

92 percent of the children in Nebraska receiving equalization aid. Now we do not know what that amount is going to be one particular year, but we do know that as you increase funds into the equalization aid, that over the next few years that those schools will begin to gain. That's why the schools that even show a negative on the model are supporting the bill because they still understand, and I believe...I was talking to one senator who had a business manager from a school district from a school district that what, they were showing a negative on it but said, we know that any time we do something for equalization that in the long run we gain and our children gain. And so we can't really get into that...it is a fact that we will have 92 percent of the children who could receive equalization aid. We do not know, as Senator Abboud said, about what the exact numbers will be in school districts across the state. The numbers that you have seen are only a model and actually they're based on last year's numbers. And I have told you that the printout like in my district that shows one school losing a very large amount, didn't take into account that they are going to have like 45 option students next year, and that will mean approximately \$200,000 to them that is not reflected in that model. And so that's why you can't get hung up on looking at that model, and we've said that time and time again. But that we have to realize, and my very opening statement, that we have to realize in the philosophy, if you believe in equalization, that's what an equity, that's what 1050 is all about, that's what it improves, and that's what the schools who are equalization schools who will represent 92 percent of the children under LB 1050, that's why they are supporting it, not looking at a particular model and what it does. And so I think that's important. And then to go on to Senator Abboud's discussion of what is out there for 299 and 1114 and the tax package, I would say that it is all the more important that we get that equalization aid to those schools that are the neediest. I mean, it seems to me that we talk about the ramifications and, to different school districts, we have an equalization, we have a school finance formula that looks at schools according to their resources and according to their needs. It certainly seems that it is even more imperative now that we move this,...

SENATOR BERNARD-STEVENS: One minute.

SENATOR BOHLKE: ...that we move money into the equalization