMENT

NAME KAREN TKACH BILL No. HB 568

ADDRESS Bozeman (1391 Cobb Hill Rd) DATE 3/19/81

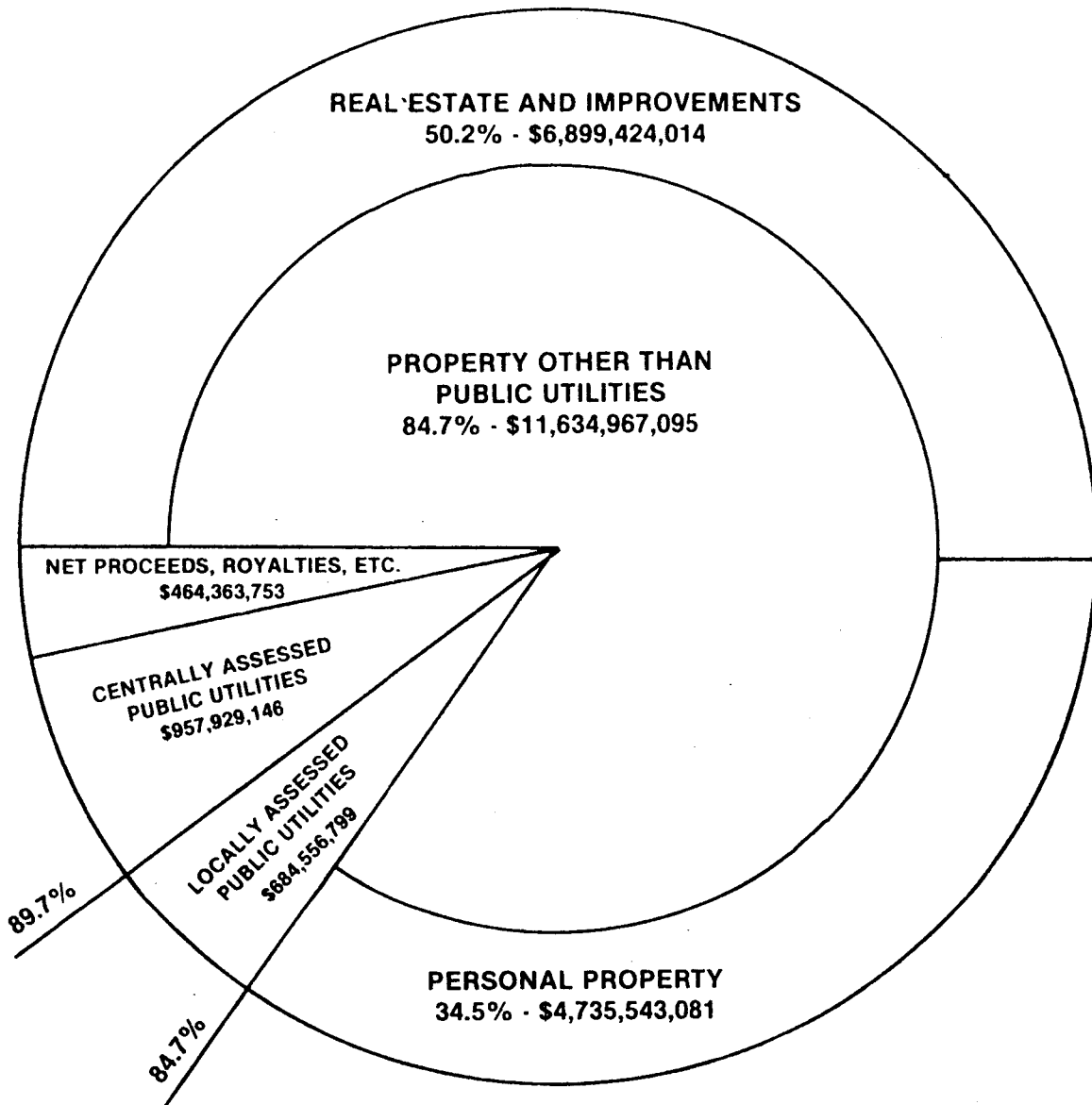
WHOM DO YOU REPRESENT Monforton School

SUPPORT ✓ OPPOSE AMEND

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

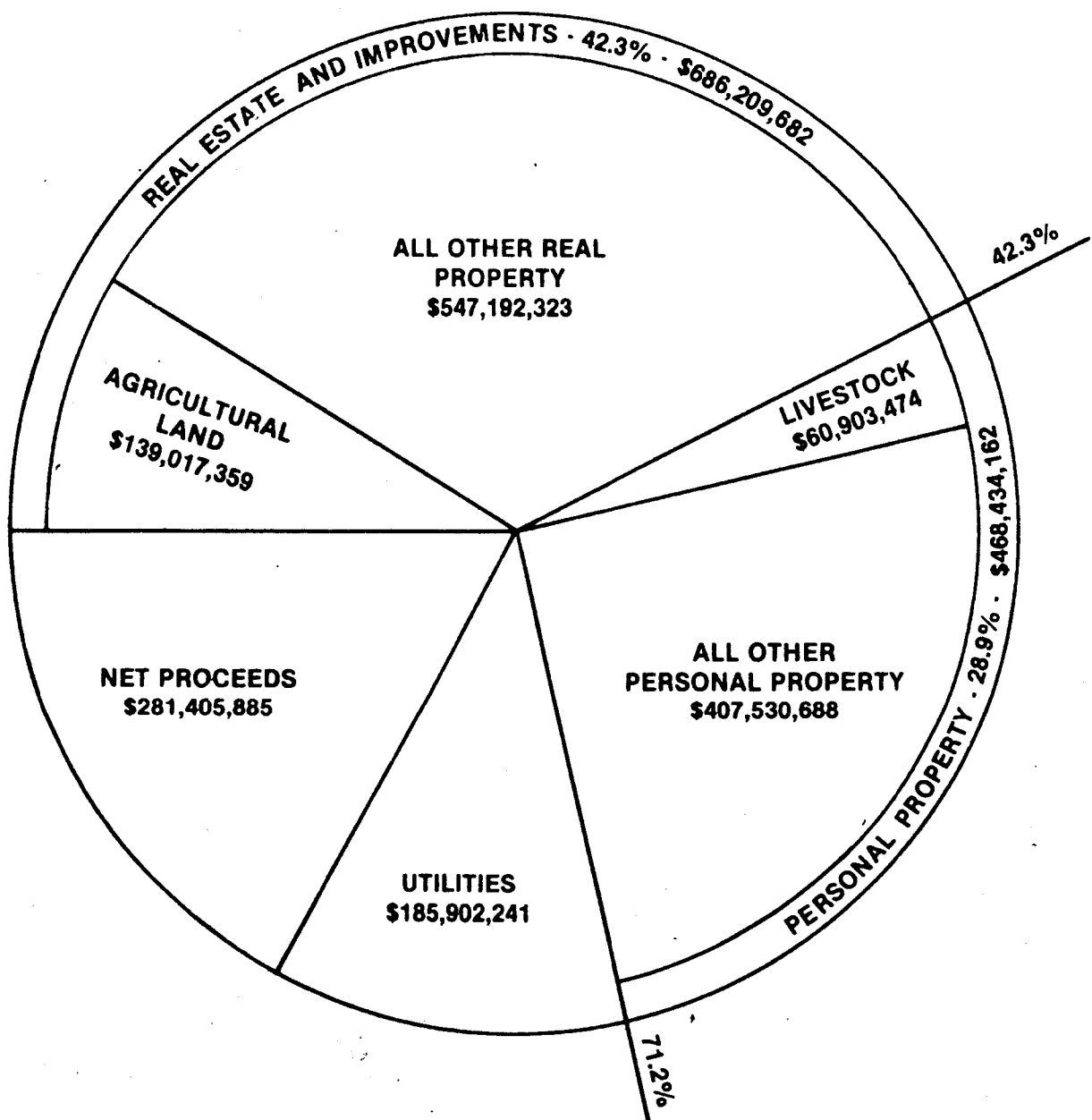
Comments:

ANALYSIS OF ASSESSMENT VALUATION OF STATE — 1979
TOTAL ASSESSED VALUED — \$13,741,816,793

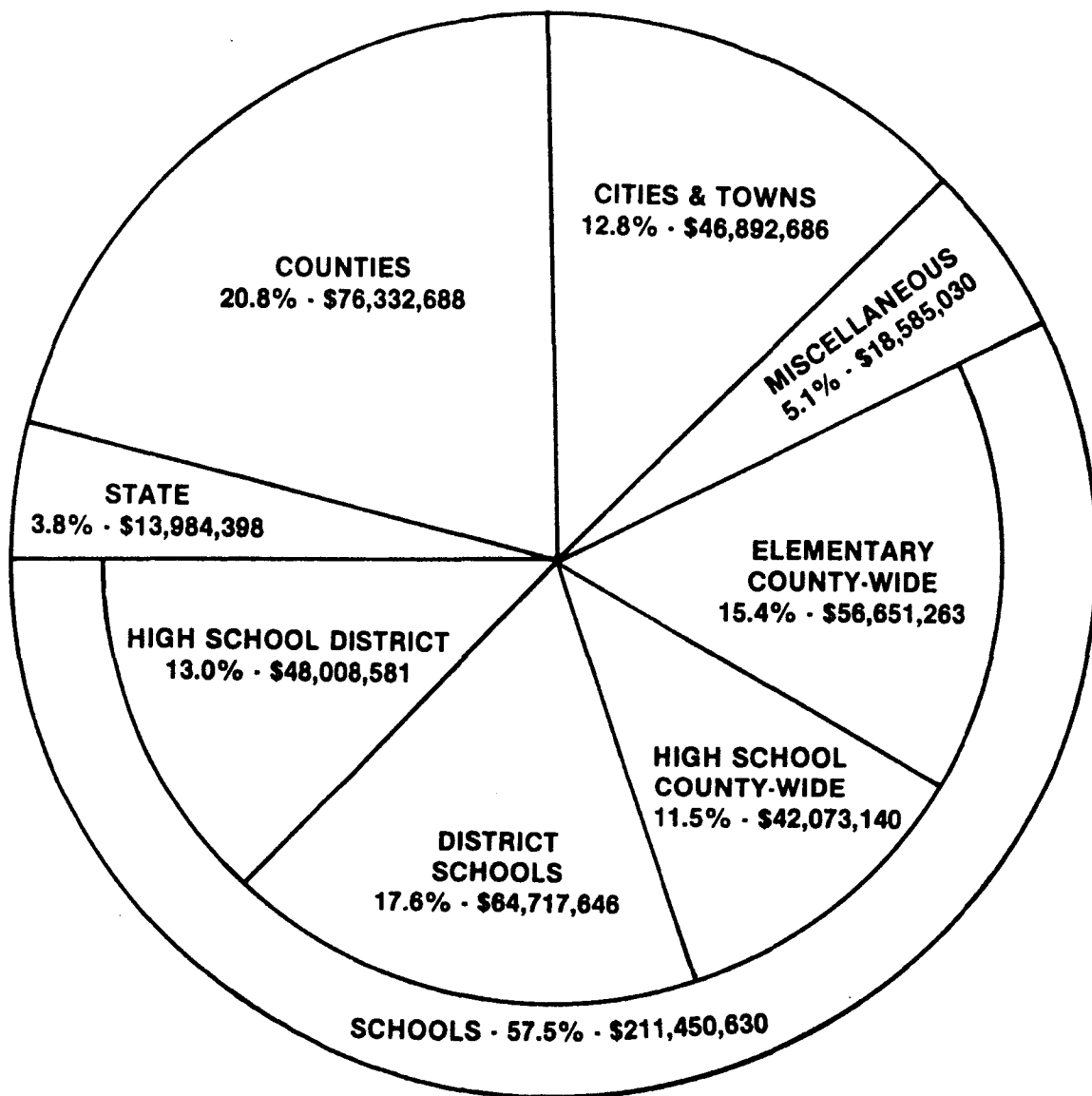


SOURCE: Report of the State Dept. of Revenue

ANALYSIS OF TAXABLE VALUATION OF STATE — 1979
TOTAL TAXABLE VALUE — \$1,621,951,970

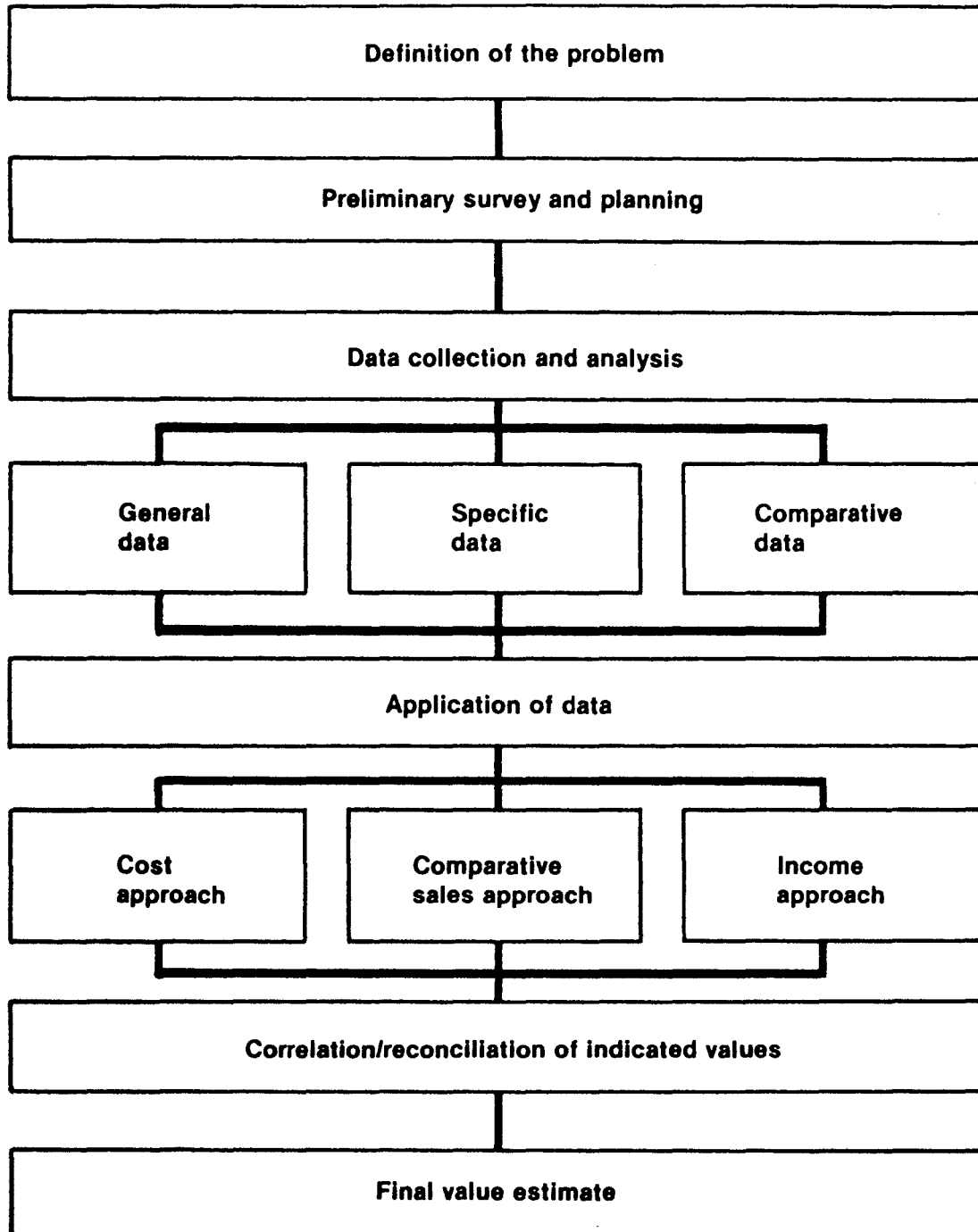


ALLOCATION OF TAXES LEVIED WITHIN STATE — 1979
TOTAL TAXES LEVIED — \$367,245,432

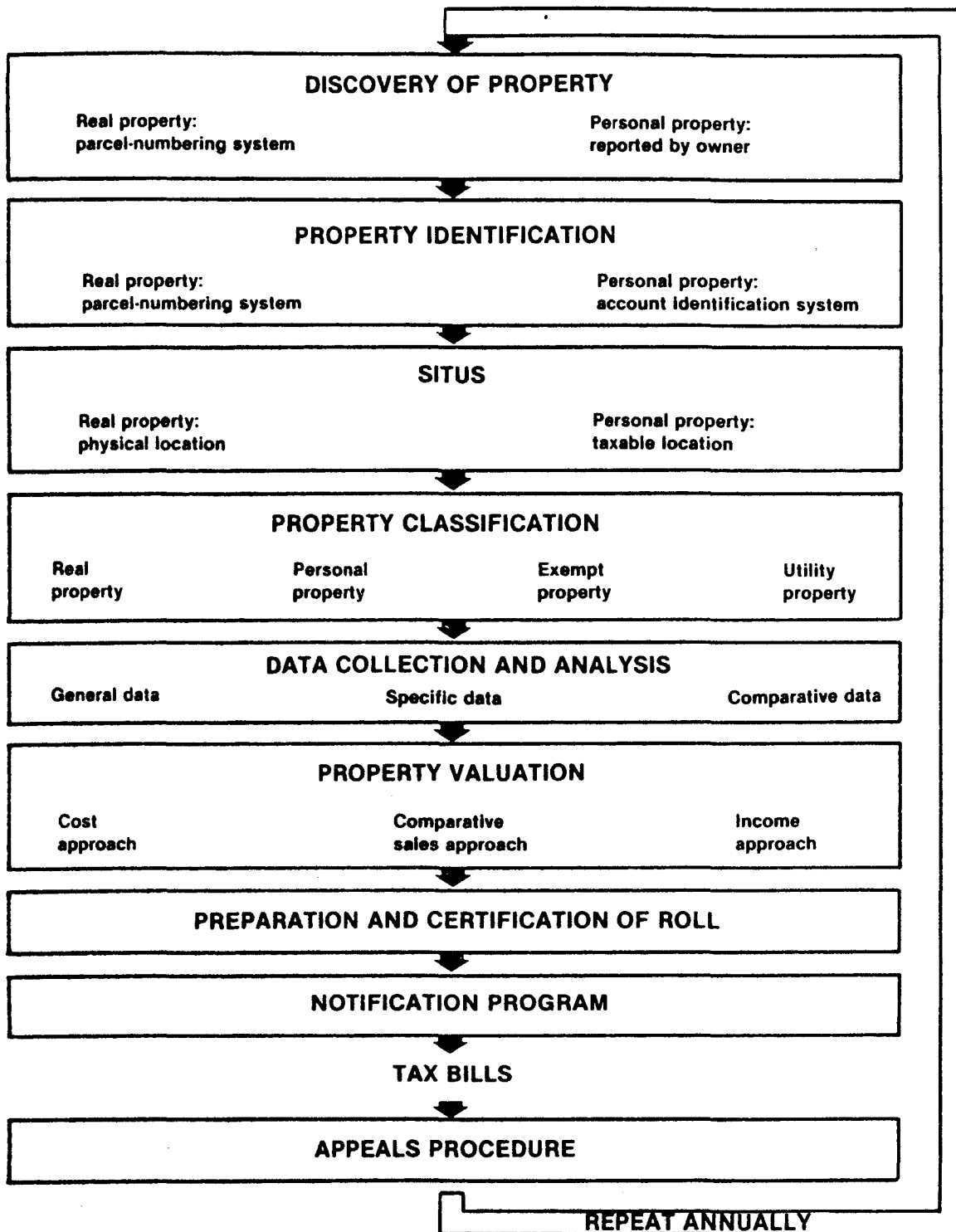


SOURCE: Report of the State Dept. of Revenue

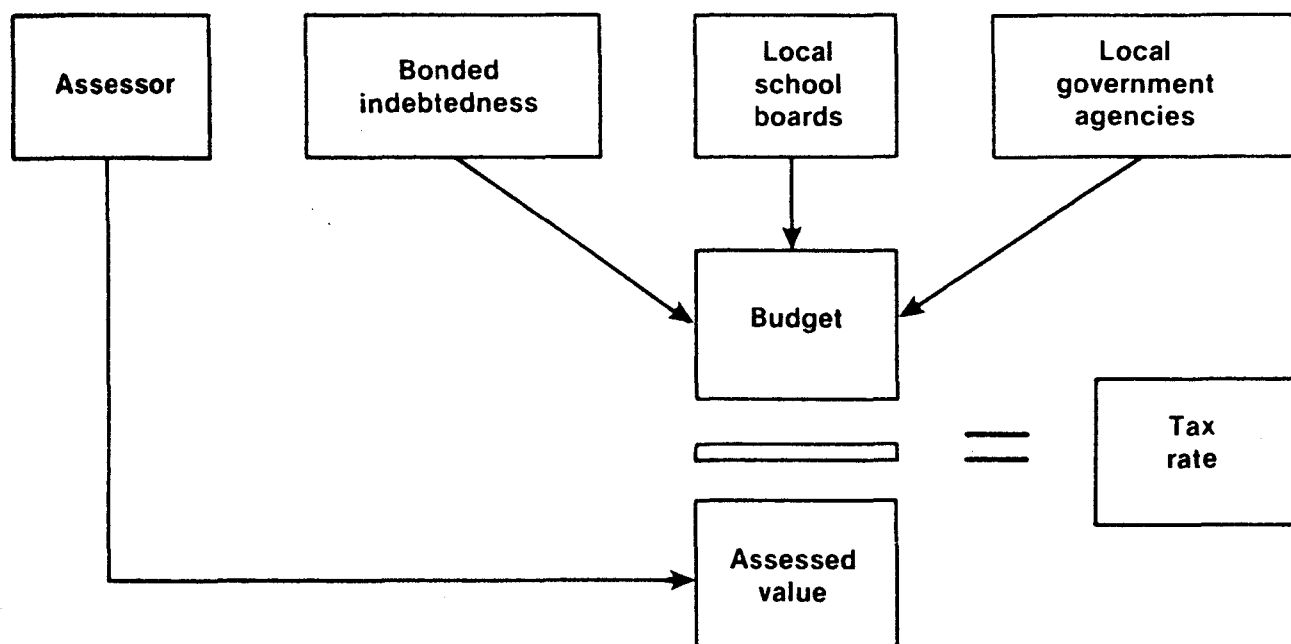
The Appraisal Process



The Assessment Process

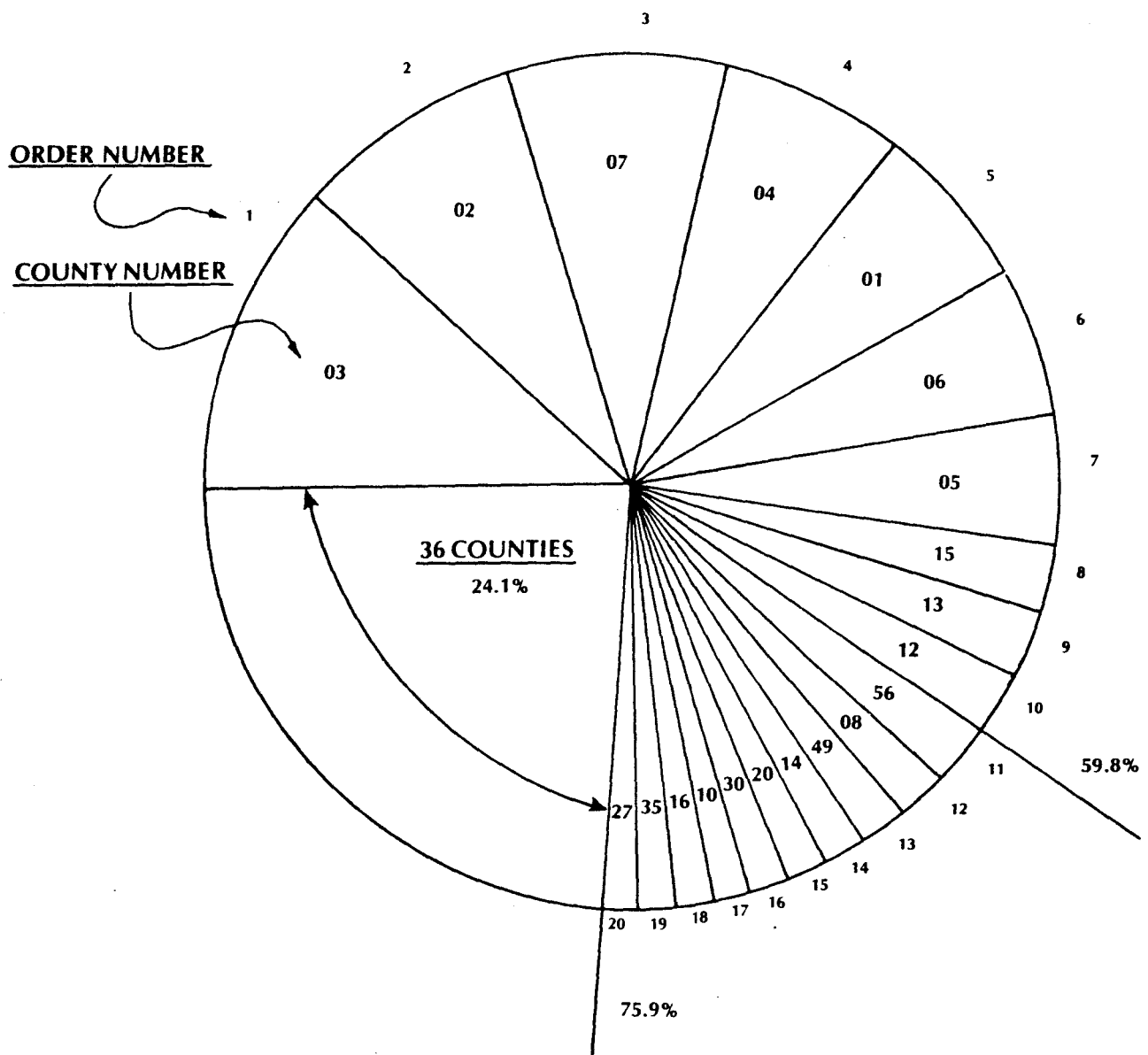


The Determination of a Tax Bill



$$\text{Tax rate} \times \text{Property value} = \text{Tax bill}$$

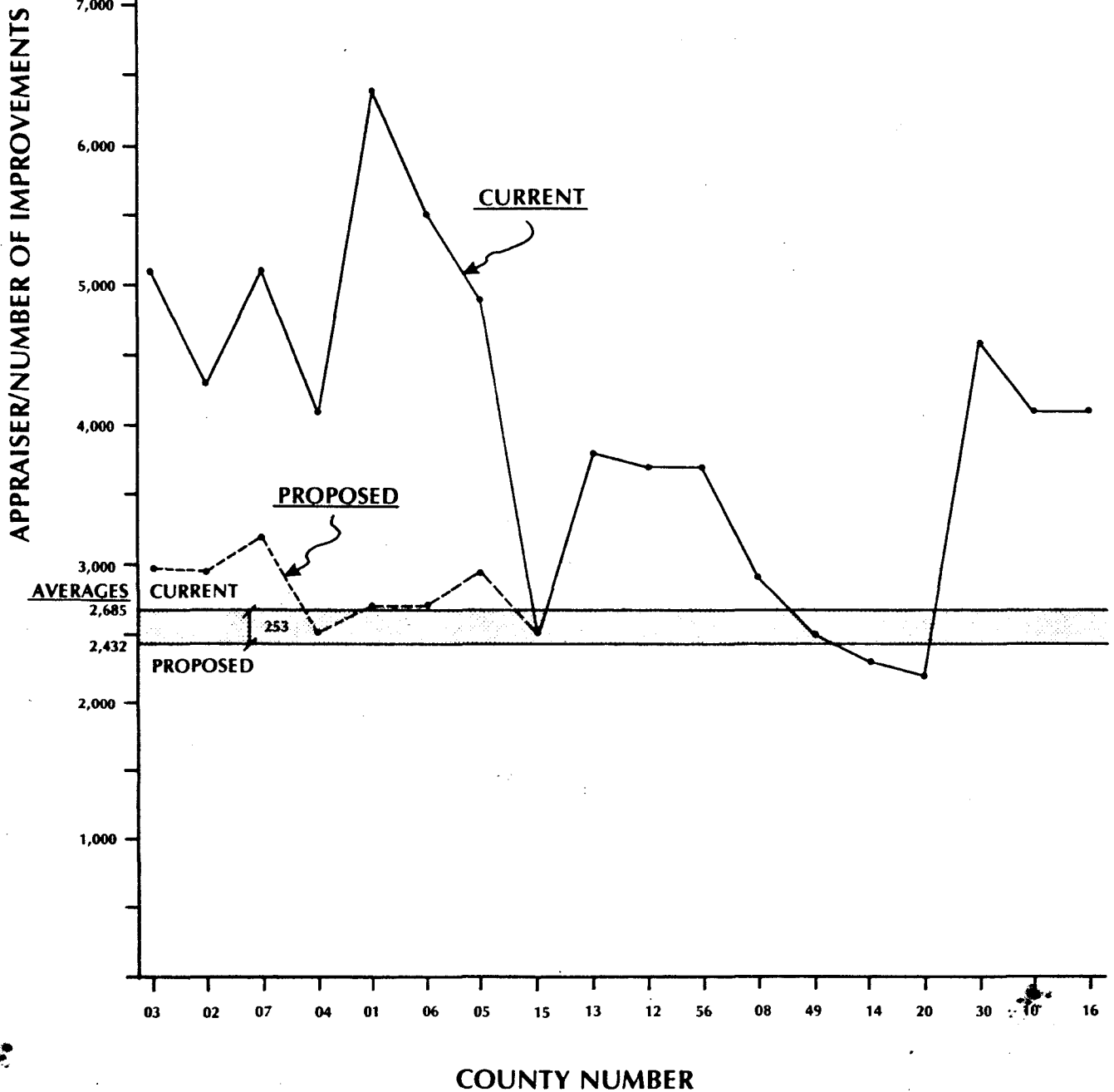
% OF THE IMPROVEMENTS WITHIN A COUNTY OF THE TOTAL IMPROVEMENTS WITHIN THE STATE



APPRAISER/CLERK WORKLOADS

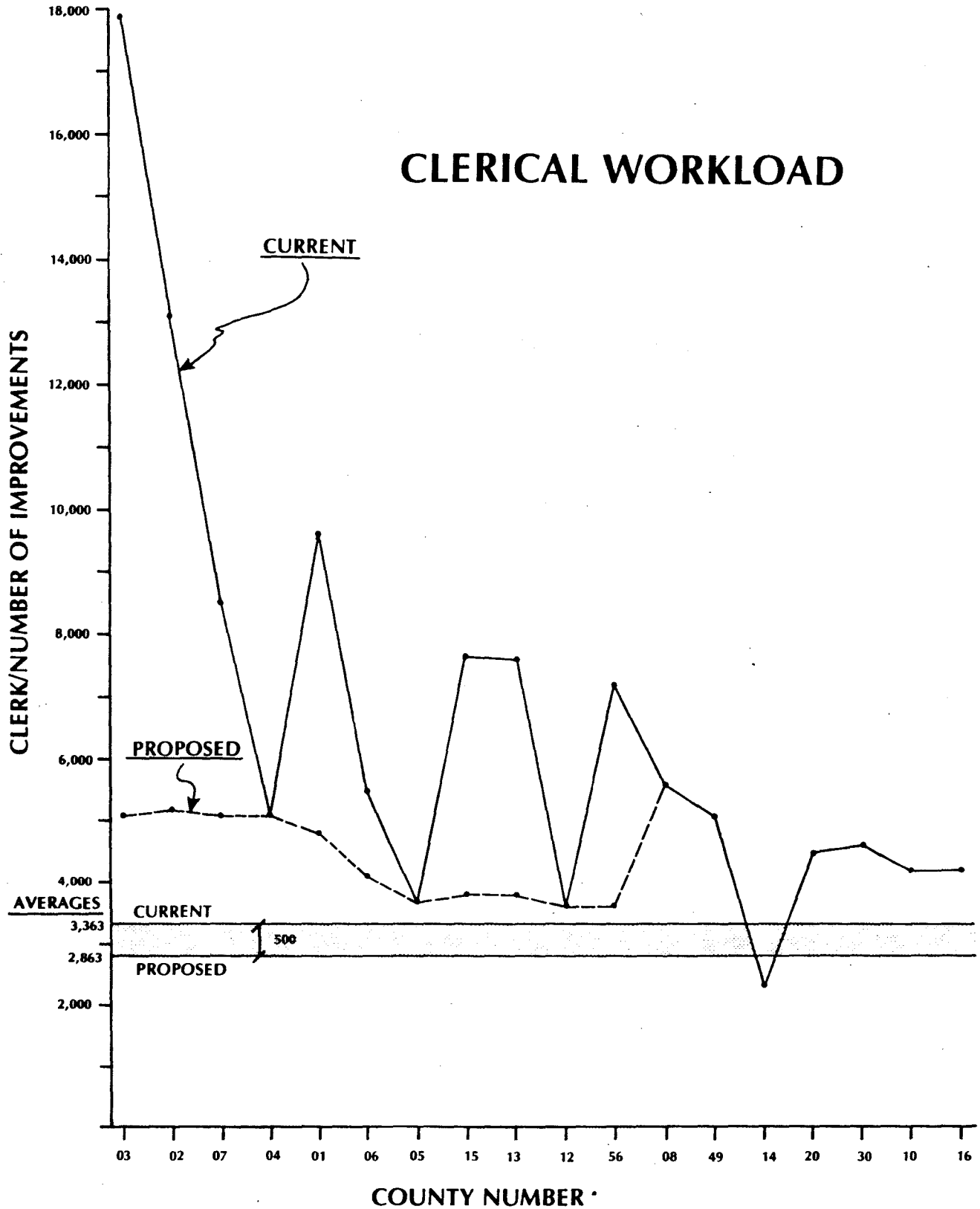
		CURRENT FUNDING				PROPOSED FUNDING							
	Improvement Parcels	Clerk	Appraiser	Parcels / Clerk	Parcels / Appraiser	Clerk	Appraiser	Parcels / Clerk	Parcels / Appraiser				
1. Beaverhead	3,509	1	1	3,509	3,509	1	1	3,509	3,509				
2. Big Horn	2,753	1	2	2,753	1,377	1	2	2,753	1,377				
3. Blaine	2,020	1	1	2,020	2,020	1	1	2,020	2,020				
4. Broadwater	1,230	1	1	1,230	1,230	1	1	1,230	1,230				
5. Carbon	4,246	1	1	4,246	4,246	1	1	4,246	4,246				
6. Carter	871	0	1	---	871	1	1	871	871				
7. Cascade	26,346	2	6	13,173	4,391	5	9	5,269	2,927				
8. Chouteau	3,567	1	1	3,567	3,567	1	1	3,567	3,567				
9. Custer	4,778	2	2	2,389	2,389	2	2	2,389	2,389				
10. Daniels	1,828	1	1	1,828	1,828	1	1	1,828	1,828				
11. Dawson	4,215	1	1	4,215	4,215	1	1	4,215	4,215				
12. Deer Lodge	4,684	1	1	4,684	4,684	1	1	4,684	4,684				
13. Fallon	1,998	0	1	---	1,998	1	1	1,998	1,998				
14. Fergus	5,690	1	2	5,690	2,845	1	2	5,690	2,845				
15. Flathead	25,697	3	5	8,566	5,139	5	8	5,139	3,212				
16. Gallatin	16,579	3	3	5,526	5,526	4	6	4,145	2,763				
17. Garfield	995	0	1	---	995	1	1	995	995				
18. Glacier	3,299	1	1	3,299	3,299	1	1	3,299	3,299				
19. Golden Valley	957	0	1	---	957	1	1	957	957				
20. Granite	1,540	0	1	---	1,540	1	1	1,540	1,540				
21. Hill	7,234	2	2	3,617	3,617	2	2	3,617	3,617				
22. Jefferson	2,380	1	1	2,380	2,380	1	1	2,380	2,380				
23. Judith Basin	1,713	1	1	1,713	1,713	1	1	1,713	1,713				
24. Lake	7,711	1	3	7,711	2,570	2	3	3,856	2,570				
25. Lewis and Clark	14,946	4	3	3,737	4,982	4	5	3,737	2,989				
26. Liberty	1,357	1	1	1,357	1,357	1	1	1,357	1,357				
27. Lincoln	7,296	1	2	7,296	3,648	2	2	3,648	3,648				
28. Madison	2,926	1	1	2,926	2,926	1	1	2,926	2,926				
29. McCone	2,379	1	1	2,379	2,379	1	1	2,379	2,379				
30. Meagher	1,142	1	1	1,142	1,142	1	1	1,142	1,142				
31. Mineral	1,178	1	1	1,178	1,178	1	1	1,178	1,178				
32. Missoula	20,719	4	5	5,180	4,144	4	8	5,180	2,590				
33. Musselshell	2,196	1	1	2,196	2,196	1	1	2,196	2,196				
34. Park	5,119	1	2	5,119	2,560	1	2	5,119	2,560				
35. Petroleum	364	0	0	---	---	0	0	---	---				
36. Phillips	2,511	1	1	2,511	2,511	1	1	2,511	2,511				
37. Pondera	2,857	1	1	2,857	2,857	1	1	2,857	2,857				
38. Powder River	1,014	0	1	---	1,014	1	1	1,014	1,014				
39. Powell	2,731	1	1	2,731	2,731	1	1	2,731	2,731				
40. Prairie	963	0	1	---	963	1	1	963	963				
41. Ravalli	7,651	1	2	7,651	3,826	2	2	3,826	3,826				
42. Richland	4,012	1	1	4,012	4,012	1	1	4,012	4,012				
43. Roosevelt	3,575	1	1	3,575	3,575	1	1	3,575	3,575				
44. Rosebud	2,914	0	1	---	2,914	1	1	2,914	2,914				
45. Sanders	4,199	1	1	4,199	4,199	1	1	4,199	4,199				
46. Sheridan	3,307	1	1	3,307	3,307	1	1	3,307	3,307				
47. Silver Bow	19,239	2	3	9,620	6,413	4	7	4,810	2,748				
48. Stillwater	3,099	1	1	3,099	3,099	1	1	3,099	3,099				
49. Sweet Grass	1,342	1	0	1,342	---	1	1	1,342	1,342				
50. Teton	3,427	1	1	3,427	3,427	1	1	3,427	3,427				
51. Toole	2,864	1	1	2,864	2,864	1	1	2,864	2,864				
52. Treasure	342	0	1	---	342	1	1	342	342				
53. Valley	4,529	1	2	4,529	2,265	1	2	4,529	2,265				
54. Wheatland	1,245	0	2	---	623	1	2	1,245	623				
55. Wibaux	902	0	1	---	902	1	1	902	902				
56. Yellowstone	35,991	2	7	17,996	5,142	7	12	5,142	2,999				
TOTAL		304,176	59	90	3,363.21	X	2,865.79	86	114	2,863.98	X	2,432.80	
				3,366.56		S	1,485.25			1,465.43		S	1,116.52
TOTAL IMPROVEMENTS				5,155.53		3,379.73				3,536.93		2,668.21	
CLERKS - APPRAISERS													

APPRAISAL WORKLOAD



(RANKED BY NUMBER OF IMPROVEMENTS WITHIN THE COUNTY)

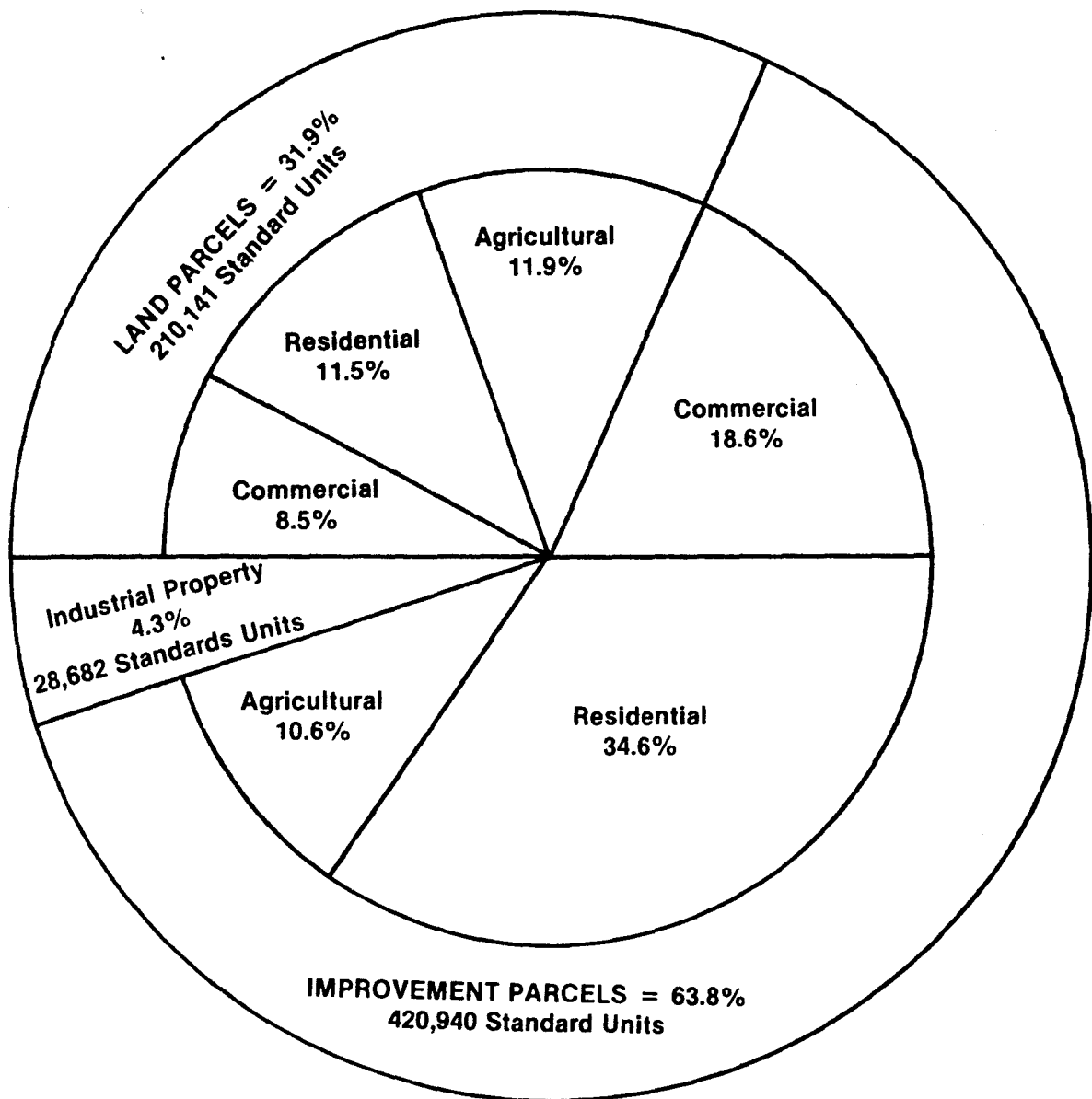
CLERICAL WORKLOAD



(RANKED BY NUMBER OF IMPROVEMENTS WITHIN THE COUNTY)

REAPPRAISAL WORK EXPRESSED IN STANDARD UNITS

659,763 TOTAL STANDARD UNITS



1 Standard Unit = 1.965 hrs = Time required to appraise an average residential building

CONVERSION OF PARCELS INTO STANDARD UNITS

PROPERTY TYPE	CONVERSION FACTOR	PARCELS	STANDARD UNITS
1) Urban Commercial Land	.95	48,580	46,151
2) Rural Commercial Land	.70	14,396	10,077
3) Urban Residential Land	.15	323,724	48,558
4) Rural Residential Land	.15	180,682	27,102
5) Agricultural Land	.05	1,438,407	71,920
6) State Owned Land	.05	126,674	6,333
7) Urban Commercial Improvements	3.90	24,579	95,858
8) Rural Commercial Improvements	2.65	10,182	26,982
9) Urban Residential Improvements	1.00	151,622	151,622
10) Rural Residential Improvements	1.10	69,514	76,465
11) Agricultural Improvements	1.45	48,285	70,013
12) Industrial Property	74.50	385	28,682
<u>Total Standard Units</u>			<u>659,763</u>

CONVERSION OF STANDARD UNITS INTO WORK YEARS

$$\frac{\text{Standard Units} \times \text{Work Hours per Standard Unit}}{\text{Annual Effective Work Hours Per Employee}} = \text{Employee Work Years}$$

Work hours per standard unit = 1.965 hours

Annual effective work hours per employee = 1,665 hours

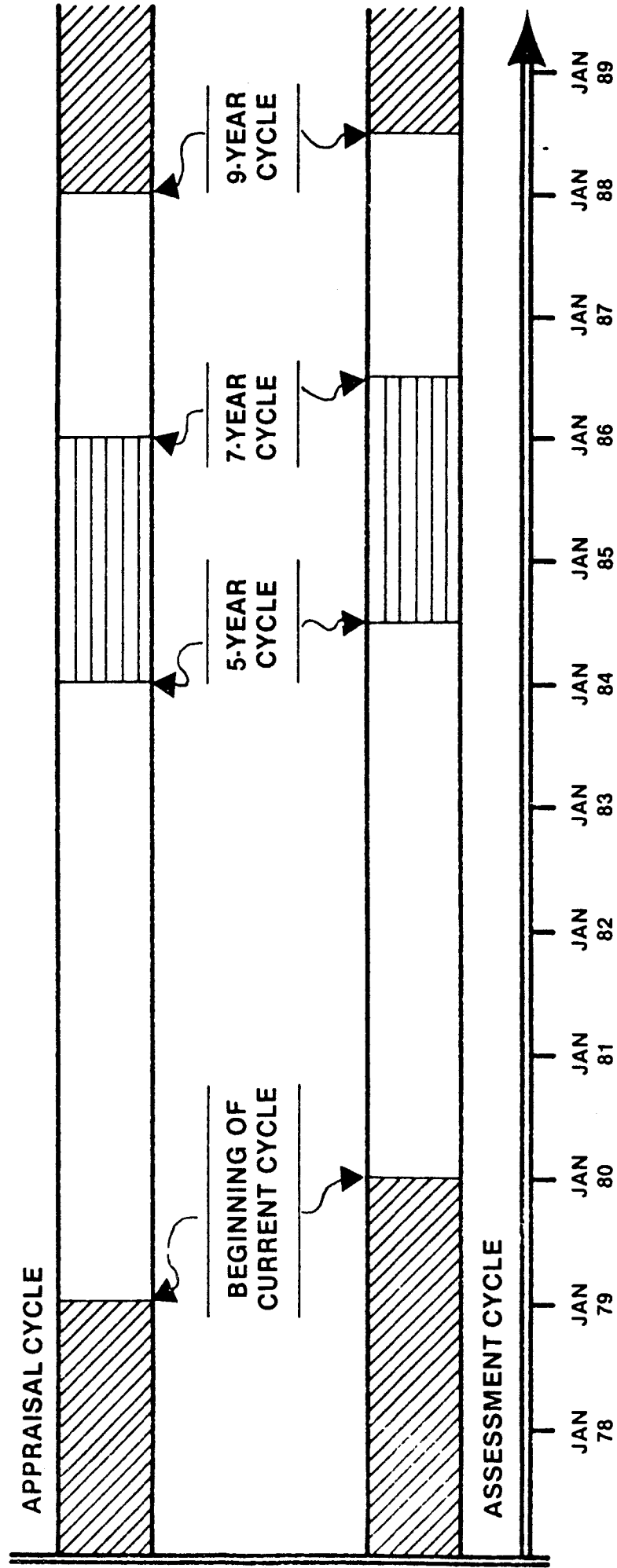
EXAMPLE

CONVERSION OF TOTAL REAPPRAISAL EFFORT INTO REQUIRED NUMBER OF EMPLOYEES

$$\frac{659,763 \times 1.965}{1,665 \text{ hours}} = 779 \text{ Total Employee Work Years}$$

$$779 \text{ yrs} \div 4.5 \text{ years (length of extended cycle)} = 173 \text{ Employees/Year}$$

TIME FRAMES OF VARIOUS CYCLES





STATE OF MONTANA

Office of the Legislative Fiscal Analyst

STATE CAPITOL
HELENA, MONTANA 59601
406/449-2986

March 18, 1981

319

~~JOHN D. LAFAVER~~
~~LEGISLATIVE FISCAL ANALYST~~

TO: Art Lund, Chairman
House Appropriations Committee

FROM: Bob Robinson, Senior Fiscal Analyst *BR*

SUBJECT: Proposed Appropriation of Resource Indemnity Trust
Fund Interest

As requested, bills impacting the resource indemnity trust fund interest income for the 1983 biennium are outlined below. House bills 261 and 605 propose spending resource indemnity trust fund earmarked revenue while the remainder appropriate the interest generated by the resource indemnity trust fund. I assume the intent of all the bills is to spend the interest generated by investing the trust fund as the earmarked revenue in the trust cannot be spent until the fund has a balance of \$100,000,000. Currently there is just over \$16,000,000 in the fund.

Beginning Balance 7/1/81	\$ 1,208,602
Revenue	<u>4,240,398</u>
Total Available	\$ 5,449,000

HB 500 as amended	\$4,200,000
HB 603	500,000
HB 261	101,500
HB 570	200,000
HB 605	- 1,050,000
HB 666	87,500
HB 822	<u>627,000</u>

Total Spending Proposals	<u>\$ 6,766,000</u>
--------------------------	---------------------

Subtotal	(\$1,317,000)
----------	---------------

Reallocation due to SB 409	<u>(1,272,119)</u>
----------------------------	--------------------

Potential Ending Fund Balance 6/30/83	<u>(\$2,589,119)</u> =====
---------------------------------------	-------------------------------

HB 500 proposes spending \$130,000 of resource indemnity trust interest to plug abandoned oil and gas wells that may be collapsing and allowing groundwater pollution and \$300,000 for maintenance and minor spillway improvements on state water projects. In addition, HB 500 reappropriates to the facility siting division of the department of natural resources \$500,000 that was appropriated by HB 908 of the 1979 session. These funds are to assist in financing studies for the possible construction of an M.H.D. engineering test facility in Montana.

HB 603 seeks to reappropriate \$500,000 authorized by HB 894 in the 1979 session to raise and rehabilitate Cooney dam.

HB 718 and SB 409 are two non-appropriation bills which have provisions that would significantly change the distribution of resource indemnity trust fund interest. SB 409 earmarks 30 percent of the interest income from investment of the resource indemnity trust fund for expenditures that meet or further the policies and objectives of the state water development program. HB 718 proposes to designate all interest earnings from the resource indemnity trust fund, for the purpose of paying principle and interest necessary to retire hard rock mining impact bonds. Any interest not required to pay for the bonds would be deposited in the general fund.

RJR:jt:f



STATE OF MONTANA

Office of the Legislative Fiscal Analyst

STATE CAPITOL
HELENA, MONTANA 59601
406/449-2985

March 19, 1981 3/19

JOHN D. LAFAVER
LEGISLATIVE FISCAL ANALYST

TO: Representative Art Lund, Chairman
House Appropriations Committee

FROM: Bruce Shively, Assistant Fiscal Analyst *BShively*

SUBJECT: Renewable Resources Development Bond Account

Section 15-35-108 (G) earmarks 2.5% of the coal severance tax collection remaining after the allocation to the constitutional trust fund to the credit of the renewable resource development bond account. Revenues received in this account are used to provide grant funds for a variety of projects. According to section 90-2-111 renewable resource grant funds may be used to :

1. purchase, lease, or construct projects that enhance the renewable resources of the state (i.e. dams, irrigation projects, erosion control),
2. conduct feasibility and design studies, and
3. plan for the rehabilitation, expansion, or modification of existing projects.

Table I shows the actual and/or anticipated activity in the renewable resource development account since 1980.

TABLE I

	Actual 1980	-----1981-----	-----Estimated----- 1982	1983
Beginning Balance	\$2,341,236	\$2,501,619	\$1,318,548	\$2,521,541
Revenue	<u>1,302,518</u>	<u>919,000</u>	<u>1,203,000</u>	<u>1,376,000</u>
Total Available	\$3,643,754	\$3,420,619	\$2,521,541	\$3,897,541
Expenditures	<u>1,142,135</u>	<u>2,102,071</u>	<u>-0-</u>	<u>-0-</u>
Ending Balance	\$2,501,619	\$1,318,548	\$2,521,541	\$3,897,541

It appears that there will be approximately \$3.9 million in the renewable resource development bond account available for expenditure during the 1983 biennium. Table II lists the bills that recommend appropriation from this account.

TABLE II

1. HB 460 - Lone Pines State Park	\$ 327,680
2. HB 469 - Seed Potato Research	60,000
3. HB 500 - DNRC Administration	267,755
4. HB 601 - St. Clair Syphon	650,000
5. HB 709 - Executive Grant Recommendations	<u>4,130,724</u>
Total	\$5,436,159

In addition to the appropriation bills detailed on table II, HB 600 would impose a number of conditions upon the funding of grant projects and establish a specific proportion of the total grant funds that must be spent for particular types of projects (i.e. 40 percent for water development, 15 percent for timber stand improvement).

Should SB 260 pass, all of this would be academic since SB 260 proposes to put all coal severance tax other than the constitutional trust fund in the general fund except. This would eliminate the renewable resource development bond account.



STATE OF MONTANA

Office of the Legislative Fiscal Analyst

STATE CAPITOL
HELENA, MONTANA 59601
406/449-2986

3-19

JOHN D. LAFAVER
LEGISLATIVE FISCAL ANALYST

March 18, 1981

TO: House Appropriations Committee

FROM: Bruce Shively, Assistant Fiscal Analyst *B. Shively*

SUBJECT: Status of Accounting Entity 02951 - Alternative Energy Research Development and Demonstration Account

Section 15-35-108(2)(b) provides that 5 percent of the coal severance tax collection remaining after the allocation to the constitutional trust fund shall be deposited in the alternative energy research development and demonstration account. Funds received in this account are used primarily to finance research development and demonstrate alternative energy technologies.

Table I shows the actual and/or projected collections and expenditures for this account since fiscal 1980.

	Actual FY80	FY81	-----Estimated----- FY82	FY83
Beginning Balance	\$1,055,165	\$1,638,895	\$ 22,895	\$ 612,777
Revenue	<u>1,520,127</u>	<u>1,837,000</u>	<u>2,406,000</u>	<u>2,751,000</u>
Total Available	\$2,575,292	\$3,475,895	\$2,428,895	\$3,363,777
Budget Amend. (HB 801)		2,500,000		
Expenditures (approp)	\$ <u>936,397</u>	<u>953,000</u>	<u>1,816,118</u>	<u>2,133,119</u>
Ending Fund Balance	\$1,638,895	\$ 22,895	\$ 612,777	\$1,230,658

HB 223, would alter the percentage distribution of severance tax to the account. It proposes to reallocate the severance tax by reducing the amount allocated to alternative energy from 5 percent to 4 percent. This would reduce revenues to this account approximately \$1,030,000 over the 1983 biennium.

Expenditures shown for fiscal 1982 and fiscal 1983 have been appropriated in HB 500. The department of natural resources as authorized in 90-4-104 MCA decides which grant proposals to fund, and may fund grant proposals up to the amount authorized by the legislature in HB 500.

BS:jt:c

STANDING COMMITTEE REPORT

3-10

19 51

3-19

MR. SPEAKER:

We, your committee on HOUSE APPROPRIATIONS

having had under consideration SENATE Bill No. 124

A BILL FOR AN ACT ENTITLED: "AN ACT TO CHANGE THE DEADLINE
FOR SUBMISSION OF INFORMATION BY AGENCIES TO THE BUDGET
DIRECTOR; AMENDING SECTION 17-7-112, ECA."

Respectfully report as follows: That SENATE Bill No. 124

DO PASS

STANDING COMMITTEE REPORT

3-19[✓] 19 81

MR. **SPEAKER:**

We, your committee on **HOUSE APPROPRIATIONS**

having had under consideration **SENATE**

Bill No. **319**

**A BILL FOR AN ACT ENTITLED: "AN ACT TO REQUIRE THE BUDGET
DIRECTOR TO SUBMIT THE JUDICIAL BRANCH BUDGET WITHOUT CHANGE
TO THE LEGISLATURE; AMENDING SECTION 17-7-122, NCA."**

Respectfully report as follows: That.....

SENATE

Bill No. **319**

DO PASS