

January 13, 1989

LB 30-34, 361, 410-460

CLERK: Mr. President, I do, thank you. I have a reference report referring LBs 374-409, signed by Senator Labedz as Chair of the Reference Committee.

In addition to that, Mr. President, I have received a communication from the Chair of the Reference Committee referring the communication received from the University Board of Regents regarding the University Health Care project. That has been referred to Appropriations Committee for public hearing.

Mr. President, your Committee on Enrollment and Review respectfully reports they have carefully examined and reviewed LB 30 and recommend that same be placed on Select File; LB 31, LB 32, LB 33 and LB 34, all on Select File, Mr. President, all with E & R amendments attached. (See pages 223-26 of the Legislative Journal.)

Mr. President, new bills. (Read LBs 410-449 by title for the first time as found on pages 226-49 of the Legislative Journal.)

Mr. President, in addition to those items I have notice of hearings from the Agriculture Committee offered by Senator Rod Johnson as Chair; from the Business and Labor Committee offered by Senator Coordsen as Chair; from the General Affairs Committee. That is offered by Senator Smith as Chair. And, Mr. President, a notice of hearing from Senator Warner as Chair of the Appropriations Committee.

SENATOR HANNIBAL: Mr. Clerk.

CLERK: Mr. President, new bills. (Read LBs 450-459 by title for the first time. See pages 236-38 of the Legislative Journal.)

Mr. President, finally, I have an announcement the Urban Affairs Committee has selected Senator Korshoj as Vice-Chair of the committee.

Senator Rod Johnson would like to add his name to LB 361 as co-introducer. (See page 238 of the Legislative Journal.)

(Read LB 460 by title for the first time. See page 238 of the Legislative Journal.)

February 28, 1989

LB 99, 183A, 227A, 260A, 278, 323, 329A
355, 357, 357A, 386, 437A, 441, 447
491, 511, 569, 678, 720, 724, 726
755, 781

SPEAKER BARRETT: The A bill is advanced. Messages on the President's desk.

CLERK: Mr. President, your Committee on Education, whose Chair is Senator Withem, to whom was referred LB 447, instructs me to report the same back to the Legislature with the recommendation it be advanced to General File with amendments; LB 386 indefinitely postponed, those signed by Senator Withem. Natural Resources Committee reports LB 755 to General File with amendments. That is signed by Senator Schmit as Chair. Banking Committee reports LB 99 to General File, LB 278 as indefinitely postponed, those signed by Senator Landis as Chair. Mr. President, Health and Human Services Committee reports LB 678 General File with amendments, LB 323 General File, LB 569 General File with amendments, LB 720 General File with amendments, LB 355 General File with amendments, LB 511 indefinitely postponed. Mr. President, Health and Human Services reports LB 491 to General File with amendments, LB 724 General File with amendments, LB 726 General File with amendments, those signed by Senator Wesely as Chair. Mr. President, Enrollment and Review reports LB 781 to Select File with E & R, LB 357 Select File with E & R, LB 357A Select File, LB 441 Select File with E & R amendments. (See pages 907-13 of the Legislative Journal.)

Mr. President, new A bills. (Read LB 329A, LB 260A, LB 437A and LB 227A by title for the first time. See pages 913-14 of the Legislative Journal.)

Mr. President, I have an appointment by the Governor to the Boiler Safety Code Advisory Board. That will be referred to Reference Committee.

Notice of hearing by the Revenue Committee; notice of room change by Health and Human Services Committee for hearings; and a cancellation of hearing by the Banking Committee, those three signed by the respective Chairs. That is all that I have, Mr. President.

SPEAKER BARRETT: Thank you. If the gentleman from Minden is so inclined, would he care to adjourn us?

SENATOR KRISTENSEN: Thank you, Mr. President, I'd move that we adjourn the body until tomorrow morning at nine o'clock.

March 13, 1989

LB 46, 54, 145, 182, 211, 237, 247
259, 288, 315, 316, 356, 379, 388
411, 418, 437, 447, 449, 449A, 506
587, 630, 651, 652, 809

SPEAKER BARRETT PRESIDING

SPEAKER BARRETT: (Microphone not activated) ...to a new week in this the life of the First Session of the Ninety-first Legislature. Our Chaplain this morning for the opening prayer, Pastor Jerry Carr of First Four-Square Church here in Lincoln. Pastor Carr, please.

PASTOR CARR: (Prayer offered.)

SPEAKER BARRETT: (Gavel.) Thank you, Pastor Carr. We hope you can come back again. Roll call.

CLERK: Quorum present, Mr. President.

SPEAKER BARRETT: Thank you. Any corrections to the Journal?

CLERK: I have no corrections, Mr. President.

SPEAKER BARRETT: Messages, announcements, reports?

CLERK: Mr. President, your Committee on Enrollment and Review respectfully reports they have carefully examined and reviewed LB 587 and recommend that same be placed on Select File; LB 379, LB 46, LB 388 and LB 145, LB 237, LB 418, LB 506, LB 449, LB 449A and LB 54, all placed on Select File, some of which have E & R amendments attached. (See pages 1059-66 of the Legislative Journal.)

Mr. President, Business and Labor Committee reports LB 630 to General File; LB 315 to General File with amendments; LB 288, indefinitely postponed; LB 316, indefinitely postponed, LB 411, indefinitely postponed, and LB 652, indefinitely postponed, those signed by Senator Coordsen as Chair of the Business and Labor Committee. (See pages 1067-69 of the Legislative Journal.)

Mr. President, a series of priority bill designations. Senator Withem, as Chair of Education, has selected LB 259 and LB 651. Mr. President, Senator Nelson has selected LB 447; Senator Langford, LB 211; Senator Coordsen, LB 182; Senator McFarland, LB 437; Senator Byars, LB 809; Senator Withem, LB 247; and Senator Crosby selected LB 356, Mr. President.

I have an Attorney General's Opinion addressed to Senator Hefner

March 28, 1989

LB 395, 447, 720A

years is 1.1, which is .07 of a cent a \$100, less than the 1.08 that is allowed. With that, I guess I have no more to say, just to advance the bill. I think it's needed. And they will go ahead with passage of this bill and build a new building which is drastically needed up there because they do continue to expand. Thank you. I ask for advancement of the bill.

SPEAKER BARRETT: Thank you. Shall LB 395 be advanced to E & R Initial? Those in favor vote aye, opposed nay. Have you all voted? Record, Mr. Clerk.

CLERK: 26 ayes, 5 nays on the advancement of 395, Mr. President.

SPEAKER BARRETT: LB 395 is advanced. Anything for the record?

CLERK: Mr. President, the Health and Human Services Committee will meet in executive session in the Senate Lounge right now, Health and Human Services, Senate Lounge immediately.

New A bill, LB 720A, by Senator Wesely. (Read by title for the first time. See page 1375 of the Legislative Journal.) That's all that I have, Mr. President.

SPEAKER BARRETT: Thank you. Proceeding then to LB 447.

CLERK: LB 447 offered by Senators Nelson, Beck, Crosby, Schellpeper, Rod Johnson. (Read title.) The bill was introduced on January 13, referred to Education, advanced to General File. I have committee amendments pending by the Education Committee, Mr. President. (See page 907 of the Legislative Journal.)

SPEAKER BARRETT: Senator Withem on the committee amendments to 447.

SENATOR WITHEM: Yeah, I am sorry, Mr. Speaker. I was under the impression that we let this bill out in its incredibly pristine form. However, we did not. We made a very substantive change that made a good bill remarkably better and I am reminded of that as I get through my...I'm trying to figure out what it was that we did to it. Yeah, the original bill, this is Senator Nelson's bill dealing with state money distributed to local school districts for purposes of establishment of vocational education programs. The original bill had the formula based on

a nine...seven through twelve enrollment. This changes it to nine through twelve. It was the thinking of the committee, and as you can tell, it was a quite complex discussion and a lot of thought here to this, that nine to twelve is more appropriate because those are the grades that more frequently deal with vocational education programs. Thank you, Senator Langford. If you have any questions, any further questions, we will respond to them. That is what...the committee amendment changes the formula from a seven through twelve formula to a nine through twelve formula.

SPEAKER BARRETT: Any questions, any discussion? Senator Nelson.

SENATOR NELSON: I just move for the adoption or hope that you accept the committee amendments. That is one that I brought when we looked the bill over and the proposed funding and so on. It was my suggestion then when it was first brought to us that we go from grades nine through twelve, and I very much agree with Senator Withem, the amendment.

SPEAKER BARRETT: Thank you. Any other discussion? If not, those in favor of the adoption of the committee amendments please vote aye, opposed nay. Record, please.

CLERK: 25 ayes, 0 nays on adoption of committee amendments, Mr. President.

SPEAKER BARRETT: The committee amendments are adopted. Senator Nelson, to the bill.

SENATOR NELSON: All right. This bill is very similar in a way, LB 447 that we had last year of which was passed unanimously by the body and addressed vocational education. The need has not gone away. It is still there. It was one of the bills that was vetoed by the Governor. It called for 1.5 million, probably in a way too small of an amount for individual vocational ed students. The bill, this year, has some further restrictions on it, new programs and so on, and it does call for \$65 per student that qualifies in all grades nine through twelve. When the bill was brought to me, I felt that grades seven to eight is somewhat counseling, and that, is involved. As most of you know, over 50 percent of the students today do not go on to postsecondary education. This 50 percent that I am referring to need to be prepared to earn a living and vocational ed helps to prepare

them for employment and, hopefully, lifelong learning. I found a good quote, "Educated and trained people are an unlimited resource, while uneducated and untrained people are unlimited liabilities." I believe that has a lot to do with it. Back in the budget cuts, vocational education was cut from a lot of the schools, particularly the outstate, smaller schools, and really they need vocational education as bad or worse than maybe the larger communities. It does cost more to provide vocational education, 150 or 200 dollars a student, and the schools are given, in some cases, have to provide matching money for federal money that is received, and some of the schools simply do not have or have not had that matching fund. And, again, it is probably needed worse in rural areas and the smaller communities to have vocational training as in the larger communities. It is just as important to know how to construct a grain elevator or to weld or for technical training as it is in communities that maybe jobs are a little bit more plentiful. I remember in my discussion from previous years, this is a good day to bring the bills to you when we are talking about investment and jobs, economic investment in our state, LB 775, and the discussions today, the tech community colleges, and so on. These are some interesting figures in the state appropriated dollars, Colorado gives 14.9 million or \$351 per enrolled student in secondary education; Iowa, 3.6 million; Minnesota, 11.7 million; Missouri, 34.3 million; Nebraska, the same for about five years, a simple \$122,911, which comes to \$2.99 per student. North Dakota, as sparsely as they are settled, \$4 million or \$179 per student; South Dakota, 2.5, \$144. So if all things being equal and a business is considering coming to Nebraska, which state do you think that they are going to come to? Certainly not Nebraska because we don't give enough to help retrain our workers. It was very important in Columbus, Nebraska, I remember, when a new industry was considering coming into the state. Figures last year, this is interesting, Crete, Nebraska did a survey five years after their students were out of school, and it was three, five, and seven years. One hundred responses were used in tabulating results. When asked which courses they took in high school were the most benefit to them today, 73 percent responded that the courses in vocational education were the most benefit to them in their present employment; 46 percent of those responding listed one or more vocational courses that would be of benefit to them today had they registered for such courses while in high school. Of the 300 surveys, over 75 percent were mailed within 150 mile radius of Crete, which tells you those people stay in Nebraska. I think each one of you were given out

sometime in the last few days what it would mean to your individual districts, and the programs, I want to mention, maybe, Hastings, Nebraska. They have started a program in educational technology. I think it cost about \$70,000. They brought it to the business community, and the business community provided about \$7,000, Hastings, the benefits from the vocational ed program, about \$4,000, and the rest of it is school budget. So I can go down the list, any number of communities that have a project or are interested in vocational education. One of the ways that the bill this year is a little different than last year, and I probably in time, if you want me to, I can go down, but it is found on page 5 of your bill, and in order to receive the allotted funds, a school district shall complete an application for funds, and it is primarily acquiring modern instructional equipment similar to that found in business and industry; starting a new vocational program; expanding an existing one; adding a new course or a new dimension; and approving access or support for career guidance and counseling programs, which is very important. It includes the acquisition and use of the Nebraska Career Information System. Vocational education is very important to those that have not had that opportunity. I might also tell you, and it is a long list of people that have come in to testify on LB 447, and that have lent their support, the Nebraska Hospital Association, for one. There are a lot of medical opportunities and opportunities of some vocational education or some experience or to let them know what is available. Nebraska Farm Bureau, StarVenture, that is a Lincoln group of business people, very much in support of this bill. The Union Pacific Railroad, the Cushman Plant, the Nebraska Vocational Education, naturally; the Lincoln Independent Business Association, the Omaha Chamber of Commerce, and I believe the Lincoln Chamber of Commerce are also going to support LB 447. Nebraska Commerce and Industry is another one, and I can go down the long list of supporters for vocational education, and what I am trying to reach is that student that would be a dropout, or that student that must be made aware that there are skills that are available, and to start them. The community college, the average age is 29 years, so these students need to be exposed in high school that there is something that they can do and how to follow directions and use the mathematics and so on that is necessary in a work force. Most employers in small business simply can't devote the time or the resources to teach new employees the basic occupations or specific skills, and, again, electronic or technology or retailing. I mentioned to you the hospitals, the medical field,

there are a lot of them that if they were just exposed to the basic skills again in high school, they could then go out. Principal Financial Group in Grand Island, they hire all of their students directly from...I mean their employees, most of them, that is a large company now, directly from high schools, high school training. It encourages the high school students from dropping out and, again, every person working saves social services and welfare...

SPEAKER BARRETT: One minute.

SENATOR NELSON: ...a 100,000 or 200,000 dollars, whatever. So with that, that is simply what the bill does. It provides vocational education. Again, this year we talk of education. We are giving a considerable amount to postsecondary education. These are the ones that need some help and the ones that do not go on to postsecondary education, and they need to try to make a decent living in life, and get what education with that. With that, I would answer any questions about the bill. I might also mention that our Syracuse study, remember, said that Nebraska must give more money for vocational education training along with some other suggestions. So that, again, is very important.

SPEAKER BARRETT: Time has expired.

SENATOR NELSON: And any other questions, I will answer them.

SPEAKER BARRETT: Thank you. Senator Scofield, followed by Senator Beyer.

SENATOR SCOFIELD: Thank you, Mr. President. Senator Nelson, if she would respond, I would like to just clarify a couple of things that I have got from reading this bill, and we have talked about it before. How much are you appropriating for this bill, Senator Nelson?

SENATOR NELSON: Just \$5 million only.

SENATOR SCOFIELD: Oh, well, I am glad it is a small amount.

SENATOR NELSON: Put a cap on it, you know, so it is not unlimited.

SENATOR SCOFIELD: And distribution is on a per student basis in every high school in the state, is that correct?

SENATOR NELSON: No, they have to provide the new programs, as I mentioned, it has to be...it is not just a...I will say that nearly every student would qualify. You could call it somewhat state aid to education, if you want to, excepting they have to develop or be enrolled in vocational education programs, but when you take economics or retailing, health fields, most every school student from grade nine through twelve would qualify, and it is approximately by the total number of students in the State of Nebraska divided by \$5 million comes out to approximately 75, or I mean \$65 per student.

SENATOR SCOFIELD: \$65 per student.

SENATOR NELSON: Right.

SENATOR SCOFIELD: Okay, thank you, Senator Nelson. I want to raise some issues on this bill, and this seems to almost pick up where Senator Lamb left off the last time. I don't know particularly that I have ever been perceived by vocational educators as particularly friendly to vocational education, and I want to first make it clear that I don't oppose vocational education. But one of the questions I think we need to consider in this day and age is what really is vocational education today, and what is appropriate that you give at the high school level and what is appropriate that you give someplace else, whether it be in the workplace or whether it be in probably the technical community colleges. And I would suggest to people today that a vocational education at the high school level is probably English, computing, mathematics, and communication skills. If you have not seen a series that was, a special edition that was put out by Business Week in September, September 19 of '88, I'd recommend this as good reading. I know the technical colleges have used that as a rationale as for why we should support their efforts, but some of the observations in this particular area really point out how much better educated our work force has to be today to be competitive, and I would not want us to just continue to support what I would consider to be traditional training kinds of efforts that vocational education has typically been in the past because I don't think that is going to keep you alive in the workplace today. It appears to me that the best thing that you can do for a high school student to make them capable to go out and compete in the work force is, again, to make sure they can read, make sure they can write, make sure they can compute, and make sure that they

can communicate. And once they have got those basic skills, then you can take them any place and train them in whatever specific specialized skills they need. People need to know how to learn to learn, and they need to know how to relearn, given the track record of how quickly our economy is changing and how quickly people have to retrain. You have to be awfully flexible to survive in today's work force, just by virtue of the changes in technology, and the cost of maintaining the kinds of equipment that I think we would have to buy to put in high schools to really do some of this specialized training is so expensive as to be prohibitive perhaps outside of the metropolitan areas, and I think that the level of expertise, again, that you have to have in any work force today is generally getting to the point where it is just a foregone conclusion you are going to have to retrain and retrain and retrain. And so, one, I would suggest that I am not convinced this is a great bill for smaller schools because I don't think they can possibly respond given the kind of money they are probably likely to get out of this, and probably not really going to get us to cope specifically with what is an appropriate vocational education to take people into the next century.

SPEAKER BARRETT: One minute.

SENATOR SCOFIELD: And, in fact, I think we should seriously debate what is appropriate vocational education today, and what is specialized training. I think that technical colleges are a better place to do that, and we might better spend our money supporting them to do that. We need to encourage sharing of resources between the technical colleges and the high schools, so that we can address some of those legitimate concerns that Senator Nelson is trying to bring, specifically, those kids that need some specialized training, dropouts and so forth. But I have some real skepticism about this bill. It is pretty much the same as it was last year, and so I think those are the real questions we should address here, rather than, is it good policy just to appropriate this kind of money because on the surface there is nothing wrong with vocational education, but I think we need to talk about what is meaningful vocational education today.

SPEAKER BARRETT: Thank you. Senator Beyer, followed by Senator Beck.

SENATOR BEYER: Mr. Speaker and colleagues, I have got a couple

of questions for Senator Nelson.

SPEAKER BARRETT: Senator Nelson.

SENATOR NELSON: Sure.

SENATOR BEYER: You know, based on the \$5 million appropriation, about what would that run per student then for a school?

SENATOR NELSON: What district is yours?

SENATOR BEYER: Mine, I have got five schools but then...

SENATOR NELSON: Well, your district number...well, for example, all right, Crete, Nebraska, \$24,780; Shickley, Nebraska, \$3,420; Wilber-Clatonia...

SENATOR BEYER: That is in Senator Coordsen's district.

SENATOR NELSON: Right. Okay, what is your district number?

SENATOR BEYER: Three.

SENATOR NELSON: Number three, oh, then I can find that real quick. For your total district, the financial impact would be \$92,820; Elkhorn, \$33,900; Gretna, \$17,280.

SENATOR BEYER: Well, that still didn't answer my question, about what does that figure per student?

SENATOR NELSON: Sixty five, \$60 per student. I thought it was 65, I see...

SENATOR BEYER: Nine through twelve.

SENATOR NELSON: Pardon me, yes, nine through twelve.

SENATOR BEYER: Okay, now, what would the cap be on each school that they could receive if part of the schools didn't participate in that, in the 5 million?

SENATOR NELSON: Then it would be a higher proportion. It would go to \$65 per student, or \$72, if all students didn't participate. There is a \$5 million cap. Okay, and...

SENATOR BEYER: I am not reading that in the bill, that is why I was curious.

SENATOR NELSON: All right, yes. There is a \$5 million cap...

SENATOR BEYER: I know there is a \$5 million cap, but if some of the schools don't use it...

SENATOR NELSON: Then it goes higher for the students...the schools that do use it.

SENATOR BEYER: That makes it awfully dangerous. I think we need to look long and hard at this. I mean I support vocational education in the high schools, but if there is a school that cannot qualify to use it based on some of the criteria, they would lose it. Then the other schools would be able to have it, and it might make some schools go into a program that they can't afford just to get this extra money. So I think we need to look long and hard at that. Thank you.

SPEAKER BARRETT: Senator Beck, please.

SENATOR BECK: I rise to support Senator Nelson. I was one of the co-sponsors of the bill. There is several others. Because I think that vocational education is so important in the time that we live, and I guess that would put me perhaps at odds with Senator Scofield because I think it is something that is necessary for the secondary school. I would like to see it in junior high to be used as an interface with the tech colleges, and I think, particularly when I think of vocational education is it actually works as an impetus to further education for some who are not perhaps ready to even go on to the technical colleges. There is so many young people who don't know exactly what they want to do, and I think that is part of the job of public education is to give them some skills so that they might, if nothing else, work in order that they can go on into tech college or college. I mean I have had four children and they didn't have a lot of money, and I felt that the vocational skills that they picked up helped them and made them more employable, and also helped them to interface into other programs later on, and I think there are some things that we have to note here, and I don't know, perhaps Senator Beyer and those who have questions about the funding of the bill and the apportioning of it, that probably could be worked out on Select File. But at the hearing, a business man from Lincoln pointed

out that Nebraska is last among the states to fund secondary vocational education, and this is a bill, again, that is important to the entire state. We can't say that this is any kind of a pork barrel. It is an overall bill that would help all districts. Again, to reiterate, less than half of Nebraska's youth pursue postsecondary education, and I think that some of the things that the bill does could be so beneficial because there are things that it can be used for, the money can be used to acquire more modern instructional equipment. They can start new vocational programs, so there is flexibility in the bill. They can expand an existing program by adding a course or a new dimension to something that they have already developed, and I think that is important. Again, it shows the flexibility of this apportionment of money. It also can be used to include the acquisition and use of the Nebraska Career Information System and, certainly, that is something that our young people need to look at today is the careers that are available to them, and vocational education has been perhaps the forerunner in career education in this state and in this nation. And, certainly, looking at young people, that is something they need to know is what job market will be available for them. Again, it will, as I said, support and implement more career education and, to reiterate, it develops an articulation program with the technical community colleges because so many young people, and I have worked with disadvantaged young people who don't know and don't understand what the technical college offers. Had they perhaps had a vocational education program and a career education program, they would have been better set to go into a technical college program and really benefit from it. And I think we just have to consider these young people, who for a short period in their life, it is not that they cannot go onto college. It is that they just perhaps cannot as academically, they cannot financially and I think that we need to turn out young people...

SPEAKER BARRETT: One minute.

SENATOR BECK: ...who can interface with the technical college program or who can go to work for a year or two, as many of the children that I know have had to do in order to get more education along those lines, and so I would just support Senator Nelson. I think let's pass this on to Select File. If there are questions about the financing or the appropriation or the use of the money, then let's handle those between now and then. So I just ask you to support this bill at this time.

SPEAKER BARRETT: Thank you. Senator Nelson, followed by Senator Schellpeper and Senator Kristensen.

SENATOR NELSON: Yes, to respond to Senator Beyer's question, I honestly don't know of any school that provides any curriculum at all, and particularly in Gretna and some of those schools, that the students would not qualify or that they would not...a school would not take advantage of it for vocational education, if nothing more than through the counseling and to let them know that there are alternatives than to drop out of school. Back to Senator Scofield, I admit this is not a lot of money or a great amount of money, but, again, these students have to know that there is something besides being a dropout, and they simply have to be able to go out and make a living and maybe they don't have the money or will not go on to further their education until they are 25, 29 or 30 years of age. I might also, and this was very important in the public hearing, the gentleman from Union Pacific Railroad provided this information to us, and they do use a lot of people, and a lot of skill, and a recent study commission by the Nebraska Council on Vocational Education concerning the training needs related to LB 775, now as we know, we are talking about millions of dollars there, or LB 270, as we discussed earlier today. Of the 16,000 entry level jobs, and this is important, created by LB 775, clerical and machine operators combined will account for 64.4 percent or 10,300 of the positions created in LB 775. And then, here we are today, and as Nebraska, as I said, if vocational education is not important, why is it that all of these other states, and I sometimes hate to see senators stand on the floor and say, well, one state gives this, one state gives another, but we are talking about enticing people back into our state, and retraining our workers, and they do change about seven times in their lifetime. But we give less than \$3, and most of the states, \$100 to 300 or 400; California, I think, \$400 per student for vocational ed training. So it is important and we need to be competitive, and these students need to know that there are alternatives and what jobs are available, and it does expose them to the basic thinking skills. I know Senator Scofield mentioned that, and they do have to be trained, and as I said, back, again, my Principal Financial Group at Grand Island employed over 100 new employees right out of high school that they would train. So with that, I might mention, too, the StarVenture group in Lincoln research showed that several factors, and that is a large group of business people, that

showed that the attention in the community needed worst was to continue to supply the highly trained technical people that new businesses needed. And, again, I am not saying that this simple amount of money or small amount of money would turn out people completely trained, but at least it exposes them to what jobs may be available and some of the technical training they can get by the provisions of this bill.

SPEAKER BARRETT: The gentleman from Stanton, Senator Schellpeper.

SENATOR SCHELLPEPER: Thank you, Mr. Speaker and members. I also rise to support 447. I have a son who is an ag teacher, and whenever we get together, he is always talking about how important this is to not only agriculture, but to all students that go into it, whether it is body work or anything. He said we just need to put more money into these students in these high schools that start out, because a lot of them don't go on to college, and we need to prepare them in the high schools. So I think this is a very important bill for all of Nebraska, not just rural Nebraska, and I think it is just very, very important. I would urge you to support 447. Thank you.

SPEAKER BARRETT: The member from the 37th District, Senator Kristensen.

SENATOR KRISTENSEN: Thank you, Mr. President. Senator Nelson, can I ask you some questions, please?

SENATOR NELSON: Sure.

SENATOR KRISTENSEN: I am looking specifically at page 5, and some of these programs that are going to be available. Could you help me go through these programs so I can understand what this is.

SENATOR NELSON: Sure, Senator Kristensen, I will bet you understand them but I will go through them.

SENATOR KRISTENSEN: Well, forgive me, I am not sure I do, and maybe I need a little vocational training to be here myself, but...

SENATOR NELSON: Do you know what I say? We are vocationally trained on the job. I am a product of vocational training right

here.

SENATOR KRISTENSEN: Well, that is why I am hoping I can find out right now for myself, (2)(a) talks about acquiring modern instructional equipment similar to that found in business and industry. What sorts of things does that...?

SENATOR NELSON: All right. Say, for example, back to my Principal Financial Group, that would be to introduce a girl maybe to word processing or computers or something in that particular line.

SENATOR KRISTENSEN: So most likely today it would be computers and business machines and...

SENATOR NELSON: Right.

SENATOR KRISTENSEN: ...things like that?

SENATOR NELSON: And as you know that on computers, there is a great incentive from businesses but they have to have a small amount of money, minimal money to purchase them.

SENATOR KRISTENSEN: Okay, and then let's go down to (b) starting a new vocational program, that would be creating a staff position, probably, that would be getting some curriculum designed for that staff person, would that be a fair appraisal of that?

SENATOR NELSON: It could be. For example, though, in the medical field, I think they only have three vocational programs in secondary education and that could be...it could be a new staff person, that is right, or a new vocational program, or it could be a shift, let's say, from carpentry to I don't want to say welding because usually it isn't the same type of person, but it may be for a machine shop experience.

SENATOR KRISTENSEN: Okay, but that would be going from one technical program to another?

SENATOR NELSON: Right.

SENATOR KRISTENSEN: So what we take away from one, we just create another one? It would be a shift, not necessary helping additional vocations.

SENATOR NELSON: Well, the ones that would be discontinued I would assume are the ones that are not necessarily used today, that are not our new business technology.

SENATOR KRISTENSEN: Okay. Number (c) or letter (c) there is expanding an existing program. Many of the schools in my district don't have vocational training. That is something that through budget cuts they have had to get rid of. They really can't afford to do those sorts of things, so for an existing school district that doesn't have any vocational programs, (c) wouldn't apply to me very well either, if I don't have anything existing unless it is my business course, that I teach typing, basic word processing that I have already got in existence (interruption).

SENATOR NELSON: I will bet you Minden has got more courses than you think. They have got more than just the basic one, your bookkeeping and typing and so on and so forth. I am sure they have computer programming there or word processing or a shop that they can teach the fellow to weld on the elevator, putting up a new elevator. I will bet you Minden has...

SENATOR KRISTENSEN: Okay, those are existing program that are probably what you would call core programs already.

SENATOR NELSON: All right, and today business is expanding, they need new technology, and that is where this would come in at.

SENATOR KRISTENSEN: Okay, what does (d) mean, adopting statewide curricula to revise an existing program?

SENATOR NELSON: All right, there 's available and it is a statewide, it tells them what is available, statewide curriculum program. Right here it is, Vocational Education Training and Career Information, and that is through the Nebraska Career Information System, and they would qualify under this program.

SENATOR KRISTENSEN: And that would be something the state would spend money on to create and the schools would have to purchase from the state to access that?

SENATOR NELSON: The Nebraska Career Information System provides computerized and printed occupational education information to

the state schools, colleges, vocational libraries, and so on. It is an information delivery system developed to use as a counseling tool in career guidance and development, again, exposes them to what is available. It is available in high schools, colleges, career counseling agency, rehabilitation service, job service office, displaced homemaker programs, and so on.

SENATOR KRISTENSEN: Okay, thank you. I guess the point of the answers I have got so far, my time is running short, is that I turn to my page here in the 37th District, and I look at the state aid that I am going to get for schools, and I find a very small amount of money that basically could touch each one of these areas but really can't...all it does is cause me more problems because I get just enough seed money to get started. There isn't enough for any one of my schools, I don't have enough to hire any staff. In most of these schools, I could maybe buy one computer at the most, maybe two. All I could do is just barely get a taste of what this is designed to do, but it is going to take me more property tax...

SPEAKER BARRETT: Time has expired.

SENATOR KRISTENSEN: ...to address those and I am not sure that that solves any problems but it creates them. Thank you.

SPEAKER BARRETT: Thank you. Senator Scofield.

SENATOR SCOFIELD: Mr. Speaker, members, I want to just pick up where I left off because I feel very strongly about, Senator Nelson has absolutely all the right intentions in trying to do this. I just suggest that given the fact that even this year we have got a limited amount of resources that this is probably not the best place to put them to accomplish the goals, and I would refer back to this Business Week article that I mentioned early where one part of that special report is titled "Where The Jobs Are Is Where The Skills Aren't", and it talks about, as work becomes more knowledge intensive, employers are fishing in a shrinking labor pool, and that story goes on to talk about three forces that are combining to produce the leap in skills the economy will require. First, which I mentioned earlier, the upgrading of technology. The modern workplace needs people with high reading and math capabilities so millions of jobs go unfilled while the army of the unskilled remains unemployed. The article goes on to say, second, job growth will be fast

mainly in high skill occupations. Most of these jobs will be in the service sector. That kind of work now requires knowledge that wasn't necessary twenty years ago. Finally, the way in which work now is being organized requires a completely new set of skills as companies shift from the old models of assembly line production to Japanese style work teams, employees will have to sharpen their abilities to communicate. This article goes on and on and talks about the kinds of findings of where the jobs are. Only 40 percent of the new jobs are available to three-quarters of the nation's new workers who have limited verbal and writing skills, and points out most new jobs will require workers who have solid reading and writing skills. It goes on to talk about, for jobs in nursing or management, the education ante is higher. Most of these jobs which often require more than a high school education need skills that include an ability to read journals and manuals, write reports, understand complex terminology, and so on. At this point, according to this article, only 5 percent of new employees are able to do that. It goes on to say, as many as 50 million workers may have to be trained or retrained in the next 12 years, that is 21 million new entrants and 30 million current workers. I think given the nature of the workplace and the work force and what you have to do to make it today, that as Senator Kristensen has pointed out, there are a lot better ways to get to that point, and where we have got at least a couple of other issues out there that I think we should consider before we do this. One is the money for the technical colleges and I think we should make it very clear that we know the resources have to be focused and there needs to be more cooperation between technical schools so they can acquire that expensive equipment, and then work with the high schools, and leave to the high schools that job of making sure that people graduate who are able to read, write, compute, and communicate. I think that is plenty for high schools to do, and as these vocational courses, the traditional vocational courses become more expensive, and equipment becomes more expensive, again as Senator Kristensen pointed out, to put our money here just doesn't mean that it gets focused enough so anybody can really compete. I would suggest even it makes also much better sense to support some kind of teachers salary increase first before you do this, because the quality of the teacher in that classroom will determine how well those kids are able to, first, keep from being dropouts and read, write, communicate, and compute. So I am not saying that I oppose vocational education. I just think that people need to rethink what is vocational education today.

We still have got a limited budget. We are going to have to make some choices. My choice is not for this bill. My choice would be, first, to fund the technical colleges, and if possible, do something for teachers salaries.

SPEAKER BARRETT: Senator Nelson, followed by Senator Beck.

SENATOR NELSON: Senator Scofield, you read the same article as I read and that we do need basic skills, we do need reading skills, but these folks need to be exposed to that again to find that we need to upgrade the equipment that we have. Vocational education is very expensive, and that seems to be one of the problems in providing it. Again, there are a lot of incentives for business companies if the schools, themselves, have a little bit of matching money in that respect, and I know that we are all grappling for better education, better thinking skills and so on. Vocationally, they can tell them that. They can tell them there is a job. They can make them sit down and try to think and try to learn, to expose them to that. Agreed, the service sector is expanding and there are many of these jobs that can be provided in high schools, or at least some basic information, and for retailing and merchandising, and as I said, in the health care area. There are many, many fields that vocational education, it kind of bothers me. We can come in and ask for \$115 million to improve someone's salary that is over 30,000 or 35,000 dollars a year, and yet we can't quite think of the person that is trying to struggle to go out and try to improve himself over a 12, or a 14, or a 15 thousand dollar salary and needs those same living...likes to make a decent living, too. And here we talk around, as I said, over \$100 million dollars and I know this is not a lot of money. I would rather say that we are going to give each school 30 or 40 thousand dollars, 50,000, some of them do, which makes a lot of difference to a small school, but, again, I thought I was realistic in the amount of money that I asked for, and I don't know that upgrading teachers salaries would make one bit of difference in this 50 percent of schools (sic) that do not go on to education. Those salaries are not the same salaries that I am talking about in these people that need vocational help, and I really, as I said, I want you to remember, the jobs offered in LB 775, and the retraining, and what other states are doing, and they just look at Nebraska and everything else being equal, they do not, a company would not consider then Nebraska. And I am not saying that we don't need to articulate with the community college, we do, but there is that time from high school to they

go on to the tech schools, and that is the students that I am trying to reach.

SPEAKER BARRETT: Senator Beck, followed by Senator Schellpeper.

SENATOR BECK: Thank you, Mr. Speaker, and members of the body. I just want to reiterate the fact that I think the very things that Senator Scofield is talking about and has mentioned can be developed and that is what this grant or these grants that would go to the school and through the method of state aid would actually do. Communication is extremely, extremely important, and having been a teacher, an English teacher, I realize then that you need special skills to teach vocational and technical English, and you cannot do that with everyone and continue on the other English program, and so that, in itself, is why the program can be necessary. It can be targeted for those kinds of expenditures. Again, I think the very fact that you would have some dollars to use for a career education approach so that these young people will realize that they are not going to graduate from high school and be able to find a job that will support them. They simply need extra training or they are not going to leave high school and find a job that will support them without some kind of technical skill and communicating skill, and certainly in many vocational programs, they spend a lot of time with using technical math to introduce them to computerization. They use the technical and vocational education because those are the terms, and so forth, that they will be using to do this very kind of industrial approach that we will be using. I think the fact that we could acquire even some modern instructional equipment for some of these small schools would be a boon to them, and I think, again, that we just have to look at the fact that we can develop with this program some business and industry partnerships and perhaps get some grants, and so forth, from the business world that can be used to develop these young people's skill and send them out of school, whether they go through the entire 12 years or not, at least they will be prepared to go out into the work field and they will be able to communicate, and so forth. And I would just, again, just because it is a small amount of money to a school doesn't mean that it cannot be used efficiently and to the betterment of those young people particularly in these small schools. I think all of us are concerned about the small schools and the lack of funding that they have to do these kinds of things. Perhaps you will receive enough of an amount that you can bring in someone from the community who could work in

the school who has a vocational certificate, might not be full time, but perhaps they could develop a program. The use of the money is broad and yet it is specific enough that it would not be wasted or just lost or abused in any way. And I think that all the concerns expressed here today have validity. I certainly agree with Senator Scofield in the fact that, yeah, we are going into a different work force, and I agree with Senator Beyer. I think he has some good questions, and he has told me that the technical schools really, and this underscores perhaps the need, he said that the technical school that they attempted to work with to have their young people take a vocational course really wouldn't serve them. Well, if they won't serve them, then we need to do something in order that these young people can receive what they need, and so that just underscores the fact that we do need this money,...

SPEAKER BARRETT: One minute.

SENATOR BECK: ...this aid to the schools to help the young people with vocational education needs.

SPEAKER BARRETT: Senator Schellpeper.

SENATOR SCHELLPEPER: Question.

SPEAKER BARRETT: The question has been called. Do I see five hands? I do. All in favor of ceasing debate please vote aye, opposed nay. Shall debate cease? Record, please.

CLERK: 25 ayes, 0 nays to cease debate, Mr. President

SPEAKER BARRETT: Debate ceases. Senator Nelson, would you care to close?

SENATOR NELSON: Okay, I know that this bill is not a lot of money. It is not a lot of money to every school, but to come in and maybe this year \$10 million is available. It would be comparable to other states. Nebraska would realize that vocational education is needed. I know that...I think our hearts are there in the right place but we simply have just forgotten vocational education. What I am trying to reach, again, is the 50 percent of the kids that do not go on to college or to receive additional education. Might I also tell you that 20 percent of our budget goes for higher education in our state. What are we doing for those that do not go on to a

higher education? And a good work force keeps them off of welfare and helps for the school dropouts, and I can't believe that any school would not qualify for vocational education money, addressing Senator Beyer's concern. And, again, the testimony, don't forget, of the Union Pacific Railroad, the fact that the LB 775 jobs, 64.4 percent of those are vocational education. That tells us a lot. They also said in the same thing that they had to spend \$7 million last year training their employees for what they felt should have been received in high school or secondary education, and that is over their system, and that is a lot of money, and so with that, I will just move for the advancement of the bill.

SPEAKER BARRETT: Thank you. The question is the advancement of LB 447 to E & R Initial. All in favor vote aye, opposed nay. Voting on the advancement of the bill, have you all voted? Senator Nelson.

SENATOR NELSON: I will call for a call of the house. How many people are gone? Do I have to keep standing here talking or, no. I guess I will have to ask for a call of the house.

SPEAKER BARRETT: A call of the house has been requested. Shall the house go under call? Those in favor vote aye, opposed nay. Record.

CLERK: 15 ayes, 0 nays to go under call, Mr. President.

SPEAKER BARRETT: The house is under call. Members, return to your seats and record your presence. Those outside the Chamber, please return and record your presence. Members, please return to your seats and record your presence.

SENATOR NELSON: Requesting a roll call vote please.

SPEAKER BARRETT: A roll call vote has been requested. Senator Moore, the house is under call. Senator Moore, the house is under call. Senator Moore is on his way. We have a request for a roll call vote on the advancement of the bill in reverse order. Members, return to your seats, please. May we proceed, Senator Nelson? Thank you. The question is the advancement of LB 447 to E & R Initial. Roll call in reverse order, Mr. Clerk.

CLERK: (Roll call vote taken in reverse order. See pages 1375-76 of the Legislative Journal.) 22 ayes, 8 nays,

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LR 64

Mr. President, on the advancement of the bill.

SPEAKER BARRETT: Motion fails. The call is raised.
Mr. Clerk, anything for the record?

CLERK: Yes, Mr. President. Mr. President, I have amendments to be printed to LB 638 by Senator Withem. Mr. President, a new resolution, LR 64 by Senator Schmit. (Read brief explanation. See pages 1377-38 of the Legislative Journal.) That will be laid over.

Mr. President, I have a motion from Senator Lamb to be printed in the Journal. That is all that I have, Mr. President.

SPEAKER BARRETT: Thank you. The Chair is pleased to advise that Senator Lamb has some guests in the north balcony. We have 16 seniors from Stapleton High School at Stapleton, Nebraska, with their teacher. Would you people please stand and be recognized. Thank you. We are pleased to have you with us today. Senator Dierks, do you care to adjourn the body until tomorrow.

SENATOR DIERKS: Yes, Mr. President, members of the body, I move that we adjourn until tomorrow morning at nine-thirty.

SPEAKER BARRETT: You have heard the motion to adjourn until tomorrow morning at nine o'clock. Those in favor say aye. Opposed nay. The ayes have it. Motion carried. We are adjourned.

Proofed by:

Marilyn Zank
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