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rate, let me just mention that the estimation grid was the original topic of the bill, but two other bills were incorporated with the original in committee. One of the other bills had the term "regression analysis" in the title, but not to worry. Regression analysis, which for our purposes might be termed advanced averaging, was used in the preliminary work but is not part of this bill. The main ideas that I want to offer for your consideration are offered in an amendment to the committee amendment, so I'll focus my comments on that. The topic here is state aid to K-12 education, I hope you got that much out of what I've said so far, and I would remind you that this is a mainline function for state government, and I can sense the excitement of talking about this. It's complicated and involved, numbers and arithmetic, controversy. What else could you want? But let me just mention that we are about here the very important task of providing assurance that every child in the state has access to a quality public education and a main theme is equalization to make sure that those who are most in need are accommodated. We, as citizens of the state, I would also remind you, spend a considerable part of our state budget on this. Somewhere between 20 and 25 percent is devoted every year to state aid to K-12 education. The focus of what I want to offer to you today is on the needs calculation and, again, I'll just remind you the basic concept we operate with, or structure, is needs minus resources equals aid. The needs part of that is the engine that drives the rest of it. It basically says to a school, how much you...or provides for a school information about how much in the state's calculation procedure is needed for you to satisfy your constitutional and other policy requirement. And I would mention to you that there's some very important considerations that have to be taken into account in that calculation. Certainly one of them is cost accuracy. If you misrepresent the costs of a school system in the formula, in the needs calculation, it's very unlikely that you're going to be able to accurately provide the needs that you're required to for the students involved. A second thing is that we, over the years, have incorporated a number of signals into the state aid formula. One of them certainly concerns efficiency. We try, the state that is, tries to signal to schools in the state, through the K-12 aid formula, desires about achieving efficiency. So you've got cost accuracy, signals. A third one is partnership and I think this is a very