

would have the cap with the growth rate at 5 percent. The second year, '97-98, the McKenzie/Bernard-Stevens amendment would have the previous fiscal year's appropriation with the general ed growth rate again at 5 percent and I'm not sure what percentage Senator Bromm and Bohlke have on their...on theirs, but they also would have the appropriation with general ed growth. I believe that's correct, Senator Bohlke. Is that not correct...

PRESIDENT ROBAK: Senator Bohlke.

SENATOR BERNARD-STEVENS: ...that you also have the growth rate in that second fiscal year?

SENATOR BOHLKE: Yes.

SENATOR BERNARD-STEVENS: Yes. And then the third year is the same whether it be a new funding mechanism. So the only real substantive difference will be...the policy question will be is that first year, '96-97, do you wish to have the flat cap with a growth rate, and if so, what level? Senator McKenzie has 5 percent in the amendment at this point. Or do you want the flat cap with no growth, education growth, with the...with the concept of the waiver? I mean, that, in essence, will be the policy question. So I wanted to try to frame that before we got into the more complexities of the issue. If you...if you imagine tightening down a screw, that's basically the differences, I think, between the McKenzie/Bernard-Stevens amendment and the Bromm-Bohlke amendment. I don't think there's anyone out there, including those I've talked with in special education, that deny that we have got to get a handle on special ed costs, absolutely critical. I'm not in objection to that, have no objection to that. I strongly encourage that. I don't think that anyone else involved in the issue objects to that. The question is, how hard do you tighten the screw to find out that you've done...you've tightened it too much? And it's a philosophical question. Senator Bohlke and Senator Bromm, I suspect, would say, and I'm not going to speak for them, but I'm going to give what I suspect they may...I'm learning, Senator Bohlke, I suspect they will say that there's a lot of waste out there and you never know how much is there until you really put the screws to it. And then if there's too much, we can come back later. My argument is a little bit different from that. My argument is that, yes, there probably is a lot of waste out there in special education because we've just funded all of it