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the enormous amount of work that's been put into this and the incredible thought that's been given to a whole number of the aspects of the state aid formula. And, as best I can tell, I think many parts of this bill are really great. Having said that, let me say it is incredibly complex. Section 5 seems to be the crux of the amendment. And then you get to Section 6, which is a real grinder. In fact I would say, Senator Raikes, that in my 18 years in the Legislature this wins the prize as the most difficult section of law ever faced in my career. (Laugh) But in order to understand Section 6, or to understand Section 5, you have to go to Section 6, and you have to understand formula cost per student, and you have to understand, in order to understand that, you have to understand the spending index, and in order to understand that you have to understand how typical cost per student is broken down, and that's further defined by the basic student costs and the demographic ratio, which is then multiplied by the demographic...demographic coefficient. And then built into that process is the scale coefficient and the weighted formula students. Now we need to put all that together, I guess. And Senator Raikes indicates, quite rightfully, that this is not a revolution, this is a series of refinements, and maybe the principle starting point on this might be just the bare fact of how much money it transfers. I mean of the total equalization aid, as you see in the chart that Senator Raikes pointed out, the equalization basically between the three groups that we have--the standard, sparse, and very sparse--which are not changed, by the way, as I understand it, either by definition or in any way, those three groups stay the same. All the definitions stay the same. But what happens is that out of the very sparse groups \$2.5 million is shifted to the standard group, and out of the sparse group another almost \$3 million is shifted to the standard group. So you have shiftings away from sparse and very sparse into the standard group. Remember, that the sparse and very sparse altogether are about 70 of all the 300 and some school districts, so they are a relatively small number. So out of sparse and very sparse comes \$5 million into the standard section where all these school districts, most of the school districts, exist. Okay? So now what happens to the \$5 million that's different from what we do now? Senator Raikes, I'm going to go on here. I'm going to give you the opportunity to correct me, because I know I'm going to need correction here from time to time. But here is what I