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kind of impact this will have, in terms of number of hours required to do this on an annual basis? And let me ask that. Do you think it's important that it be done annually? Could it be done...

SENATOR CUDABACK: Senator...

SENATOR BEUTLER: ...less often and soften the fiscal impact, or would you rather not do that?

SENATOR CUDABACK: Senator Raikes, would you yield?

SENATOR RAIKES: Yes. Let me try the second one first, Senator. I would say that probably it would need to be redone at least every time the goal, the postsecondary goal changes and therefore there's a change in needed academic program in high school. I wouldn't think it would have to be done more often than that, although it probably would be a good thing to have collaboration with some sort of a counselor for each student, as they're marking progress on this objective. I don't...I will look here. I don't actually have a fiscal note or an expected cost. You know, all I've got is sort of the anecdotal stuff that school districts come back, and you know, with this sort of a proposal being around, that it's going to be very expensive or not very expensive, or something like that. I will tell you I haven't really heard much either way from school districts along those lines.

SENATOR BEUTLER: Would it be terribly disappointing to you, Senator, if it started out in eighth grade, and then we worked from there to see how it went?

SENATOR RAIKES: Explain to me what...started out in eighth grade? You mean we developed a plan...

SENATOR BEUTLER: That you'd...yeah, you have the development of a plan in the eighth grade, as a starting point.

SENATOR RAIKES: Okay.

SENATOR BEUTLER: Let's say you started there, so that the