

April 3, 1996

LB 299, 1050, 1114
LR 93

equity, and certainly in the next years, in the state of Nebraska, I think that does become a bigger issue because I think equity in the formula is more important than it has...will be more important than it has ever been. And so I continue to oppose the Abboud plan of phasing in, which then gives a little help to those schools that look the neediest at a time when we have LB 299 in place next year. That is not being phased in, and I think that's very important for us to remember. Thank you.

PRESIDENT ROBAK: Thank you, Senator Bohlke. Senator Withem.

SPEAKER WITHEM: Madam President and members of the body, I just redistributed this, this leaflet here, this piece of paper here with the randomly selected school districts on it in reaction to some people say we have not had any discussion about how state aid interrelates with, with levy caps. And I think, and I'm sure Senator Bohlke was rather shocked to hear that because I think that's how she spent her summer vacation, was working on how the state aid formula needs to be adjusted if we are going to have levy caps in place of the type that were contained at that time in 93CA. At this time now they're...in LB 1114. Once more I call your attention to this sheet, and this shows why you have to have an equalization formula. I continue to be amazed, I guess I shouldn't be. You know, there are things about the budget that I still don't understand after being around here a good number of years. There's things about water law I don't understand. And I guess...and I shouldn't be amazed that people don't understand the basis behind equalization. But if there is a single document that I've seen produced over the last twelve years that demonstrates why you have to have an equalization formula, particularly in relation to LB 1114, this is it. Because if we are going to cap the amount of dollars that a local school district can raise, and we obviously are not going to do anything about their property base, their property base will be they will be captive to that. And we tell them that they can only charge a \$1.10 for each \$100 of valuation, then you have to come up with other dollars. Those dollars, the only place they can come from is the state, and they have to be on an equalization driven basis. Or you end up with students in Chadron and Crawford only being, having 961...in the case of Chadron, \$961 per student raised with that cap, where in Humphrey you have \$8,388 raised at \$1.10. If the state does not intervene with some form of equalization, you're telling the