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classes, that it's been beneficial. Do you have some examples of that?

SENATOR RAIKES: Senator, I have some summary data which I think may be informative, not specific anecdotes. But generally speaking, about...the information I have, that about 52 percent of the courses taken via distance learning classes are foreign language and literature classes. So that is the biggest area. The second-biggest is social sciences and history. The data that I have here indicates that, in 2003-2004, about 9,500 students participated or were enrolled in distance learning classes, and about another 2,300 adults.

SENATOR BROWN: Thank you. I'm still back to the idea that I support the study, and I believe that we do need to make an investment in this if we can show that it is being used to the degree that it justifies whatever the cost is. And...but I do have grave reservations about going forward with any amount presumed to...

SENATOR CUDABACK: One minute.

SENATOR BROWN: ...be used, because that becomes the bottom amount from which we begin to negotiate. I think we absolutely have to fund the study. I think we absolutely have to go forward, with the idea that we are going to have funding for distance education. If we can do that, if, as Senator Pederson said yesterday, we can do that in a mid-biennium budget adjustment, I think that's probably the better way to go. And I'm not certain that I believe that bracketing the bill until Friday, when we're not in session, is... (laugh) is going to be particularly helpful in making this decision. Thank you.

SENATOR CUDABACK: Thank you, Senator Brown. Senator Kopplin.

SENATOR KOPPLIN: Thank you, Mr. President, members of the body. I too will speak to this bracket amendment. I'm not quite sure how all this works, but with my school background, when you have to come in on recess, it's kind of bothersome. So I'm not going to be in favor of this bracket on Friday. I've worked with teachers all my adult life, primarily elementary teachers. They