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# PUPIL-CENTERED FUNDING PLAN

Nevada Department of Education



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The mini-decks in this larger deck can be utilized individually or together to help LEAs understand how their funding is calculated and how they can use the determined funds.

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# SECTION 1: Overview of the Pupil-Centered Funding Plan

# WHAT IS THE PCFP?

The Pupil-Centered Funding Plan (PCFP) is Nevada's formula for calculating how much state funding is allocated to Local Education Agencies (LEAs)

- ✓ Established by Senate Bill (SB) 543 in 2019
- ✓ Enacted in 2021-2023 Biennium
- ✓ Replaced the state's previous funding formula







# PCFP OVERVIEW

## The PCFP

- ✓ provides a guaranteed basic level of support for each pupil in the state
- ✓ includes multipliers to the base for some geographic areas
- ✓ includes multipliers to the base for students in eligible student groups
- ✓ delivers funds in a flexible, streamlined way

# CORE IMPLEMENTATION CONCEPTS OF THE PCFP



**Equity**  
Giving all students access to the resources needed to succeed



**Transparency**  
Providing a clear understanding to the public of how resources are allocated and why



**Accountability**  
Showing how funding is used to improve student outcomes for all



**Flexibility**  
Allowing schools to make targeted decisions about the allocation of resources based on changing demographics and needs







# WHAT IS DIFFERENT UNDER THE NEW PCFP FORMULA?

## 1967–2020: Nevada Plan

- ✓ Based on district characteristics
- ✓ Categorical funding streams for prescribed program expenditures
- ✓ Separated state and local revenues for education

## 2021 onward: Pupil-Centered Funding Plan

- ✓ Based on student characteristics and cost of living measures
- ✓ Block grant structure allows for more flexible spending targeted to student need
- ✓ Combines specific local and state revenues into the State Education Fund
- ✓ Guarantees a per-pupil level of funding



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# SECTION 2: PCFP Details and Calculations





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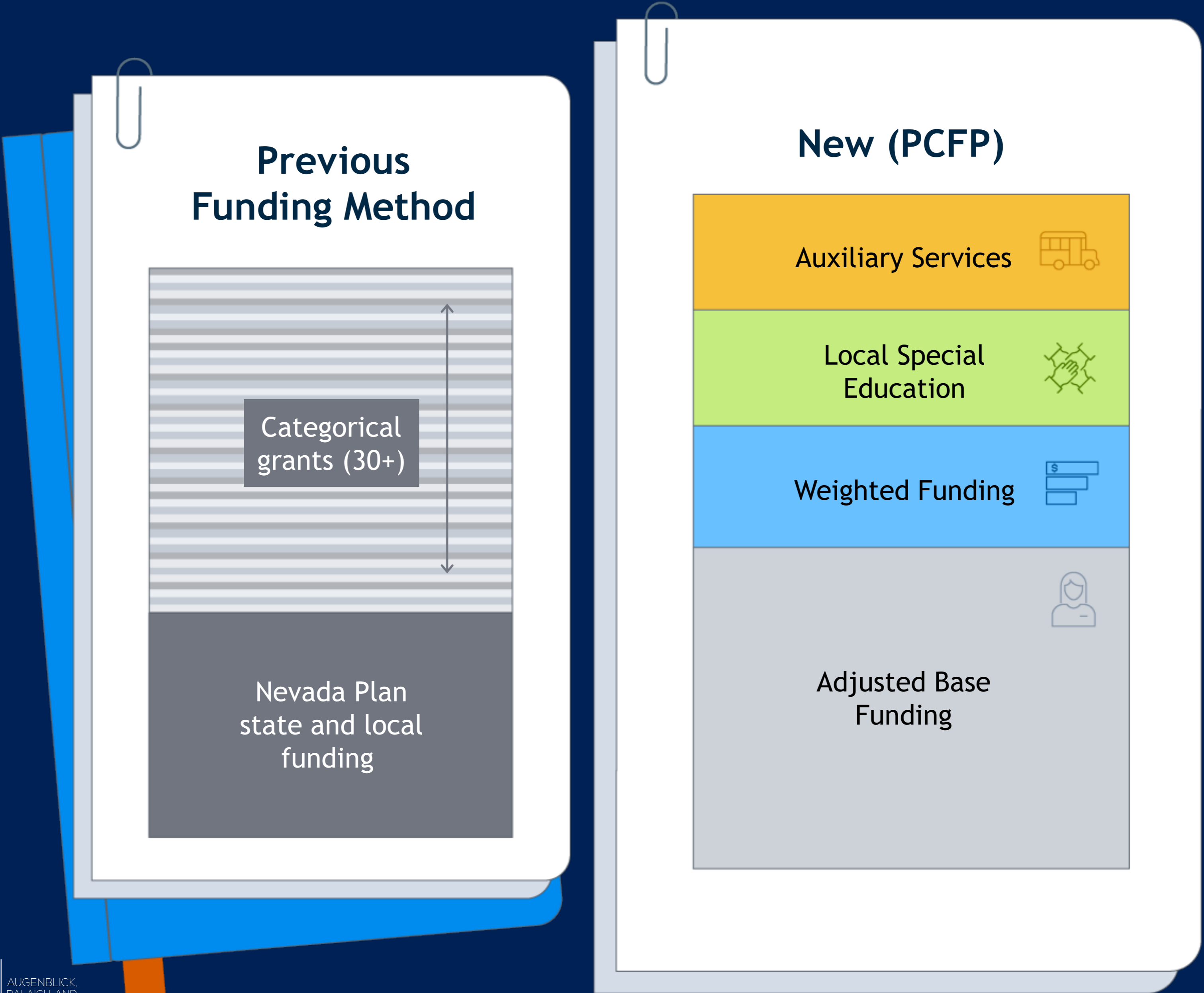


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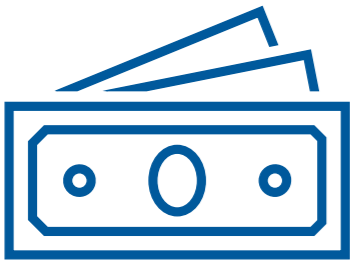
# SECTION 2: PCFP Details and Calculations



# COMPARISON OF OLD VS NEW



# SOME FUNDING STILL EXISTS OUTSIDE THE PCFP




- ✓ Adult education
- ✓ Education Trust Account
- ✓ Federal funding
- ✓ Nevada Department of Education (NDE) and State Board of Education Funding
- ✓ Pre-K
- ✓ Professional development
- ✓ Special education
- ✓ TeachNV Scholarship






# TIERS OF FUNDING WITHIN THE PCFP




**TIER 1**  
AUXILIARY FUNDING  
FOR SCHOOL  
OPERATIONS

Auxiliary funding for  
food service and  
transportation



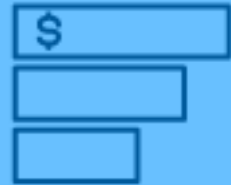
**TIER 2**  
LOCAL SPECIAL  
EDUCATION

Local Special  
Education funding for  
students who receive  
services defined in  
an individualized  
education plan (IEP)



**TIER 3**  
ADJUSTED PER-  
PUPIL BASE  
FUNDING

Adjusted per-pupil  
base funding to  
ensure a guaranteed  
basic level of  
financial support for  
each student



**TIER 4**  
WEIGHTED  
FUNDING

Weighted funding for  
students identified  
as ELs, at-risk  
students, or gifted  
and talented  
students





# TIER 1: AUXILIARY FUNDING FOR SCHOOL OPERATIONS



## Calculation

**Flat funded** based on 4-year average of district actual reported expenses



## Distribution

To school districts only



## Purpose

- Food service
- Transportation
- Other operations deemed appropriate by the NV legislature





# TIER 2: LOCAL SPECIAL EDUCATION



## Calculation

Based on **actual expenditures** reported in the Annual Financial Reports



## Distribution

To all LEAs  
*Must be accounted for separately*



## Purpose

To support special education students  
*Can be augmented with base funds, if needed*



# TIER 3: ADJUSTED PER-PUPIL BASE FUNDING



## Calculation

Based on number of students, adjusted for attendance area and cost of education factors

*Accounts for the majority of operating fund budgets*



## Distribution

To all LEAs on a per-pupil basis utilizing quarterly average daily enrollment (ADE) reports



## Purpose

To fund core education programming and support students as needed





# TIER 3: ADJUSTED PER-PUPIL BASE ALLOCATION

<h3>Statewide Per-Pupil Base</h3> <p>Initial amount per pupil for every district, amounting to \$4,236 in fiscal year 2025</p>	<h3>Nevada Cost of Education Index</h3> <p>A multiplier that accounts for regional differences in the costs of labor and goods</p>
<h3>Attendance Area Adjustment</h3> <p>A multiplier based on attendance area that provides additional dollars to low-population-density areas <i>A district may serve multiple attendance areas</i></p>	

=



## Adjusted Per-Pupil Base Allocation

The Statewide Per-Pupil Base is multiplied by the NCEI and Attendance Area Adjustment multipliers.



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# TIER 4: WEIGHTED FUNDING

## Calculation

A multiplier on the per-pupil base for each EL, at-risk, and gifted and talented student

## Distribution

To all LEAs that serve the students who generate the additional funds

## Purpose

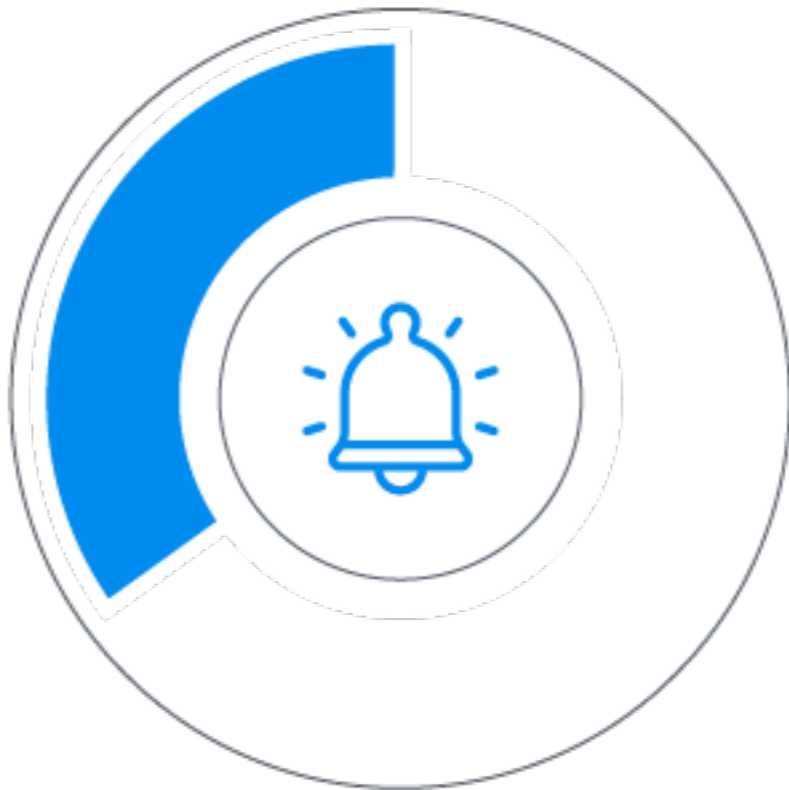
To provide the additional services required for and needed by EL, at-risk, and GATE students



# WEIGHTED FUNDING AMOUNTS



English Learner students  
**.45 X** Statewide Base



At-Risk students  
**.35 X** Statewide Base

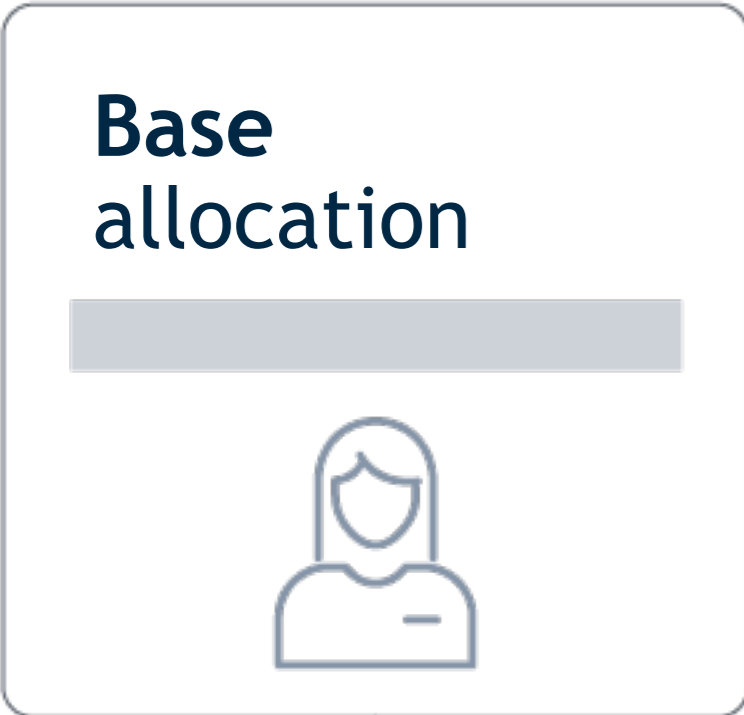


Gifted & Talented students  
**.12 X** Statewide Base

*When a student falls into multiple categories, districts receive only the highest weighted amount for which a student is eligible (i.e., a student who is an English learner and at-risk generates only the EL weight of .45 x statewide base).*



# DISTRIBUTION OF WEIGHTED FUNDING



- 1. Districts receive an **adjusted base allocation** for each of their students.
- 2. Districts receive **special education funding**, and students with disabilities are removed from the pool of eligible students for additional weighted funding.
- 3. Of the remaining students, students identified as **English learners** are counted for weighted funding.
- 4. Of the remaining students – not including those who qualified for SPED or EL – students identified as **at-risk** are counted for weighted funding.
- 5. Of the remaining students, not including those who qualified for SPED, EL, or at-risk – students identified as **gifted and talented** are counted for weighted funding.

For eligible students:

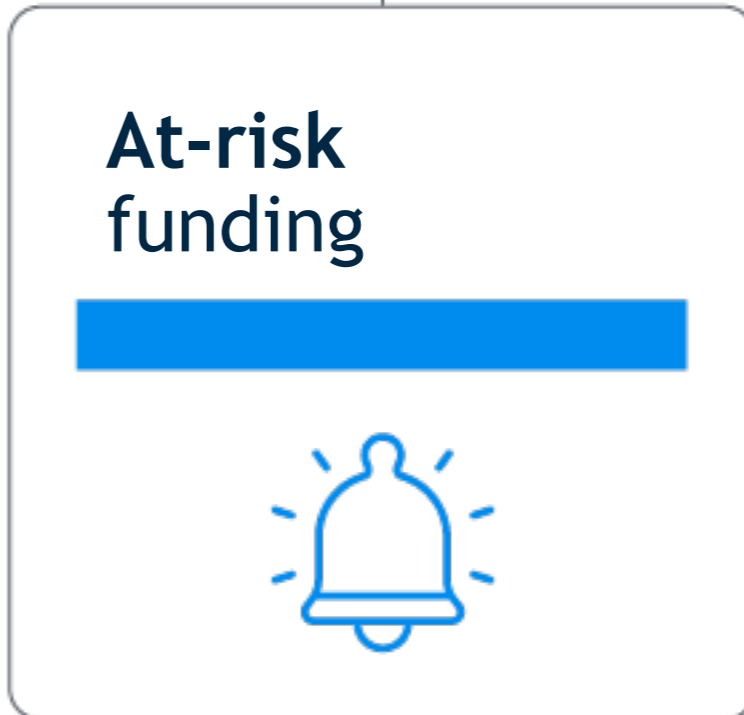
+



*or*



*or*



*or*



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# AT-RISK: A NEW MEASURE OF STUDENT NEED



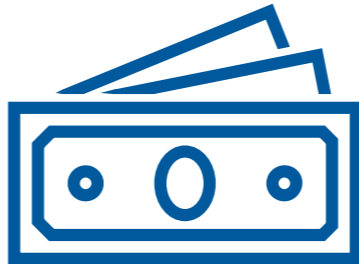
Students have approximately 75 data points associated with them, including measures of academics, attendance, behavior, and home and economic stability.



Machine learning is used to synthesize these data points into a “GRAD score,” a measure of each student’s likelihood of graduating with their cohort. These scores are dynamic.



The GRAD score that represents the lowest quintile (lowest 20%) of scores statewide is set as the threshold. All students that have that GRAD score or below are deemed at-risk for funding purposes.



Districts receive the at-risk weight for each at-risk student it serves, unless that student has a disability or is an EL.



# HOLD HARMLESS



Districts that would receive less per pupil under the PCFP than they did in fiscal year 2020 are also provided with a “hold harmless allocation”

Ensures the transition to the PCFP does not result in an unexpected loss of revenue

Redistributes funding to offset the difference between the current and the 2020 per-pupil amount

*Only applicable to districts*



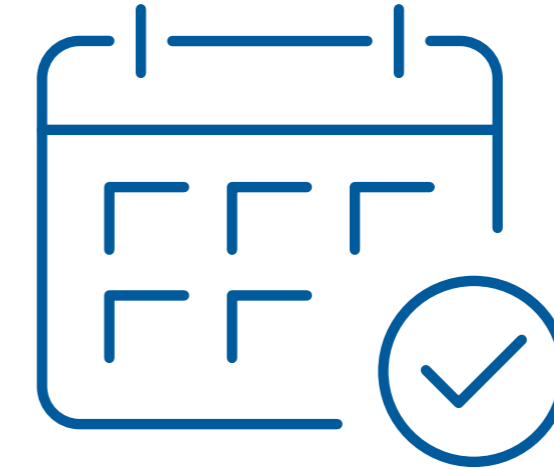


# WEIGHTED FUNDS CALCULATION FAQS





# WHEN ARE STUDENTS COUNTED FOR THE PURPOSE OF FUNDING?

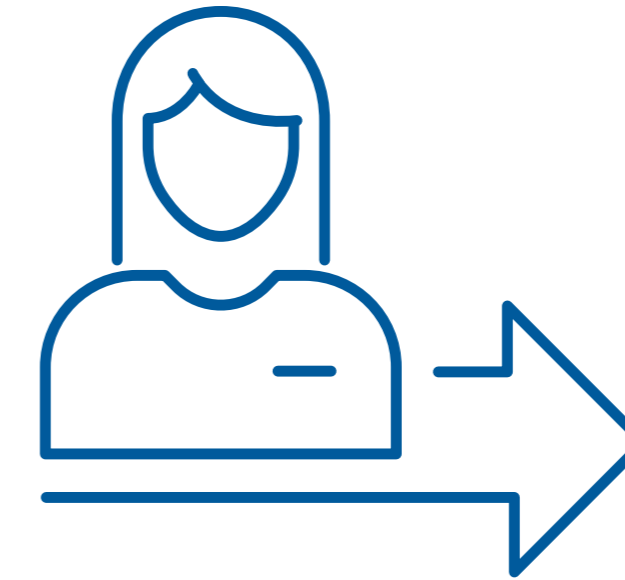


On the October 1 count date for budgeting purposes. The October 1, 2021, count day data (fiscal year 2022) will be used for fiscal year 2023 base and weighted funding

Prior year counts are used to determine 1/12 disbursements of approved funds monthly, starting on August 1



IF A STUDENT  
TRANSFERS  
MID-YEAR,  
HOW DOES  
THAT IMPACT  
FUNDING?



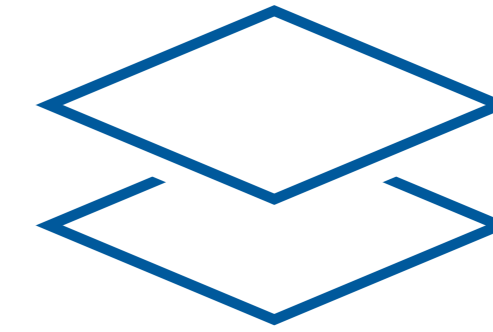
Mid-year transfers do not impact funding for that year

School and district leaders have flexibility to shift funds between schools as needed





## WHAT IF A STUDENT QUALIFIES FOR MORE THAN ONE WEIGHT?

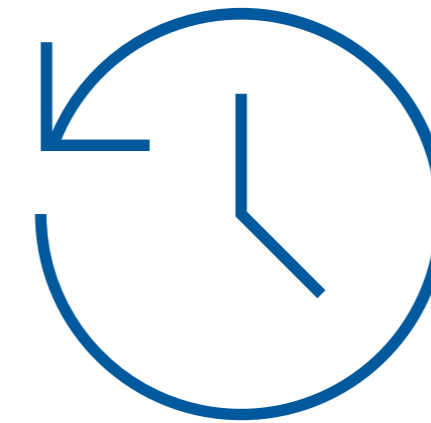


Students who qualify for more than one weighted funding category generate funding for only the highest weight for which they are eligible.

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, including special education services if applicable.



WHY DOES THE  
PCFP USE PRIOR  
YEAR COUNTS  
RATHER THAN  
FUNDING  
CURRENT  
ENROLLMENT?



Using prior year counts is common in state funding formulas and allows budgets to be set ahead of time so district leaders can plan.



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# SECTION 3: Revenues for Education





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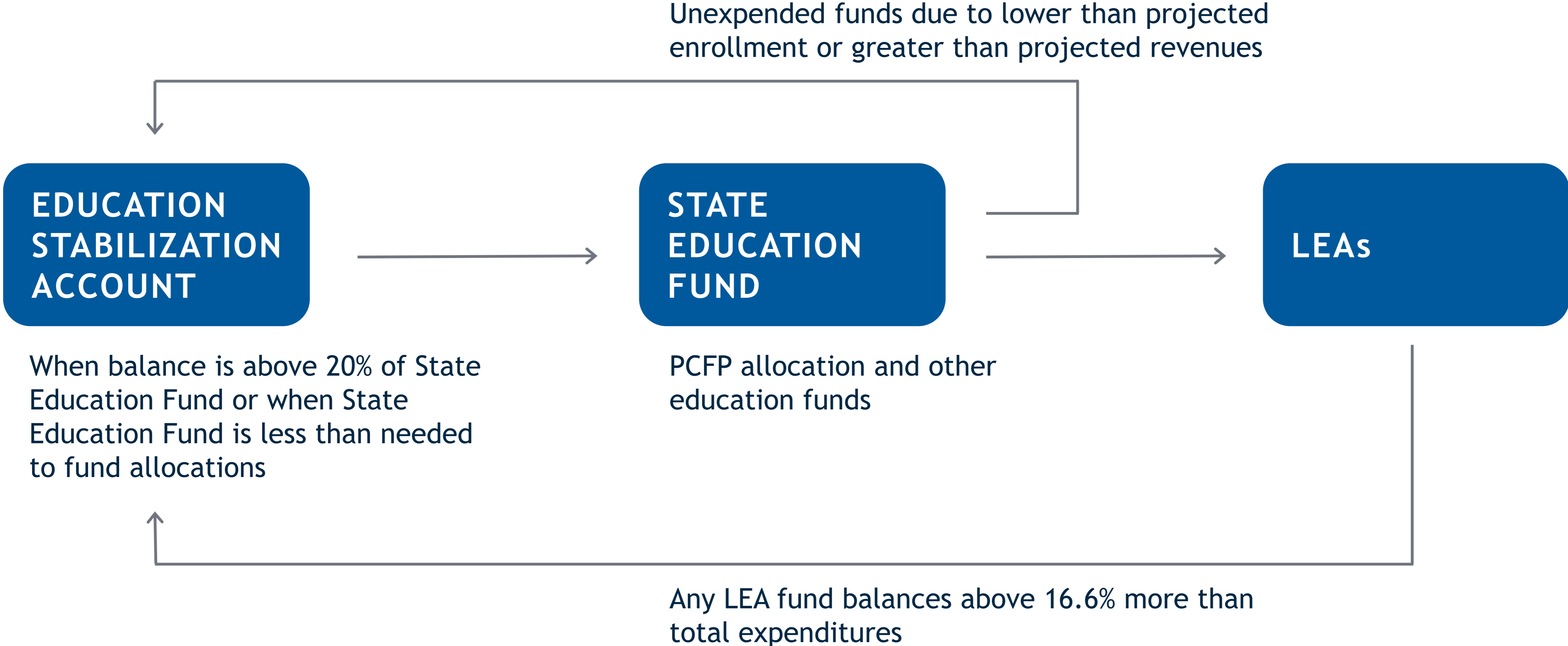
# SECTION 3: Revenues for Education

# REVENUE SOURCES FOR THE PCFP





# FUNDING FOR THE PCFP



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# SECTION 4: Allowable Use of PCFP Funds





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# SECTION 4: Allowable Use of PCFP Funds

# CATEGORICAL GRANTS ROLLED INTO PCFP

LEAs must still meet the requirements of these programs:



- ✓ 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





# USE OF ADJUSTED PER-PUPIL BASE FUNDS

- ✓ Operating expenses, supporting education personnel, carrying out programs, and meeting requirements for which separate funding is not appropriated
- ✓ Can be transferred to meet federal requirements for students with disabilities as needed
- ✓ Can be transferred into any weighted category to supplement services for that category of students

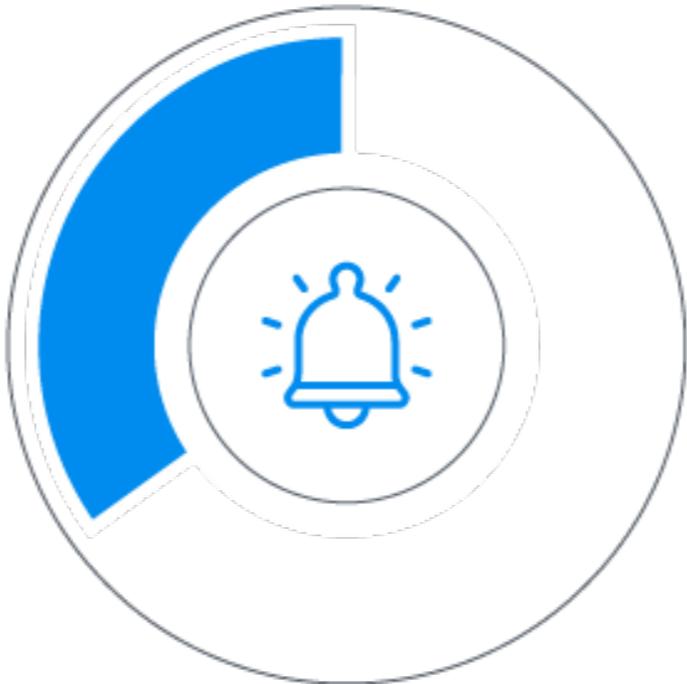




# USE OF WEIGHTED FUNDS



**English learners weight:**  
to provide Zoom services to eligible pupils



**At-risk weight:**  
to provide Victory services to eligible pupils



**Gifted weight:**  
to provide gifted and talented services each students who qualify for at least 150 minutes per week, taught by a teacher with a valid NV teaching license and endorsement in Gifted and Talented education



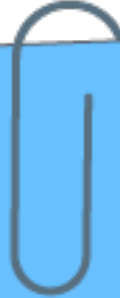
*Remember, students must receive appropriate services for ALL weighted categories for which they are eligible*



# USE OF FUNDS FAQS







**MUST  
WEIGHTED  
FUNDING BE  
USED ON THE  
SAME STUDENTS  
FOR WHOM  
IT WAS  
CALCULATED?**



Districts must account for weighted funding separately and distribute funds 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 weighted funding for that pupil to be transferred, although the districts and schools must ensure the pupil receives all services for all categories for which they are eligible.



## ARE THERE SPENDING RESTRICTIONS ON WEIGHTED PCFP FUNDS?



- ✓ Only for eligible students within the specific category of students that generated the funding
- ✗ Administrative costs
- ✗ Collective bargaining
- ✗ District-wide pay raises



# REPORTING



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 and the Annual Staffing and Budget Comparison Report

Additionally, reporting is required to identify fiscal year the cost of some special education and some gifted and talented services





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# SECTION 5: Coordinating PCFP Funds with Other State and Federal Sources

*Content in this section developed in partnership with the Regions 13 and 15 Comprehensive Centers*





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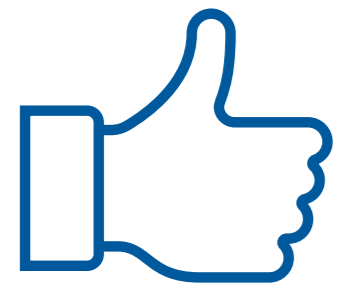


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# SECTION 5: Coordinating PCFP Funds with Other State and Federal Sources

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# BENEFITS OF A NEEDS-BASED APPROACH TO PLANNING



Focusing first on what students need and then planning the design of programming allows LEAs to:

- ✓ Better serve students with complex needs by providing access to streamlined services
- ✓ Differentiate resources based on student need and not program eligibility
- ✓ Reduce duplication of effort with our human and fiscal resources to maximize the impact of program delivery
- ✓ Aid in the process of identifying resource inequities





## USING A NEEDS-BASED APPROACH TO PLANNING

- ✓ Use data to identify and prioritize the needs of students and staff
- ✓ Plan to address each need using data to articulate the explicit actions necessary to close identified gaps
- ✓ Fund the needs-based plan using, when appropriate, braided or blended funding





# PLANNING RESOURCE INVESTMENTS

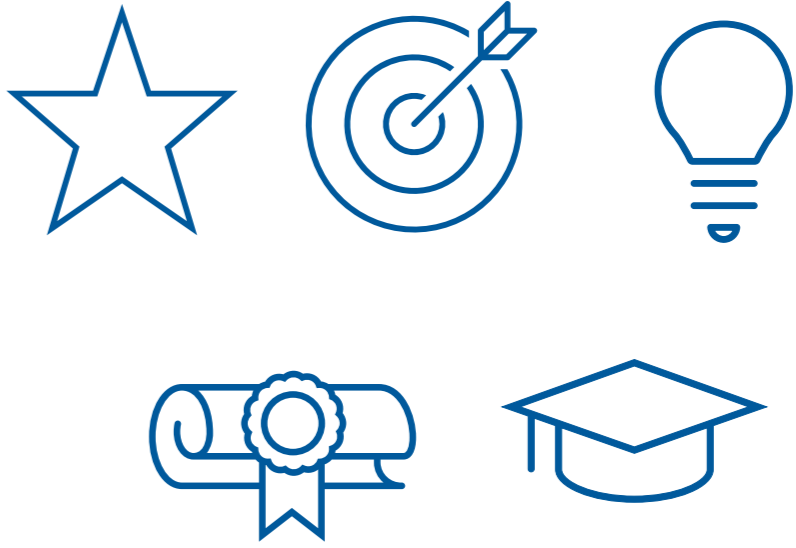
## Student Needs



## Educational Resources

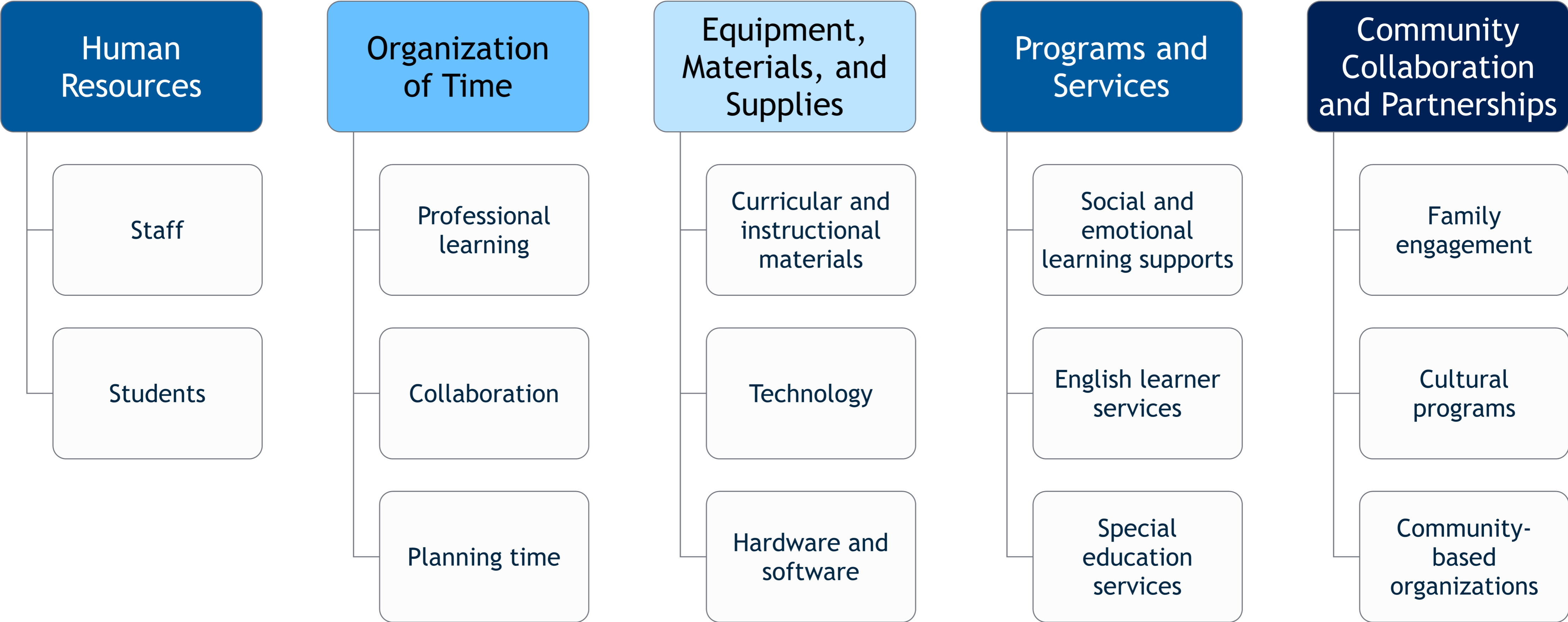


## Student Outcomes



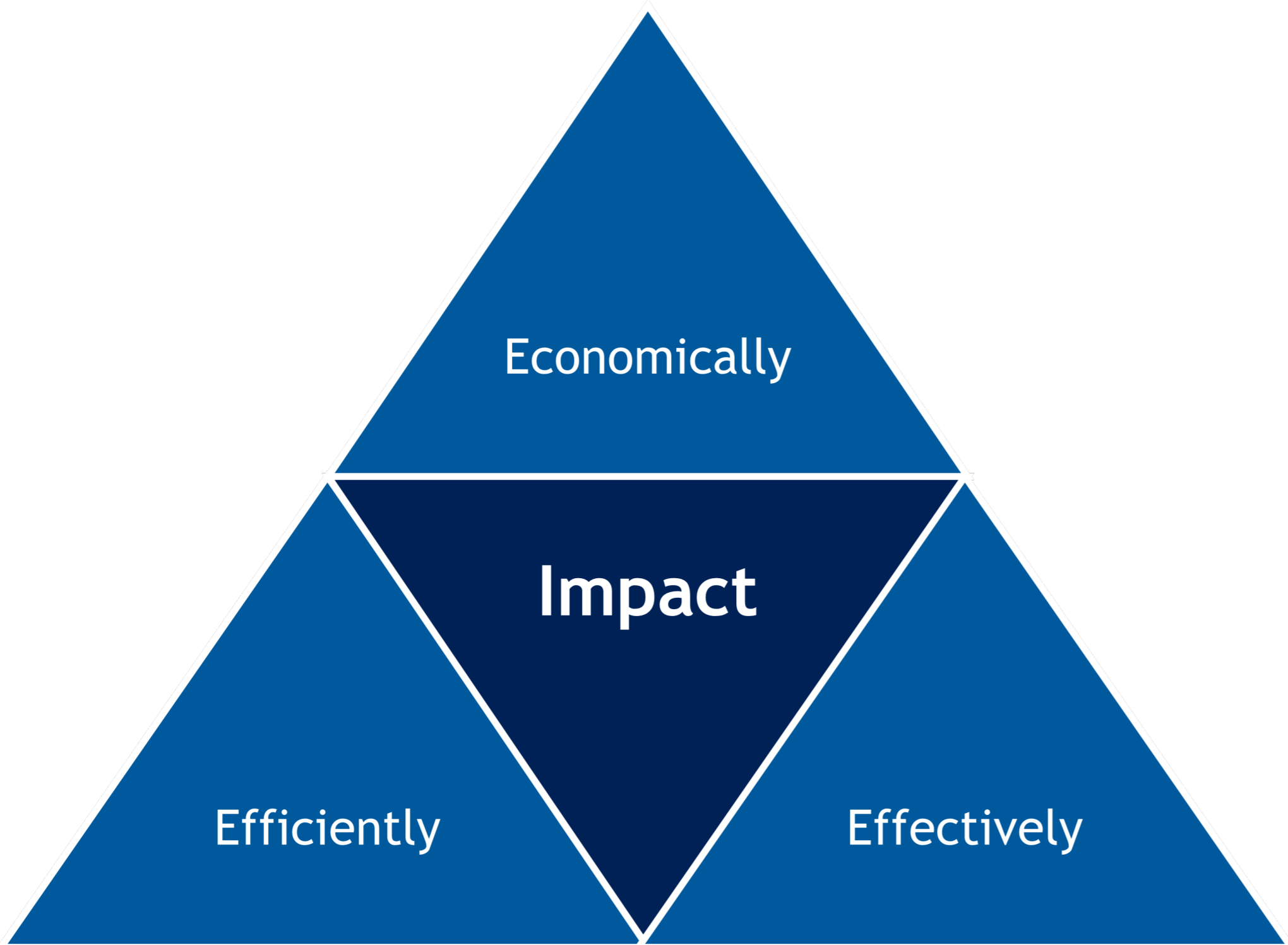


# DEFINING RESOURCES AND AVAILABILITY





# STRUCTURE OF RESOURCES



- ✓ School calendars
- ✓ Master schedules
- ✓ Professional learning communities
- ✓ Peer observations
- ✓ Before or after school programming
- ✓ Enrichment or summer programs
- ✓ Equitable distribution of staff (Title I)
- ✓ Multi-tiered system of support (MTSS)

# RESOURCE CONSIDERATIONS

## Adequacy

Are resources sufficient and of equal standard for students to reach proficiency?

## Availability

What resources are already in place and ready for immediate use?

## Allocation

Where are resources being delivered or provided?

## Application

How are the resources being used and is it in the most effective way?



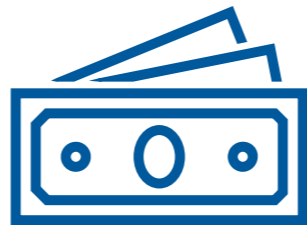




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# BRAIDING FEDERAL, STATE, AND LOCAL FUNDS TO COORDINATE SERVICES




Coordinates funding from multiple sources to meet one purpose



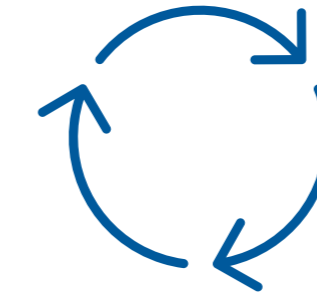
Is allowable when the activities are permitted under each applicable funding source



Requires LEAs to maintain the identity of individual funding streams for reporting purposes



# WHICH FUNDS MAY BE BRAIDED?



## Unrestricted state and local funds

- ✓ PCFP Adjusted Base

## Directed state funds or grants

- ✓ PCFP-EL, GATE, At-Risk
- ✓ State SPED

## Federal funds

- ✓ ESEA Titles I, II, III, and IV
- ✓ IDEA, including IDEA CEIS

# MTSS FRAMEWORK

## Tertiary Prevention

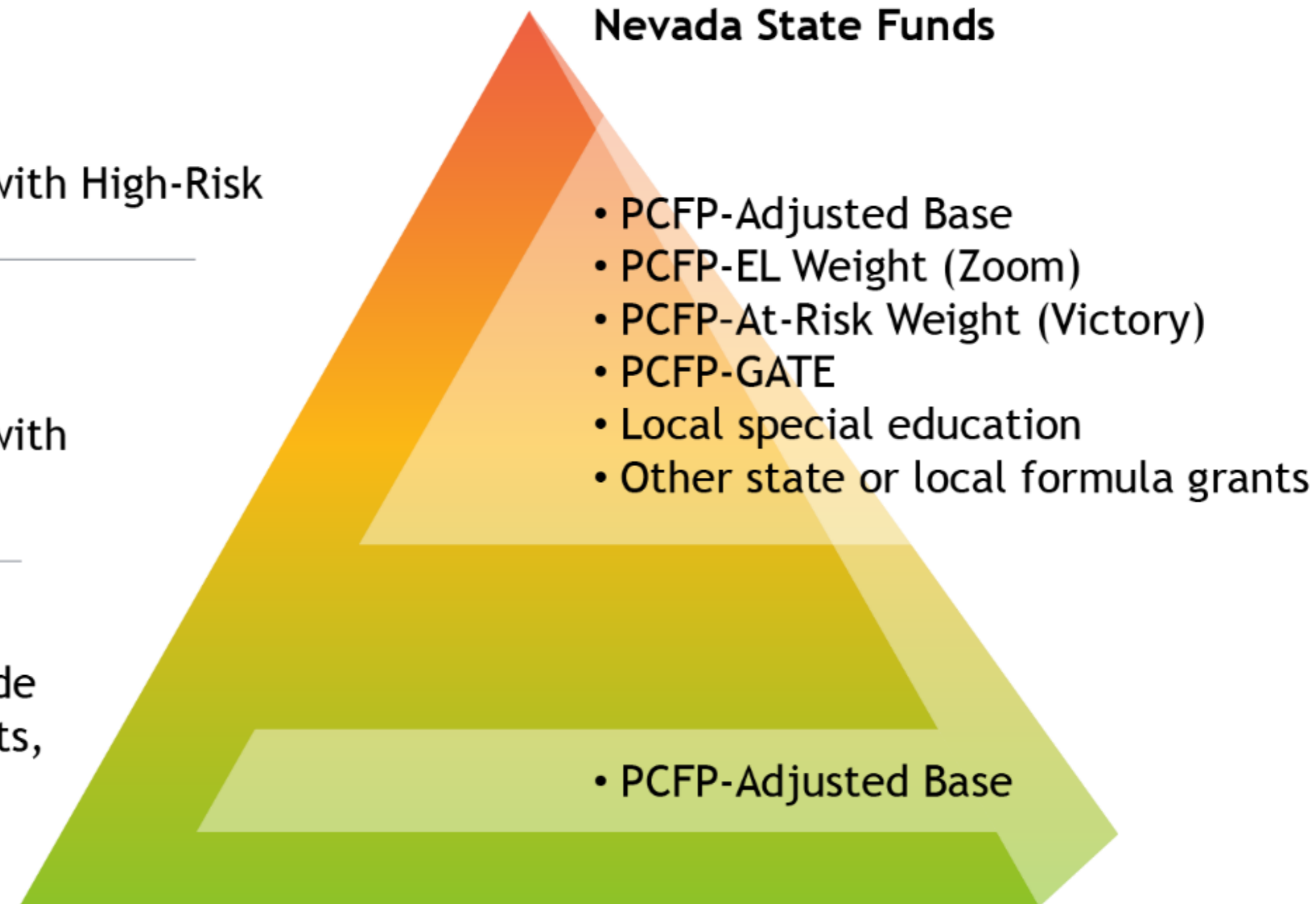
- Specialized
- Individualized
- Systems for Students with High-Risk

## Secondary Prevention

- Specialized Group
- Systems for Students with High-Risk Behavior

## Primary Prevention

- School-/Classroom-Wide Systems for All Students, Staff, & Settings





# BRAIDED FUNDING STREAMS

PCFP Adjusted Base

PCFP Weighted Funds  
Local Special Education  
Federal Title Funds (I, III, IV-B, V)

Federal IDEA  
CTE  
Perkins

PCFP Weighted Funds  
Federal Title Funds (I, III, IV-B, V)  
Federal IDEA

Federal CLSD  
Federal MCV  
Other federal grants

## Universal Funds

Funds that pay for the basic services a program is already receiving to operate.

*Cannot be supplanted.*

## Supplemental Funds

Funds are intended to increase and improve program services for students and families that are historically underserved or in need of accommodations.

## Specialized Funds

Funds that pay for eligible services that increase or expand access to programs and services.



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# BRAIDING EXAMPLE



An LEA might fund a reading skills center with:

- ✓ PCFP Adjusted Base
- ✓ PCFP EL (Zoom services)
- ✓ PCFP At-risk (Victory services)
- ✓ Title IV-B 21st CCLC



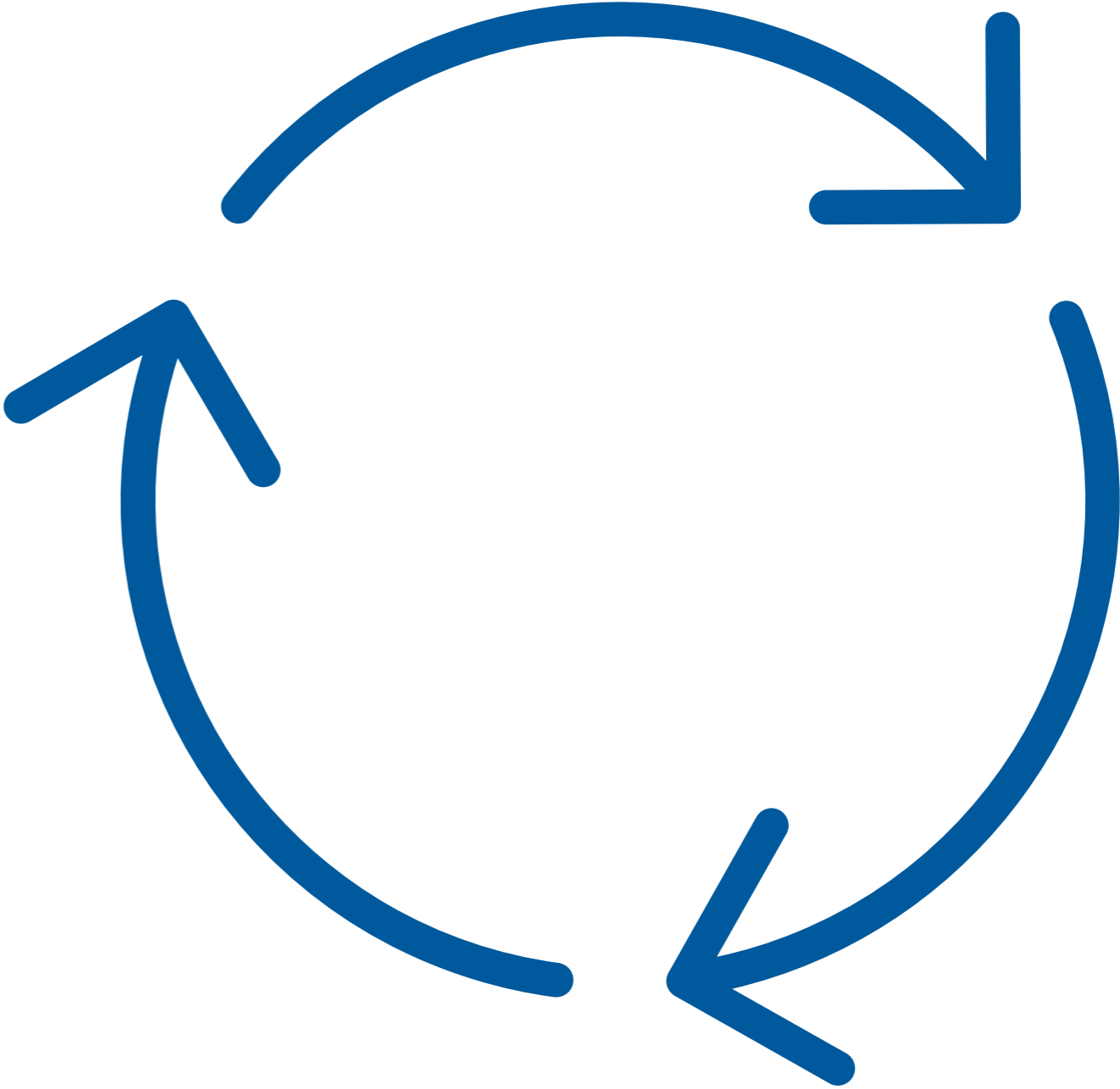
An LEA might fund a paraprofessional who provides specialized services with:

- ✓ PCFP Adjusted Base
- ✓ PCFP At-risk (Victory services)
- ✓ State/Local SPED
- ✓ IDEA
- ✓ Title I, Part A
- ✓ Title V RLIS



# CONTINUOUS IMPROVEMENT PROCESS

The LEA and school should participate in a continuous improvement planning process that includes monitoring the impact of improvement activities.





## EVALUATION OF RESOURCES

- ✓ Determine how your district leadership team will know if resource investments are generating the results you expect.
- ✓ Impact is not restricted to student achievement and can include impact on educator practice.
- ✓ Evidence of impact could include surveys, educator evaluation data, attendance, behavior, graduation rate, course participation, etc.



# ELEMENTS FOR TRACKING RESOURCE INVESTMENTS

Elements	Intended	Actual
Investments	What do we plan to invest in?	What did we invest in?
Major cost factors	What resources are needed to implement this investment?	What resources were used to implement this investment?
Students served	How many students are being served? Which student groups do we intend to serve?	How many students were served? Which student groups benefited from this program?
Cost per student served	What is the budgeted cost per student and/or group served?	What was the actual cost per student and/or group served?
Desired outcomes	Short-term: What outcomes do we expect? Long-term: What outcomes do we want?	Short-term: What outcomes did we get? Long-term: What outcomes do we need to adjust?
Anticipated risks	What might prevent this investment from succeeding?	What prevented this investment from succeeding? What adjustments did/should we make?







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# SECTION 6: Resources

- ✓ PCFP Guide
- ✓ Coordinating State and Federal Funds within the PCFP