



GUIDE TO NEVADA'S PUPIL-CENTERED FUNDING PLAN

Nevada's Public K-12 Funding Formula

OVERVIEW

Formula Summary

Nevada's Pupil-Centered Funding Plan (PCFP) replaced the Nevada Plan, the state's previous funding formula that had been in place since 1967. The PCFP is a method for distributing funding for public education to K-12 school districts, charter schools, and university schools for profoundly gifted students throughout the state. It aims to provide a fairer needs-based approach compared to the previous funding system. It is designed to provide more transparency for the public and more flexibility for schools.

Under the PCFP, school districts, charter schools, and university schools for the profoundly gifted receive funds based on the needs of the students they serve, local cost factors, and local capacity to raise funds. Using a combination of state and local funds, the PCFP provides a guaranteed basic level of support for each pupil, regardless of where they live. On top of the guaranteed per-pupil funding base allocation, the PCFP provides multipliers to the base for some areas, recognizing reduced economies of scale in sparsely populated areas as well as higher cost of living and relative wages in some areas. The PCFP additionally provides weights to the base for particular students, recognizing that some students may need additional supports. PCFP funds are delivered in a flexible, streamlined way, rather than through various programs or categorical grants, providing local leadership with autonomy to use funds in the way that best meets student needs while also meeting statutory requirements.

No school district, charter school, or university schools for profoundly gifted students will receive less funding per pupil under this new plan than they received in fiscal year (FY) 2020.

The core implementation concepts of the PCFP are equity, transparency, accountability, and flexibility.

***Equity:** Giving all students access to the resources they need to succeed.*

***Transparency:** Providing the public with a clear understanding of how and why to allocate resources.*

***Accountability:** Showing how to use funding to improve student outcomes for all.*

***Flexibility:** Allowing schools to target decisions about allocating resources based on changing demographics and needs.*

Transition from the Nevada Plan and the Key Differences

In Nevada, the previous education funding system, known as the Nevada Plan, included over 30 categorical funds with specific purposes. The PCFP consolidates many of these categorical funds into a single, comprehensive funding plan. This plan allocates funds on a per-pupil basis, with additional multipliers for specific needs. The shift to the PCFP changes Nevada's approach to education funding from a strictly defined spending model to a more flexible one based on student needs. Now, categorical funding streams are integrated into the base allocation per student, with adjustments for factors like size and regional differences. Additionally, three weighted funding streams account for various student characteristics. This new structure gives district and school leaders greater flexibility in deciding how to best meet their students' needs.

While categorical funds have been rolled together into the PCFP, the statutory requirements for many of these programs remain. School districts, charter schools, and university schools for profoundly gifted students must still meet the requirements using PCFP funds. These categorical funds include:

- ✓ **AP exams**
- ✓ **Bullying grants**
- ✓ **Class size reduction**

- ✓ College and Career Ready diploma incentives
- ✓ Computer education and technology
- ✓ District library books
- ✓ Financial literacy professional development
- ✓ Nevada Ready 21 technology
- ✓ Read by Grade 3
- ✓ School social workers
- ✓ School resource officers
- ✓ Special elementary counseling

Table 1. Changes From the Prior Funding Approach to the PCFP

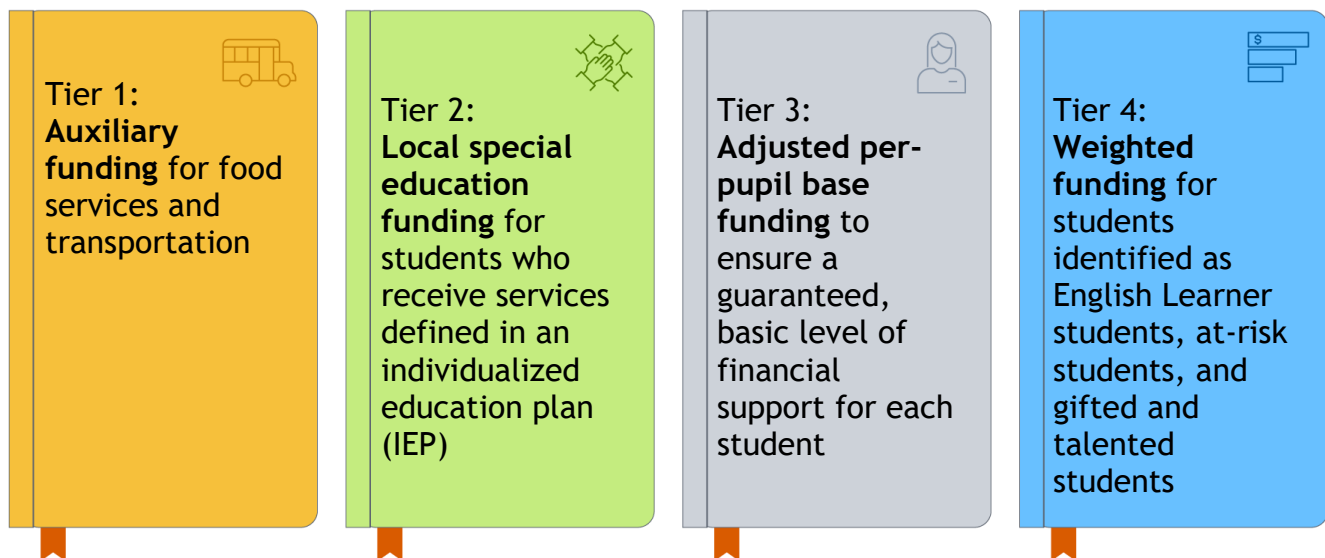
Prior Funding Approach	PCFP
Expenditure-based budgets were built on school districts’ actual expenditures two years prior	Revenue-based budgets driven by projected state education fund revenues and state general fund
Funds were allocated based on school district demographics	Funds are allocated based on a combination of school district and student characteristics
Driven by cost increases like inflation and step increases	Driven by a clear and transparent formula
The amount of state general fund support was a legislative decision	The amount of state general fund support is formula-driven, based on the Economic Forum’s projections for applicable revenues
Primarily comprised of categorical funds that prescribed spending	Primarily comprised of a single flexible pot of dollars that school districts, charter schools, and university schools for profoundly gifted students can use to meet student needs and statutory requirements
Funded Zoom and Victory schools	Funds English Learner (EL), at-risk, and gifted and talented students across school districts

THE PCFP FORMULA

Four Tiers of Funding

Funding for education under the PCFP has been divided into four primary tiers, as shown in Figure 1.

Figure 1. Primary Tiers of Funding



Source: WestEd/APA 2024

The PCFP combined many categorical funding streams. However, several funds still exist outside of the formula, including:

- ✓ Nevada Department of Education (NDE)
- ✓ State Board of Education funding
- ✓ Pre-Kindergarten (pre-K)
- ✓ TeachNV scholarship
- ✓ Education Trust Account
- ✓ Federal funding
- ✓ Special education
- ✓ Professional development
- ✓ Adult education

Tier 1: Auxiliary Funding Calculation

Auxiliary funding is to be used for transportation, food services, and other operational expenses deemed appropriate by the state legislature. Allocations are distributed to school districts only, excluding charter schools, and are based on a four-year average of a school district's actual reported expenses.¹ Charters may receive separate grant funds for similar purposes such as transportation.

Tier 2: Local Special Education Funding Calculation

The K-12 funding bill (Senate Bill 458, 2021 Session) amends NRS 387.12445 to reflect the addition of Local Funding for Special Education in the PCFP. The statute also requires that each school receiving funding through the Local Support for Special Education allocation must account for these funds separately.

Local Special Education funding represents the amount a school district and charter school would transfer from its general fund to maintain its federal maintenance of effort (MOE) requirement. MOE requires that school districts maintain at least the same level of funding for special education from one year to the next. Allocations are based on a district's total actual expenditures in the prior year as reported in the Annual Financial Report (school districts—NRS 387.303; charter schools—NRS 388A.345; university schools for profoundly gifted students—NRS 388C.250).

Additional considerations related to Tier 2 funding:

- ✓ School districts, charter schools, and university schools for profoundly gifted students that are funded by the FY 2020 baseline retain the flexibility to transfer funding from weighted categories of the PCFP to the general fund. Such transfers could impact the federal MOE requirements for special education if it is determined that the allocated funding is not needed for that purpose during the school year.
- ✓ School districts, charter schools, and university schools for profoundly gifted students also retain the ability to increase the amount of funding for special education services by transferring funding from the Adjusted Base Per-Pupil

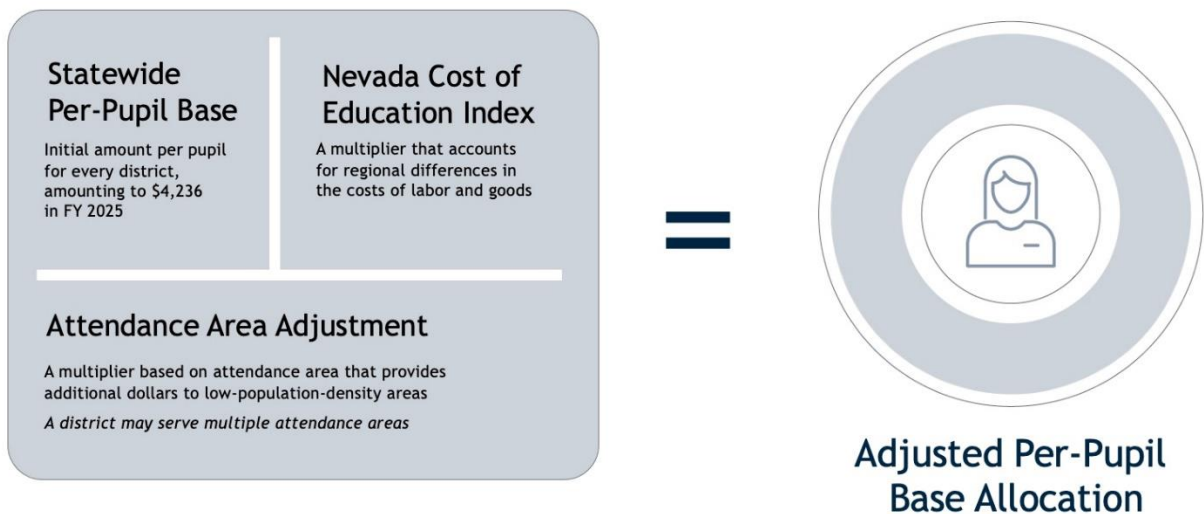
¹ Commission on School Funding. "Agenda Item #10 Pupil-Centered Funding Plan Model Update." August 25, 2023. https://webapp-strap-paas-prod-nde-001.azurewebsites.net/uploads/10_CSF_FY_24_25_PCFP_Model_209d4dc09c.pdf, Slide 5.

Funding allocation, if additional funding is needed for that purpose. This adjustment may also impact future federal MOE amounts.

Tier 3: Adjusted Per-Pupil Base Calculation

The PCFP for the first time combines specific local and state revenues to provide a guaranteed basic level of financial support for each pupil to receive a reasonably equal education opportunity, regardless of which county they live in. Every student generates an equal allocation of funding that can be used to pay for things such as teacher salaries and benefits, materials and supplies, and other expenditures necessary for running a school or district. As shown in Figure 2, this per-pupil funding base is then adjusted based on attendance area and the Nevada Cost of Education Index (NCEI). This adjusted base funding accounts for the majority of dollars for a school or district’s general operating budget.

Figure 2. Adjusted Per-Pupil Base Calculation



Source: WestEd/APA 2024

Statewide Base

This is the initial amount per pupil, which is the same for every school district, charter school, or university school for profoundly gifted students.

Attendance Area Adjustment

This adjustment accounts for the increased cost per pupil to operate public schools in smaller settings that are often remote and rural. This multiplier is based on attendance areas, set by NDE, and provides additional dollars to support these settings and provide a reasonably equal education opportunity to their students. A school district may serve multiple attendance areas and will receive a combined adjustment proportionately based on the relevant attendance area adjustments for each attendance area within the school district.

Nevada Cost of Education Index

A composite multiplier factor to address regional cost variation experienced by school districts due to differences in the cost of labor and goods. The NCEI includes two elements:

- 1. A wage measure, the Comparative Wage Index (CWI), uses federal comparable wage data to measure the cost of attracting staff due to a variety of community factors. The CWI is applied to the portion of base funding associated with wages.**
- 2. A cost of goods measure based on the Bureau of Economic Analysis (BEA) Regional Price Parities (RPPs) is applied to the non-wage portion of base funding.**

A CWI typically uses regional differences in non-educator wages and is based on the recognition that if in a given region, wages in comparable professions are higher, then teacher wages will also have to be comparably higher. It is not a cost-of-living measure. Instead, it measures the cost of attracting staff due to a variety of community factors. The CWI calculates regional differences by taking raw data and using regression analysis to control for any differences attributable to worker characteristics such as experience, gender, ethnicity, and hours per week worked. For Nevada specifically, the CWI includes all occupations/industry areas for all education levels, instead of restricting it to comparable professional occupations that require an undergraduate degree (e.g., bachelor of arts) or higher. The resulting comparable wage was then compared to the statewide average to create an index figure.

The non-wage portion of the NCEI is calculated based on the Bureau of Economic Analysis (BEA) Regional Price Parities (RPPs) subcomponent for “goods” to represent the regional cost differences associated with purchasing goods.

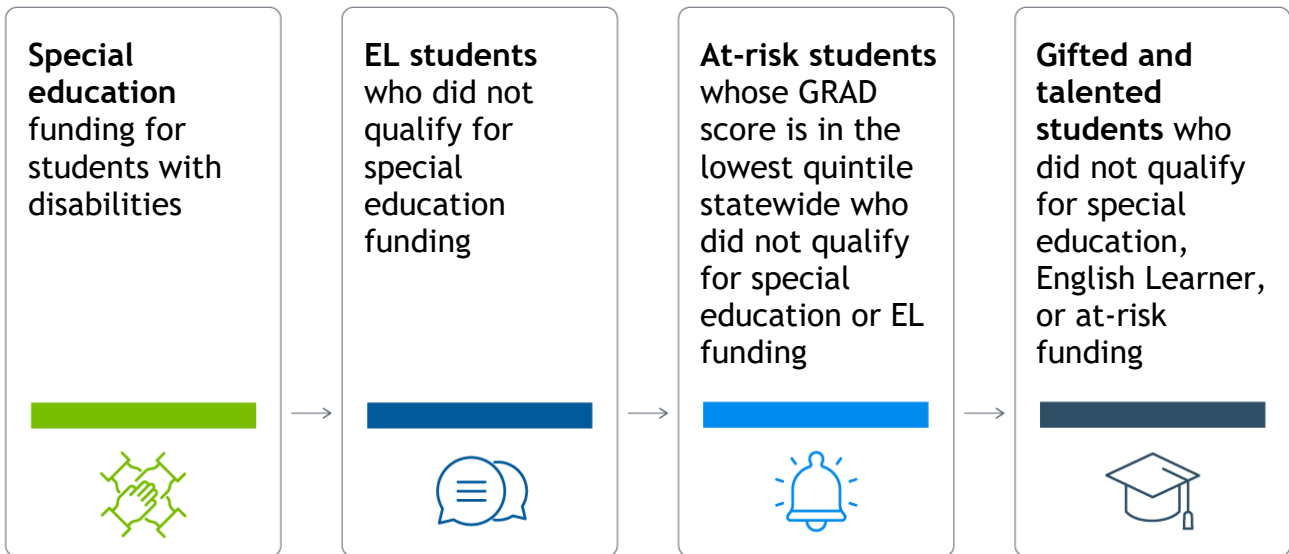
Tier 4: Weighted Per-Pupil Funding Calculation

The PCFP provides additional funding through weights for students with additional needs in three categories: English Learners, at-risk, and gifted and talented. Weights are calculated as a percentage of the Statewide Base allocation that every student receives. ELs are weighted at 0.45, at-risk at 0.35, and gifted and talented at 0.12.²

Counts for ELs, at-risk students, and gifted and talented students are based on October 1 count validation day data submitted to NDE from the previous year.

The count of students in each of these three categories and special education is unduplicated, meaning students are counted in the highest funded category in which they qualify, and do not qualify for funding in multiple weights. Funding is allocated in the order shown in Figure 3 below.

Figure 3. Student-Based Funding in the PCFP



Source: WestEd/APA 2024

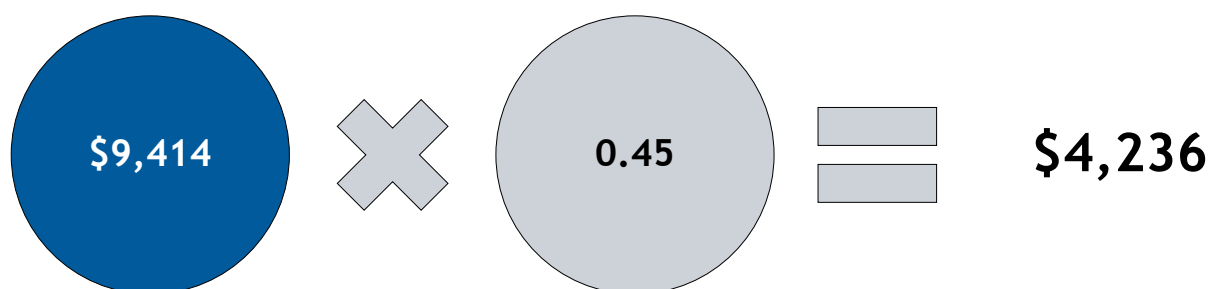
² https://webapp-strapipaas-prod-nde-001.azurewebsites.net/uploads/10_CSF_FY_24_25_PCFP_Model_209d4dc09c.pdf

English Learners

Using the state’s existing definition, the students included in the count for the EL weight are students who speak a language other than English at home, scored below 4.5 on an English language screener, and do not qualify for special education services.

As shown in Figure 4, funding is determined by multiplying the Statewide Base allocation amount by a 0.45 weight. For example, in FY 2025, the Statewide Base was \$9,414 per student. Therefore, local education agencies (LEAs) that serve students identified as ELs receive an additional \$4,236 per EL above their Adjusted Per-Pupil Base amount to provide EL services to eligible pupils.

Figure 4. English Learner Weight Calculation



Source: WestEd/APA 2024

At-Risk

The state identifies at-risk students who need extra help to graduate with their cohort. To do this, each student is assigned a “GRAD score.” This score is calculated by a machine learning computer program from Infinite Campus that analyzes approximately 75 data points about a student in areas including academic performance, attendance, behavior, home, and economic stability. The program uses these factors to determine how likely a student is to graduate on time.

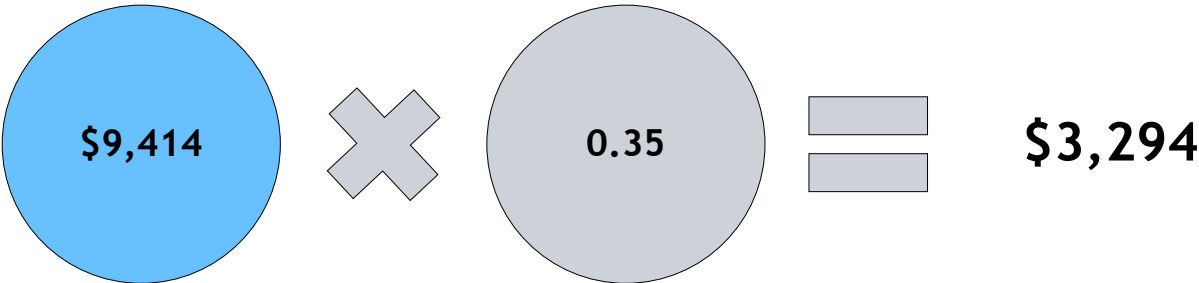
To determine the count of at-risk students, NDE calculates the lowest quintile GRAD score on or around October 1, then determines the count of students by district that have a GRAD score at or below this threshold on that same date using student data from Infinite Campus. While exact student counts change from one year to the next, using counts from the prior fiscal year allows budgets to be set by district and school

leaders that make spending decisions before the beginning of an upcoming school year.

The PCFP focuses on students who need the most help. The formula provides funding for the students identified in the bottom quintile, or 20th percentile, of GRAD scores statewide. These students are then eligible for extra funding from the PCFP.

Funding is determined by multiplying the Statewide Base allocation amount by a 0.35 weight (see Figure 5). For example, in FY 2025, the Statewide Base was \$9,414 per student. Therefore, local education agencies that serve students identified as at-risk would receive an additional \$3,294 above their Adjusted Per-Pupil Base amount for each at-risk student to provide services to eligible pupils.

Figure 5. At-risk Weight Calculation



Source: WestEd/APA 2024

Because students who are counted as at-risk for funding purposes are identified through a statewide calculation to determine the bottom quintile (20th percentile) of scores, rather than a school or district calculation, districts may have more or fewer than 20 percent of their students identified and funded with the at-risk weight. Additionally, some of the students with GRAD scores in the bottom quintile statewide may also have a disability or be an English Learner, in which case they would be supported with the Local Special Education allocation or generate the higher English Learner weight and in either case would not generate the at-risk weight.

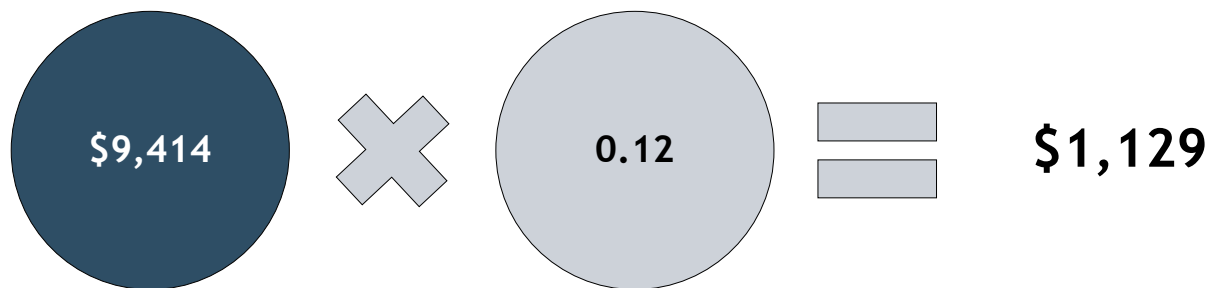
Gifted and Talented

Using criteria established by the Nevada Administrative Code, the state defines “gifted and talented” as a student who possesses or demonstrates outstanding ability in one or more of the following:

- ✓ Academic aptitude in a specific area
- ✓ Creative thinking
- ✓ General intelligence
- ✓ Leadership
- ✓ Performing arts
- ✓ Productive thinking
- ✓ Visual arts

The PCFP formula provides funding for students who qualify as gifted and talented but who did not qualify for additional funding through special education services or the EL or at-risk weights. Funding is determined by multiplying the Statewide Base allocation amount by a 0.12 weight (see Figure 6). For example, in FY 2025, the Statewide Base was \$9,414 per student. Therefore, LEAs that serve students identified as gifted and talented would receive an additional \$1,129 above their Adjusted Per-Pupil Base amount for each at-risk student to provide services to eligible pupils.

Figure 6. Gifted and Talented Weight Calculation



Source: WestEd/APA 2024

Baseline Guarantee Funding

The PCFP also includes a FY 2020 baseline per-pupil guarantee. This provision intends that a school district receives a reasonably similar level of funding on a per-pupil basis that it received during FY 2020.

With this baseline guarantee, the Legislature intends to be able to transition to the PCFP without causing an unexpected loss of revenue for any school district if the district would receive less funding under the PCFP than it received in FY 2020.

Hold Harmless Funding

For FY 2022, the legislature expanded the hold harmless provision for school districts, charter schools, and university schools for profoundly gifted pupils in the event they experienced declines in enrollment greater than 5 percent to include a two-year comparison (FY 2021 and FY 2020). In the event quarterly average daily enrollment for a school district, charter school, or university school for profoundly gifted pupils declines in FY 2022 by 5 percent or more, the monthly payments for that quarter will be based on the highest (validated) average daily enrollment for the same quarter for either of the previous two fiscal years. For example, if the enrollment for a school district or charter school in the third quarter of FY 2022 declines by 5.2 percent, then the validated average daily enrollment for the same quarter of FY 2021 or FY 2020, whichever is greater, will be used to calculate the payment for that quarter. This temporary change to NRS 387.1223 is included in the K-12 funding bill from the 2021 legislative session, Senate Bill 458, Section 18.

Funding Distribution and Calculation Details FAQ

When are students counted for the purpose of funding?

NDE disburses funds to school districts, charter schools, and university schools for profoundly gifted students monthly, beginning on August 1. Each monthly payment is 1/12 of the total legislatively approved amount for:

- ✓ **Auxiliary services**
- ✓ **Local support for special education services**
- ✓ **Weighted funding**
 - **ELs**
 - **At-risk**
 - **Gifted and talented**

The Weighted Funding is updated each year based on the October 1 count day data (collected in the even-numbered fiscal year). NDE will notify school districts, charter schools, and university schools for profoundly gifted students of the updated funding amounts near the end of the calendar year. For example, the October 1, 2021 (FY 2022), count day data will be used to revise the weighted funding for FY 2023; NDE provided notification regarding these adjustments near the end of 2022,

understanding that many districts and schools begin the budget development process in January of each year.

If a student transfers mid-year, how does that impact funding?

Funding amounts are based on student counts from October 1 of the previous school year to allow for the state to calculate allocations and for schools and districts to determine budgets in the spring before the school year begins. School and district leaders have the flexibility to determine how to shift resources between schools to best meet student needs. Any mid-year changes in student needs and location will be accounted for in the next school year's budget. If a student moves after October 1, this adjustment will be accounted for in the following school year.

What if a student qualifies for more than one weight?

Pupils who qualify for more than one weighted funding category must receive the services for each of the weighted categories for which they are eligible. For example, an at-risk EL student would receive both Victory and Zoom services.³ While the PCFP does not include the special education multiplier as a weight, students eligible for special education services must also receive the services for each of the weighted categories for which they are eligible. Because weights are not stacked, students receive funding with the highest weight in which they qualify, in this order:

- 1. Local special education funding for students with Individualized Education Plans**
- 2. EL students who do not qualify for local special education funding**
- 3. At-risk students who do not qualify for local special education or EL weight funds**
- 4. Gifted and talented students who do not qualify for local special education funding, EL weight funds, or at-risk weight funds**

³ NRS 387.12445 defines Victory services for students identified as at-risk and Zoom services for students identified as English learners.

REVENUE FOR EDUCATION IN NEVADA

Education Revenue Sources in Nevada

Previously, some local funding was “inside” the Nevada Plan and some was “outside” the Nevada Plan. The inside-the-plan funding included the local school support tax (LSST) and one-third of both the ad valorem property and mining tax; these dollars were included in the equalization formula and part of the state aid calculation. The outside-the-plan dollars included two-thirds of the total ad valorem property and mining tax, government services tax, franchise tax, unrestricted federal revenue (impact aid) tax, interest, tuition, other local revenue, and opening general fund balances. These dollars were not included in the calculation of state aid.

The PCFP changed the Nevada Plan so that now school districts, charter schools, and university schools for profoundly gifted students are completely funded by the state, using pooled state and local revenue, except for federal revenues and capital funds. Both formerly “inside” and “outside” local revenues are combined with state revenue and distributed within the PCFP.

State Education Fund

The State Education Fund is the primary fund for public education in Nevada. To support transparency, previously available state and local revenues, including state categorical funding, are now combined into the State Education Account and redistributed through PCFP. Revenues to fund the State Education Fund include taxes such as:⁴

- ✓ Net proceeds of minerals (state and local)
- ✓ Gold and silver tax
- ✓ Governmental services tax
- ✓ Recreational marijuana tax
- ✓ Local school support tax
- ✓ Annual slot tax
- ✓ Room tax
- ✓ Property tax
- ✓ Federal Mineral Leasing Act tax

⁴ Commission on School Funding. “Agenda Item #10 Pupil-Centered Funding Plan Model Update.” August 25, 2023. https://webapp-strapipaas-prod-nde-001.azurewebsites.net/uploads/10_CSF_FY_24_25_PCFP_Model_209d4dc09c.pdf, Slide 4.

- ✓ Franchise fees
- ✓ Proceeds from forfeited properties
- ✓ Fines
- ✓ Interest distributions
- ✓ Unclaimed property
- ✓ Boat registration fees
- ✓ Cannabis Compliance Board Transfer fees
- ✓ Gifts and donations
- ✓ Permanent School funds
- ✓ Agriculture fines

Education Stabilization Account

In addition to the State Education Fund, there is a second available account to the PCFP that is only to be utilized under the following conditions:

- ✓ revenue collected in the State Education Account is 97 percent or less than the authorized amount; or
- ✓ the balance exceeds 15 percent of the appropriations authorized in the State Education Fund.

The funds in the Education Stabilization Account come from the following sources:

- ✓ school districts with an ending fund balance greater than 16.6 percent of total budgeted expenditures; and
- ✓ unexpended money in the State Education Fund at the end of each fiscal year (unless otherwise excluded).

Funding Level

In 2006, voters passed a constitutional amendment that the Nevada Legislature fund the operation of public schools from Kindergarten through grade 12 before funding any other part of the state budget for the next biennium. Every biennium, before the start of the legislative session, the Governor presents a proposed budget for the biennium. Additionally, the Economic Forum will provide forecasts of the state’s general fund revenues for each biennium budget period. The legislature will take these data and other bills passed throughout the session and create the education budget.⁵

⁵ Nevada Legislature. “Economic Forum Forecast Reports.” <https://www.leg.state.nv.us/division/fiscal/economic%20forum/index.html>

ALLOWABLE USE OF FUNDS

Under the former education funding structure, school districts, charter schools, and university schools for profoundly gifted pupils received money for specific purposes (like Class Size Reduction and Read by Grade 3) through categorical grants. This made it harder for them to consolidate funding sources and coordinate programming to best meet students' needs. The PCFP combines most of that specific funding into one large pot, the base allocation. Now, school districts, charter schools, and university schools for profoundly gifted students have more flexibility to decide how to spend their allotted funding to meet the unique needs of their schools and students. Further, school districts, charter schools, and university schools for profoundly gifted students can maximize more strategic budget practices such as braiding multiple funding streams to maximize the impact of programs and services they provide to students.

School districts, charter schools, and university schools for profoundly gifted students are responsible for distributing funding to schools to ensure each pupil receives a reasonably equal educational opportunity.

Distribution of Funds

School districts are expected to distribute Adjusted Base Per-Pupil Funding to schools as described in statute after deducting the allowable administrative expenses for the district. Allowable administrative expenses include salaries (object code 100) and benefits (object code 200) within General Administration (function code 2300) and Central Services (function code 2500).

The administrative expense cap for each district is based on the number of students enrolled in the district:

- ✓ **Over 100,000 students—5 percent**
- ✓ **7,500 to 100,000 students—7.5 percent**
- ✓ **1,000 students to 7,500 students—10 percent**
- ✓ **500 students to 1,000 students—15 percent**
- ✓ **Less than 500 students—25 percent**
- ✓ **Districts with less than 500 students at the 25 percent rate will be required to reduce the administrative cap to 20 percent by the end of the 2023-24 school year**

For weighted student funding, school districts, charter schools, and university schools for profoundly gifted pupils are required to distribute the funding to schools where students are estimated to attend. However, even though funding is based upon counts of specific students in the prior year, this funding is not tied to individual students.

Allowable Use of Funds Generated Through the Base

Adjusted Base Per-Pupil Funding makes up the majority of a school or district's revenue through the PCFP and is intended to be used to support the educational needs of all pupils in the district for expenses including:

- ✓ **operating each public school in the district,**
- ✓ **training and supporting educational personnel, and**
- ✓ **carrying out any programs, services, or requirements established pursuant to statute for which specific funding is not appropriated.**

If a school district, charter school, or university for profoundly gifted students determines that additional funding is needed to satisfy the federal MOE or other federal requirements for pupils with disabilities enrolled in the district, the necessary amount of money from the district's Adjusted Base Per-Pupil Funding may be transferred for that purpose.

Further, school districts, charter schools, and university schools for profoundly gifted students can transfer Adjusted Base Per-Pupil Funding into any weighted student category to supplement programs and services for that category of students.

Allowable Use of Funds Generated Through Student Weights

For the purposes of using weighted funding, an "eligible pupil" is a student who meets the eligibility criteria for one or more categories of weighted funding using current-year data. A pupil is considered eligible to receive allowable supports and services using the weighted student funding from all categories they meet the eligibility criteria for even if (1) they were not included in the student count that generated weighted funding in the prior year, or (2) they generated funds from a different, higher weight funding category (or received local special education funding).

English Learner PCFP Dollars

Schools that receive funding for students generated through the EL weight must use the funding to provide Zoom services to eligible pupils. Zoom services include the following:

- ✓ Free pre-Kindergarten programs
- ✓ A reading skills center to improve literacy
- ✓ Professional development training for teachers and staff on how to best teach EL students
- ✓ Incentives to attract and keep qualified teachers and staff who work with EL students
- ✓ Programs to involve parents and families, such as improving communication and outreach to support their child's learning
- ✓ Free summer or intersession academies with transportation to help students continue learning outside of the regular school year
- ✓ Extended school days to provide more learning time
- ✓ Other programs proven to be successful in similar situations, with approval from the Superintendent of Public Instruction

If an EL student qualifies for other funding categories such as At-Risk or Gifted and Talented, they must receive the appropriate services for those categories as well.

At-Risk PCFP Dollars

Schools receiving at-risk funding must follow these guidelines: Weighted funding must be used to provide Victory services to eligible pupils.

Victory services include the following:

- ✓ A pre-Kindergarten program provided free of charge
- ✓ A summer academy or other instruction for pupils provided free of charge at times during the year when school is not in session
- ✓ Additional instruction or other learning opportunities provided free of charge at times of the day when school is not in session
- ✓ Professional development for teachers and other educational personnel concerning instructional practices and strategies that have proven to be an effective means to increase pupil achievement in pupils who are at-risk
- ✓ Incentives for hiring and retaining teachers and other licensed

- ✓ educational personnel who provide Victory services
- ✓ A reading skills center
- ✓ Integrated supports, wraparound services, and evidence-based programs designed to meet the needs of pupils who are at-risk
- ✓ Any other service or program that has a demonstrated record of success for similarly situated pupils in comparable school districts and has been reviewed and approved as a Victory service by the Superintendent of Public Instruction

If an at-risk student qualifies for other funding categories such as EL or Gifted and Talented, they must receive the appropriate services for those categories as well.

Gifted PCFP Weight

Schools receiving Gifted and Talented funding must follow these guidelines:

- ✓ **Funding use:** Schools must use the Gifted and Talented funding only to provide gifted and talented services to students who qualify.
- ✓ **Minimum Service Time:** Eligible students must receive at least 150 minutes per week of differentiated educational activities.
- ✓ **Qualified teachers:** These activities must be taught by a teacher with a valid Nevada teaching license and a specific endorsement in Gifted and Talented education.
- ✓ **Multiple qualifications:** If a student qualifies for gifted and talented funding as well as another weight such as at-risk or EL, they must receive the appropriate services for those categories as well.

Frequently Asked Questions About Allowable Use of Funds

What if a student qualifies for more than one weight?

Pupils who qualify for more than one weighted funding category must receive the services for each of the weighted categories for which they are eligible. For example, an at-risk EL student would qualify for both Victory and Zoom services. While the PCFP does not include the special education multiplier as a weight, students eligible for special education services must also receive the services for each of the weighted categories for which they are eligible. Weights are not stacked. Students receive funding for the highest weight in which they qualify, in the following order:

1. **Special education funding for students with Individualized Education Plans**

2. EL students who do not qualify for special education funding
3. At-risk students who do not qualify for special education or EL weight
4. Gifted and talented students who do not qualify for special education, EL, or at-risk weight

Must weighted funding be used on the same students for whom it was calculated?

Each school district, charter school, and university school for profoundly gifted students must ensure that all weighted funding received by the school or district is accounted for separately and distributed directly to the school in which eligible pupils are estimated to be enrolled. If a pupil changes schools during the school year, it is not necessary for the weighted funding for that pupil to also be transferred. It is understood that many programs, services, and supports provided by a school require a financial commitment for the entire school year, and tying particular dollars to an individual student is not possible for stable budgeting practices.

Are there spending restrictions on PCFP funds?

Yes. School districts, charter schools, and university schools for profoundly gifted students cannot use weighted funding for administrative costs, collective bargaining, or districtwide pay raises. Weighted funding must be used for services for eligible students.

FUNDING FORMULA REVIEW AND ACCOUNTABILITY

Reporting Requirements

School districts must separately account for the use of weighted-student funding using separate funds aligned with reporting by fund in the Annual Financial Report (school districts—NRS 387.303; charter schools—NRS 388A.345; university schools for profoundly gifted students—388C.250) and the Annual Staffing and Budget Comparison Report (NRS 387.12468).

Additionally, for gifted and talented students, under NRS 387.12445(5), school districts, charter schools, and university schools for profoundly gifted students are required to identify the cost of each of the following:

- ✓ **Instruction provided by licensed special education teachers and supporting staff**
- ✓ **Related services including, without limitation, services provided by psychologists, therapists, and health-related personnel**
- ✓ **Transportation to and from school for pupils who are gifted and talented (as well as pupils with disabilities)**
- ✓ **The direct supervision of educational and supporting programs**
- ✓ **The supplies and equipment needed for providing special education**

This guide was developed in partnership with WestEd and Augenblick, Palaich and Associates (APA).

