

Bill as
Introduced

HB 519 - AS INTRODUCED

2013 SESSION

13-0462

10/03

HOUSE BILL

519

AN ACT

requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework, and experience.

SPONSORS:

Rep. Baldasaro, Rock 5; Rep. Griffin, Rock 7; Rep. Kappler, Rock 3; Rep. L. Ober, Hills 37; Rep. R. Ober, Hills 37; Rep. LeBrun, Hills 32; Rep. Theberge, Coos 3; Rep. Tucker, Rock 23; Rep. W. O'Brien, Hills 5

COMMITTEE:

Education

ANALYSIS

This bill requires that the division of higher education in the department of education develop and adopt a policy on academic credit for a student's military occupation, military training, coursework, and experience, and to consult with institutions of higher education in implementing the policy.

Explanation:

Matter added to current law appears in ***bold italics***.

Matter removed from current law appears ~~[in brackets and struckthrough.]~~

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Thirteen

AN ACT requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework, and experience.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 New Section; Division of Higher Education; Military Academic Credit. Amend RSA 21-N by
2 inserting after section 8-a the following new section:

3 21-N:8-b Higher Education; Military Academic Credit.

4 I. The division of higher education shall develop and adopt a written policy requiring each
5 public institution of higher education to develop a set of written policies and procedures governing
6 the evaluation of a student's military occupation, military training, coursework, and experience, to
7 determine whether academic credit shall be awarded by the institution for the evaluated occupation,
8 experience, training, and coursework. The division's policy may require that the occupation,
9 training, experience, or courses meet the standards of the American Council on Education or
10 equivalent standards for awarding academic credit. The division may also develop and adopt a
11 written policy requiring each public institution of higher education to develop a set of written policies
12 and procedures to standardize credit-by-exam equivalencies for exams funded through the
13 Department of Defense. The educational credit shall be awarded based upon each institution's
14 admissions standards and shall be consistent with the mission of the state's system of public higher
15 education. Each public institution of higher education shall designate a single point of contact for a
16 student who is enrolled in such an institution and who is also a veteran, as defined in RSA 21:50, I,
17 to conduct such an evaluation and determination.

18 II. The division shall consult with the chief executive officers of each public institution of
19 higher education in implementing the policy set forth in paragraph I and the policy adopted by the
20 division shall, to the greatest extent possible, provide for consistent application by all of the state's
21 public institutions of higher education and promote accurate and complete academic counseling.

22 2 Effective Date. This act shall take effect 60 days after its passage.

CHAPTER 53
HB 519 – FINAL VERSION

2013 SESSION

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10/03

HOUSE BILL

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CHAPTER 53
HB 519 – FINAL VERSION

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20 division shall, to the greatest extent possible, provide for consistent application by all of the state's
21 public institutions of higher education and promote accurate and complete academic counseling.

22 53:2 Effective Date. This act shall take effect 60 days after its passage.

23 Approved: June 4, 2013

24 Effective Date: August 3, 2013

Committee Minutes

SENATE CALENDAR NOTICE
HEALTH, EDUCATION & HUMAN SERVICES

Senator Nancy Stiles Chairman
 Senator John Reagan V Chairman
 Senator Peggy Gilmour
 Senator Molly Kelly
 Senator Andy Sanborn

For Use by Senate Clerk's
Office ONLY

Bill Status

Docket

Calendar

Proof: Calendar Bill Status

Date: March 20, 2013

HEARINGS

Tuesday

3/26/2013

HEALTH, EDUCATION & HUMAN SERVICES

LOB 103

9:00 AM

(Name of Committee)

(Place)

(Time)

EXECUTIVE SESSION MAY FOLLOW

<p>9:00 AM HB161</p> <p>9:20 AM HB519</p> <p>9:40 AM HB142</p> <p>10:00 AM HB629-FN</p> <p>10:30 AM HB180</p>	<p>relative to school district policies on health and sex education.</p> <p>requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework, and experience.</p> <p>relative to teacher evaluation systems.</p> <p>(New Title) relative to the criteria for approving and calculating school building aid grants.</p> <p>relative to the definitions of "student athlete" and "student sports" for the management of concussion and head injury.</p>
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Sponsors:

HB161

Rep. Ralph Boehm

Rep. Joseph Pitre

HB519

Rep. Alfred Baldasaro

Rep. Mary Griffin

Rep. Lawrence Kappler

Rep. Lynne Ober

Rep. Russell Ober

Rep. Donald LeBrun

Rep. Robert Theberge

Rep. Pamela Tucker

Rep. William O'Brien

HB142

Rep. Rick Ladd

Rep. Ralph Boehm

Rep. John Graham

Rep. Shawn Jasper

HB629-FN

Rep. Rick Ladd

Rep. Mary Gile

HB180

Rep. Rick Ladd

Rep. Andrew White

Sen. Lou D'Allesandro

Sen. Sharon Carson

Sen. John Reagan

Rep. Donna Schlachman

Michael Ciccio 271-3093

Sen. Nancy Stiles

Chairman

**HEALTH, EDUCATION, AND HUMAN SERVICES
COMMITTEE
Hearing Report**

Michael Ciccio, Legislative Aide

HB 519 -- requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework and experience

Hearing Date: 03.26.13

Time Opened: 9:20

Time Closed: 9:33

Members of the Committee Present: Senators Stiles, Reagan, Gilmour, Kelly, and Sanborn

Members of the Committee Absent:

Bill Analysis: This bill requires that the division of higher education in the department of education develop and adopt a policy on academic credit for a student's military occupation, military training, coursework, and experience, and to consult with institutions of higher education in implementing the policy.

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Who supports the bill: Rep. Baldasaro, Ed Josephson (State Veterans Advisory Committee), Rep. Laura Jones, Rep. Beaudoin, Rep. LeBrun, and Rep. Pitre

Who opposes the bill: None

Summary of testimony presented in support:

Rep. Baldasaro

- This bill will have the Higher Education Commission develop a policy on student's receiving academic credit for their military training.
- There is a corpsman in his town that got out of the military after serving two tours in Iraq and he has the same level of training as a nurse. However, they want him to go to school to be a certified EMT.
- This bill will help make sure the Military Occupational Specialty (MOS) is transferred over for academic credit.
- There is a program in the military that allows a person to submit their schooling records.
- He submitted a handout on the top ten issues facing veterans.

- In response to questions from the committee Rep. Baldasaro stated:
 - A lot of colleges accept the military education, but NH does not have these programs.
 - He knows about 6 or 7 veterans who wanted to serve in the medical field and have been denied.

Ed Josephson:

- The veterans coming out of the service have a very high unemployment rate.
- They have vital skills that are needed and this could make them contributing members sooner.

Rep. Joe Pitre

- He was in the Airforce. He tried to get academic credits for the courses he took in the military. Some of them were able to be awarded.
- In 1977, it was very difficult for a public university to accept courses.
- Military classes are six hours a day and intense training.

Summary of testimony presented in opposition:

Action: OTP, 5-0

MJC

Date hearing report completed: 3.28.13

Speakers

Testimony

Give Yourself Credit

How to translate your military training into college credits.

By Marty Levine

Many veterans heading to school can get college credit for their military training and experience, including leadership development courses. Coupled with classes they may have completed during active duty, this could give some student veterans a big head start on their post-military education.

Credit transfer policies vary widely by state and institution, so it is critical that service members planning to attend college when they separate start the process early. Transitioners must understand the credit transfer policy at the schools they are considering and should ask the schools to review their transcripts.

Three organizations offer assistance to service members pursuing a degree during and after their service:

The American Council on Education (ACE) evaluates how much and what kind of credit to award for military training and occupations. www.acenet.edu

Servicemembers Opportunity Colleges consortium (SOC) award credits for military training and academic testing. www.soc.aascu.org

Defense Activities for Non-traditional Education Support (DANTES) manages the work of the SOC and offers several specialty education programs. www.dantes.doded.mil

"One of the biggest challenges is for the service member to understand credit transfer policies at an institution," said Michele S. Spires, ACE's assistant director of military programs and an Air Force spouse. "It's a whole different language." Spires is the lead member of an ACE team that evaluates military courses and occupations for a match in civilian higher education.

Take a current service member whose MOS is in the engineering field, Spires said. Given this experience, he may want to add an engineering degree to his résumé. Some institutions of higher education will carefully evaluate the Soldier's specific military training and MOS and find the matching credits in their engineering curriculum. Others may not allow any ACE credit recommendations to count toward an engineering degree. Instead, the institution may sweep them into the general education category.

Thus, while this service member may believe he is eligible for a certain number of engineering credits – turning his military experience into completed courses in his major – some universities may not allow that to happen. See the "ACE Checklist" to make certain the credit transfer process is clear from its earliest stages.

ACE helps veterans and current service members by creating easily accessible web transcripts of their military training (www.militaryguides.acenet.edu). "That transcript also helps the service member articulate their experience in civilian language," Spires said.

ACE also publishes A Transfer Guide: Understanding Your Military Transcripts and ACE Credit Recommendations (www.acenet.edu/militaryprograms/transferguide).

"I would encourage military students and veterans to take ownership of their educational experience by setting up an advising meeting with their evaluator or academic advisor to discuss where their military training courses and experiences might be comparable to required courses in their degree plan," said Dr. Kathy Snead, SOC president and director. "Students may need to explain to the advisor exactly what topics, skills and subjects were covered in their military training and to describe instructional delivery mode and length of training."

ACE resources, from the transfer guide to an individual's web transcript, will also aid the process here.

Snead also recommends the following service-specific sites:

GoArmyEd (www.earmy.com)

Navy College Program (<https://www.navycollege.navy.mil>)

Air University's Associate-to-Baccalaureate Cooperative (www.au.af.mil/au/ccaf)

The SOC helps current and former military complete a degree, rather than simply taking course after course without a clear path to graduation. Colleges and universities that are members of SOC's Degree Network System (for active duty and adults in their families) provide a number of services, including:

Acting as a home college that allows students to execute a "Student Agreement," which outlines a degree plan that is transferable to other member colleges

Easing credit transfers from school to school within specific disciplines, such as computer studies or business

Offering credit for military occupations and service schools

Limiting the number of courses needed on the ground, for those attending college online.

Spires notes that university officials can counsel and advise service members to determine where their transcript will take them – how to leverage their existing MOS and credits.

It's uncertain how many veterans fail to take advantage of their ACE credit recommendations. In recent talks with service members, Spires' ACE team found that some were able to apply their ACE credits successfully; others could not, but were not seeking a degree that related directly to their MOS; and yet others felt that their university or other higher education institution didn't do a good job of matching service to college.

In the end, making sure credit is awarded properly will always be up to the individual student. "There still is a need to communicate to veterans and service members the value of their military transcripts," Spires said.

ACE Checklist

What's the best way to make certain you get the educational credits you deserve? The American Council on Education offers this handy checklist:

Do your research: Make sure the school you choose to attend gives you the maximum credit for nontraditional learning methods.

Every school is different: Learn how they handle credit transfers before you ask them to handle yours.

Check your military transcript early and often online. Refer to sidebar on page 30.

Ask your school to review your official transcripts (including those from other schools) as early as possible.

Avoid unnecessary classes by consulting with an academic adviser early on. Be sure to have a copy of your transcripts and your DD-214.

Take charge: follow up with all the academic departments handling your credit transfers.

Transcripts and CLEP

How to Get Your Transcripts

Air Force/Air National Guard:

www.au.af.mil/au/ccaf/

Community College of the Air Force transcript

Army/Army National Guard

<https://aartstranscript.army.mil>

AARTS transcript (Army/American Council on Education Registry Transcript System) available to Soldiers, Reservists, veterans, ARNG members

Coast Guard

www.uscg.mil/hq/capemay/Education/doc/CGI1564.pdf

Coast Guard Institute CG Form 1564; Official USCG Transcript

Marines/Navy

<https://smart.navy.mil/smart/dod>

SMART transcript

5 Steps to CLEP®

- 1) Find out if your college accepts CLEP. Use the CLEP college search and talk to your admissions office, test center or academic advisor.
- 2) Read descriptions of all 33 exams and decide which one to take.
- 3) Register to take your exam(s) by contacting a CLEP test center and making an appointment.
- 4) Start studying. Get a college textbook and review sample questions.
- 5) Take your test!

For information on tests administered by DANTES, visit www.dantes.doded.mil

Save Time & \$\$\$

The College-Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support (DANTES) offer standardized tests that allow service members and veterans to receive college credit for what they already know. The tests, which are available in 33 areas such as math, science, English, foreign language and history, can save time and money.



Key Personnel and Readiness Issues Supporting Service Members and Families

(For 2013)



- 1. Facilitate Service members receiving licensure and academic credit for military education, training and experience:** By not receiving credit, separating Service members may be held back from finding employment or finishing a degree. States can establish policies that ensure separating Service members do not have to repeat requirements completed during their military career to obtain academic credit or an occupational license.
- 2. Facilitate military spouse transition through licensure portability and eligibility for unemployment compensation:** Mandatory military moves require spouses to leave employment and start again in a state with new licensing requirements. States can help by expediting licensing through endorsement, temporary licensure and streamlined processes. States should also recognize that these mandatory job separations should afford military spouses eligibility for unemployment compensation.
- 3. Provide authority for establishing Veteran Treatment Courts (VTCs):** One in five veterans suffers from Acute Stress Disorder (ASD), Post Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), substance abuse, or other behavioral health problems. These problems can result in homelessness, family stress and/or disintegration, and instances of criminal behavior. States can help by authorizing VTCs to provide opportunities for rehabilitation (instead of incarceration) for veterans and service members experiencing behavioral health problems.
- 4. Increase access to quality childcare for military families:** Demand for child care continues to out-pace capacity. States can assist in enhancing available capacity by integrating DoD standards on inspections and background checks into their Quality Rating and Improvement Systems (QRIS) for child care programs.
- 5. Promote consumer protections and enforcement of the predatory lending regulation:** Military consumers are vulnerable to unscrupulous practices. Some lending practices create a cycle of debt, thus detracting from financial wellbeing and military readiness. States can help by working with the military community on consumer concerns and by fully enforcing the DoD Regulation on payday, vehicle title, and refund anticipation loans.
- 6. Allow Service members to retain their earned priority for receiving Medicaid home and community care waivers:** Because states frequently have long waiting lists, members face large gaps in service every time they transfer across state lines. Allowing Service members to enroll their exceptional family member in the State they designate as their legal residence (i.e. where they pay taxes, vote, etc.) can stabilize their request for support.
- 7. Improve absentee voting for military members and their families:** Citizens need assurance their vote will be counted. States can approve the Uniform Military and Overseas Voter Act (UMOVA) which supports the flexible processes for absentee voters in the areas recommended by the Federal Voting Assistance Program (FVAP) Office.
- 8. Waive required waiting time to establish residency for separating Service members so they can obtain in-state tuition rates:** The Post 9/11 GI Bill covers only in-state tuition and eligible fees, which means that veterans who settle in a state as a nonresident pay the difference between the resident and non-resident charges. States can waive residency requirements to allow separating Service members to receive in-state tuition rates until they qualify for residency.
- 9. Assign an identifier for military children in education data systems:** Although military children experience life challenges as a result of their parents' military service, there is no method of tracking their attendance and academic progress in public schools. States can assist DoD in developing policy and military child education initiatives, by identifying military children and providing data on their educational outcomes.
- 10. Create state-wide MoUs between the DoD and the state child welfare agency to standardize relationships among local courts, agencies and military communities:** DoD installations currently develop MoUs with counties which can leave gaps in coverage and inconsistencies in managing care for children in protective custody and foster care. Statewide MOUs between DoD (on behalf of the military communities) and the State child welfare agency (on behalf of local child protective services and other State and local agencies) can support improved continuity and child safety.

Staff point of contact: Ed Kringer, 571-372-5321, ed.kringer@osd.mil

www.USA4MilitaryFamilies.org



USA4 Military Families

Department of Defense – State Liaison Office (DSLO)

Purpose

Since many issues surrounding quality of life and family well-being can only be addressed by states, the Department of Defense (DoD) started the USA4 Military Families initiative, worked through the DoD-State Liaison Office (DSLO), to engage state policymakers, not-for-profit associations, concerned business interests, and other state leaders about the needs of military members and their families. By developing state/military partnerships, the DoD seeks to work with states to remove unnecessary barriers and significantly improve the quality of life for military families.

What we do

The DSLO has 10 Liaisons across the country working with the many state leaders who are concerned for the welfare of the Active Duty, Guard, and Reserve Service members and their families living within their borders. We broadly educate state leaders on the 10 key issues, and as this education process proceeds, build relationships with interested state leaders. If one of these leaders (normally members of the legislature) wants to tackle an issue, we can provide assistance in the form of identifying 'best practice' legislation from other states and providing testimony as it is requested.

Initiatives

Currently, efforts are being focused on the following 10 key issues (as approved by the Under Secretary of Defense for Personnel & Readiness) which promote the well-being of our Service members and their families (detailed information at www.USA4MILITARYFAMILIES.org):

1. Facilitate service members receiving licensure and academic credit for military education, training and experience.
2. Facilitate military spouse career transition through licensure portability and eligibility for unemployment compensation.
3. Support development of Veterans Treatment Courts open to eligible veterans and service members throughout the state.
4. Increase access to quality, affordable child care by military families.
5. Promote consumer protections and enforcement of the predatory lending regulation.
6. Allow Service members to retain their earned priority for receiving Medicaid home and community care waivers.
7. Improve absentee voting for military members and their families.
8. Waive required waiting time to establish residency for separating Service members to obtain in-state tuition rates.
9. Assign an identifier for military children in education data systems.
10. Create state-wide MoUs between the DoD and the state child welfare agency to standardize relationships.

Track record

The USA4 Military Families initiative has been very successful and much progress has been made. Over the past couple of years, states have addressed several key quality of life issues, to include the impact of frequent school transitions experienced by military children, the loss income by military spouses as a result of military moves, and the enforcement of the Congressionally mandated DoD predatory lending regulation. In this regard, 43 states have joined the Interstate Compact on Educational Opportunity for Military Children, 45 states now provide eligibility for unemployment compensation to military spouses, and 36 states can enforce the DoD predatory lending regulation.

Committee Report

STATE OF NEW HAMPSHIRE
SENATE
REPORT OF THE COMMITTEE

Date: 03.26.13

THE COMMITTEE ON Health, Education and Human Services
to which was referred House Bill 519

AN ACT requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework, and experience.

Having considered the same, the committee recommends that the Bill:

OUGHT TO PASS

BY A VOTE OF: 5-0

Senator Peggy Gilmour
For the Committee

Michael Ciccio 271-3093

New Hampshire General Court - Bill Status System

Docket of HB519

Docket Abbreviations

Bill Title: requiring the division of higher education to develop a policy on academic credit for a student's military occupation, military training, coursework, and experience.

Official Docket of HB519:

Date	Body	Description
1/3/2013	H	Introduced 1/3/2013 and Referred to Education; HJ 12 , PG.198
1/30/2013	H	Public Hearing: 2/7/2013 2:00 PM LOB 207
2/13/2013	H	Executive Session: 2/19/2013 1:45 PM LOB 207
2/19/2013	H	Committee Report: Ought To Pass for Mar 6 (Vote 18-0; CC); HC 20 , PG.408
3/6/2013	H	Ought to Pass: MA VV; HJ 24 , PG.653
3/7/2013	S	Introduced and Referred to Health, Education & Human Services
3/20/2013	S	Hearing: 3/26/13, Room 103, LOB, 9:20 a.m.; SC13
4/8/2013	S	Committee Report: Ought to Pass, 4/18/13; SC16
4/18/2013	S	Ought to Pass: RC 24Y-0N, MA; OT3rdg;
4/18/2013	S	Enrolled
4/24/2013	H	Enrolled; HJ38 , PG.1257
6/6/2013	H	Signed by Governor 06/04/2013; Effective 08/03/2013; Chapter 0053

NH House

NH Senate

Other Referrals

COMMITTEE REPORT FILE INVENTORY

H8519 ORIGINAL REFERRAL _____ RE-REFERRAL

1. THIS INVENTORY IS TO BE SIGNED AND DATED BY THE COMMITTEE AIDE AND PLACED INSIDE THE FOLDER AS THE FIRST ITEM IN THE COMMITTEE FILE.
2. PLACE ALL DOCUMENTS IN THE FOLDER FOLLOWING THE INVENTORY IN THE ORDER LISTED.
3. THE DOCUMENTS WHICH HAVE AN "X" BESIDE THEM ARE CONFIRMED AS BEING IN THE FOLDER.
4. THE COMPLETED FILE IS THEN DELIVERED TO THE CALENDAR CLERK.

- DOCKET (Submit only the latest docket found in Bill Status)
- COMMITTEE REPORT
- CALENDAR NOTICE
- HEARING REPORT
- HANDOUTS FROM THE PUBLIC HEARING
- PREPARED TESTIMONY AND OTHER SUBMISSIONS
- SIGN-UP SHEET(S)

ALL AMENDMENTS (passed or not) CONSIDERED BY COMMITTEE:

_____ - AMENDMENT # _____ _____ - AMENDMENT # _____
_____ - AMENDMENT # _____ _____ - AMENDMENT # _____

ALL AVAILABLE VERSIONS OF THE BILL:

AS INTRODUCED _____ AS AMENDED BY THE HOUSE
 FINAL VERSION _____ AS AMENDED BY THE SENATE

_____ OTHER (Anything else deemed important but not listed above, such as amended fiscal notes): _____

DATE DELIVERED TO SENATE CLERK

7/24/13

Michael Ciri

BY COMMITTEE AIDE