

Transcript Prepared By the Clerk of the Legislature
Transcriber's Office

Floor Debate
March 09, 2015

[LB10 LB31 LB67 LB80 LB81 LB89 LB128 LB145 LB146 LB173 LB183 LB196 LB199
LB213 LB234 LB235 LB253 LB268 LB281 LB294 LB296 LB317 LB358 LB419 LB441
LB504A LB504 LB544 LB635 LB641 LB644 LR74 LR75 LR76 LR77 LR78 LR79 LR80 LR81
LR82 LR83 LR84 LR85 LR86 LR87 LR88 LR89 LR90 LR107 LR108]

SPEAKER HADLEY PRESIDING

SPEAKER HADLEY: GOOD MORNING, LADIES AND GENTLEMEN. WELCOME TO THE GEORGE W. NORRIS CHAMBER FOR THE FORTY-FIRST DAY OF THE ONE HUNDRED FOURTH LEGISLATURE, FIRST SESSION. OUR CHAPLAIN FOR TODAY IS PASTOR STEVE LUND, CHRIST THE SERVANT LUTHERAN CHURCH, NORFOLK, NEBRASKA, SENATOR SCHEER'S DISTRICT. PLEASE RISE.

PASTOR LUND: (PRAYER OFFERED.)

SPEAKER HADLEY: THANK YOU. I CALL TO ORDER THE FORTY-FIRST DAY OF THE ONE HUNDRED FOURTH LEGISLATURE, FIRST SESSION. SENATORS, PLEASE RECORD YOUR PRESENCE. ROLL CALL.

SENATOR SULLIVAN PRESIDING

SENATOR SULLIVAN: MR. CLERK, ARE THERE ANY CORRECTIONS...RECORD, MR. CLERK.

CLERK: I HAVE A QUORUM PRESENT, MADAM PRESIDENT.

SENATOR SULLIVAN: THANK YOU, MR. CLERK. ARE THERE ANY CORRECTIONS FOR THE JOURNAL?

CLERK: I HAVE NO CORRECTIONS.

SENATOR SULLIVAN: ARE THERE ANY MESSAGES, REPORTS, OR ANNOUNCEMENTS?

CLERK: THERE ARE. YOUR COMMITTEE ON BANKING, COMMERCE AND INSURANCE REPORTS LB67 AND LB234 TO GENERAL FILE; LB145 INDEFINITELY POSTPONED, LB213 INDEFINITELY POSTPONED. AGRICULTURE COMMITTEE

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REPORTS LB544 TO GENERAL FILE WITH AMENDMENTS. HEALTH AND HUMAN SERVICES COMMITTEE REPORTS LB81, LB89, LB441 TO GENERAL FILE, AND LB199 AND LB296 TO GENERAL FILE WITH AMENDMENTS. PRIORITY BILL DESIGNATIONS: SENATOR SEILER, LB173; SENATOR CRAIGHEAD, LB253; SENATOR GLOOR, LB80; SENATOR JOHNSON, LB183. APPOINTMENT LETTERS FROM THE GOVERNOR TO THE NEBRASKA ENVIRONMENTAL TRUST BOARD, THE DEPARTMENT OF ENVIRONMENTAL QUALITY, THE DEPARTMENT OF HEALTH AND HUMAN SERVICES DIRECTOR OF THE DIVISION OF MEDICAID. A SERIES OF AMENDMENTS TO BE PRINTED TO LB268 BY SENATOR McCOY. I HAVE A NEW RESOLUTION, LR107 BY SENATOR BOLZ. THAT WILL BE LAID OVER. AND LAST, AN AMENDMENT TO BE PRINTED TO LB281. THAT'S ALL THAT I HAVE, MADAM PRESIDENT. (LEGISLATIVE JOURNAL PAGES 757-761.) [LB67 LB234 LB145 LB213 LB544 LB81 LB89 LB441 LB199 LB296 LB173 LB253 LB80 LB183 LB268 LR107 LB281]

SENATOR SULLIVAN: THANK YOU, MR. CLERK. THE FIRST BILL ON SELECT FILE IS LB146. [LB146]

CLERK: MADAM PRESIDENT, SENATOR HANSEN, I HAVE ENROLLMENT AND REVIEW AMENDMENTS FIRST OF ALL. (ER42, LEGISLATIVE JOURNAL PAGE 693.) [LB146]

SENATOR SULLIVAN: SENATOR HANSEN. [LB146]

SENATOR HANSEN: THANK YOU, MADAM PRESIDENT. I MOVE THAT THE E&R AMENDMENTS TO LB146 BE ADOPTED. [LB146]

SENATOR SULLIVAN: THE QUESTION IS THE ADOPTION OF E&R AMENDMENTS TO LB146. ALL THOSE IN FAVOR SAY AYE. ALL THOSE OPPOSED SAY NAY. THE AMENDMENTS ARE ADOPTED. [LB146]

CLERK: SENATOR LARSON WOULD MOVE TO BRACKET LB146 UNTIL MARCH 10. [LB146]

SENATOR SULLIVAN: SENATOR LARSON. [LB146]

SENATOR LARSON: MS. PRESIDENT, WAS THAT A DEBATABLE MOTION? [LB146]

SENATOR SULLIVAN: YES, IT IS. [LB146]

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SENATOR LARSON: I HAD MY LIGHT ON FOR THE E&R AMENDMENTS. [LB146]

SENATOR SULLIVAN: OH, I'M SORRY. I OVERLOOKED THAT. SENATOR LARSON, YOU'RE RECOGNIZED. [LB146]

SENATOR LARSON: MS. PRESIDENT, I HAD MY LIGHT ON RIGHT WHEN THE CLERK OFFERED THE AMENDMENTS, WHEN HE ASKED SENATOR HANSEN. AND I WAS HOPING THAT THE CHAIR WOULD RECOGNIZE A DEBATABLE MOTION ONCE I PRESSED MY LIGHT. [LB146]

SENATOR SULLIVAN: I'M SORRY. I HAD MY HEAD DOWN. I DID NOT NOTICE THAT YOU HAD INDICATED THAT YOU WANTED TO SPEAK. [LB146]

SENATOR LARSON: SO THERE CAN BE NO DEBATE ON THAT THEN? [LB146]

SENATOR SULLIVAN: NO, I DON'T THINK SO, BECAUSE THE MOTION WAS ADOPTED. [LB146]

SENATOR LARSON: ALL RIGHT. THANK YOU. [LB146]

SENATOR SULLIVAN: SENATOR LARSON, ARE YOU GOING TO OPEN ON YOUR BRACKET MOTION? [LB146]

SENATOR LARSON: YES. THANK YOU, COLLEAGUES. SIMPLY PUT, I DON'T HAVE A HUGE PROBLEM WITH LB146. ACTUALLY I DON'T REALLY HAVE A PROBLEM AT ALL WITH LB146. AND WE'RE GOING TO GO THROUGH A FEW OF THESE AND TALK ABOUT SOMETHING THAT I FEEL IS EXTREMELY IMPORTANT AND SOMETHING THAT I SAW IN THE WORLD-HERALD THIS WEEK AND THAT'S EDUCATION. I SEE THAT THE STATE BOARD, FROM THE WORLD-HERALD, OKAYED THE PUBLIC SCHOOLS RATING SYSTEM THAT REWARDS IMPROVEMENT. NOW THIS STEMS OUT OF A BILL THAT WE PASSED LAST YEAR, AND I VOTED FOR AND IT IS A SMALL STEP FORWARD. NOT AS MUCH OF A STEP AS I WOULD HAVE LIKED TO SEE, BUT THERE'S STILL A LONG WAY TO GO. AND I'M VERY FRUSTRATED WITH THE NEBRASKA DEPARTMENT OF EDUCATION BECAUSE, AS YOU READ THIS ARTICLE, WE ARE TRYING TO ENCOURAGE SCHOOLS TO GET BETTER, BUT WE ALSO WANT TO SEE TRANSPARENCY IN THE PROCESS. WE WANT THESE SCHOOLS...OR WE WANT PARENTS, I SHOULD SAY, TO BE ABLE TO KNOW HOW THEIR SCHOOLS ARE DOING. AND WE WANT PARENTS TO BE ABLE

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TO TELL IF THEIR SCHOOL OR THEIR LOCAL SCHOOL WHERE THEIR KIDS ARE GOING ARE FAILING OR GETTING BETTER OR MOVING FORWARD. THIS IS AN ISSUE THAT'S REALLY IMPORTANT TO ME, AND IT'S AN ISSUE THAT I'VE WORKED ON SINCE COLLEGE. NOW THAT ISN'T THAT LONG AGO, I UNDERSTAND, BUT IT'S ONE THAT IS IMPORTANT. NOW THE GRADING SCALE THAT THE DEPARTMENT OF EDUCATION HAS COME UP WITH ARE FOUR DIFFERENT GRADES. NOW ONE MIGHT SAY A, B, C, AND D OR EVEN A 1, 2, 3, AND 4 WOULD BE ACCEPTABLE. THAT WOULD GIVE PARENTS A TANGIBLE VALUE OF WHERE THEIR SCHOOL AND WHERE THEY'RE SENDING THEIR KIDS RANKS. BUT, NO, THAT ISN'T HOW THE DEPARTMENT OF THE EDUCATION DECIDED TO RANK THEIR SCHOOLS. HOW THEY DECIDED TO RANK THE SCHOOLS IN THE STATE OF NEBRASKA ARE EXCELLENT, GREAT, GOOD, AND NEEDS IMPROVEMENT--EXCELLENT, GREAT, GOOD, AND NEEDS IMPROVEMENT. NOW IF I AM A PARENT--AND I AM A PARENT; MY STEPSON IS A SPECIAL ED STUDENT AT O'NEILL PUBLIC SCHOOLS, OUR OWN VERSION OF OPS--AND I GO ON-LINE AND I LOOK TO SEE HOW WELL OUR LOCAL SCHOOL IS DOING, I SEE, HEY, MY SCHOOL IS GOOD. THAT MUST MEAN THEY'RE DOING AN ALL RIGHT JOB. THE DEPARTMENT OF EDUCATION HAS RANKED THEM GOOD. WELL, WHAT THAT FAILS TO RECOGNIZE IS GOOD IS STILL THE THIRD BEST BEHIND EXCELLENT AND GREAT. AND WHAT IS "NEEDS IMPROVEMENT"? THAT SEEMS RATHER VAGUE STILL. THE CONCEPT THAT WE'RE FOLLOWING HERE IS RIDICULOUS. THREE OUT OF THE FOUR RANKINGS WILL GIVE PARENTS THE IMPRESSION THAT THEIR SCHOOL IS DOING JUST FINE. AND IF A SCHOOL IS RANKED ONLY GOOD, AND THAT'S THE THIRD OUT OF FOUR, THEY OBVIOUSLY ARE NOT DOING JUST FINE. MAYBE FINE WOULD HAVE BEEN A BETTER ONE FOR THE THIRD--EXCELLENT, GREAT, FINE, AND NEEDS IMPROVEMENT--ANYTHING INSTEAD OF THREE IN A ROW THAT JUST SAY IT'S GOOD. THIS IS A CONCERN WHEN IT COMES TO NOT ONLY THE DEPARTMENT OF EDUCATION BUT EDUCATION WITHIN THE STATE OF NEBRASKA. I HAD A BILL THIS YEAR IN THE EDUCATION COMMITTEE THAT WOULD HAVE RANKED US A, B, C, D, AND F: A GRADING SCALE THAT EVERY PARENT AND STUDENT AND POLITICIAN COULD UNDERSTAND. I HAVE X NUMBER OF SCHOOLS IN MY DISTRICT THAT AREN'T DOING WELL. HOW DO WE WORK TOWARDS FIXING THIS? WE NEED TO COMPLETELY REJUVENATE OUR EDUCATIONAL SYSTEM. AS I'VE STATED BEFORE, THERE ARE VERY FEW THINGS THAT I CAN TRULY AGREE WITH OUR PRESIDENT ON, VERY FEW. BUT PRESIDENT OBAMA'S EDUCATION POLICY IS SOMETHING THAT I CAN AGREE WITH. HE HAS IT RIGHT. CORY BOOKER, THE NEW SENATOR FROM NEW JERSEY, HAS IT RIGHT. ANDREW CUOMO, DEMOCRAT GOVERNOR OF NEW YORK, HAS IT RIGHT. OUR PUBLIC SCHOOL SYSTEM IS HURTING, AND PRESIDENT OBAMA'S RACE TO THE TOP WITH EDUCATION SECRETARY ARNE DUNCAN WAS A STEP IN THE RIGHT DIRECTION. IT WAS TRUE

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REFORM, YET HERE IN THIS STATE WE FIGHT THAT REFORM. I THINK WE FINISHED SECOND OR THIRD TO LAST IN OUR RACE TO THE TOP APPLICATION. WE'RE ONE OF EIGHT STATES IN THE COUNTRY THAT DON'T HAVE CHARTER SCHOOLS. REGARDLESS OF WHAT ANYBODY SAYS, WE DO NOT HAVE CHARTER SCHOOLS. MAGNET SCHOOLS AREN'T THE SAME. THIS IS A REAL ISSUE, AND THIS IS AN ISSUE THAT NEEDS TO BE TAKEN...HAVE SOME TIME TAKEN UP ON. WHEN YOU HAVE THE DEPARTMENT OF EDUCATION THAT IS UNWILLING...AND THEY ARE AN ELECTED BOARD, I UNDERSTAND THAT. AND NOT A LOT OF PEOPLE WANT TO GO THERE. AND I THINK IT MIGHT EVEN BE UNPAID. THEY MIGHT GET PER DIEM. I'D HAVE TO GO IN AND CHECK. BUT IT'S A FAIRLY THANKLESS JOB, AND I UNDERSTAND THAT. BUT IT'S SOMETHING THAT IS WRONG AND BROKEN. THE UNIONS HAVE A TREMENDOUS AMOUNT OF INFLUENCE NOT ONLY IN THIS BODY, BUT OVER THAT BOARD. IT SEEMS THAT A LOT OF THE VOTES THAT ARE HAPPENING THERE ARE 6 TO 2. AND IF WE REALLY DOVE IN, WE'D FIND OUT WHY THEY'RE 6 TO 2. WHEN ARE WE AS A BODY GOING TO STAND UP AND TRULY ASK FOR EDUCATIONAL REFORM IN THIS STATE, BECAUSE THE EDUCATIONAL REFORM THAT'S HAPPENING ISN'T REALLY EDUCATIONAL REFORM. IT'S DIPPING OUR TOE, WALKING AROUND THE POND. AND I'M READY FOR EDUCATIONAL REFORM. THAT SAME STATE BOARD OF EDUCATION ASKED FOR A WAIVER...LET ME GET THIS EXACTLY RIGHT, ASKED FOR A WAIVER TO EXEMPT NEBRASKA FROM NO CHILD LEFT BEHIND. AND THAT VOTE PASSED 6 TO 2. NOW I UNDERSTAND THAT NO CHILD LEFT BEHIND HAS ITS ISSUES. IN FACT, I'D SAY NO CHILD LEFT BEHIND IS A POLICY THAT WAS PASSED BY THE BUSH ADMINISTRATION TO WIN ELECTORAL COLLEGE VOTES IN OHIO, SIMPLY PUT. AND IF WE WANT TO DIGRESS INTO THE ELECTORAL COLLEGE, YOU CAN BREAK THE PRESIDENTIAL ELECTION INTO 4,000 PRECINCTS, A NUMBER OF THOSE IN OHIO, SUBURBAN OHIO WHERE EDUCATION IS IMPORTANT TO SOCCER MOMS. AND NO CHILD LEFT BEHIND WAS THE PRESIDENT'S APPEASEMENT TO THOSE SOCCER MOMS TO ENSURE REELECTION IN 2014...OR 2004, EXCUSE ME. JUST AS I'D MAKE THE ARGUMENT THAT MEDICARE PART D WAS HIS APPEASEMENT TO RETIRED FLORIDIANS TO ENSURE HIS REELECTION IN THAT STATE, THOSE ELECTORAL COLLEGE VOTES. [LB146]

SENATOR SULLIVAN: ONE MINUTE. [LB146]

SENATOR LARSON: I HAVE A HARD TIME UNDERSTANDING. AND I SUPPOSE I'LL HAVE TO CALL THE DEPARTMENT OF EDUCATION NOW, BECAUSE I HADN'T HEARD THAT THEY WERE GOING TO ASK FOR A WAIVER FROM NO CHILD LEFT BEHIND...WHAT THE RATIONALE OF THE DECISION WAS. I JUST READ IT IN THE THIS WEEK'S PAPER...OR THE PAPER ON MARCH 6, FRIDAY. COLLEAGUES,

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EDUCATION IS A TRUE ISSUE, AND WE AS A STATE ARE TURNING OUR NOSE TO PROGRESS THAT IS HAPPENING AROUND THE COUNTRY. NOW, I DON'T THINK THAT EVERY STATE MAY...EVERY CHANGE MIGHT NOT BE DOING IT RIGHT, AND I UNDERSTAND. AND WE'LL TALK ABOUT CHARTER SCHOOLS FOR A WHILE THIS MORNING. [LB146]

SENATOR SULLIVAN: TIME, SENATOR. [LB146]

SENATOR LARSON: THANK YOU. [LB146]

SENATOR SULLIVAN: (DOCTOR OF THE DAY AND VISITORS INTRODUCED.)
SENATOR LARSON, YOU'RE RECOGNIZED. [LB146]

SENATOR LARSON: THANK YOU, MADAM PRESIDENT. I'M TRYING TO REMEMBER EXACTLY WHERE I WAS. I KNOW WE'VE BEEN TALKING ABOUT THE STATE BOARD OF EDUCATION FOR THE LAST TEN MINUTES AND MY CONCERNS WITH THEM. AND THAT MOVES ME INTO ANOTHER ISSUE WITH THE STATE BOARD OF EDUCATION: TEACHER CERTIFICATION, ANOTHER ISSUE THAT I'VE HEARD OVER AND OVER AGAIN THAT THEY HAVE SO MANY CERTIFICATION POSSIBILITIES THAT PRACTICALLY ANYBODY CAN GET A CERTIFICATE. THERE ARE A NUMBER OF EXEMPTIONS, BUT THERE'S STILL DIFFICULTY TO GET A TEACHING CERTIFICATE, WITH THE EXEMPTION OR NOT, FOR INDIVIDUALS THAT ARE HIGHLY QUALIFIED AND READY TO TEACH OR EVEN JUST SUBSTITUTE. AND IT'S BLOCKING ORGANIZATIONS LIKE TEACH FOR AMERICA TO COME INTO THE STATE OF NEBRASKA; REGARDLESS OF WHAT THE NSEA AND THE TEACHERS UNION MIGHT TELL YOU, IT IS. THEY SAY, WELL, THEY CAN GET AN EXEMPTION ONCE THEY'RE HIRED BY A SCHOOL DISTRICT. WELL, THAT'S NOT NECESSARILY HOW TEACH FOR AMERICA AND THESE ORGANIZATIONS THAT ARE PLACING HIGHLY EDUCATED, YOUNG INDIVIDUALS IN SCHOOL DISTRICTS THAT NEED HELP IN THE NORTH AND SOUTH OMAHA SCHOOL DISTRICTS, IN THE SANTEE SIOUX SCHOOL DISTRICT, OR OUT IN RURAL NEBRASKA WHERE IT'S HARD TO GET A PHYSICS TEACHER. YET WE HAVE THE RESISTANCE FROM THE STATE BOARD OF EDUCATION BECAUSE THEY KNOW BETTER. YET WE SEE STATES ACROSS THIS NATION WORK TO ADOPT THESE POLICIES TO ENSURE A BRIGHTER FUTURE FOR OUR CHILDREN. BUT HERE IN NEBRASKA, EVEN AFTER WE'VE SEEN THEM WORK IN OTHER STATES, WE'RE STILL UNWILLING TO ADOPT THEM. AND THAT IS VERY FRUSTRATING. IF WE DON'T START TO MOVE FORWARD WE ARE GOING TO CONTINUE TO BE STAGNANT AND FALL BEHIND THE REST OF THE NATION WHEN IT COMES TO EDUCATION POLICY. I ACTUALLY READ AN ARTICLE

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THIS WEEKEND SENT TO ME BY AN INDIVIDUAL WHO I CONSIDER A FRIEND, BUT WE DISAGREE ON THE ISSUE THAT HAD TO DO WITH COMPARING TEACH FOR AMERICA'S TEACHERS TO STANDARD, REGULAR TEACHERS THAT WENT THROUGH THE PROCESS OF AN EDUCATION COLLEGE AND THAT ROUTE, WE'LL CALL IT. AND THERE HAVE BEEN A NUMBER...AND THIS INDIVIDUAL SENT ME THE LINK, AND THERE HAVE BEEN A NUMBER OF LINKS THAT TALK ABOUT HOW TEACH FOR AMERICA TEACHERS OFTEN OUTPERFORM THEIR PEERS. BUT HE SENT ME THIS LINK SINCE WE DISAGREED ON THE ISSUE THAT SAID, TEACH FOR AMERICA TEACHERS DO ALMOST EXACTLY THE SAME AS THE STANDARD TEACHER IN CLASSROOMS WHEN YOU COMPARE TESTING AND THINGS OF THAT NATURE. AND HIS ARGUMENT WAS, WELL, THEY'RE NO BETTER. WELL, THEN YOU START DRILLING DOWN INTO THE ARTICLE AND START LOOKING AT THE DATA. THESE TEACHERS, THE TEACH FOR AMERICA TEACHERS HAD 1.7 YEARS OF TEACHING EXPERIENCE ON AVERAGE AND HAD, I WANT TO SAY, ONLY 14 PERCENT OR 15 PERCENT HAD TAKEN THE COLLEGE DEGREE EDUCATION PATH. [LB146]

SPEAKER HADLEY PRESIDING

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: YET THE STANDARD TEACHER HAD 13.3 YEARS' EXPERIENCE AND OVER 84...RIGHT AROUND 84 PERCENT OF THEM HAD GONE TO COLLEGE FOR AN EDUCATION DEGREE, YET THEY'RE SCORING ALMOST EXACTLY THE SAME. THEIR STUDENTS ARE SCORING ALMOST EXACTLY THE SAME ON ALL TESTS. AND THE TEACH FOR AMERICA KIDS IN GRADES...THE GROUP IN GRADES THREE AND BELOW THAT THEY TESTED, THE TEACH FOR AMERICA TEACHERS ACTUALLY DID SIGNIFICANTLY BETTER. SO LET'S GET THIS STRAIGHT. HIGHLY MOTIVATED, VERY BRIGHT, YOUNG KIDS WITH VERY LITTLE EXPERIENCE GOING INTO SOME OF THE TOUGHEST CLASSROOMS IN THE LOCAL AREAS ARE DOING JUST AS WELL... [LB146]

SPEAKER HADLEY: TIME, SENATOR. AND YOU'RE NEXT IN THE QUEUE. [LB146]

SENATOR LARSON: THESE HIGHLY MOTIVATED, YOUNG INDIVIDUALS WITH LITTLE EXPERIENCE ARE DOING JUST AS WELL AS THE TEACHERS THAT HAVE BEEN THERE FOR 15 YEARS. YET WE'RE GOING TO SAY, AS THE PERSON THAT SENT ME THIS ARTICLE PURPORTED, THAT THEY'RE NO BETTER. YOU KNOW, ORGANIZATIONS LIKE TFA HAVE A LOT TO OFFER THIS STATE, A LOT TO OFFER

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THE CHILDREN WITHIN THIS STATE. THEY ESPECIALLY HAVE A LOT TO OFFER RURAL NEBRASKA AND PARTS OF OMAHA WHERE IT'S DIFFICULT TO FIND TEACHERS. I DON'T EVER FORESEE A TEACH FOR AMERICA STUDENT...TEACHER VENTURING THEIR WAY INTO MILLARD WEST, TO BE COMPLETELY FRANK. I DON'T THINK IT WOULD EVER HAPPEN, BECAUSE THESE INDIVIDUALS GO WHERE OTHER INDIVIDUALS DON'T WANT TO OR IT'S DIFFICULT TO GET PEOPLE THERE. WHY ARE WE SO OPPOSED TO OPENING UP THE POSSIBILITY TO HAVING INDIVIDUALS THAT WANT TO COME TEACH IN DIFFICULT AREAS FROM BEING ABLE TO DO THAT, BECAUSE THEY JUST ON AVERAGE ARE JUST AS GOOD? WELL, YOU KNOW, SOME OF THOSE SCHOOLS MIGHT NOT EVEN HAVE AN APPLICANT IN RURAL NEBRASKA. HYANNIS MIGHT NOT EVEN HAVE AN APPLICANT FOR A PHYSICS TEACHER WHICH MEANS THEY'LL HAVE TO DISTANCE LEARN WITH VALENTINE, BUT THEIR SCHEDULES MAY BE DIFFERENT. I KNOW SENATOR SCHEER HAD A BILL LAST YEAR THAT WORKED TO BRING THE SCHEDULES TOGETHER FOR SMALLER SCHOOLS TO HELP THAT. THEY TRIED TO SAY IT WAS FORCED CONSOLIDATION. I DIDN'T SEE IT THAT WAY. THESE PEOPLE ARE WILLING TO GO INTO CLASSROOMS THAT OTHER PEOPLE AREN'T. THEY CREATE GREAT PARTNERSHIPS WITH SCHOOLS ACROSS THIS NATION, YET WE'RE UNWILLING THUS FAR, AND HOPEFULLY THAT CHANGES. MAYBE THIS IS THE YEAR THAT CHANGES, BUT UP UNTIL THIS POINT WE HAVE BEEN UNWILLING TO DISCUSS THE ISSUE. SO THIS YEAR I'LL DISCUSS THE ISSUE BECAUSE IT IS IMPORTANT ALL THE WAY ACROSS THE BOARD THAT WE MOVE FORWARD AND START INNOVATING IN EDUCATION. AND HOWEVER THAT IS DONE, WHETHER IT'S OPENING UP THE CERTIFICATION PROCESS, GETTING CHARTER SCHOOLS--AND WE HAVEN'T TOUCHED ON CHARTERS YET THIS MORNING, THAT'S ON MY WAY-- WE HAVE TO CONTINUE MOVING FORWARD. AND MOVING FORWARD DOES NOT CONSTITUTE EXCELLENT, GREAT, GOOD, AND NEEDS IMPROVEMENT. MOVING FORWARD MEANS LOOKING ACROSS THIS NATION AND ON THIS ISSUE ACTUALLY TAKING A PAGE OUT OF THE PRESIDENT'S NOTEBOOK AND WORKING TO REFORM EDUCATION FOR OUR KIDS... [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: WAS THAT TIME OR ONE MINUTE? [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: THANK YOU...BECAUSE IF WE DON'T START MOVING FORWARD, WE'RE GOING TO CONTINUE TO FALL BEHIND. WE'RE GOING TO

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CONTINUE TO NOT GET WHAT IS NEEDED. AND IN A SMALL STATE WITH 1.8 MILLION PEOPLE THAT DEPENDS SO HEAVILY ON EDUCATING OUR YOUTH AND STOPPING BRAIN DRAIN FROM RURAL NEBRASKA, THESE ARE THINGS THAT CAN HELP. I WAS SO CLOSE TO BEING ONE OF THOSE THAT LEFT NEBRASKA AND NEVER CAME BACK. IN FACT, WHEN I WAS 17 I HAD EVERY INTENTION OF THAT. BUT INSTEAD... [LB146]

SPEAKER HADLEY: TIME, SENATOR. SENATOR SULLIVAN, YOU ARE RECOGNIZED. [LB146]

SENATOR SULLIVAN: THANK YOU, MR. PRESIDENT, AND GOOD MORNING, COLLEAGUES. LEST WE FORGET, WE'VE GOT A LOT OF THINGS GOOD GOING ON IN EDUCATION HERE IN NEBRASKA: OVER 90 PERCENT GRADUATION RATE FROM OUR PUBLIC HIGH SCHOOLS; OVER A 90 PERCENT COLLEGE-GOING RATE. ARE WE PERFECT? FAR FROM IT. ARE WE WORKING ON IMPROVING? ABSOLUTELY. LAST SESSION, FOR THOSE OF YOU WHO WERE NOT IN THIS BODY, WE PASSED LB438 WHICH WAS OUR AND THE DEPARTMENT OF EDUCATION'S ANSWER TO ADDRESSING LOW-PERFORMING SCHOOLS. WE WERE CALLING THEM PRIORITY SCHOOLS AND IDENTIFYING HOW WE COULD REACH OUT WITH AN INTERVENTION TEAM TO WORK WITH THESE SCHOOLS THAT NEEDED HELP. INSTEAD OF USING A HAMMER, WE WERE EXTENDING A HAND TO HELP THEM. AND IN THIS WHOLE PROCESS, THE DEPARTMENT OF EDUCATION IS LAUNCHING AN EFFORT THAT WILL BUILD MORE ACCOUNTABILITY INTO THE SYSTEM. A, B, C, D, F, EXCELLENT, GOOD, WHATEVER YOU CALL IT, THAT'S PROBABLY NOT THE POINT. IT'S THE POINT THAT WE CAN HAVE A SYSTEM WHERE WE IDENTIFY SCHOOLS THAT NEED HELP AND HOW WE'RE GOING TO HELP THEM IMPROVE AND NOT CAST A WIDE NET OF SAYING WE AUTOMATICALLY NEED REFORM, WE'RE AUTOMATICALLY BEHIND THE CURVE, WHICH I WOULD VENTURE TO GUESS WE CERTAINLY ARE NOT. THIS LAST SUMMER THE EDUCATION COMMITTEE LAUNCHED A VISIONING EFFORT AND IDENTIFIED WITH THE INPUT OF CITIZENS ALL ACROSS THIS STATE WHAT WOULD BE OUR GOAL FOR WHAT EDUCATION LOOKS LIKE IN THIS STATE: EVERY CITIZEN EDUCATED FOR SUCCESS. AND WHAT DOES THAT MEAN? WELL, WE IDENTIFIED GOALS AND OBJECTIVES AND HAVE ISSUED A REPORT TO THIS BODY AND CHARGED THE DEPARTMENT OF EDUCATION WITH WORKING WITH US ON HOW WE CAN MOVE ALONG THAT VISION. AND I HAVE A BILL THAT I'VE INTRODUCED BEFORE THE EDUCATION COMMITTEE TO HOPEFULLY MOVE THAT EDUCATION PROCESS ALONG. AND I WOULD HOPE THAT EACH OF US...YES, WE ARE A POLICYMAKING BODY, BUT IF WE HAVE CONCERNS WITH THE DAY-TO-DAY OPERATION OF OUR SCHOOLS, I HOPE WE REACH OUT TO THEM ON AN INDIVIDUAL BASIS--WHETHER

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WE'RE A PATRON OR PARENT IN THAT SCHOOL DISTRICT--AND THEN MOVE UP THE CHAIN FROM THERE. DO WE KNOW OUR REPRESENTATIVE ON THE STATE BOARD OF EDUCATION? IF NOT, MAKE SURE YOU DO AND REACH OUT TO THEM. AND THE EDUCATION COMMITTEE IS DOING THE SAME. WE MET, THE EDUCATION COMMITTEE, JUST THIS LAST FRIDAY WITH THE LEGISLATIVE COMMITTEE OF THE STATE BOARD OF EDUCATION. FOLKS, IT'S NOT ABOUT POINTING A FINGER. IT'S BUILDING SOME BRIDGES. IT'S ESTABLISHING SOME COLLABORATION AND COMMUNICATION SO THAT WE CAN ALL MOVE FORWARD TO MAKING EDUCATION IN NEBRASKA EVEN BETTER THAN IT ALREADY IS. AND I HAVE TO LAUD THE SCHOOL DISTRICTS WHO ARE DOING, AGAIN, THINGS THAT WE HEARD JUST RECENTLY IN ONE OF THE PUBLIC HEARINGS IN THE EDUCATION COMMITTEE, THE WONDERFUL THINGS THAT ARE...BE DOING WITH DISTANCE EDUCATION: ONE SPANISH TEACHER REACHING OUT TO FIVE DIFFERENT SCHOOL DISTRICTS ACROSS A TIME ZONE AND THE COLLABORATION THAT'S TAKING PLACE AMONG THOSE STUDENTS WITH THAT ONE TEACHER TEACHING SPANISH TO ALL THESE FIVE SCHOOL DISTRICTS. SO IT'S HAPPENING, AND SOME GOOD THINGS ARE COMING OUT OF IT. WE ARE RISING ABOVE THE CHALLENGES THAT WE HAVE. AND I HESITATE TO USE THE TERM, "THE NEBRASKA WAY," BUT TRULY... [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR SULLIVAN: ...WE ARE LOOKING AT THINGS THAT WILL MAKE EDUCATION HERE IN NEBRASKA BETTER, NOT NECESSARILY SO THAT IT'S A BLUEPRINT OF SOMETHING THAT'S WORKING IN SOMEPLACE ELSE. THAT'S NOT TO SAY THAT WE WILL NOT GLEAN IDEAS FROM OTHER STATES. OF COURSE, WE WILL. BUT JUST MAKE THE CONCLUSION THAT SOMETHING ELSE IS AUTOMATICALLY BETTER THAN WHAT WE'RE DOING HERE, NO, I'M NOT GOING TO GO DOWN THAT PATH JUST YET. WE HAVE A PROCESS WHERE WE NEED TO COMMUNICATE AND COLLABORATE ALL FOR THE STANDARD OF EVERY NEBRASKAN EDUCATED FOR SUCCESS. THANK YOU, MR. PRESIDENT. [LB146]

SPEAKER HADLEY: SENATOR LARSON, YOU'RE RECOGNIZED. AND THIS IS YOUR CLOSE. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. SENATOR SULLIVAN IS RIGHT. WE DID MAKE PROGRESS LAST YEAR, SMALL PROGRESS. AND WE PASSED A BILL THAT WILL BE ABLE TO IDENTIFY THREE SCHOOLS THAT NEED HELP--JUST THREE--TO TRY TO GIVE THEM THAT HAND UP INSTEAD OF THAT HAMMER. I

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THINK THERE ARE OVER 270-SOME SCHOOL DISTRICTS IN THIS STATE. AND THAT IS NOT ACCEPTABLE, BECAUSE THERE HAS TO BE MORE THAN THREE SCHOOL DISTRICTS THAT NEED HELP. AND THEN THERE ARE WAYS TO CONTINUE TO WORK ON THIS. WHEN YOU'RE ONLY ONE OF EIGHT STATES THAT DON'T HAVE CHARTER SCHOOLS, YOU ARE BEHIND THE CURVE BECAUSE THEY ARE AN EDUCATIONAL OPTION FOR INDIVIDUALS AND KIDS TO USE. AND THEY ARE AN IMPORTANT TOOL THAT ARE BEING USED ACROSS THIS NATION. NOW IS EVERY CHARTER SCHOOL PERFECT? ABSOLUTELY NOT. ARE THERE CHARTER SCHOOLS THAT FAIL? YES. ARE THERE CHARTER SCHOOLS THAT ARE...JUST DO AS WELL AS THE COMPARING PUBLIC SCHOOLS? YES. BUT THERE ARE A LOT OF CHARTER SCHOOLS IN A LOT OF AREAS ACROSS THIS NATION IN SOME OF THE MOST DISADVANTAGED AREAS ACROSS THIS NATION, I SHOULD SAY, IN WHICH THEY ARE HELPING TREMENDOUSLY BECAUSE THEY GIVE PARENTS AND STUDENTS A CHOICE, A CHOICE OF WHERE TO SEND THEIR KIDS TO BE EDUCATED. AND SOME OF THE TOP SCHOOLS IN THIS NATION RUN BY KIPP, THE SUCCESS ACADEMY, ARE SOME OF THE TOP SCHOOLS, PUBLIC SCHOOLS--PUBLICLY FUNDED WE'LL CALL THEM--ARE SOME OF THE TOP PUBLICLY FUNDED SCHOOLS IN THE NATION. MOST OF THEM, I THINK, THERE'S QUITE A...THERE'S THREE OR FOUR IN NEW YORK THAT RANK IN THE TOP TEN. THERE'S ONE IN HOUSTON AND POSSIBLY ONE IN D.C., AS WELL. AND THEN THE OTHER TOP PUBLIC SCHOOLS CIRCLE IN SUBURBAN AREAS THAT ARE VERY WEALTHY. ONE I THINK WOULD BE THE THOMAS JEFFERSON SCHOOL IN McLEAN OR ALEXANDRIA, VIRGINIA, THAT IS PUBLICLY FUNDED BUT IS WHAT THEY WOULD CALL A MAGNET SCHOOL IN WHICH KIDS HAVE TO APPLY TO GET INTO A PUBLICLY FUNDED HIGH SCHOOL. NOW THERE'S ANOTHER OPTION. BUT CHARTER SCHOOLS DON'T DO THAT. IT IS A LOTTERY-BASED SYSTEM, WHICH BRINGS ME TO A WALL STREET JOURNAL EDITORIAL ON FEBRUARY 8 THAT GOES THROUGH AND TALKS ABOUT THE NEW INDEPENDENT BUDGET OFFICE OF NEW YORK'S REPORT THAT THEY DID ON CHARTER SCHOOLS IN THE STATE AND THE BENEFITS THAT THEY OFFER. [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: AND ONE OF THE THINGS THAT WE CONTINUALLY HEAR OVER AND OVER IS THE MYTH THAT CHARTER SCHOOLS CHERRY-PICK THE BEST STUDENTS. WELL, SIMPLY PUT, THAT'S NOT TRUE, AND THE INDEPENDENT BUDGET OFFICE REPORT SAYS THAT. THE ARTICLE SAYS: THE IBO REPORT RELEASED IN JANUARY FOUND THAT CONTRARY TO WHAT SOME PEOPLE HAVE COME TO BELIEVE, STUDENTS AT CHARTER SCHOOLS STAY IN SCHOOL AT A HIGHER RATE THAN AT NEARBY REGULAR SCHOOLS. AND IT GOES ON TO

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CONTINUE THAT ACCUSATIONS HAVE BEEN MADE...MR. PRESIDENT, HOW MUCH TIME DO I HAVE LEFT? [LB146]

SPEAKER HADLEY: SIX SECONDS. [LB146]

SENATOR LARSON: I'LL WITHDRAW THAT BRACKET MOTION. [LB146]

SPEAKER HADLEY: MR. CLERK. [LB146]

CLERK: MR. PRESIDENT, SENATOR LARSON WOULD MOVE TO RECOMMIT LB146 TO COMMITTEE. [LB146]

SPEAKER HADLEY: SENATOR LARSON, YOU'RE RECOGNIZED TO OPEN ON YOUR RECOMMIT TO COMMITTEE MOTION. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. IT GOES ON TO SAY AND TALK ABOUT HOW THE UNITED FEDERATION OF TEACHERS, WHICH IS ESSENTIALLY THE NEW YORK TEACHERS UNION, IS CONTINUING TO MAKE FALSE ALLEGATIONS IN THE STATE OF NEW YORK ABOUT THE CHERRY-PICKING OF STUDENTS AND THAT CHARTER SCHOOLS ONLY PICK THE BEST STUDENTS, AND THAT SPECIFICALLY THE UFT ACCUSED SUCCESS ACADEMY OF SENDING OUT POSTCARDS TO HIGH-ACHIEVING STUDENTS IN PUBLIC SCHOOLS ASKING THEM TO APPLY TO THE LOTTERY INTO THE SUCCESS ACADEMY. WHEN THE HEAD OF THE SUCCESS ACADEMY ASKED THE UFT TO SUPPLY ONE OF THOSE POSTCARDS, ONE, NOT ONLY COULD THEY NOT SUPPLY ONE OF THEM, BUT THEY JUST DIDN'T EVEN RESPOND TO THE REQUEST. AND THAT'S AN ISSUE WITH THE FALSE ACCUSATIONS AND MYTHS THAT ARE BEING CREATED BY THE UNIONS TO TRY TO TAKE DOWN CHARTER SCHOOLS. YOU KNOW, THEY SAY POLITICS MAKES STRANGE BEDFELLOWS. HERE I FIND MYSELF ON THE SAME SIDE WHEN IT COMES TO EDUCATION AND EDUCATION POLICY AND THE CONCEPT OF CHARTER SCHOOLS AND THE VALUE OF TEACH FOR AMERICA. HERE I FIND MYSELF ON THE SAME SIDE AS PRESIDENT OBAMA, SENATOR CORY BOOKER, GOVERNOR ANDREW CUOMO. AND WITH ME ON THAT ARE PEOPLE LIKE GOVERNOR SCOTT WALKER AND FORMER GOVERNOR JEB BUSH. HERE IS SOMETHING THAT HAS BIPARTISAN SUPPORT AT THE HIGHEST LEVELS FROM THE TOP LEADERS IN OUR NATION, YET ARE...CONTINUE TO BE STYMIED BY THE UNIONS AND CONTINUE TO BE WORKED AGAINST BY THE UNIONS. THERE IS A PROBLEM HERE. AGAIN, WE MADE SMALL PROGRESS LAST YEAR. WE GET TO IDENTIFY THREE SCHOOLS THAT "NEEDS IMPROVEMENT", ONLY THREE OF THE

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SCHOOLS THAT FALL INTO THAT NEEDS IMPROVEMENT CATEGORY, THAT WE CAN HELP GIVE THEM THAT HAND UP, AND THAT'S GREAT. AND WHEN WE TALK ABOUT HANDS UP, INSTEAD OF USING A HAMMER--AND I'LL SWING BACK TO CHARTER SCHOOLS--BUT I HAD ANOTHER BILL IN THE EDUCATION COMMITTEE THAT DEALT WITH THE WINS...WE CALLED IT WINS. AND IT DID HAVE A GRADING SYSTEM OF A, B, C, D, AND F. AND WHAT IT ALSO DID IS IT CREATED A FUND THAT WHEN SCHOOLS PERFORM WELL AND RECEIVE A's, AND IT COULD BE...YOU COULD...AND THE GRADING SYSTEM GRADED ON IMPROVEMENT, JUST NOT OVERALL TEST SCORES. SO A SCHOOL THAT WAS RANKING AT THE BOTTOM IN THE BEGINNING, IF THEIR STUDENTS IMPROVED THEY COULD STILL RECEIVE AN A BECAUSE THEIR TEACHERS SHOWED IMPROVEMENT UNDER MY BILL. BUT IF A SCHOOL RECEIVED A's, THEY WOULD BE ENTITLED TO A SPECIFIC--WE'LL CALL IT, I DON'T WANT TO CALL IT A PROMOTION, WE'LL SAY AN INCENTIVE FUND--A CERTAIN INCENTIVE FUND THAT SCHOOLS THAT GOT A's COULD THEN TAP INTO THAT FUND AND REWARD THEIR TEACHERS WITH ONE-TIME BONUSES, I.E., THE CHRISTMAS BONUS THAT A LOT OF PEOPLE IN THE PRIVATE SECTOR MAY GET, THINGS OF THAT NATURE. OUR PROFESSIONAL EDUCATORS DON'T ENJOY THAT CONCEPT. AND WITH TENURE AND THINGS OF THAT NATURE IT IS EXTREMELY HARD TO GET RID OF A TEACHER. BUT IT TAKES AWAY THE CONCEPT FOR SOME TEACHERS, NOT ALL TEACHERS, OF GETTING BETTER AND IMPROVING AND MAKING SURE THEIR STUDENTS IMPROVE. SO THE CONCEPT IS, WELL, LET'S MONETIZE IT, BECAUSE WE KNOW IN THE CAPITALIST SOCIETY WHEN YOU INCENTIVIZE PEOPLE THEY WILL WORK TO GET BETTER AND HAVE BETTER RESULTS. INSTEAD, WE HAVE AN ANTIQUATED PAY SYSTEM WITHIN OUR PUBLIC SCHOOLS THAT DOESN'T ALLOW FOR THAT, AND THAT'S AN ISSUE. WHY IS IT WRONG THAT WE SHOULD BE ABLE TO GIVE A BONUS TO A GROUP OF TEACHERS THAT WORKED THEIR BUTT OFF TO IMPROVE THEIR SCHOOL DISTRICT AND SHOW APPRECIATION? WHY IS THAT WRONG? WELL, I'VE BEEN TOLD BY THE UNION THAT'S WRONG BECAUSE...COLLECTIVE BARGAINING. WE CAN'T SHOW FAVORITISM OVER ONE SECTOR VERSUS THE...ONE TEACHER OVER THE OTHER. WE CAN'T DO THAT. EVERYBODY HAS TO BE TREATED THE SAME. WELL, PEOPLE AREN'T ALWAYS TREATED THE SAME IN THE PRIVATE WORLD IN BUSINESS. WHEN YOU ADD MORE VALUE TO A COMPANY OR AN INSTITUTION, YOU RECEIVE MORE MONEY. AND OUR TEACHERS MAKE A GREAT SACRIFICE TO GO INTO THE EDUCATIONAL FIELD. AS A MATTER OF FACT, I GREW UP THE SON OF A TEACHER AND THE SON OF A MOTHER THAT SITS ON A SCHOOL BOARD. I HAVE VERY INVOLVED PARENTS. AND WHEN I WAS IN HIGH SCHOOL AND LOOKING TO GO TO COLLEGE, MY DAD, WHO IS THE TEACHER, SAID, YOU KNOW, YOU CAN BE--AND HALF IN JEST, I WILL MENTION THIS WAS IN JEST--SAID, SON, YOU CAN BE WHATEVER YOU WANT BUT A TEACHER, BECAUSE HE HAS SEEN

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HOW MUCH THE EDUCATIONAL SYSTEM, AS IT IS SET UP, WITH ADMINISTRATION THE WAY THAT IT IS AND THE UNIONS HAVING THE GRIP THAT THEY DO, THAT GETTING BETTER IS TAMPED DOWN FROM AN EDUCATIONAL TEACHER'S PERSPECTIVE. THERE'S A REASON PEOPLE IN MY GENERATION ARE SHYING AWAY FROM BEING TEACHERS. I DO THINK MY GENERATION, AS SHOWN BY THE GROWTH IN TECHNOLOGY, HAVE A VERY GOOD ENTREPRENEURIAL STREAK IN US. AND WE WILL CONTINUE TO SHAPE THIS WORLD THROUGH TECHNOLOGY. AND I SEE A LOT OF MY CLASSMATES THAT I WENT TO UNIVERSITY WITH MAY HAVE A PERIPHERY... [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: ...KNOWLEDGE OF EDUCATION OR WANT TO GET INTO EDUCATION. BUT VERY FEW OF THEM WILL EVER STEP FOOT AS A TEACHER IN A K-12 CLASSROOM. AND THOSE THAT DID, MOST OF THEM WERE TEACH FOR AMERICA. SOME OF OUR BEST AND BRIGHTEST IN THIS NATION...THINK WHAT YOU WANT OF THE INSTITUTIONS ON THE EAST COAST OR THE FEW ON THE WEST COAST THAT ARE CONSIDERED THE TOP ONES OR RANKED THE TOP ONES, THAT DOES NOT NECESSARILY MEAN THEY ARE THE TOP ACROSS THIS NATION. AND HOW MANY OF THEM ARE PRODUCING EDUCATORS? VERY FEW ARE COMING OUT OF THERE. AND THOSE THAT ARE ARE TEACHER...AREN'T GOING INTO THE EDUCATIONAL FIELD. AND THOSE THAT ARE, ARE JUST SO SWALLOWED UP IN DEBT. AND WE CAN TALK ABOUT THE STUDENT LOAN CRISIS AND THAT ON ANOTHER DAY. [LB146]

SPEAKER HADLEY: TIME, SENATOR. [LB146]

SENATOR LARSON: THANK YOU. [LB146]

SPEAKER HADLEY: THE COOKIES ARE FROM SENATOR HADLEY'S WIFE IN CELEBRATION OF HIS 40th BIRTHDAY. THANK YOU VERY MUCH. SENATOR LARSON, YOU ARE RECOGNIZED. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. I THINK MY TIME HIT A COUPLE TIMES BACK WHEN I WAS TALKING ABOUT BRAIN DRAIN IN THE STATE OF NEBRASKA AND HOW MUCH AN ORGANIZATION LIKE TEACH FOR AMERICA COULD HELP AND MOTIVATE PEOPLE TO STAY IN NEBRASKA AND CONTINUE TO GROW EDUCATIONAL OPPORTUNITIES IN RURAL NEBRASKA. WHEN I WAS 17, I WAS LOOKING AT A NUMBER OF SCHOOLS THROUGHOUT THE COUNTRY TRYING

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TO DECIDE WHAT WAS THE BEST FIT FOR ME. AND AS I WENT THROUGH AND WENT THROUGH THE PROCESS, I APPLIED TO MY LOCAL UNIVERSITIES, NEBRASKA-LINCOLN AND HAD A SCHOLARSHIP, AND CREIGHTON AND THE FINANCIAL AID PACKAGE WASN'T NEAR AS GOOD. BUT I REALLY STARTED THINKING, WHAT DOES NEBRASKA RIGHT NOW HAVE TO OFFER ME? WHAT DO I WANT TO BE IN THE FUTURE? WHAT DO I WANT TO DO? WHAT DO I WANT TO BE INVOLVED IN? AND I WORRIED THAT THERE WOULDN'T BE ENOUGH FOR ME WHEN I REACHED WORKING AGE. AND I HAD TO CHOOSE BETWEEN LINCOLN, CREIGHTON, STANFORD, PENN, DARTMOUTH, BROWN, AND GEORGETOWN. IT WAS ACTUALLY KIND OF A PROCESS OF ELIMINATION. DARTMOUTH WAS TOO MUCH LIKE HOME, IN THE MIDDLE OF NOWHERE, SO THAT ONE GOT CANCELED. BROWN WAS A LITTLE TOO, WE'LL CALL, FREE FOR ME IN A LOT OF THE THINKING. PENN WAS IN THE MIDDLE OF WEST PHILLY, WHICH MY DAD ABSOLUTELY REFUSED. AND SO I ENDED UP IN D.C., AND IT WORKED OUT GREAT. BUT WHEN I LEFT AT 17...WELL, I'D JUST TURNED 18. I HAD TWO DUFFEL BAGS AND I GOT ON THE PLANE, TWO DUFFEL BAGS AND NEVER INTENDED ON MOVING BACK TO NEBRASKA. I WAS LUCKY ENOUGH TO GET INVOLVED IN NEBRASKA POLITICS IN D.C., BUT STILL HAD VERY LITTLE INTENTION OF COMING HOME PERMANENTLY, SO MUCH SO...WHEN I DID GRADUATE COLLEGE WE WERE IN THE MIDDLE OF WHAT WE'D CALL AN ECONOMIC CRUNCH IN 2008. MANY OF US REMEMBER THAT. I DECIDED TO GO TO NEW YORK CITY FOR A YEAR. WELL, AT THAT POINT I DIDN'T THINK IT WAS GOING TO BE FOR A YEAR. I THOUGHT IT WAS GOING TO BE A LONG...WHERE I WAS WHAT YOU WOULD CALL SETTING UP ROOTS. WHAT I LEARNED BETWEEN THE AGE OF 17 AND 22, YOU KNOW, WHEN I WAS 17 I WANTED TO GET AS FAR AWAY FROM THIS PLACE AS POSSIBLE AND AT 22 I WAS READY TO COME HOME, BECAUSE I REALIZED THAT NEBRASKA DID HAVE AN EXTRA VALUE THAT THOSE COMMUNITIES DIDN'T HAVE. AND THAT SMALL-TOWN, RURAL WAY OF LIFE IN WHICH I GREW UP, I WANTED TO ENSURE THAT MY CHILDREN HAD THAT OPPORTUNITY AS WELL. AND GROUPS LIKE IN TRUE SMALL TOWNS...YOU KNOW, O'NEILL MIGHT NOT BE ONE THAT GETS... [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: WAS THAT TIME? [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

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SENATOR LARSON: TOWNS LIKE O'NEILL MIGHT NOT BE THE ONE THAT GETS A TEACH FOR AMERICA TEACHER BECAUSE WE'RE A LITTLE LARGER, BUT A SCHOOL LIKE ROCK COUNTY MIGHT OR BOYD COUNTY OR LYNCH. AND I WANT THOSE KIDS TO HAVE THE SAME OPPORTUNITIES THAT OTHER KIDS ACROSS THIS NATION HAVE, WITH TEACHERS THAT ARE HIGHLY MOTIVATED AND WANT TO GET DONE. AND I'M NOT SAYING THAT THE TEACHERS IN THOSE COMMUNITIES AREN'T HIGHLY MOTIVATED NOW. I THINK THEY ARE. BUT THERE'S NOT ENOUGH TEACHERS THAT WANT TO GO TEACH PHYSICS IN LYNCH--MEANING THEY GET NO APPLICANTS FOR SOME OF THOSE JOBS--THAT WE ARE TAKING AWAY OPPORTUNITIES FROM OUR STUDENTS. [LB146]

SPEAKER HADLEY: TIME, SENATOR. AND YOU'RE NEXT IN THE QUEUE. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. SO I ASK MYSELF, HOW DO WE OFFER THESE KIDS AS MANY OPPORTUNITIES AS POSSIBLE? ONE STEP, OUR ENSURING THAT THINGS LIKE TEACH FOR AMERICA OR PEOPLE WITH DOCTORAL DEGREES CAN TEACH HERE. ANOTHER ONE IS SOMETHING OF THE NATURE OF CHARTER SCHOOLS. THE BILL THAT I INTRODUCED ONLY ALLOWED CHARTER SCHOOLS IN OMAHA, BUT IT DOESN'T MEAN THAT I DON'T SUPPORT CHARTER SCHOOLS ACROSS THE STATE OF NEBRASKA, BECAUSE I DO. DO I THINK O'NEILL WOULD GET A CHARTER SCHOOL? ABSOLUTELY NOT. DO I THINK VALENTINE WOULD? NO. DO I SEE A PLACE FOR CHARTER SCHOOLS IN RURAL NEBRASKA? YES, SIMPLY PUT, SOMETHING LIKE WHAT THE OLD CLASS I'S WERE, THAT THIS LEGISLATURE ELIMINATED IN 2004 OR 2005. WE HAVE KIDS, KINDERGARTNERS IN RURAL NEBRASKA THAT ARE RIDING THE BUS OVER AN HOUR TO THE SCHOOL, SOMETIMES AN HOUR AND A HALF, TO GET TO SCHOOL BECAUSE THEY LIVE 50 MILES FROM THEIR SCHOOL. AND WHEN THERE WERE CHARTER SCHOOLS...OR WHEN THERE WERE CLASS I'S THEY HAD AN OPPORTUNITY OF A SCHOOLHOUSE MUCH CLOSER. THAT CONCEPT COULD WORK TODAY. A KINDERGARTNER DOESN'T NEED TO BE ON A BUS THAT LONG EVERY DAY, FIVE DAYS A WEEK, FOR 186 SCHOOL DAYS, 185--PROBABLY WRONG ON THAT EXACT NUMBER OF DAYS--NOR SHOULD THE FAMILIES BE FORCED TO GET A SECOND HOUSE IN TOWN SO THE KINDERGARTNER DOESN'T HAVE TO RIDE THE BUS THAT LONG, WHICH IS HAPPENING IN A LOT OF RURAL COMMUNITIES. MY MOTHER WENT TO A CLASS I AND THEY CALLED IT OPPORTUNITY. IT WAS ABOUT, IF I'M DOING MY MATH RIGHT, IT WAS ABOUT 18 MILES FROM TOWN, THE TOWN OF O'NEILL, I SHOULD SAY. AND I THINK SHE LIVED CLOSE TO 15 MILES FROM TOWN. NOW O'NEILL DIDN'T HAVE A BUSING SERVICE, NOR DO THEY NOW. THEY PAY PARENTS TO BRING IN CHILDREN INSTEAD OF BUSING THEM THEMSELVES. MY GRANDFATHER WORKED AS A

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RANCH HAND, RAN A RANCH FOR A LOCAL GUY RIGHT THERE, 15 MILES NORTH OF TOWN, WELL, ABOUT 10 NORTH AND 7 EAST. AND THEY ONLY HAD...I THINK THEY ONLY HAD ONE CAR. SO THE OPPORTUNITY TO BE BROUGHT INTO TOWN WASN'T THERE. LUCKILY, SHE GOT TO GO TO THE LITTLE ONE-ROOM SCHOOLHOUSE FOUR MILES FROM THE HOUSE, K-8. AND WHEN SHE DID HAVE TO COME INTO HIGH SCHOOL, SHE HAD TO LIVE WITH HER BROTHER, WHO WAS RECENTLY MARRIED, BECAUSE THE FAMILY COULDN'T DRIVE HER IN EVERY DAY AND THIS WAS JUST EASIER. [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: SO THERE IS A REAL ISSUE OR A REAL ARGUMENT FOR CHARTERS IN RURAL NEBRASKA AS WELL BECAUSE WE WANT EVERY STUDENT TO HAVE THE EDUCATIONAL OPPORTUNITY THAT EVERYONE ELSE HAS AND NOT HAVE TO BE PUNISHED BY LONG BUS RIDES OR PARENTS NOT HAVING ENOUGH CARS OR THINGS OF THAT NATURE. ANOTHER ARTICLE THAT I READ RECENTLY, AGAIN FROM THE WALL STREET JOURNAL, MARCH 6, 2015, AND WE HEAR A LOT ABOUT, YOU KNOW, THESE MAGNET SCHOOLS OR UNION-RUN CHARTERS AND HOW THEY'LL DO JUST AS WELL. [LB146]

SPEAKER HADLEY: TIME, SENATOR. [LB146]

SENATOR LARSON: THANK YOU. [LB146]

SPEAKER HADLEY: AND YOU'RE NEXT IN THE QUEUE. AND THIS WILL BE YOUR CLOSE. [LB146]

SENATOR LARSON: THIS ARTICLE IN THE JOURNAL TALKS ABOUT THE UFT; WE'RE BACK INTO THE UFT IN NEW YORK CITY. IN 2005, THE HEAD OF THE UFT SAYS, OUR SCHOOLS WILL SHOW REAL, QUANTIFIABLE STUDENT ACHIEVEMENT (AND) WITH THOSE RESULTS FINALLY DISPEL THE MISGUIDED AND SIMPLISTIC NOTION THAT THE UNION CONTRACT IS AN IMPEDIMENT TO SUCCESS. SO DECLARED THE TEACHER'S UNION CHIEF RANDI WEINGARTEN IN 2005 UPON LAUNCHING THE UNITED FEDERATION OF TEACHERS CHARTER SCHOOL IN BROOKLYN, NEW YORK. WELL, LAST WEEK THE UFT QUIETLY LET IT SLIP THAT THEIR SHOWCASE K-8 CHARTER SCHOOL IS CLOSING AFTER A LEGACY OF FAILURE. MS. WEINGARTEN'S EXPERIMENT IN EDUCATION OF THE UNION, BY THE UNION, FOR THE UNION IS A CASE STUDY IN THE PROBLEMS WITH THE STATUS QUO OF UNION DOMINANCE IN AMERICAN PUBLIC EDUCATION. IN 2005

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THE UFT CHARTER SCHOOL OPENED WITH A \$1 MILLION GIFT FROM THE BOARD FOUNDATION AND PLANS TO REDUCE CLASS SIZES, INCREASE COLLABORATION AMONG TEACHERS WITH MONTHLY TOWN HALL MEETINGS AND DAILY COMMUNITY GATHERINGS, AND REPLACE PRINCIPALS AND (SIC... WITH) LESS ADVERSARIAL SCHOOL LEADERS. INSTRUCTIONAL COACHES WERE PROPOSED TO SUPPORT TEACHERS, BUT NOT EVALUATE THEIR PERFORMANCE. THIS IS THE UNION-BASED CHARTER SCHOOL. ALL OF THIS WAS IMPLEMENTED...ALL OF THIS IMPLEMENTED THE LONG-TERM UNION AGENDA FOR SCHOOL REFORM AND WAS MEANT TO SHOW THAT THERE WAS NO GREAT SECRET TO SUCH NEW YORK CHARTER SUCCESSES AS KIPP AND EVA MOSKOWITZ'S SUCCESS ACADEMY. YOU ALMOST HAD TO ADMIRE THE UNION NERVE BECAUSE IT SHOWED THAT THEIR LEADERS BELIEVED IN THEIR OWN ADVERTISING. THE SCHOOL BOARD OF TRUSTEES CONSISTED OF UNION LEADERS, SCHOOL STAFF, AND COMMUNITY REPRESENTATIVES SUCH AS ACORN--WE'VE ALL HEARD OF ACORN--CEO BERTHA LEWIS. THE UNION PROVIDED FUNDS TO COVER DEFICITS IN ADDITION TO THE BROAD FOUNDATION GRANT, WHICH MS. WEINGARTEN PROMISED WOULD ENSURE THAT THE UNION DUES WOULDN'T PAY FOR OPERATING COSTS. NOTABLY, THE SCHOOL SHARED SPACE AT NO COST WITH THE DISTRICT PUBLIC SCHOOL. RECALL THAT LAST YEAR NEW YORK CITY MAYOR BILL de BLASIO TRIED TO BAN SUCH COLOCATIONS AND CHARGE RENT TO NONUNION CHARTERS THAT HAD PRIVATE DONORS. SO WE HAVE THE MAYOR THAT WANTS TO NOT LET THE NONUNION CHARTERS COHABIT, BUT THE UNION CHARTERS COULD. FROM THE START, THE UFT CHARTER SUFFERED FROM HIGH STAFF TURNOVER, OPERATIONAL CHAOS, AND BUDGET DEFICITS. STUDENTS' TEST SCORES LAGGED NEIGHBORING DISTRICT AND OTHER CHARTER SCHOOLS. THE SCHOOL REPEATEDLY FAILED TO MEET THE PERFORMANCE BENCHMARKS ESTABLISHED BY THE CHARTER AUTHORIZER, THE STATE UNIVERSITY OF NEW YORK. IN 2013 SUNY REPORTED MIXED RESULTS AT THE ELEMENTARY SCHOOL, AND THAT THE MIDDLE SCHOOL MET ONLY 1 OF THE 15 ACCOUNTABILITY PLAN MEASURES IN MATH AND NONE IN ENGLISH. STUDENT TEST SCORES APPEARED TO DECLINE THE LONGER STUDENTS WERE ENROLLED. HALF OF THE FIFTH-GRADERS OPTED NOT TO CONTINUE. DECLINING ENROLLMENT IN THE MIDDLE SCHOOL EXACERBATED THE SCHOOL'S FISCAL DURESS, WHICH SUNY ATTRIBUTED TO POOR BOOKKEEPING. THE UNION BAILED OUT OF THE SCHOOL WITH AN INTEREST...AND THE UNION WAS BAILED OUT OF THE SCHOOL WITH INTEREST-FREE BRIDGE LOANS. SUNY ALSO... [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: I'LL WITHDRAW THAT AMENDMENT. [LB146]

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SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: OH, THAT WAS ONE MINUTE? I'LL STILL WITHDRAW THE AMENDMENT...OR THE MOTION. [LB146]

SPEAKER HADLEY: THE MOTION IS WITHDRAWN. MR. CLERK. [LB146]

CLERK: MR. PRESIDENT, SENATOR LARSON WOULD MOVE TO PASS OVER LB146. [LB146]

SPEAKER HADLEY: SENATOR LARSON, YOU'RE RECOGNIZED TO OPEN ON YOUR MOTION TO PASS OVER LB146. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. SUNY ALSO HIGHLIGHTED CHRONIC SHORTAGES OF TEXTBOOKS AND UNREPAIRED EQUIPMENT, MISSING STANDARD TEST BOOKLETS THAT WERE NOT RETURNED TO THE PUBLISHER FOR SCORING, VIOLATIONS OF THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT, LIMITED INSTRUCTIONAL COACHING. SUNY REVIEWERS SAW STUDENTS LISTENING TO MUSIC AND CHATTING WITH FRIENDS. IN ONE GEOGRAPHY LESSON, RATHER THAN MAKING USE OF THE TECHNOLOGICAL RESOURCES AND THE CRITICAL ECONOMIC AND POLITICAL IMPORTANCE OF THE NILE, THE TEACHER HAD THE STUDENTS COLOR IN BLANK MAPS OF THE RIVER. SUNY NONETHELESS GRANTED THE UNION A TWO-YEAR CONDITIONAL RENEWAL WITH ORDERS TO SHAPE UP. THE SCHOOL THEN PLACED STUDENTS ON A HEAVY TESTING REGIMEN DESPITE THE UNION'S OPPOSITION TO HIGH-STAKES TESTING EVERYWHERE ELSE, YET TEACHERS WEREN'T GRADED ON STUDENT PERFORMANCE. THE UNION EVEN REJECTED PRESIDENT OBAMA'S RACE TO THE TOP FUNDS BECAUSE IT REQUIRED THAT TEACHER EVALUATIONS BE LINKED TO STUDENT PERFORMANCE. THE SCHOOL'S RESULTS SPEAK FOR THEMSELVES. IN 2014, 11 PERCENT OF THE STUDENTS WERE RATED PROFICIENT IN ENGLISH AND 18 PERCENT IN MATH COMPARED TO 28 PERCENT AND 36 PERCENT IN SCHOOLS WITH SIMILAR DEMOGRAPHICS, AND 59 PERCENT AND 92 PERCENT IN THE HARLEM SUCCESS ACADEMY WHICH ENROLLS KIDS WITH DISABILITIES. THE UNION CHARTER PERFORMED WORSE THAN 96 PERCENT OF ITS PEERS IN SUBJECTIVE STANDARDS LIKE INSTRUCTIONAL CORE AND SYSTEMS FOR IMPROVEMENT MEASURED FOR (SIC...FROM) PARENTS, TEACHER, AND STUDENT SURVEYS. ON ALMOST ALL COUNTS THE DISTRICT MIDDLE SCHOOL NEXT DOOR DID BETTER. THREATENED WITH THE NONRENEWAL THIS YEAR, THE UNION DECIDED TO CLOSE THE SCHOOL. NEW YORK UFT CHIEF

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MICHAEL MULGREW BLAMES SUNY'S NARROW FOCUS ON STATE TESTS, BUT ONLY 12 OF THE 147 CHARTERS THAT SUNY AUTHORIZES HAVE NOT BEEN RENEWED. MS. WEINGARTEN WASHED HER HANDS OF THE EXPERIMENT LAST YEAR SAYING THROUGH A SPOKESPERSON THAT SHE HADN'T BEEN INVOLVED IN A LONG TIME. THE UNION SAYS THAT IT WILL WORK WITH THE DEPARTMENT OF EDUCATION TO ENSURE APPROPRIATE PLACEMENT OF THE SCHOOLS...OF THE STUDENTS AFFECTED. SO YOU'RE RIGHT. THE UNIONS ARE RIGHT. NOT ALL CHARTER SCHOOLS SUCCEED. THERE ARE SOME CHARTER SCHOOLS THAT FAIL MISERABLY. THE ONE THAT THEY SET UP TO RUN IS A PRIME EXAMPLE OF THAT. HOPEFULLY, THEY DON'T USE THAT AS AN EXAMPLE ON THE CHARTER SCHOOL DEBATE, BECAUSE WE SURE CAN. THIS IS AN ISSUE THAT I CARE ABOUT, I THINK, AS MANY OF YOU HAVE SEEN. I SAW...WE CAN TALK ABOUT STATE AID AS WELL, DIVE INTO THIS SUBJECT AND HOW I THINK BY THE END OF THIS YEAR OR POSSIBLY NEXT, NONE OF MY SCHOOL DISTRICTS WILL BE EQUALIZED AND HOW PROPERTY TAXES WILL PAY FOR THE WHOLE EDUCATION EXCEPT FOR THE...SOME. THEY DO RECEIVE SOME STATE AID FUNDS, YES, SOME DISABILITY OR KIDS WITH DISABILITIES OR SPECIAL ED FUNDS AND SOME INCOME TAX REBATES. AND I'M SURE SENATOR SULLIVAN COULD GIVE ME ALL OF THE MONEY, BUT VERY LITTLE FOR A SCHOOL DISTRICT THE SIZE OF O'NEILL. AND WE RELY ON PROPERTY TAXES TO PAY FOR THE REST, MEANING THAT MY STUDENTS IN O'NEILL ARE WORTH NOTHING TO THE STATE OR VERY LITTLE COMPARED TO THE REST OF THE STATE. AND THAT'S A CONCERN, BECAUSE WHAT MAKES ONE KID MORE VALUABLE THAN THE OTHER? IT DOESN'T MAKE SENSE. AND THEN IF WE WANT TO TALK ABOUT RURAL NEBRASKA, WE CAN GO BACK TWO YEARS OR WAS IT THREE, I THINK 2013 OR 2014, I THINK 2013 WHEN THIS BODY PASSED LB...I WANT TO SAY LB533 (SIC--LB553). IT WAS A RETIREMENT BILL PROPOSED BY THE UNIONS AND HOW THAT AFFECTS...IS NOW AFFECTING RURAL NEBRASKA. YOU KNOW, WE HEAR A LOT FROM MY URBAN COLLEAGUES ABOUT HOW THEIR SALES AND INCOME TAX DOLLARS PAY FOR OUR ROADS. THAT'S TRUE. OUR SALES AND INCOME TAX DOLLARS PAY FOR THE THREE-LANE INTERSTATE BETWEEN OMAHA AND LINCOLN AS WELL. I UNDERSTAND THERE'S A LOT MORE ROADS WHERE WE ARE, BUT GO DRIVE THEM. I DRIVE A LOT OF THEM. THEY'RE NOT THAT GREAT, BUT THE DEPARTMENT OF ROADS DOES THE BEST THEY CAN. BUT A FEW YEARS AGO WHEN OUR RETIREMENT FUND WAS IN A CRUNCH, THE LEGISLATURE MADE AN AGREEMENT WITH THE UNION THAT THE LEGISLATURE WOULD BUMP UP ITS LEVEL FROM 0.7 PERCENT OF WHAT IT CONTRIBUTED TO TEACHER RETIREMENT. IT WOULD BUMP UP FROM 0.7 PERCENT TO 1 PERCENT, AND THE TEACHERS WOULD BUMP UP FROM 7.4 OR 7.5, 7-POINT-SOMETHING TO 9.7 PERCENT. AND THE SCHOOL DISTRICTS WOULD STAY THE SAME AT CONTRIBUTING 101 PERCENT OF WHAT THE TEACHERS

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CONTRIBUTE. SO, YOU KNOW, WE VIEWED THAT AS THE STATE IS STEPPING UP WHAT THEY'RE PUTTING IN, THE TEACHERS ARE STEPPING UP, AND WE'LL LET THE SCHOOL DISTRICTS BE, EVEN THOUGH IT'S STILL AN INCREASE, BECAUSE IT'S 101 PERCENT OF WHAT THE TEACHERS ARE PUTTING IN IF THEY'RE REQUIRED TO BUMP UP TO 9.7 PERCENT OR 9.4 PERCENT. IT'S STILL AN INCREASE TO THE SCHOOL DISTRICTS AS WELL. SO WHEN WE CAME BACK AND WE PASSED THIS BILL, THE COMPROMISE WITH THE UNION WAS THE TEACHERS...AND ALL THESE WERE SUPPOSED TO SUNSET BACK DOWN. SO THE COMPROMISE WITH THE UNION WAS THAT THE TEACHERS WOULDN'T SUNSET BACK DOWN. THEY'D STAY WHERE THEY WERE AT. BUT THE STATE HAD TO DOUBLE WHAT IT WAS CONTRIBUTING FROM 1 PERCENT TO 2 PERCENT, AND THE SCHOOL DISTRICTS WOULD STAY THE SAME. SO THE STATE IS DOUBLING, THE SCHOOL DISTRICT IS STAYING, AND THE TEACHER IS STAYING. NOW ALL RIGHT, WE'RE DOUBLING WHAT WE'RE PUTTING INTO THE TEACHER RETIREMENT, WHICH IS INTERESTING, INSTEAD OF SUNSETTING BACK DOWN. BUT, HEY, THE TEACHERS AREN'T SUNSETTING. BUT NOW WE LOOK AT STATE AID. THOSE SCHOOL DISTRICTS THAT RECEIVE EQUALIZATION AID GET TO USE THAT EQUALIZATION AID TO PAY THE SCHOOL'S PORTION OF THE 101 PERCENT. SO IF YOU'RE A SCHOOL DISTRICT THAT DOESN'T RECEIVE ANY EQUALIZATION AID, NOT ONLY DO YOU HAVE TO PAY FOR PRETTY MUCH THE ENTIRE RUNNING OF YOUR SCHOOL DISTRICT, YOU ALSO RECEIVE NO EQUALIZATION AID AS ALL THE OTHER SCHOOL DISTRICTS THAT ARE EQUALIZED TO PAY THE TEACHER RETIREMENT PORTION THAT YOU HAVE TO PAY. AND THEN, SO NOT ONLY ARE YOU NOT RECEIVING ANY EQUALIZATION AID, BUT YOUR SALES AND INCOME TAX DOLLARS GO INTO THAT EQUALIZATION AID FORMULA SO YOUR SALES AND INCOME TAX DOLLARS ARE ALSO PAYING INTO THOSE RETIREMENT SYSTEMS. AND THEN THE SALES AND INCOME TAX DOLLARS THAT AREN'T BEING USED INTO THE EQUALIZATION AID GET TO DOUBLE THE PERCENTAGE THAT THEY'RE GIVING TO THE TEACHERS. NOW LIKE I SAID, I HAVE A FATHER THAT'S A TEACHER. AND I KNOW HE VALUES THE RETIREMENT PACKAGE AND THE DEFINED BENEFIT PACKAGE THAT HE WILL EVENTUALLY RECEIVE. DO I DISAGREE WITH DEFINED BENEFIT PACKAGES? YES. BUT RURAL NEBRASKA, WITH THE WAY THAT BILL WORKED OUT, CONTINUES TO GET HOSED. [LB146]

SPEAKER HADLEY: ONE MINUTE. [LB146]

SENATOR LARSON: AND THIS IS SOMETHING THAT IS CONCERNING. AS WE MOVE FORWARD OVER MY NEXT, I GUESS, I HAVE THREE AND A HALF YEARS LEFT IN THIS BODY, I AM GOING TO CONTINUE DOWN THIS PATH OF EDUCATION REFORM. NOW I MAY BE BEATING MY HEAD AGAINST THE WALL FOR THE NEXT THREE

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AND A HALF YEARS, BECAUSE I KNOW HOW MUCH WILL BE SPENT TO GET INDIVIDUALS HERE THAT DISAGREE WITH ME. I THINK IN MY ELECTION--MY FIRST ELECTION, I SHOULD SAY, NOT THIS LAST ONE--IN MY FIRST ELECTION THE UNION SPENT ALMOST \$40,000 TO BEAT ME. AND I WAS CHALLENGING AN INCUMBENT. IN A SPAN OF FIVE DAYS, THEY WROTE HIM TWO \$10,000 CHECKS. [LB146]

SPEAKER HADLEY: TIME, SENATOR. (VISITORS INTRODUCED.) SENATOR LARSON, YOU ARE NEXT IN THE QUEUE. [LB146]

SENATOR LARSON: THANK YOU, MR. PRESIDENT. THIS IS AN ISSUE THAT I WILL CONTINUE TO WORK ON. THERE ARE WAYS TO MOVE FORWARD AND MOVE THIS STATE FORWARD. WE MADE SMALL STEPS LAST YEAR, BUT THEY AREN'T NEAR ENOUGH TO ENSURE A BRIGHT EDUCATION FOR EVERY STUDENT IN THE STATE OF NEBRASKA AND GIVE THEM THE OPTION TO HAVE THAT EDUCATION. THAT OPTION IS VERY IMPORTANT. WE HAVE TO WORK FOR EVERY STUDENT. THEY SHOULDN'T BE PIGEONHOLED AND HAVE NO OPTIONS ON WHERE THEY CAN GO TO SCHOOL. AND FRANKLY, THE SCARE TACTICS THAT WE HEAR FROM THE UNION ARE FALSE. I UNDERSTAND NOT EVERY CHARTER SCHOOL SUCCEEDS. THEIR OWN CHARTER SCHOOL IS EVIDENCE OF THAT. BUT IT DOESN'T MEAN WE SHOULDN'T TRY, AND IT DOESN'T MEAN THAT WE CAN'T WORK TO MAKE OUR EDUCATIONAL SYSTEM BETTER. I'M SURE THIS ISN'T GOING TO BE THE LAST TIME I TALK ABOUT EDUCATION ON THIS FLOOR THIS YEAR. I HAVE A FEELING IT WILL HAPPEN QUITE OFTEN, BECAUSE I AM VERY PASSIONATE. AND ANYBODY THAT WANTS TO LEARN MORE ABOUT CHARTER SCHOOLS OR TEACH FOR AMERICA OR ANY OF THIS, MY DOOR IS OPEN BECAUSE I AM CONTINUALLY LEARNING, CONTINUALLY READING ABOUT THE SUBJECT. SO I HOPE TO WORK WITH A NUMBER OF MEMBERS IN THIS BODY TO ACCOMPLISH THAT GOAL. THANK YOU, MR. PRESIDENT. I'LL WITHDRAW THAT LAST MOTION. [LB146]

SPEAKER HADLEY: WITHOUT OBJECTION IT IS WITHDRAWN. MR. CLERK. [LB146]

ASSISTANT CLERK: MR. PRESIDENT, I HAVE NOTHING FURTHER PENDING ON THE BILL. [LB146]

SPEAKER HADLEY: SENATOR HANSEN, I RECOGNIZE SENATOR HANSEN. [LB146]

SENATOR HANSEN: YES, MR. PRESIDENT. I MOVE THAT LB146 BE ADVANCED TO E&R FOR ENGROSSMENT. [LB146]

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SPEAKER HADLEY: ALL THOSE IN FAVOR SIGNIFY BY SAYING AYE. OPPOSED, NAY. MOTION PASSES. MR. CLERK. [LB146]

ASSISTANT CLERK: MR. PRESIDENT, THE NEXT BILL IS LB10. THERE ARE E&R AMENDMENTS. (ER44, LEGISLATIVE JOURNAL PAGE 720.) [LB10]

SPEAKER HADLEY: SENATOR McCOY, YOU'RE RECOGNIZED TO...SENATOR HANSEN ON THE E&R AMENDMENTS. I'M SORRY. [LB10]

SENATOR HANSEN: THANK YOU. AND HAPPY BIRTHDAY, MR. PRESIDENT. I MOVE THAT THE E&R AMENDMENTS TO LB10 BE ADOPTED. [LB10]

SPEAKER HADLEY: ALL THOSE IN FAVOR SIGNIFY BY SAYING AYE. OPPOSED, NAY. E&R AMENDMENTS ARE ADOPTED. MR. CLERK. [LB10]

ASSISTANT CLERK: MR. PRESIDENT, THE NEXT AMENDMENT IS OFFERED BY SENATOR CHAMBERS, AM528. (LEGISLATIVE JOURNAL PAGE 639.) [LB10]

SPEAKER HADLEY: SENATOR CHAMBERS, YOU ARE RECOGNIZED TO OPEN ON YOUR AMENDMENT. [LB10]

SENATOR CHAMBERS: THANK YOU. MR. PRESIDENT, MEMBERS OF THE LEGISLATURE, I WAS DOWNSTAIRS WORKING. I HEARD THAT THAT OTHER BILL WAS OVER. SO INSTEAD OF COMING UP THE STAIRS TWO AT A TIME, I HAD TO TAKE THREE AT A TIME. BUT NEVERTHELESS, I'M HERE. THIS BILL OUGHT NOT GO ANYWHERE, SO I'M GOING TO DO WHAT I CAN TO STOP IT ON SELECT. THIS AMENDMENT IS LIKE A PLACEHOLDER. BUT BEFORE WE GET TO THE FOUR HOURS, I'M GOING TO OFFER A MOTION TO BRACKET THE BILL. THAT WILL BE A PRIORITY MOTION, AND IT WILL GIVE US A CHANCE TO TAKE A TEST VOTE. SOME OF THE SENATORS HAVE TALKED TO ME ABOUT THIS BILL. SOME HAVE BECOME AWARE OF THE FACT THAT A VOTE FOR CLOTURE IS A VOTE FOR THE BILL. THERE WERE SOME WHO VOTED FOR CLOTURE THEN VOTED AGAINST THE BILL. HAD THEY NOT VOTED FOR CLOTURE WE WOULD NOT BE GOING THROUGH THIS EXERCISE NOW. BUT THOSE ARE THE VAGARIES OF BEING A LAWMAKER, AND THOSE ARE SOME OF THE HICCUPS THAT WILL DERAIL US TEMPORARILY ALONG THE WAY. I DON'T KNOW THAT THIS BILL HAS 33 VOTES TO KEEP IT GOING. I READ AN EDITORIAL FROM A NEWSPAPER IN WHAT IS CONSIDERED GREATER NEBRASKA, OR OUTSIDE OF OMAHA AND LINCOLN, SPEAKING IN

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FAVOR OF LEAVING THE SYSTEM OF ALLOCATING ELECTORAL VOTES THE WAY IT IS RIGHT NOW. ONE OF THE HARDEST THINGS FOR PEOPLE TO UNDERSTAND-- AND I TOLD THEM THEY HAVE TO ASK SENATOR McCOY--IS HOW IN THE WORLD ANYBODY CAN BE SO BLIND TO POLITICAL REALITY AS TO SAY THAT WHEN A STATE IS GOING ALMOST ABSOLUTELY FOR ONE POLITICAL PARTY, THE WAY TO KEEP INTEREST IN THAT STATE FROM SOMEBODY RUNNING FOR PRESIDENT FROM THE OTHER PARTY IS TO HAVE A WINNER-TAKE-ALL SYSTEM, BECAUSE IT SOMEHOW WILL MAKE THAT OTHER CANDIDATE INTERESTED IN VISITING RURAL NEBRASKA. DOESN'T MAKE SENSE IN ANY SENSE OF THAT TERM. THIS BILL REPRESENTS AN ATTEMPT TO PUT IN PLACE IN NEBRASKA A RETURN TO WHAT THE REPUBLICAN PARTY WANTS TO SEE HAPPEN. THAT IS TO TOTALLY DEMOLISH ANY EFFECTIVE POLITICAL PARTICIPATION BY PEOPLE WHO ARE NOT REPUBLICANS. YOU KNOW WHY I DON'T SAY DEMOCRATS? BECAUSE I'M NOT A DEMOCRAT. I'M NOT A REPUBLICAN. SOMETIMES I WONDER IF I'M EVEN DEEMED AN AMERICAN. NEBRASKA IS KNOWN FOR ALL OF THE WRONG REASONS, AND THIS BILL IS ONE OF THOSE DUMB THINGS. AND THE ARGUMENTS, IF THEY CAN BE CALLED THAT, INDICATE THAT THERE IS NO RATIONAL BASIS. THE ONLY WAY ANY INTEREST WILL BE SHOWN IN THIS STATE BY SOMEBODY RUNNING FOR THE PRESIDENCY WHO IS NOT A REPUBLICAN IS TO MAKE IT POSSIBLE FOR THAT PERSON TO OBTAIN AT LEAST ONE ELECTORAL VOTE. I HAVE TRIED TO PUT THE BEST CONSTRUCTION I COULD ON THAT INANE REPUBLICAN EXPLANATION, AS THEY CALL IT, THAT SAYS IF YOU HAVE WINNER TAKE ALL IN A REPUBLICAN STATE SUCH AS NEBRASKA, THAT SYSTEM WILL ENCOURAGE A PERSON FROM THE OTHER PARTY TO COME HERE. WHY? IT'S A WASTE OF TIME, A WASTE OF MONEY, A WASTE OF EVERYTHING, AND ANYBODY WHO KNOWS ANYTHING ABOUT POLITICS UNDERSTANDS THAT. SO I'M NOT GOING TO TRY TO COUNTER SENATOR McCOY'S PRESENTATION, BECAUSE THERE'S NOTHING TO COUNTER. WHEN YOU TAKE PHILOSOPHY OR STUDY LOGIC THERE'S A TERM, UNINTELLIGIBLE. IT MEANS SOMETHING TOTALLY LACKING IN RATIONALITY. A LOGICAL, RATIONAL MIND WILL NOT GRASP ANYTHING IN THAT OR FROM THAT WHICH IS UNINTELLIGIBLE. WHAT THIS AMENDMENT WOULD DO THAT I'M TALKING ABOUT NOW IS TO CONVERT A RESOLUTION THAT SENATOR EBKE INTRODUCED THAT IS INDICATING THE OTHER STATES OUGHT TO DO WHAT NEBRASKA CURRENTLY DOES WHEN IT COMES TO THE ALLOCATION OF ELECTORAL VOTES. I HAD IT DRAFTED NOT AS A RESOLUTION BUT AS AN AMENDMENT TO THIS BILL. WE ALL KNOW THAT MINDS WILL NOT BE CHANGED BY ANYTHING SAID ON THE FLOOR TODAY. SO WE'RE GOING TO BE DISCUSSING VARIOUS ASPECTS OF THIS BILL. AND MAYBE PEOPLE WILL WANT TO TALK ABOUT SOME OTHER MATTERS, TOO, WHICH IS PERFECTLY ALL RIGHT, BECAUSE WE'RE JUST RUNNING DOWN THE CLOCK. I WILL NOT OFFER MY MOTION TO

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BRACKET TO A DAY CERTAIN RIGHT NOW. THERE MAY BE SOMEBODY OR MORE THAN ONE PERSON WHO WANTS TO SPEAK ON THIS AMENDMENT, NOT NECESSARILY THAT IT WILL BE ADDED TO THE BILL, BUT TO SHOW THAT WHAT NEBRASKA IS DOING IS SOMETHING IN THE FOREFRONT. IT IS MOVING THE POLITICAL SYSTEM IN NEBRASKA TOWARD THE GOAL THAT OUGHT TO BE SOUGHT BY EVERYBODY WHO BELIEVES IN REPRESENTATIVE GOVERNMENT. IF, ON THE OTHER HAND, YOU BELONG TO A PARTY WHICH HAS EVERYTHING ITS WAY, YOU WILL SEE A CERTAIN TYPE OF ARROGANCE MANIFESTING ITSELF. DESPITE THE FACT THAT CONGRESS...CONGRESSIONAL CANDIDATE-TO-BE MURANTE SUGGESTED THAT THE REPUBLICAN PARTY DOESN'T BULLY ANYBODY IN THIS LEGISLATURE, THAT VOTE THAT WE TOOK ON THIS BILL ON CLOTURE SHOWED THAT POWER AND THERE ARE SENATORS WHO HAVE BEEN SUBJECTED TO "GENTLE PERSUASION." MANY STATEMENTS HAVE BEEN MADE BY THOSE WHO SUPPORT THIS BILL WHICH ARE NOT TRUE. THEY'RE DISINGENUOUS AT BEST. AND THERE'S ANOTHER WORD THAT I DON'T NEED TO APPLY TO THOSE STATEMENTS, BECAUSE EVERYBODY KNOWS WHAT IT IS WHEN A DELIBERATELY FALSE STATEMENT IS MADE WITH THE INTENT THAT IT BE TAKEN AS TRUE. WHEN THOSE KIND OF SUPPORTIVE ASSERTIONS MUST BE MADE FOR A PROPOSITION, THE VERY ASSERTIONS THEMSELVES INDICATE THAT THE PROPOSITION IS TOTALLY UNWORTHY, CANNOT STAND ON ITS OWN BOTTOM, AND OUGHT NOT. SO I'VE PUT THE AMENDMENT UP THERE. AND IT DOES SAY...YOU CAN FIND IT, BY THE WAY, ON PAGE 639 OF THE JOURNAL IF YOU'RE ONE OF THOSE PLOTTERS SUCH AS MYSELF. OR YOU CAN CALL IT UP ON THE GADGET THAT VARIOUS ONES OF YOU MAKE USE OF. ONE OF MY COLLEAGUES FROM ACROSS THE AISLE LOOKED AT ME AND MADE ME LOSE MY THOUGHT. WE HAVE NONVERBAL COMMUNICATION. BUT AT ANY RATE, IF THIS AMENDMENT COULD BE ADOPTED I WOULD SUPPORT THE BILL. IF THIS AMENDMENT IS ADOPTED, I WILL SUPPORT THE BILL. I WILL PUT MY NAME ON AS THE SPONSOR. AND SENATOR McCOY AND WHOEVER ELSE MAY HAVE THEIR NAME ON THIS BILL COULD REMOVE IT,... [LB10]

SPEAKER HADLEY: ONE MINUTE. [LB10]

SENATOR CHAMBERS: ...BECAUSE THE FIRST THING THAT IT DOES IS TO TAKE EVERYTHING THAT CURRENTLY IS IN THE BILL OUT OF IT. IT'S CALLED GUTTING. THE BILL WOULD BE GUTTED. THIS MATERIAL WOULD TAKE ITS PLACE. ALTHOUGH IT IS ONLY ASPIRATIONAL, IT NEVERTHELESS PUTS NEBRASKA ON RECORD AS DESIRING TO IMPROVE THE POLITICAL SYSTEM BY ANY MEANS NECESSARY AND ALLOWABLE UNDER THE RULES. THIS IS CERTAINLY

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ALLOWABLE, AND IT IS ONE OF THE NECESSARY THINGS. THANK YOU, MR. PRESIDENT. [LB10]

SPEAKER HADLEY: SENATOR EBKE, YOU'RE RECOGNIZED. [LB10]

SENATOR EBKE: THANK YOU, MR. PRESIDENT. THIS IS NOT PROBABLY THE MOST IMPORTANT ISSUE THAT WE ARE GOING TO DEAL WITH THIS SESSION. IN REALITY, I THINK, WHETHER WE ADOPT WINNER TAKE ALL OR MAINTAIN THE CURRENT MEANS OF ALLOCATING OUR ELECTORAL VOTES, THAT REALLY MEANS NOT ALL THAT MUCH IN THE GRAND SCHEME OF THINGS. BUT I DO THINK THAT THE WAY THAT WE DECIDE THIS QUESTION PROBABLY MEANS MORE TO THE BODY THAN THE ACTUAL DECISION THAT WE MAKE. MANY OF YOU KNOW THAT I'M A POLITICAL SCIENTIST BY TRAINING. I'M ALSO A POLITICAL HISTORIAN BY PASSION, SO I'VE DONE A LITTLE BIT OF RESEARCH ON THIS ISSUE. AND OVER THE COURSE OF HOWEVER MANY HOURS WE'RE AT THIS, I'LL TALK ABOUT SOME OF THOSE THINGS AS I HAVE TIME. LAST WEEK'S DEBATE ON THIS BILL HAS SORT OF GNAWED AT ME FOR THE BETTER PART OF THE WEEK. ACTUALLY, IT STARTED GNAWING AT ME ALMOST AS SOON AS IT WAS DONE. SOME IN THE PRESS AND SENATOR CHAMBERS NOTED THAT I VOTED YES ON CLOTURE BUT NO ON ADVANCING THE BILL AND THEY ASKED ME WHY. AND THE BOTTOM LINE IS, I TOLD PEOPLE THAT I WOULD HELP WITH CLOTURE ON THAT ROUND IF NEEDED, AND I REALLY KIND OF HOPED THAT I WOULDN'T BE NEEDED. SOME HAVE REFERRED TO ME AS A BEN NELSON TYPE OF ACTION, I GUESS. DEEP DOWN I BELIEVE THAT THE WAY THAT WE DO THINGS HERE IN NEBRASKA WITH THE CONGRESSIONAL DISTRICT ALLOCATION IS REALLY THE RIGHT WAY OF DOING IT. BY SAYING THAT, I REALIZE THAT I MIGHT GET DRUMMED OUT OF THE REPUBLICAN PARTY, A PARTY THAT I HAVE QUITE LITERALLY BEEN A PART OF SINCE BIRTH. I'VE HAD MULTIPLE FAMILY MEMBERS, MY PARENTS, MY GRANDPARENTS, WERE ALL COUNTY CHAIRS OF THEIR COUNTY REPUBLICAN PARTY. AND I--THIS IS THE LITTLE-KNOWN FACT OF THE DAY--WAS THE STATE CHAIR OF THE NEBRASKA TEENAGE REPUBLICANS BACK IN THE LATE '70s. BUT THIS DISCUSSION, THIS DISCUSSION ABOUT A CONSTITUTIONAL RESPONSIBILITY OF ALLOCATING OUR MEMBERSHIP IN THE ELECTORAL COLLEGE, REALLY SHOULDN'T BE ABOUT PARTISANSHIP OR PARTISAN ADVANTAGE. AND, YES, I KNOW THAT'S HARD FOR US TO AVOID. WE ARE ALL BY OUR VERY NATURE POLITICAL BEINGS. BOTH SIDES, I THINK, HAVE PLAYED THE PARTISAN GAME IN THIS DEBATE, NO MATTER WHAT HAS ACTUALLY BEEN SAID ABOUT THE REASONS FOR SEEKING TO KEEP THE STATUS QUO OR TO SEEK THE CHANGE. BUT LET'S TRY TO RISE ABOVE THE PARTISAN GAMESMANSHIP IN THE NEXT COUPLE OF DAYS. LET'S LOOK TO WHAT WAS

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INTENDED WHEN THE CONSTITUTION WAS ACTUALLY WRITTEN. AND AS I DID MY RESEARCH--AND I WILL TALK ABOUT THAT IN MORE DETAIL AT A LATER POINT, I GUESS--I'VE COME TO THE CONCLUSION THAT THE FRAMERS OF THE CONSTITUTION REALLY INTENDED, OR AT THE VERY LEAST EXPECTED, THAT THE ELECTORAL COLLEGE VOTES WOULD BE ALLOCATED THE WAY THAT NEBRASKA AND MAINE DO IT, THROUGH SOME TYPE OF CONGRESSIONAL DISTRICT ASSIGNMENT. CONSIDER THE NUMBERS: ELECTORAL VOTES ARE EQUAL TO THE TOTAL NUMBER OF MEMBERS OF THE HOUSE AND THE SENATE FOR EACH STATE. THE SENATE WAS TO REPRESENT THE STATE AS A WHOLE. WE KNOW THAT. ANYBODY WHO'S HAD AMERICAN GOVERNMENT KNOWS THAT. THE HOUSE WAS TO REPRESENT THE PEOPLE IN THE INDIVIDUAL DISTRICTS. THE FRAMERS DELIBERATELY, IT SEEMS TO ME, CHOSE TO ALIGN THE ELECTORAL COLLEGE AS THEY DID CONGRESS. THE NEBRASKA AND MAINE METHODS FIT THAT. CONSIDER ALSO THAT UNTIL THE 1832 ELECTION, IT WAS NOT REALLY UNUSUAL AT ALL FOR STATES TO SPLIT THEIR ELECTORAL VOTES; 1788 AND 1792 DON'T REALLY COUNT BECAUSE ALL THE ELECTORAL VOTES WERE CAST FOR GEORGE WASHINGTON FOR PRESIDENT. BUT, IN THE VOTES FOR VICE PRESIDENT, THE VOTES OF CONNECTICUT, NEW JERSEY, PENNSYLVANIA, SOUTH CAROLINA, AND VIRGINIA WERE SPLIT AMONGST MULTIPLE CANDIDATES FOR VICE PRESIDENT WITH EACH OF THOSE STATES CASTING VOTES FOR AT LEAST TWO... [LB10]

SPEAKER HADLEY: ONE MINUTE. [LB10]

SENATOR EBKE: THANK YOU, MR. PRESIDENT...AND IN SOME CASES THREE OR FOUR DIFFERENT CANDIDATES FOR VICE PRESIDENT. IN 1796, THE RACE BETWEEN JOHN ADAMS AND THOMAS JEFFERSON, VIRGINIA, PENNSYLVANIA, NORTH CAROLINA, AND MARYLAND ALL SPLIT THEIR PRESIDENTIAL ELECTORAL VOTES. IN 1800, NORTH CAROLINA AND PENNSYLVANIA SPLIT THEIR VOTES. IN 1804, MARYLAND SPLIT THEIR VOTES. IN 1808, FOR PRESIDENT, MARYLAND GAVE JAMES MADISON, THE FATHER OF THE CONSTITUTION, 9 ELECTORAL VOTES, CHARLES PINCKNEY 2 ELECTORAL VOTES; NEW YORK GAVE MADISON 13 AND GEORGE CLINTON 6; NORTH CAROLINA GAVE MADISON 11 AND PINCKNEY 3. I'M NOT SURE JAMES MADISON, THE FATHER OF THE CONSTITUTION, WAS ALL THAT UPSET ABOUT THIS. IN 1812, MARYLAND SPLITS... [LB10]

SPEAKER HADLEY: TIME, SENATOR. [LB10]

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SENATOR EBKE: THANK YOU, MR. PRESIDENT. [LB10]

SPEAKER HADLEY: SENATOR SCHUMACHER, YOU ARE RECOGNIZED. [LB10]

SENATOR SCHUMACHER: THANK YOU, MR. SPEAKER, MEMBERS OF THE BODY. I HAVE BEEN CHECKING MY E-MAIL AND MY REGULAR MAIL EVERY DAY SINCE THIS HAS BEGUN AND I HAVE YET TO RECEIVE A LETTER SAYING THE LEGISLATURE AND THE LEGISLATORS ARE FREE TO EXERCISE THEIR BEST JUDGMENT ON THIS MATTER AND THEY ARE FREE TO GOVERN AS THEY HAVE BEEN ELECTED IN A NONPARTISAN WAY TO GOVERN, THEY ARE FREE WITHOUT FEAR OF A THREAT FROM THE NEBRASKA REPUBLICAN PARTY, THAT WE THE REPUBLICAN PARTY RESCIND THE THREAT THAT WE ISSUED IN 2011, AND YOU ARE FREE TO DO WHAT YOU THINK IS RIGHT AND TO FOLLOW YOUR CONSCIENCE. UNTIL SUCH A LETTER COMES, I FEEL DUTY BOUND TO UPHOLD THE UNDERPINNINGS OF THIS INSTITUTION. I THANK SENATOR EBKE BECAUSE IT'S CLEAR THAT SHE HAS DONE A GREAT DEAL OF STUDY ON THIS PARTICULAR MATTER AND HAS DISCOVERED THAT MUCH OF THE ARGUMENT REGARDING WINNER TAKE ALL ON THE SUBSTANCE, LET ALONE THE POLITICAL MISHMASH, IS...THAT THE ARGUMENT TO GO TO WINNER TAKE ALL IS EXTREMELY WEAK. I THINK I'VE SAID THIS ON THE FLOOR BEFORE, BUT I THINK THE ADVERTISING PEOPLE SAY THAT YOU HAVE TO SAY SOMETHING SEVEN TIMES BEFORE PEOPLE HEAR YOU. I WISH I'D HAVE SAID THAT MORE ABOUT THE GAMBLING THING. BUT THE PARTIES, BOTH OF THEM, FOR THE MOST PART, HAVE LOST THEIR RELEVANCE IN SOCIETY. THEIR ORGANIZATION, ONCE A VIBRANT THING THAT WAS FORMED AT THE COUNTY LEVEL, ELECTING DELEGATES TO THE STATE LEVEL, HAVING CENTRAL COMMITTEE MEETINGS, AND A VERY INTEGRAL PART OF A SOCIETY BEFORE THE MODERN AGE OF COMMUNICATION, THAT'S GONE. THE PARTIES NOW ARE LESS THAN 2 PERCENT OF THE PEOPLE. MOSTLY, LESS THAN 1 PERCENT OF THE PEOPLE WHO ARE REGISTERED VOTERS IN THE COUNTY EVEN BOTHER TO SHOW UP FOR THEIR COUNTY CONVENTIONS. AND USUALLY THERE IS SOME CLIQUISH ISSUE OF THE DAY THAT DRIVES THOSE THAT SHOW UP. THOSE PEOPLE ELECT PEOPLE TO THE STATE CENTRAL COMMITTEE WHICH REPRESENTS AN EVEN NARROWER PART OF THE ELECTORATE. AND BY THE TIME IT'S ALL SAID AND DONE, THE PARTY IS NO WHAT REPRESENTATIVE OF THE HUNDREDS OF THOUSANDS OF ORDINARY PEOPLE WHO, FOR ONE REASON OR ANOTHER, MOSTLY BECAUSE OF WHAT THEIR PARENTS WERE, CLAIM THEMSELVES TO BE REPUBLICAN OR DEMOCRAT. NEBRASKA'S GENERAL POPULATION IS FAR AHEAD OF THE POLITICAL PARTIES IN ITS POLITICAL THINKING. I THINK THAT THAT'S A FUNDAMENTAL PROBLEM THAT MAYBE WE SHOULD ADDRESS NEXT YEAR BY PUTTING RESTRICTIONS ON

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WHETHER OR NOT SOMEBODY CAN CALL ITSELF A PARTY IF IT CAN'T TURN OUT PEOPLE FOR ITS COUNTY CONVENTIONS. BUT GETTING BACK TO THE SUBJECT AT HAND HERE, AS LONG AS THERE'S A THREAT ON THIS FLOOR, I FEEL DUTY BOUND TO SAY NO TO THE THREAT AND STAND UP AGAINST IT. WITH THAT, I'D YIELD THE REST OF MY TIME TO SENATOR EBKE IF SHE WANTS IT. [LB10]

SPEAKER HADLEY: SENATOR EBKE, YOU'RE YIELDED 1:40. [LB10]

SENATOR EBKE: THANK YOU, SENATOR SCHUMACHER. FOR ME, AGAIN, THIS NOT ABOUT PARTY. I AM A REPUBLICAN, HAVE ALWAYS BEEN A REPUBLICAN. I DON'T ANTICIPATE NOT BEING A REPUBLICAN IN THE NEAR FUTURE. BUT IT'S ABOUT BEING TRUE TO THE INTENT OF THE CONSTITUTION AND I CAN'T GET PAST THAT. I WAS GOING THROUGH MY LITANY OF ELECTIONS; LET ME JUST FINISH THAT OUT. IN 1812, MARYLAND SPLIT THEIR ELECTORAL VOTES 6 TO 5. IN 1820, NEW HAMPSHIRE GAVE JAMES MONROE 7 ELECTORAL VOTES AND JOHN QUINCY ADAMS 1. IN 1824, DELAWARE, MARYLAND, NEW YORK ALL SPLIT THEIR ELECTORAL VOTES. IN 1828, MAINE, MARYLAND, AND NEW YORK SPLIT THEIR VOTES. NOW IN 1832, WE HAVE SORT OF AN INTERESTING THING HAPPENING. AND FOR THOSE OF YOU WHO ARE POLITICAL SCIENTISTS, YOU WILL RECOGNIZE THAT 1832 MARKED SORT OF THE BEGINNING OF THE SECOND ERA OF POLITICAL PARTIES IN OUR COUNTRY. THIS IS WHEN POLITICAL PARTIES BECAME A DOMINANT FORCE THROUGHOUT THE COUNTRY. AND BEGINNING IN 1832 IS WHEN WE STARTED SEEING WINNER TAKE ALL BECOME MUCH MORE POPULAR. I BELIEVE, BASED ON THE HISTORY, THAT WE GOT WINNER TAKE ALL BECAUSE PARTIES WANTED TO MAXIMIZE THEIR REGIONALIZED STRENGTHS. AND BY THE SAME TOKEN--LET'S NOT FOOL OURSELVES, LET'S BE HONEST ABOUT IT--NEBRASKA LET THE WINNER TAKE ALL...LEFT THE WINNER-TAKE-ALL SYSTEM BECAUSE A PARTICULAR PARTY WANTED TO MAXIMIZE ITS LOCALIZED STRENGTH. OKAY. SO THAT BEING SAID, WE'RE ALL...YOU KNOW, ALL THESE THINGS HAPPENED BECAUSE OF POLITICAL PARTIES. [LB10]

SPEAKER HADLEY: TIME, SENATOR. [LB10]

SENATOR EBKE: THANK YOU. [LB10]

SPEAKER HADLEY: SENATOR CHAMBERS, YOU ARE RECOGNIZED. [LB10]

SENATOR CHAMBERS: THANK YOU. MR. PRESIDENT, MEMBERS OF THE LEGISLATURE, I DEEPLY APPRECIATE WHAT SENATOR EBKE IS DOING. MY

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DEGREE AT CREIGHTON WAS IN HISTORY. AND I LEARNED MORE HISTORY AFTER I GOT OUT OF SCHOOL THAN I DID WHILE I WAS THERE. WHILE THERE I DEVELOPED A KEEN INTEREST, NOT BECAUSE ONLY OF WHAT I READ, BUT WHAT I REALIZED WAS NOT A PART OF WHAT IS CALLED MAINSTREAM AMERICAN HISTORY. SO WHEN YOU BEGIN TO DO RESEARCH ON YOUR OWN, YOU DISCOVER THINGS THAT WOULD BE BENEFICIAL TO THE STUDENTS GOING THROUGH SCHOOL IF THEY WERE EXPOSED TO IT, BECAUSE THEY WOULD NOT SEE AMERICAN HISTORY AS PIE IN THE SKY, A FAIRY TALE WHERE EVERYTHING AMERICA EVER DID WAS NOT ONLY RIGHT BUT ORDAINED BY GOD, THE TAKING OF THE LAND, THE NOTION THAT THEY WERE SUPPOSED TO GO ALL THE WAY TO THE PACIFIC OCEAN, ALL OF THESE KIND OF THINGS, MANIFEST DESTINY, THE MONROE DOCTRINE, ALL OF THOSE THINGS INDICATED THE WORST ASPECTS OF WHAT A COUNTRY CAN DO. BUT THE CHILDREN ARE NOT TAUGHT THOSE THINGS. AND THERE IS NOT A RESPECT FOR HISTORY ON THIS FLOOR. THE FACT IS DEMONSTRATED ONCE AGAIN BY THE SHALLOW JUSTIFICATIONS TO GO TO WHAT IS CALLED A WINNER-TAKE-ALL PROPOSITION. IF THE IDEA IS THAT TRUST OUGHT TO BE PLACED IN THE PEOPLE, THEN THESE REPUBLICANS, WHO MAKE SO MANY PROTESTATIONS OF BEING AGAINST BIG GOVERNMENT, GOVERNMENT INTRUSION, SHOULD NOT THEMSELVES INTRUDE INTO THE SYSTEM IN SUCH A WAY THAT THEY CORRUPT IT, THEY DISTORT IT, THEY MOVE IT AWAY FROM THAT GOAL WHICH IT IS TO ACHIEVE. WE ALL KNOW THAT THERE IS NOT DIRECT DEMOCRACY IN AMERICA. THERE COULD NOT BE IN A COUNTRY THIS LARGE. THAT'S WHERE EVERYBODY PARTICIPATES AND VOTES DIRECTLY ON EVERYTHING THAT COMES UP. SO YOU HAVE REPRESENTATIVES. THERE WERE ALL TYPES OF ATTEMPTS MADE BY BOTH PARTIES TO JOCKEY THE METHOD OF SELECTING REPRESENTATIVES SO THAT THEY COULD BE GUARANTEED WINNERS. THE U.S. SUPREME COURT DID A LOT TO CHANGE SOME OF THAT BY REQUIRING, WHEN IT CAME TO CONGRESSIONAL ELECTIONS AND CERTAIN OTHER ONES, TO HAVE SINGLE-MEMBER DISTRICTS. EACH DISTRICT WOULD HAVE ONE PERSON TO ELECT. THE DISTRICTS HAD TO BE SUBSTANTIALLY EQUAL IN POPULATION SO THAT 30 PEOPLE WOULD NOT WIELD AS MUCH POWER OVERALL AS 500. FIVE HUNDRED IN ONE DISTRICT WOULD NOT HAVE THE SAME AMOUNT OF IMPACT AS 2,000 IN ANOTHER. SO FROM THAT CAME THE NOTION...THEY SHOULD HAVE SAID ONE PERSON, ONE VOTE; BUT THEY SAID ONE MAN, ONE VOTE. BY MAKING THE DISTRICTS SUBSTANTIALLY EQUAL IN POPULATION, EACH PERSON'S VOTE WAS SUPPOSED TO BE THE VALUE OF ANY OTHER PERSON'S VOTE WHEREVER THAT PERSON LIVED IN THE STATE IF YOU ARE TALKING ABOUT WHAT WE ARE NOW, CONGRESSIONAL ALLOCATION OF THESE ELECTORAL VOTES OR VOTING FOR THE PRESIDENT WHO WILL RUN

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STATEWIDE, SO TO SPEAK. I DON'T KNOW WHY THERE ARE PEOPLE WHO WILL HOLD TO A KNOWINGLY OR A KNOWN TO BE FALSE... [LB10]

SPEAKER HADLEY: ONE MINUTE. [LB10]

SENATOR CHAMBERS: ...POSITION. I HAVE TO CONCLUDE THAT SOME OF MY COLLEAGUES JUST DON'T KNOW ANY HISTORY RATHER THAN TO ATTRIBUTE TO THEM AN INTENT TO DISTORT IT AND MISREPRESENT IT. AND PEOPLE CANNOT GO BEYOND WHAT THEY KNOW. AND THEY CANNOT KNOW IF THEY ARE NOT TAUGHT. THEY CANNOT BE TAUGHT WITHOUT A TEACHER. AND SOMEBODY CANNOT ADEQUATELY AND PROPERLY TEACH UNLESS HE OR SHE KNOWS SOMETHING HIMSELF OR HERSELF TO IMPART. THANK YOU, MR. PRESIDENT. [LB10]

SPEAKER HADLEY: SENATOR EBKE, YOU ARE RECOGNIZED. [LB10]

SENATOR EBKE: THANK YOU, MR. PRESIDENT. YOU KNOW, OVER THE COURSE OF THE LAST WEEK I'VE TALKED TO A LOT OF YOU ABOUT THIS ISSUE, AND EVEN BEFOREHAND. AND I HAVE HAD A NUMBER OF YOU SAY TO ME, WELL, YOU KNOW, THE WAY WE DO IT WOULD PROBABLY BE THE BEST IF EVERYONE DID IT THAT WAY. COLLEAGUES, YOU KNOW, AS WE GATHER IN THE ONLY ONE-HOUSE, NONPARTISAN LEGISLATURE IN THE COUNTRY, I FIND THAT SENTIMENT SOMEWHAT REMARKABLE AND PERHAPS EVEN A LITTLE SILLY. FOR 80 YEARS WE, FRANKLY, HAVEN'T WORRIED ABOUT WHAT EVERYONE ELSE IS DOING. WE'VE WORRIED ABOUT WHAT IS RIGHT FOR NEBRASKA AND THE CONSENSUS HAS BEEN THAT UNICAMERAL, NONPARTISAN LEGISLATURES ARE WHAT'S RIGHT FOR US. SO LET'S DEAL WITH THIS QUESTION OF ELECTORAL VOTES THE SAME WAY, YOU KNOW, WHAT'S BEST FOR NEBRASKA AND FOR ALL NEBRASKANS. AND I HAVE A FEW THOUGHTS ON THAT; I'M SURE YOU WON'T BE SURPRISED TO HEAR THAT. FIRST, HISTORICALLY SINCE 1960, WITH THE EXCEPTION OF 1980 WHEN JOHN ANDERSON RAN A THIRD-PARTY RACE AGAINST REAGAN AND CARTER AND THEN IN 1984 WITH THE REAGAN LANDSLIDE, THE DEMOCRATIC PARTY CANDIDATE IN NEBRASKA HAS CONSISTENTLY GOTTEN 30 TO 40 PERCENT OF THE TOTAL VOTE IN NEBRASKA, AGAIN, EXCEPT IN 1964 WHEN THE DEMOCRATIC CANDIDATE ACTUALLY WON NEBRASKA WITH 53 PERCENT OF THE VOTE, AND MORE ON THAT IN JUST A BIT. GIVEN THOSE NUMBERS, I HAVE A HARD TIME JUSTIFYING NOT ALLOCATING AN ELECTORAL VOTE TO A DISTRICT WHERE THE SO-CALLED WEAKER PARTY IN THE STATE HAS PUT FORTH THE EFFORT TO ACTUALLY WIN THAT DISTRICT. COMPETITION IS GOOD. AND SOME

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WOULD EVEN ARGUE THAT REAL COMPETITION MAKES BOTH SIDES STRONGER. KEEP IN MIND THAT OUR SPLIT VOTE HAS ONLY HAPPENED ONCE SINCE THE INSTITUTION OF THE CONGRESSIONAL DISTRICT ALLOCATION METHOD. YOU KNOW, HAD WE ALLOCATED ELECTORAL VOTES IN 1964, ACTUALLY, THE WAY THAT WE DO NOW, THE THIRD CONGRESSIONAL DISTRICT WOULD HAVE CAST ONE OF OUR FIVE VOTES FOR BARRY GOLDWATER. AND IT WOULDN'T HAVE MADE ANY DIFFERENCE IN THE OUTCOME OF THAT ELECTION EITHER, JUST AS THE ONE VOTE THAT WENT TO BARACK OBAMA FROM THE SECOND DISTRICT DIDN'T MAKE ANY DIFFERENCE IN 2008. I KNOW THE ARGUMENTS THAT THE REAL DANGER IS FOR THE DOWN BALLOT RACES, THAT THE MONEY WILL FLOW...THAT WILL FLOW IN WILL HAVE A DRAMATIC EFFECT ON DOWN BALLOT RACES. OKAY. BUT IF THAT ONE ELECTORAL VOTE IS SO VALUABLE, WON'T BOTH PARTIES BE SPENDING MONEY AND BUILDING CAMPAIGN STRUCTURE? I BELIEVE THAT THE ATTENTION THAT THIS METHOD GIVES US IS GOOD FOR DEMOCRACY. I'VE BEEN TOLD BY MEMBERS OF THE MEDIA THAT THE CURRENT SYSTEM MAKES ACCESS TO PRESIDENTIAL CANDIDATES EASIER FOR THEM. I BELIEVE THAT THIS METHOD IS GOOD FOR CIVIC INVOLVEMENT. WE WANT PEOPLE TO VOTE. WE WANT PEOPLE TO PARTICIPATE IN THE SYSTEM. WE WANT PEOPLE TO CARE. AND WHILE OUR PARTISAN OR PHILOSOPHICAL TENDENCIES MAY MAKE US ADVERSARIAL ON SPECIFIC ISSUES, WE SHOULD ALL WANT PEOPLE TO BE INVOLVED EVEN WHEN THEY DISAGREE WITH US. THE WESTERN PHILOSOPHICAL METHOD IS FILLED WITH THE DIALECTIC METHOD. WE'RE SUPPOSED TO ENGAGE IN DISCOURSE AND DISAGREEMENT AND TALK ABOUT THEM RATIONALLY IN HOPES OF RATIONALLY COMING UP WITH THE BEST SOLUTION POSSIBLE AT THE TIME. I WANT MORE PEOPLE INVOLVED IN OUR SYSTEM, NOT LESS. AS A REGISTERED REPUBLICAN, I DON'T MIND HAVING RATIONAL DISAGREEMENTS WITH DEMOCRATS OR OTHER REPUBLICANS. I DON'T MIND HAVING CONVERSATIONS THAT CHALLENGE THE WAY THAT I THINK. I THINK THAT THESE ARE ALL THINGS THAT ARE GOOD FOR THE BODY POLITIC. SO I ENCOURAGE MY FRIENDS OF ALL POLITICAL PERSUASIONS, MAKE THE BEST CASE THEY CAN FOR WHY THEIR PREFERRED WAY OF ALLOCATING ELECTORAL VOTES IS THE BEST. BUT DO IT NOT ON PARTISAN GROUNDS BUT, RATHER, ON PHILOSOPHIC GROUNDS. I HAVE RECEIVED E-MAILS AND FACEBOOK MESSAGES FROM A NUMBER OF PEOPLE ABOUT THIS ISSUE, MANY OF THEM FROM AREAS OF MY DISTRICT THAT ARE VERY "RED," IF YOU WILL. [LB10]

SPEAKER HADLEY: ONE MINUTE. [LB10]

SENATOR EBKE: THANK YOU, MR. PRESIDENT. I HAVEN'T CHECKED THEIR VOTER REGISTRATION, BUT ODDS ARE MOST OF THOSE PEOPLE ARE REPUBLICANS. AND

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EXCEPT FOR ONE, THEY'VE ALL TOLD ME THAT THEY THOUGHT THAT THE WAY THAT WE ALLOCATE ELECTORAL VOTES NOW IS JUST FINE: PROVIDE US WITH YOUR BEST ARGUMENT, PROVIDE THE CITIZENS WITH YOUR BEST ARGUMENT THAT DOESN'T LOOK LIKE PARTISAN HISTORICALS, AND THEN WE CAN HAVE THE DEBATE, WE CAN HAVE THE VOTE, AND WHATEVER HAPPENS, IT'S NOT GOING TO MAKE A BIG DIFFERENCE IN THE END ANYHOW. THANK YOU, MR. PRESIDENT. [LB10]

SPEAKER HADLEY: SENATOR CHAMBERS, YOU'RE RECOGNIZED AND IT IS YOUR SECOND TIME. [LB10]

SENATOR CHAMBERS: THANK YOU. AND, MR. PRESIDENT, MEMBERS OF THE LEGISLATURE, RATHER THAN HAVING TO...OH, WELL, WE'LL NOT GET TO ANYTHING OF TOO MUCH SIGNIFICANCE THIS MORNING. I WAS JUST GOING TO OFFER AN AMENDMENT TO MY AMENDMENT, BECAUSE THE BILL ITSELF IS NOT GOING TO BE AMENDED. BUT RATHER THAN OFFER JUST MOTIONS, IT'S GOOD TO GET INTO THE RECORD SOME OF THE SUBSTANTIVE REASONS THAT THOSE OF US WHO ARE OPPOSED TO THIS HAVE FOR OPPOSING IT. I THINK THOSE WHO FAVOR IT ARE VERY WISE BECAUSE THERE ARE PEOPLE WHO KNOW THAT THEY DON'T KNOW ANYTHING ABOUT THE HISTORY OF THIS COUNTRY. THEY CONSTANTLY WILL HAVE THE WORD "CONSTITUTION" SPRINKLED THROUGHOUT WHAT THEY SAY, BUT THEY PROBABLY HAVE NOT REALLY READ THE ENTIRE CONSTITUTION. THEY HAVE NO RESPECT FOR IT. WHEN THEY TALK ABOUT THE FOUNDING FATHERS, FIRST OF ALL, THEY DON'T KNOW WHO THOSE PEOPLE ARE. I BET MOST PEOPLE COULD NOT NAME FIVE OF THEM. AND SOME CONFUSE THE DECLARATION OF INDEPENDENCE WITH THE CONSTITUTION. THEY THINK JOHN HANCOCK SIGNED THE CONSTITUTION LARGER THAN ANYBODY ELSE. THAT WAS HIS SIGNATURE ON THE DECLARATION OF INDEPENDENCE. AND THE DECLARATION OF INDEPENDENCE HAS NO LEGAL FORCE AND EFFECT WHATSOEVER. IT IS NOT A LAW ENACTED BY CONGRESS. IT IS NOT A PART OF THE CONSTITUTION. IT IS JUST WHAT IT SAID, A DECLARATION, A STATEMENT, AN ASSERTION, AND ONE WHICH COULD NOT BE SELF-EFFECTUATING. THAT'S WHY THERE WAS VARIOUS TYPES OF ACTIVITIES UNDERTAKEN. BUT WHEN IT COMES TO THE NATURE OF THIS GOVERNMENT, IT SHOULD BE KEPT IN MIND THAT IT IS REPRESENTATIVE. THAT MEANS THE CONSTITUENCIES, PLURAL, SHOULD HAVE THE OPPORTUNITY TO PUT SOMEBODY REPRESENTING THEIR VIEW ON THE BODY THAT IS GOING TO DO THE GOVERNING. REPUBLICANS DO NOT WANT THAT. THEY CAN SAY ALL THEY WANT TO THAT THAT'S WHAT THEY'RE AFTER, BUT THEIR DEEDS CONTRADICT THEIR WORDS. THAT IS WHY I OFTEN USE THE TERM HYPOCRISY, DISINGENUOUS, DISHONEST, MISLEADING,

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BECAUSE WHEN YOUR WORDS AND YOUR DEEDS ARE SEPARATED BY AN AMOUNT OF SPACE THAT A VERY LARGE MOUNTAIN LION WITH A VERY LONG TAIL COULD WAVE THAT TAIL FROM SIDE TO SIDE AND STILL NOT TOUCH THE WORDS AND THE DEEDS, THEY ARE SO FAR APART. AND WHY IS IT THAT PEOPLE WANT THE REPUTATION AND THE MINDS OF THE PUBLIC FOR HONESTY WHEN THEY DON'T WANT TO BE HONEST? WHY DO THEY WANT TO GIVE THE IMPRESSION THAT THEY TAKE SERIOUSLY THE JOB OF LAWMAKING WHEN, IN FACT, THEY DON'T? WHY IS THAT? BECAUSE THEY ARE ACTORS, THEY'RE POSEURS, P-O-S-E-U-R-S, PRETENDERS. THEY WANT TO BE TAKEN FOR SOMETHING THAT THEY ARE NOT. I DON'T FEEL THAT I NEED ANYBODY'S PERMISSION... [LB10]

SPEAKER HADLEY: ONE MINUTE. [LB10]

SENATOR CHAMBERS: ...TO DO ANYTHING, OTHER THAN WHEN WE'RE ON THE FLOOR TO BE RECOGNIZED BY THE CHAIR. BUT I'M GOING TO BE WHAT I AM AND I'M NOT AFRAID ENOUGH OF ANYBODY, I'M NOT IN AWE ENOUGH OF ANYBODY TO LIVE A LIE WHERE EVERYTHING I DO MAKES IT CLEAR THAT I AM A DISHONEST MAN, I AM A LIAR, THAT I WILL SAY ANYTHING TO GET ELECTED, I WILL DO ANYTHING TO GET ELECTED, THEN I'LL COME ON THIS FLOOR AND PONTIFICATE AND PRETEND TO BE A MAN OF RECTITUDE AND VIRTUE. I CANNOT DO THAT. I SHALL NOT DO IT. AND IF THERE WERE A SUPREME BEING, I WOULD BE TAKEN AWAY FROM HERE JUSTIFIABLY IF I DID IT. THANK YOU MR. PRESIDENT. [LB10]

SPEAKER HADLEY: WHILE THE LEGISLATURE IS IN SESSION AND CAPABLE OF TRANSACTING BUSINESS, I PROPOSE TO SIGN AND DO HEREBY SIGN LR74, LR75, LR76, LR77, LR78, LR79, LR80, LR81, LR82, LR83, LR84, LR85, LR86, LR87, LR88, LR89, LR90. MR. CLERK. [LR74 LR75 LR76 LR77 LR78 LR79 LR80 LR81 LR82 LR83 LR84 LR85 LR86 LR87 LR88 LR89 LR90]

CLERK: MR. PRESIDENT, ENROLLMENT AND REVIEW REPORTS LB504, LB504A, LB128 TO SELECT FILE. TRANSPORTATION COMMITTEE CHAIRED BY SENATOR SMITH REPORTS LB31, LB317, AND LB641 TO GENERAL FILE WITH AMENDMENTS, AND LB644 INDEFINITELY POSTPONED. SENATOR SCHEER AND OTHERS OFFER A NEW RESOLUTION, LR108, THAT WILL BE LAID OVER. PRIORITY BILL DESIGNATION: SENATOR MELLO, LB419. REFERENCE REPORT REFERRING CERTAIN GUBERNATORIAL APPOINTEES TO STANDING COMMITTEE FOR CONFIRMATION HEARING. COMMUNICATION FROM THE EXECUTIVE BOARD

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REGARDING APPOINTMENTS MADE TO CERTAIN SPECIAL COMMITTEES AUTHORIZED EARLIER BY THE LEGISLATURE. AMENDMENTS: SENATOR CAMPBELL, LB196, SENATOR GARRETT TO LB635. I HAVE A HEARING NOTICE FROM APPROPRIATIONS, A RESCHEDULING OF A HEARING. AN ANNOUNCEMENT, MR. PRESIDENT: JUDICIARY WILL HOLD AN EXECUTIVE SESSION TODAY AT 1:00 IN ROOM 2022. NAME ADDS: SENATOR PANSING BROOKS, LB268; SENATOR KOLTERMAN, LB235; SENATOR GARRETT, LB294; SENATOR HOWARD, LB358. (LEGISLATIVE JOURNAL PAGES 763-769.) [LB504 LB504A LB128 LB31 LB317 LB641 LB644 LR108 LB419 LB196 LB635 LB268 LB235 LB294 LB358]

MR. PRESIDENT, SENATOR RIEPE WOULD MOVE TO ADJOURN THE BODY UNTIL TUESDAY MORNING, MARCH 10, AT 9:00 A.M.

SPEAKER HADLEY: YOU HAVE HEARD THE MOTION TO ADJOURN. ALL THOSE IN FAVOR SIGNIFY BY SAYING AYE. OPPOSED, NAY. THE MOTION CARRIES.