

CLERK: Mr. President, Senator Vickers would move to amend that portion of the committee amendments. Senator Vickers' amendment is on page 70 of the Journal.

SPEAKER NICHOL: Senator Vickers.

SENATOR VICKERS: Mr. President and members, the amendment that I have before you, and you should have a handout on your desk with the amendment on the back side and an explanation of the results of the amendment on the front side. The amendment would reinstate \$30,000 to the implementation portion for LB 994. Now I recognize as much as anybody the need to reduce the budget, the need to withdraw, as far as expenditures are concerned, but at the same time I would like to at least point out to you what we're doing. It seems to me that, and I was thinking a lot about this last night, that there has been very little discussion as to what are the practical effects, what are the results in real terms of our actions in here? What happens as a result of our reductions and what is the long-term effects of those results? 994 had a lot of parts in it, but one of the parts, one of the parts of 994 said that we are going to go to a new method of measuring our school districts. We were going to go to a new method of accrediting our schools. We were going to do it on a performance and quality based measurement rather than the current method which measures the numbers of schools books, the numbers of various things. We were going to measure quality, in other words, as opposed to quantity. Now it was easy for us to say that because it sounded nice and we all agreed that was the way it ought to be done. The problem is the State of Nebraska, along with a very few other states, are plowing new ground in this area. It is difficult to measure that quality. Last year with LB 633 the Education Committee brought to you and you passed it, a bill that said we're going to set the implementation date for that particular segment back and we're going to set up a procedure whereby we're going to have some pilot projects. We're going to learn how to do it and then by 1989 we're, in fact, going to be measuring our schools, measuring our success as far as our educational system is concerned based on quality, the quality of our performance. Now, we're in severe economic times. It seems to me there are two ways to work your way or look at any severe economic time. One is to say it is so terrible we've got to withdraw within