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budget authority to their affiliated districts in a compromise, but now that's coming back to haunt them, too, because the K-12s want to be centralized. And that's all, I believe, because we have put a price tag on individual foreheads of students by way of our state aid formula. But I am still curious about how the state aid formula would work in the confines of the particular situations relevant to today's discussion. So if Senator Raikes would yield to a question.

SENATOR CUDABACK PRESIDING

SENATOR CUDABACK: Senator Raikes, would you yield to a question? Senator Raikes, are you available for a question from Senator Smith?

SENATOR RAIKES: Yes. Sorry.

SENATOR SMITH: Senator Raikes, in a, let's just say, a Schuyler scenario where there is the imbalance of students in the Class I schools in town compared to those out in the country, now on a per student basis, would Schuyler, those attending in town in Schuyler right now, elementary,...

SENATOR RAIKES: Okay.

SENATOR SMITH: ...the funding per pupil with state aid, is that greater than the funding out at the Class I's in the country?

SENATOR RAIKES: If I understand your question correctly, the answer is yes. If you look at...now, you mentioned state aid, which gives me...we're talking about total budgeted amount of money, not just state aid, not money from...the combination of property taxes and state aid. So if you...yes.

SENATOR SMITH: No, let's just say state aid, because it's weighted on the demographics of the student, is it not?

SENATOR RAIKES: Yes, the needs, the needs are weighted. You take needs minus resources, and that equals aid. So I don't know that you can necessarily assign the weights for poverty and ELL to the aid. It's part of the needs calculation.