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educational ability, and I fully support that. We provide extra support for students who are in poverty or students who are learning the English language, and I think that's entirely appropriate, but we don't separate out certain cultural groups as a general rule and say that this particular group or that group is unable to learn and, therefore, needs something different. This, I think, is an opportunity...these are coordinator positions in the department. I'm...and as Senator Pederson mentioned, it was...were supported by federal funding, no longer are. I think for us at the state level, this provides us an opportunity to reallocate some money, perhaps direct it toward high-needs students in general rather than a coordinator for a specific group of students. In fact, in the committee right now, on a proposal we're working on, we have such a proposal in place. That makes a lot more sense, to me, than a separate coordinator, say, for Native American students and maybe for Sudanese students and maybe for Hispanic students and so on down the line. I think the educational issues that we need to address reach across all of those ethnic and cultural differences, and I think that's the way we should look at them. That is the type of support we need in the department to help with those educational issues. So again, I'm not going to support this amendment. I'm sticking with the committee. Thank you.

SENATOR CUDABACK: Thank you, Senator Raikes. Senator Connealy, followed by Senator Chambers.

SENATOR CONNEALY: Thank you, Mr. President and members. Senator Dwite Pedersen, I was born on the reservation also and I actually went to Omaha Nation School for my first few months, at least, of kindergarten. Senator Don Pederson, I'm sorry that they didn't present a good case. There is a good case. They've had tremendous success over the last few years. The Winnebago graduation rate in 2000 was 7 students, and in 2005 it was 22. Santees went from 2 students that graduated in 2000 up to 8 in 2005. The Omaha Nation went from 9 to 12. You know, and these are relatively large classes. And it's still low, but they're making progress. I believe that as we look at this segment of the population, the coordination and the specific cultural help that these two can give is a very good investment. As we look