

April 8, 1992

LB 91, 719

is a much fairer way to try to better address the distribution in a way that it will accomplish the goals that LB 89 and LB 91 originally were intended to address. So the amendment to the amendment is simply looking at that first \$15 million distribution.

SPEAKER BAACK: You've heard the closing on the amendment. We will now vote on that, on the amendment to the amendment by Senator Conway. All those in favor vote aye, opposed vote no. Record, Mr. Clerk.

CLERK: 25 ayes, 0 nays, Mr. President, on adoption of Senator Conway's amendment to the amendment.

SPEAKER BAACK: The amendment to the amendment is adopted. We are back on the amendment as amended. Senator Conway.

SENATOR CONWAY: Thank you, Mr. Speaker, and members, we are in the form now to, hopefully, attach to LB 719 the concept. And, again, what it amounts to is it's simply the fact that when the school system via whatever formula is in the legislation, and most of you are familiar with what that formula is, at least to date, and however much money ends up being in the pool and once that is determined, a school system then qualifies and gets X amount of dollars. Once the dollars are to be sent to the school system, that school system will simply distribute those dollars on an even fashion by taking the total number of teachers that they have in their system qualified for the pool, divide into the pool, and will tell them exactly how much each teacher will get. They will all get exactly the same amount within that school system. Again, in my estimation, giving a higher percentage, in essence, to the lower paid teacher and a less percentage to the higher paid teacher but it will be the same amount. It will be the same dollar figure that each one would get. It will not affect, in any way, the ability to say that your school system has an average teacher salary of 28,000 or whatever it may be, because it will work into the average, but it will better, I think, address the goals of trying to say that we're making sure that our dollars that are being spent at the state level for the purpose of enticing people in and keeping people into the profession are directed evenly across the board. And so it's not a hard concept to understand. I offer it as an, I think, an attempt to provide some solution to better meet the objectives that have been purported in LB 89 and LB 91.