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she wrote about it in "Effects of Three Kindergarten Schedules on Achievement and Classroom Behavior." She did not find that students actually gained by all-day kindergarten. She actually found that the half-day kids did better. I don't know why. I'm not saying that's the only study that's out there, but I think that we would be premature to say, from one study or one assumption, that in fact we're going to see student gains. If you looked at Head Start and the federal proposals, you'll see that there was great reluctance to move those into academic programs, even though the federal government wanted to prepare kids for No Child Left Behind. I'm about out of time. Thank you.

SENATOR CUDABACK: Time, Senator Redfield. Thank you, Senator Redfield. Senator Mines.

SENATOR MINES: Thank you, Mr. President, colleagues. I'm going to stand in opposition to LB 228 for a couple of reasons, but I need to get on the record several thoughts, and I'm unclear. I'd like to ask Senator Howard some questions, please.

SENATOR CUDABACK: Senator Howard, would you respond?

SENATOR HOWARD: Yes.

SENATOR MINES: Senator, I'm a bit confused on approved districts and accredited districts. Is that something I should ask you or Senator Raikes?

SENATOR HOWARD: Well, I believe Senator Raikes was looking up some information on that,...

SENATOR MINES: Okay.

SENATOR HOWARD: ...to provide a more clear definition, but keep in mind, those are limited to parochial schools.

SENATOR MINES: Right, exactly right. Well, if I can expand on that, you had mentioned that there are 294 school districts that do have all-day kindergarten, and is it 74 that do not have all-day kindergarten?