

in state aid, it would get worked into the system in the kind of a normal fashion of doing business, and so we set it aside and had some incentive intentions, and I still think that we need to, if we are going to have this pool of money specific, we need to have it tied to some specific outcomes that we can lay claim to. What this amendment does, or in traveling around, I guess in backing up to that, in traveling around what I found was that probably in the majority of the schools and the school district were that the boards knew that this money was really not theirs to deal with. It was a bonus offered by the state, and so what we found in probably the majority of the cases is that the collective bargaining unit within the teachers group took the money, and for the most part, were not very ingenious in terms of how they distributed the money amongst the teachers in their system. What most of them did was simply prorate the money out as per their salary schedule. So if you had a beginning entry level teacher who had...making \$20,000, and a long-term teacher who was, let's say, making 40, the 40,000 teacher would get twice as much of the pool as did the 20,000 teacher. And so what happened is instead of having probably the load or any kind of a system designed so that these entry levels, this low-salary level person that we are talking about was getting a fair shake, they weren't. They were in a situation where they were simply getting the percentage differentials between their regular salaries as they are now already negotiated and in place. And so what happened is this incentive, you may have a teacher, you may have a disparity in some systems as much where one teacher would get \$4,000 or \$3,000, and somebody else may get 300, because on a proportional distribution. And so it was one more time that the entry level teacher, and this is an attempt to say we have an incentive to try to get these entry level people up, to be able to go at the young people who are thinking about their professions, of going in and trying to say, well, the schools are only paying 20, but you know the state gives about a thousand or fifteen hundred dollar bonus that you can kind of plan on as well, so, therefore, the salaries aren't as bad you may think they are and the like. The person who is making 38, 39, 40 thousand dollars, who has been around a long time, probably is not the person, they have already chosen their profession, and we would like to remunerate them the best way we can. So what my amendment does, in order to get some kind of a striking of balances, rather than negotiate for that pool of money when it comes to your school system, and it will come to your school system simply based upon the number of teachers you have, since you didn't accept the original Conway amendment.