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financial access is not high. In a comparison, a recent comparison of states, we ranked...we earned the letter grade of a "D" as in dog. And a telling statement in that 2002 state-by-state report card for higher education is, quote, Nebraska's investment in financial aid to low income families is still extremely low. A second principle here, though, is critical to providing the funding to achieve this goal of strong support for financially needy students is a structure that is defensible as good public policy and one that has broad support. A third principle is students that should be...students should be able to choose from among all accredited Nebraska institutions of higher education. And, again, I think this is an important principle to consider in trying to restructure. Another objective is to maximize the higher education opportunity provided with limited funds. This involves limiting the award available to any one student as well as providing efficient administration. Another principle, a transition should be provided that carries students now in school from the old structure to the new one. In summary, the goal is to provide higher education opportunities for qualified financially needy students. Further, the goal is to allow students their choice of institutions subject to providing access to the greatest practicable number of students with the limited funds we have available. I would emphasize that LB 574 is an effort to build, not an effort to destroy. The basic features of the green copy of LB 574, which are relevant to the committee amendment, are these. First part of the new structure is the same as the current structure and the same as proposed in the green copy of LB 574. The eligible student base, again Pell eligible students, Nebraska institutions, and the role of the Postsecondary Coordinating Commission, as an administrator, and the institutions themselves, serving as agents. Also, I would point out that an important part of the mechanism...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...is to use previous years' data in an effort to minimize administrative costs of implementing the program. The new parts of the structure are these. Instead of three aid programs, there would be only a single program. Second, student awards would be capped. Third, there would be a transition