

## SENATE REVENUE COMMITTEE

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January 27, 1999 - 3:00 P.M. - HEARING ROOM A - STATE CAPITOL BUILDING

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Members Present: Senator Randy Miller, Chair

Senator Thomas Wilde, Vice Chair

Senator Lee Beyer

Senator Charles Starr

Members Excused: Senator Tom Hartung

**Staff:** Steve Meyer, Economist, Legislative Revenue Office

Richard Yates, Economist, Legislative Revenue Office

Joan Green, Committee Assistant

### TAPE 016, SIDE A

005	Chair Miller	Meeting called to order at 3:08 p.m.
020	Steve Meyer	Continued presentation on school finance from yesterday's meeting, having concluded with discussion of Additional K-12 State Funding for the 1997-99 biennium, resumed with State School Fund Distribution, (Page 13, Exhibit 1).
081	Meyer	Equalization Formula Cost Factors, (Page 15, Exhibit 1).

130	Meyer	Defined acronyms for the Formula Student Counts, (Page 15, Exhibit 1).
		Discussion and questions interspersed.
220		Continued with discussion and questions.
235	Meyer	Continued with presentation and discussion of Student Cost Weights, Special Education and at Risk, (Page 16, Exhibit 1).
		Discussion and questions interspersed.
388	Meyer	Cost-wise, special education and students in poverty rank highest. Since 1992-93 the fastest growing cost weight is English as a second language (ESL), which has doubled.
		Discussion and questions interspersed concerning how ESL is defined.
353	Meyer	Continued with discussion of Student Cost Weights - Grades and School, (Page 16, Exhibit 1).
 <b><u>TAPE 017, SIDE A</u></b> 		
005	Meyer	Continued slide presentation with Student Counts ADMr vs. ADMw, (Page 17, Exhibit 1).
071	Meyer	Discussed new facility grant slide, (Page 19, Exhibit 1).
		Discussion and questions interspersed.
111	Meyer	Explains the equalization formula and example, (Page 20, Exhibit 1).
		Equalization areas differ for two reasons:

- Transportation costs different
- Teacher experience factors are different.

Discussion and questions interspersed.

182 Meyer Continued with Equalization formula examples by district, (Page 21, Exhibit 1).

224 Meyer Temporary Formula Constraints 1997-99, 1999-00, (Pages 21-23, Exhibit 1).

284 Meyer Explained the intent of the cap calculation, (Pages 23-24, Exhibit 1).

Discussion and questions interspersed.

#### **TAPE 016, SIDE B**

010 Meyer Discussed State school fund payment schedule, (Page 24, Exhibit 1).

028 Meyer Proceeded to discuss the effects of the application of the formula, (Pages 25-26, Exhibit 1).

069 Meyer Defined and discussed equity, (Pages 27-30, Exhibit 1).

Discussion and questions interspersed.

180 Meyer Discussed Education Service Districts (ESDs), (Pages 30-34, Exhibit 1). Prior to Measure 5 ESDs had no State funding.

276 Meyer Discussed community colleges, (Pages 34-35, Exhibit 1). The distribution to community colleges is by administrative rule, not statute.

310 Meyer Discussed the Education Endowment Fund, (Page 36, Exhibit 1).

315 Meyer Reviewed numbers for the 1999-2001 biennium, (Page 36-38, Exhibit 1).

365 Meyer Reviewed what would happen if no legislative action occurred, (Page 38, Exhibit 1).

Concluded presentation with discussion of issues legislative action is needed on, (Page 39, Exhibit 1).

Discussion and questions interspersed.

450 Sen. Beyer Are numbers going to be run soon.

Meyerís hopes to run numbers next week, but needs to make some assumptions regarding ESDís.

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**TAPE 017, SIDE B**

030 Chair Miller Would it help to assume that ESDís are treated the same as last session?

035 Meyer The total of the percentage of 98-99, carried forward, is probably what will be used.

045 Chair Miller Meeting adjourned at 4:30 p.m.

Submitted by, Reviewed by,

Joan Green Kim T. James

Committee Assistant Revenue Office Manager

Exhibit Summary:

1. Orientation, Meyer, School Finance, 39 pages