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Policies for the Participation of All Students". This is the administrative outline of that federal statute, and this is what is used by our school districts to determine if a student has limited English proficiency, for purposes of the state aid formula. And you can see it's a four-part sequence, and you have to have one of the first three conditions and the fourth. The first three conditions relate to whether you were born in the United States, a certain kind of background, a certain kind of Native American or Alaskan Native background, an immigration case, and a background involving an environment where the family language is other than English, and then it says "and", "and has sufficient difficulty", in other words, you come from one of these backgrounds and then you have to have sufficient difficulty speaking, reading, writing or understanding the English language, and those difficulties may deny such individual the opportunity to learn successfully in classrooms. Okay. The problem...the problem that I see with this formula is twofold. First of all, with regard to the difficulty in speaking, it doesn't necessarily tie that condition to the lack of English, although that's implied. But secondly, the most important thing, far and away from our formula point of view, I think, is, one, that there's no auditing to see that these requirements are met; and, two, there's no requirement that the schools do anything about it in order to get the money. In other words, we give them the money and we hope they do something about it; we hope they have special classes, or we hope these people get some special tutoring or whatever it is that's necessary to help them cure that deficiency, but we don't require that. So in the amendment I had made suggestions as to how to remedy those situations. Now many of you are asking, probably, is this really a problem, and that's why I passed out to you this chart, called the "LEP School Count". And, if you look, it shows most of the larger school districts in Nebraska and how many students they claimed in each of 1996, 1997 and 1998 school years. And I thought this chart just might be of interest to you because you can see in your district then what's being claimed in terms of additional money under this category. But also on the right-hand side, notice that it gives total enrollment. So you can look one year against the other and see how many students were claimed each year against the total enrollment and what percentage of the total enrollment was claimed. I was looking at this, or I asked for this information