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considered the lamb. And I didn't mention a lion, but to make the analogy correct, this is one of those where we finally have the lion lying down with the lamb, and I believe any technical questions that need to be answered, Senator Raikes in his own inimitable way will answer those questions. But for my part, I'm satisfied that we have done as much as can be done. The other side has given something. I have given what I consider a great deal, and I'm suffering great agony, if that gives comfort to anybody on the floor. I'm not getting my way. Nobody is getting all of his or her way, but we have a program now that I think is going to benefit students, not only who are involved with it now, but in the future. Without those three separate programs, it is possible for those of us who may have had misgivings about one aspect of it to now push hard to see if we can get as much aid based on need as possible, to put into that one pot so that the eligible students in this state who need it can have access to it. And any time remaining, I would return to Senator Raikes.

SPEAKER BROMM: Thank you, Senator Chambers. Senator Raikes, you still have a little over four minutes.

SENATOR RAIKES: Thank you, Senator Chambers, and thank you, Mr. Speaker, but I will address any questions if people have them. Thank you.

SPEAKER BROMM: Thank you, Senator Raikes. Senator Beutler.

SENATOR BEUTLER: Just one question, Senator Raikes. Does the breakdown that you showed us in your original chart where the end result at the end of the transition is 60 percent of the funds roughly going to public schools and 40 percent of the funds to the private schools, does that continue to be the case?

SPEAKER BROMM: Senator Raikes, would you yield, please?

SENATOR RAIKES: Yes. Yes, it is, Senator. That remains the case.

SENATOR BEUTLER: Okay. Thank you.