

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
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of questions just to get a better understanding of how you...how you came to some of these figures. On page 12, you have basic student costs broken down and you have them broken down for each of the three categories: sparse, very sparse, and standard. And in describing the basic student cost, you probably told us this already, but would you tell us again how you came to the figure, for example under the sparse category, of \$2,590, how you came to the figure of \$2,290 in the...I'm sorry, that was the very sparse category; in the sparse category, \$2,290; and in the...and in the standard category \$1,990? Because I guess that assumption affects everything in terms it's a starting a point. How...how did you reach a conclusion as to what those dollars amount...what those dollars amounts...dollar amounts should be and what judgments are involved in that determination?

SENATOR RAIKES: Okay.

SPEAKER KRISTENSEN: Senator Raikes.

SENATOR RAIKES: Senator Beutler, that's obviously a very good question and I'll tell you how I did it. I looked at what the differences were in sparse, very sparse, and standard in nine...in whichever the...it would be, I think, 1998-99, the first year we implemented the LB 806 formula. And the...I think the difference between sparse...or excuse me, standard and very sparse was \$589 per student. So I rounded that up to \$600 and, for sparse, I took half of that. That...so I guess I would...I would have to admit that it involved judgment, but hopefully judgment based on what I thought had been indicated by the Legislature's action on LB 806.

SENATOR BEUTLER: Senator, I'm sorry, I didn't quite...I didn't quite follow. Let's just take one category, for example very sparse.

SENATOR RAIKES: Okay.

SENATOR BEUTLER: And the figure is...

SENATOR RAIKES: Very sparse is...is...the per student cost...

SENATOR BEUTLER: ...is 25,900, right?