

through, step by step, if it's over 65 percent of the local effort or under, what's the practical aspect of the income to a district? That's what I want to know. And I, and the reason I'm asking on the microphone because I think a lot of people don't quite understand it, otherwise I can do this privately. But I, I do not understand this impact of this amendment. And that's what I want to know.

SENATOR WICKERSHAM: Alright. Section 4, that is the subject of Senator Robak's amendment, was originally a bill that I had introduced and was heard in the Education Committee. So it was combined with 349, as committee amendments to 349. That's the, that's the genesis of the bill. I'm sorry, I can't remember the number of the bill. But at any rate, it was a bill that I had introduced, was heard in the Education Committee, and then was combined, as they say, in the committee amendments. I introduced the bill because there was a, an ongoing debate about the effect of the income tax rebate on the equalization pool. Mr. Bergquist, from the Fiscal Office, I'm sure you've seen the graphs showing that the income tax rebate portion was growing faster than the equalization portion, and that eventually the income tax rebate would overtake equalization, I think his graphs go out that far, I'm not sure, but anyway, you understand the movement in the funds. The concern was that because the income tax rebate is distributed without consideration of equalization that eventually the objectives of 1059 would be defeated by the income tax rebate. In other words we'd have so much aid going out without regard to equalization that the portion we were putting out in the equalization formula would be overwhelmed and it wouldn't have any effect. Well, I listened to that, I was concerned about that, I guess, contrary, perhaps, to some people's views of my opinions I was concerned about the integrity of the equalization formula. I continue to be concerned about that and the affect that the equalization formula has had on schools in the state of Nebraska. I think in many instances it has a desirable affect and did not and do not, quite frankly, want to see that defeated. So listening to those presentations developed the concept of capping the income tax rebate at, on an individual school district basis, not just an arbitrary statewide basis, but on a school district by school district basis. So that literally it became a factor, a real factor in the equalization process. If you had too many resources, as measured by the local effort yield rate times the value of your property plus the income tax rebate, you didn't