

**MINUTES OF THE JOINT MEETING
OF THE
ASSEMBLY COMMITTEE ON WAYS AND MEANS
AND THE
SENATE COMMITTEE ON FINANCE**

**Eighty-Second Session
May 11, 2023**

The joint meeting of the Assembly Committee on Ways and Means and the Senate Committee on Finance was called to order by Chair Daniele Monroe-Moreno at 8:25 a.m. on Thursday, May 11, 2023, in Room 4100 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda [[Exhibit A](#)], the Attendance Roster [[Exhibit B](#)], and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/App/NELIS/REL/82nd2023.

ASSEMBLY COMMITTEE MEMBERS PRESENT:

Assemblywoman Daniele Monroe-Moreno, Chair
Assemblywoman Shea Backus, Vice Chair
Assemblywoman Natha C. Anderson
Assemblywoman Tracy Brown-May
Assemblywoman Jill Dickman
Assemblywoman Michelle Gorelow
Assemblyman Gregory T. Hafen II
Assemblywoman Sandra Jauregui
Assemblywoman Heidi Kasama
Assemblyman Cameron (C.H.) Miller
Assemblyman P.K. O'Neill
Assemblywoman Sarah Peters
Assemblyman Howard Watts
Assemblyman Steve Yeager

SENATE COMMITTEE MEMBERS PRESENT:

Senator Marilyn Dondero Loop, Chair
Senator Nicole J. Cannizzaro, Vice Chair
Senator Pete Goicoechea
Senator Dallas Harris
Senator Dina Neal



Senator Rochelle T. Nguyen
Senator Heidi Seevers Gansert
Senator Robin L. Titus

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

None

STAFF MEMBERS PRESENT:

Sarah Coffman, Assembly Fiscal Analyst
Wayne Thorley, Senate Fiscal Analyst
Brody Leiser, Assembly Chief Principal Deputy Fiscal Analyst
Cathy Crocket, Senate Chief Principal Deputy Fiscal Analyst
Adam Drost, Principal Program Analyst
Madison Ryan, Program Analyst
Anne Bowen, Committee Secretary
Janet Osalvo, Committee Assistant

OTHERS PRESENT:

None

Chair Monroe-Moreno:

[Roll was taken, and Committees rules and protocol were explained.] Good morning and welcome to the joint meeting of the Assembly Committee on Ways and Means and Senate Committee on Finance. We have one item on our agenda today. It is a report from the Subcommittees' budget closing for K-12 education.

Madison Ryan, Program Analyst:

I am joined by my colleague, Adam Drost, this morning, and we are part of the K-12 team for the Fiscal Analysis Division along with our colleague, Lilliana Camacho-Polkow, who could not be here this morning.

The Joint Subcommittees on K-12/Higher Education/CIP have completed the review of certain budgets for K-12 education in The Executive Budget for the 2023-2025 biennium, which include the Pupil-Centered Funding Plan Account, Other State Education Programs, Professional Development Programs, Teach Nevada Scholarship Program, 1/5 Retirement Credit Purchase Program, and the Account for State Special Education Services [[Exhibit C](#) and [Exhibit D](#)]. The Subcommittees also completed the review of the Education

Stabilization Account, which was not included in The Executive Budget. The Subcommittees' recommendations result in a decrease of State General Fund appropriations totaling \$169.3 million in fiscal year (FY) 2024 and an increase of General Fund appropriations totaling \$183.3 million in FY 2025. The following highlights the more significant closing recommendations of the Subcommittees.

EDUCATION
DEPARTMENT OF EDUCATION
NDE - PUPIL-CENTERED FUNDING PLAN ACCOUNT (203-2609)
BUDGET PAGE K-12 EDUCATION-12

Madison Ryan, Program Analyst:

The Subcommittees recommended approval of total funding of \$5.477 billion in fiscal year (FY) 2024 and \$5.720 billion in FY 2025 for the Pupil-Centered Funding Plan, which is an increase from the total funding of \$5.322 billion in FY 2024 and \$5.556 billion in FY 2025 recommended in The Executive Budget. This increase of \$318.5 million is reflective of updated consensus revenue projections prepared by the Fiscal Analysis Division and the Governor's Finance Office, as well as a projected balance forward of \$291.4 million from FY 2023 into FY 2024 in the Pupil-Centered Funding Plan Account that was not reflected in The Executive Budget.

The Subcommittees recommended only a slight increase in General Fund appropriations of \$5.3 million over the 2023-2025 biennium for the plan when compared to the amounts recommended by the Governor. This increase was due to the Subcommittees approving General Fund appropriations of \$5.3 million over the 2023-2025 biennium recommended for a dual language pilot program but transferring the funding to the Pupil-Centered Funding Plan Account to provide additional funding for the plan. In total, the Subcommittees recommended approval of General Fund appropriations of \$2.626 billion over the 2023-2025 biennium, compared to \$2.621 billion recommended by the Governor.

The Subcommittees recommended the full money committees request a bill draft to amend *Nevada Revised Statutes* (NRS) 555.470 to require fine revenue related to the application of pesticides that is currently distributed to school districts by the Department of Agriculture to instead be deposited in the State Education Fund and reflecting the projected annual fine revenue of \$11,000 in each year of the 2023-2025 biennium in the Pupil-Centered Funding Plan Account. The Subcommittees recommended the bill draft also amend NRS 387.1212 to reflect the Department of Agriculture fines and all other revenue currently provided to the State Education Fund.

The Subcommittees recommended the following items related to expenditures from the Pupil-Centered Funding Plan Account:

- Approving the revised amounts for food service funding, transportation funding, and local funding to support pupils with disabilities, as provided by the Nevada Department of Education.
- Approving the Governor's recommendation to continue only providing transportation funding to school districts in the 2023-2025 biennium.
- Approving the statewide base per-pupil funding amounts of \$8,966 in FY 2024 and \$9,414 in FY 2025, which were increases from the statewide base per-pupil funding amounts recommended by the Governor of \$8,596 in FY 2024 and \$9,023 in FY 2025.
- Reflecting updated pupil enrollment counts in the Pupil-Centered Funding Plan model based on revised information provided by the Nevada Department of Education, which reflect projected enrollment of 471,283 in FY 2024 and 471,754 in FY 2025.
- Not approving the Governor's recommended application of the Nevada Cost of Education Index and instead applying an index of 1.0 for all counties, which would effectively eliminate the effect of the index for the 2023-2025 biennium, as recommended by the Commission on School Funding.
- Not approving the Governor's recommendation for weighted funding and instead approving weighted funding of 0.45 for English learner pupils, 0.35 for at-risk pupils identified using the Grad Score, and 0.12 for gifted and talented pupils. Based on the Subcommittees' action, the following funding amounts were recommended for approval:
 - \$212.5 million in FY 2024 and \$223.2 million in FY 2025 for English learner pupils.
 - \$198.7 million in FY 2024 and \$208.6 million in FY 2025 for at-risk pupils.
 - \$8.0 million in FY 2024 and \$8.4 million in FY 2025 for gifted and talented pupils.
- Revising NRS 387.1214 and NRS 387.12455, effective July 1, 2023, to define the "rate of inflation" for the Pupil-Centered Funding Plan as the average percentage increase or decrease for the Consumer Price Index for All Urban Consumers,

West Region, (All items) as published by the United States Department of Labor for the immediately preceding three calendar years.

- Approving the Governor's recommendation to provide pupils enrolled in online school district schools with the adjusted base per pupil amount.
- Providing the Nevada Department of Education with authority in the 2023 K-12 Education Funding Bill to update its FY 2025 weighted funding amounts based on October 1, 2023, enrollment counts.

The Subcommittees also recommended a letter of intent be issued by the full Committees directing the department to work with the Commission on School Funding to:

- Study and recommend changes to the Nevada Cost of Education Index so a cost adjustment factor may be applied to the Pupil-Centered Funding Plan in future biennia as specified in NRS 387.1215.
- Study the effect and develop recommendations on providing school districts receiving FY 2020 baseline funding with the statewide base per-pupil funding amount for their online schools.
- Study the Grad Score and its effectiveness in identifying at-risk pupils.

EDUCATION

DEPARTMENT OF EDUCATION

NDE - OTHER STATE EDUCATION PROGRAMS (101-2699)

BUDGET PAGE K-12 EDUCATION-16

Madison Ryan, Program Analyst:

The Subcommittees did not recommend approval of the Governor's recommendation for a new dual language pilot program in the 2023-2025 biennium, consistent with the 2021 Legislature's intent to limit the number of K-12 categorical programs. Instead, the Subcommittees recommended transferring the General Fund appropriations of \$2.6 million in each year of the 2023-2025 biennium that was to be provided for the pilot program as recommended in Budget Amendment A232542699 to the Pupil-Centered Funding Plan Account to provide additional funding for the plan. Additionally, the Subcommittees recommended the full Committees issue a letter of intent directing the department and the Commission on School Funding to:

- Study whether it would be an allowable use of funds by school districts and charter schools to utilize English learner weighted funding to establish and operate dual language programs or determine the legislative changes to do so.

- Determine the recommended weight that would be required if a new dual language program weight was to be established.
- Report their findings to the Interim Finance Committee by August 1, 2024, for possible consideration as The Executive Budget for the 2025-2027 biennium is developed.

Although not reflected in The Executive Budget, the Subcommittees also recommended additional General Fund appropriations of \$314,293 in each year of the 2023-2025 biennium for the Jobs for Nevada's Graduates program, with the funding placed in reserves. Upon approval of the Interim Finance Committee and demonstration that matching funds have been secured, the funding would be eligible to be transferred from reserves for use by the Jobs for Nevada's Graduates program.

EDUCATION

DEPARTMENT OF EDUCATION

NDE - PROFESSIONAL DEVELOPMENT PROGRAMS (101-2618)

BUDGET PAGE K-12 EDUCATION-18

Madison Ryan, Program Analyst:

The Subcommittees recommended approval of General Fund appropriations of \$327,696 in each year of the 2023-2025 biennium to restore the Regional Professional Development Programs to prepandemic funding levels.

EDUCATION

DEPARTMENT OF EDUCATION

NDE - TEACH NEVADA SCHOLARSHIP PROGRAM (101-2718)

BUDGET PAGE K-12 EDUCATION-20

Madison Ryan, Program Analyst:

The Subcommittees recommended approval of the Governor's recommendation of General Fund appropriations of \$3.2 million in each year of the 2023-2025 biennium to increase funding for the Teach Nevada Scholarship program but recommended this be appropriated as restricted funding to the Interim Finance Committee for possible allocation once additional information regarding the success of the program, reconciliation of program funding, and possible legislative changes are considered. The Subcommittees also provided the Department with direction that should it wish to continue this increased program funding in the 2025-2027 biennium, it could request funding through an enhancement decision unit in which it can demonstrate various successes for the program. Additionally, the Subcommittees provided Fiscal staff with authority to include enabling language in the 2023 K-12 Education Funding Bill.

The Subcommittees also recommended approval of the Governor's recommendation for General Fund appropriations of \$6.8 million in each year of the 2023-2025 biennium to

establish a new Incentivizing Pathways to Teaching grant program. The Subcommittees also recommended to include the following provisions as part of their recommendation:

- The full money committees request a bill draft to amend *Nevada Revised Statutes* by incorporating revisions to allow for the Incentivizing Pathways to Teaching grant program.
- Any program funding remaining at the end of the 2023-2025 biennium reverts to the General Fund through language included in the 2023 K-12 Education Funding Bill.
- The program be transferred and housed within the Department's Other State Education Programs budget; a reverting budget that does not earn interest.
- The Nevada Department of Education be directed to remove this program from the adjusted base budget when preparing its budget for the 2025-2027 biennium and request the program continue through an enhancement decision unit if the Department wishes the program to continue.

EDUCATION

DEPARTMENT OF EDUCATION

NDE - ACCOUNT FOR STATE SPECIAL EDUCATION SERVICES (101-2619)

BUDGET PAGE K-12 EDUCATION-117

Madison Ryan, Program Analyst:

The Subcommittees recommended approval of the Governor's recommendation for General Fund appropriations of \$233.1 million in fiscal year (FY) 2024 and \$237.5 million in FY 2025 for the State Special Education program, which includes \$13.1 million over the 2023-2025 biennium to fund 2 percent roll-up costs, inclusive of technical adjustments. Although not reflected in The Executive Budget, the Subcommittees also recommended additional General Fund appropriations of \$11.1 million in FY 2024 and \$13.8 million in FY 2025 for the State Special Education program to provide a minimum level of state special education funding. The additional funds are projected to provide a minimum per-pupil amount for targeted school districts, charter schools, and the university school for profoundly gifted pupils.

Additionally, the Subcommittees recommended that the full Committees issue a letter of intent directing the Department and the Commission on School Funding to study the State Special Education program and a target weighted multiplier, similar to the Commission on School Funding's recommended weighted multipliers of 0.50 for English learners, 0.30 for at-risk pupils, and 0.14 for gifted and talented pupils, and report its findings as well as the findings of the review and study of the current distribution methodology for state special education funding to be completed by WestEd to the Interim Finance Committee by August 1, 2024, for possible consideration as The Executive Budget for the 2025-2027 biennium is developed.

EDUCATION
DEPARTMENT OF EDUCATION
NDE - EDUCATION STABILIZATION ACCOUNT (203-2608)
BUDGET PAGE -NA

Madison Ryan, Program Analyst:

Although not included in The Executive Budget, the Subcommittees provided various recommendations for the Education Stabilization Account, including reflecting this account in the 2023 K-12 Education Funding Bill. By doing so, this account would be subject to the provisions of the State Budget Act, including Interim Finance Committee review and approval in certain circumstances.

The Subcommittees recommended approving the fiscal year (FY) 2023 revenue and expenditure projections that would provide funding of \$826.2 million for the Education Stabilization Account and a balance forward of \$291.4 million into the Pupil-Centered Funding Plan at the beginning of FY 2024. The Subcommittees also recommended approving the Governor's Finance Office and the Office of the State Treasurer interest revenue projections, which would provide the account with interest revenue of \$25.6 million in FY 2024 and \$27.2 million in FY 2025.

The Subcommittees recommended revising *Nevada Revised Statutes* (NRS) 387.1213 through passage of Assembly Bill 458, or other enabling legislation, to allow funding from the Education Stabilization Account to be used to provide advances to the Pupil-Centered Funding Plan Account if needed for cash flow purposes. In addition, the Subcommittees recommended statutory changes to allow the Pupil-Centered Funding Plan to be eligible for advances from the General Fund, with Interim Finance Committee approval, if necessary, and only if advances from the Education Stabilization Account would not provide the necessary cash flow for payments. The Subcommittees also recommended revising NRS 387.1213 to allow the Interim Finance Committee to transfer funding from the Education Stabilization Account to the State Education Fund if there are any reductions in the collection of non-General Fund revenue in the Pupil-Centered Funding Plan Account.

Finally, the Subcommittees recommended revising NRS 387.1213, beginning October 1, 2023, to increase the Education Stabilization Account cap from 15 percent of all appropriations and authorizations from the State Education Fund, excluding the Education Stabilization Account, for the prior fiscal year to 20 percent of all appropriations and authorizations for the prior fiscal year.

EDUCATION
DEPARTMENT OF EDUCATION
NDE - 1/5 RETIREMENT CREDIT PURCHASE PROGRAM (101-2616)
BUDGET PAGE K-12 EDUCATION-22

Madison Ryan, Program Analyst:

The Subcommittees recommended closing the 1/5 Retirement Credit Purchase Program budget as recommended by the Governor.

Chair Monroe-Moreno:

I will accept a motion to approve.

SENATOR DONDERO LOOP MOVED TO APPROVE THE JOINT
SUBCOMMITTEES' CLOSING REPORT ON K-12/HIGHER
EDUCATION/CIP.

ASSEMBLYWOMAN BACKUS SECONDED THE MOTION.

Chair Monroe-Moreno:

Is there any discussion on the motion?

Senator Seevers Gansert:

I appreciate all the work that staff has done and the many hearings that we have had on this topic. In reviewing what was approved the other day and then looking at Assembly Bill 400, I did not understand that the \$291 million was excess from the current biennium; we made a decision that was recommended to roll it into the Pupil-Centered Funding Plan. That money was specifically intended to fund a couple of things that appeared in Assembly Bill 400—early childhood literacy and readiness and also the teacher pipeline. In A.B. 400, there were two accounts that were created that point back to the overflow money that we discussed the other day. When you look at the \$291 million, which is what we are talking about, that money would increase the base, which is good. We want to put more money in education—all this is dedicated to education. But at the same time, it creates a higher bar than originally anticipated. We have about \$2 billion that is already going into K-12 education, specifically into the funding formula. I am not going to be able to support the motion.

I started out talking about staff and some of things that we did, such as catching up the special education dollars, which is really important. I understand those are one-shot, and that we are trying to get to the average so that a public school and a charter school have the same type of funding per student. That is going to fluctuate partially on enrollment and enrollment projections, and also shifting the weight to make sure that we are covering the English language learners and the at-risk students, which I think is really important. I meant to start with that. But going back to the issue around the early childhood literacy and readiness account that is supposed to be created and also the teacher pipeline account; I think those two are very critical, and when we think about how our students are doing in school, if we are

all-hands-on-deck and we really put funding that is required into early literacy, it will change the trajectory of our students from then on.

My understanding is it is a five-year program to address this—the first cohort is probably pre-K right now—to make sure that they can read by third grade. While I supported the motion to use the overflow dollars—the \$291 million to go into the Pupil-Centered Funding Plan—I think prioritizing the early childhood literacy and readiness account, and given the shortage that we have with teachers, the teacher pipeline account, are extremely important. I am not going to be able to support the motion at this time.

Assemblywoman Anderson:

I did not serve on the Subcommittee, so I am still going through all of this information, but when I look over it, if I am understanding correctly, there is a significant increase. If I look at the narrative on page 3 of the Subcommittees' closing report [\[Exhibit C\]](#) it shows a \$370 increase in per student funding which is directly related to the recommendations from the Commission on School Funding. I continue to look through the narrative, and the Subcommittees definitely heard about the issue when it comes to making sure that all counties are being treated equally with the weighted areas that are coming.

When I look at page 36, which has the per-pupil breakdown in a chart, again, it is a 21.5 percent increase in year one. My mind is still blown by that. Then there is also discussion about everything else. I am confused by the comments about why people would be upset about giving money to our schools, and why we are upset about investing in our students and in our counties. More importantly, I appreciate the fact that there is an increase of more than 21.5 percent per year, and it continues to go up. I am confused by why some people would be upset about investing in the most important area of our state, which are the children that live in it. I just wanted to make that comment.

Senator Seevers Gansert:

I want to make it clear that all the dollars are going to K-12—it is just whether we have a separate bucket for early childhood literacy and the teacher pipeline or not. We agree that we want to add money to education, and we have record amounts that will be added, as you know, \$2 billion plus. We are talking specifically about \$291 million to make sure that our kids have a chance of reading by third grade starting with an early literacy program, and looking at the teacher pipeline. I misunderstood the intent of that money and the tie to [A.B. 400](#), and that is why I supported it the other day. But overall, I clearly, and my colleagues clearly, support funding education in a significant manner. We want to make sure there is money set aside, specifically, to make sure our kids have a chance to read by third grade, because the long-term outcomes for our entire K-12 system will change if we fund that appropriately. We also recognize the shortage of teachers and the frustration that they are experiencing in the classroom, and we want to make sure that is also addressed. There is no frustration around being upset about funding education, it is just making sure that those two programs are also funded, and it all goes to K-12. No money will be redirected somewhere else; it all goes through K-12, but those buckets are really important.

Assemblywoman Backus:

I want to put on the record that we did not forget about our pre-K-12 students this session. I believe we accepted the Governor's recommendation of putting \$30 million toward that, in addition to providing more money towards additional seats in pre-K. I am happy that we have the revenue this year to go ahead and support K-12 education and start moving away from categorical spending. We are going to end up having the K-12 funding for those who are in kindergarten through third grade—they will have extra resources through the additional money that is put in the fund.

Assemblyman Yeager:

Frankly, I am a little confused in terms of what is happening here because we had a Subcommittee meeting on Tuesday, and I think we thoroughly vetted the A.B. 400 issue, which was twofold. One was the use of interest income, which I think we all agreed was not a stable funding source because of the cash flow issues that are going to happen with the Education Stabilization Account. But if I am not mistaken, I think everyone on these Committees, with perhaps one or two exceptions, was in agreement that the four programs in A.B. 400—one of which is the teacher pipeline—were worthy of discussion and potentially worthy of funding. However, that funding should not come from an unstable funding source, because if that funding source decreased, we would have to pull the rug from under those programs. I think the comment was made that we were trying to figure out how to right-size those programs. The Committee vote, I believe, was close to unanimous. I do not know what has happened between now and then, but it sounds to me like the criticism is we put \$291 million more dollars into the Pupil-Centered Funding Plan formula. That to me is a crazy criticism—that we overfunded public education when we know it is chronically underfunded in the state. I will also note that A. B. 400, at the Governor's request, was given a waiver and continues to live. It was not subject to the deadlines, at the Governor's request, and we are still having those conversations.

To somehow suggest that supporting a nearly 26 percent increase to the Pupil-Centered Funding Plan formula and the \$291 million extra that went into education is somehow an affront to education: I do not understand that. It would be an affront to me not to approve this kind of funding. I do not know what happened in the last two days, but I think the conversation we had in the Subcommittees on Tuesday was very clear that there was a way forward to make both of these things happen. I am proud of the work that the Subcommittees did and that the staff did to be able to historically fund education in this state. Of course, those other programs are important, but that is what the next three to four weeks are for, and everybody sitting here knows the state has the money to make those programs happen, to make sure we have qualified educators in every classroom, and to make sure we are developing the pipeline. Those conversations are going to happen. That is not the decision before these Committees today. The decision for these Committees today is, are we going to approve a 26 percent increase in public education funding over the last biennium as well as a significant increase in special education funding. I sure hope that everyone in these Committees would see the value in that and would vote yes on this.

Senator Cannizzaro:

I think Assemblyman Yeager probably said it better than I will, but I will add just two more points. First, this \$291 million is money that resides in the Pupil-Centered Funding Plan—it does not relate to the interest pieces. I would reiterate the Speaker's comments regarding A.B. 400, which were also part of the discussions—I believe I even asked a question about that during the Subcommittees' closing. The other piece of this, and what is baffling to me, is that we continue to have conversations about how this funding is great for public education. The Commission on School Funding has done a very comprehensive job of looking at funding overall and is not recommending that we simply put in what we are putting in now. It is what we have, and I think that we owe it to our students to give them the right education, and to put funding behind that so that they can excel in the classrooms, because that is one of the best investments that we can make. In the context of putting this \$291 million in, it is not enough to get us to where we would, ideally, love to be. Now we are going to have a conversation about not putting this money into education; that is something that I cannot wrap my mind around. I will be strongly supporting this motion because I think it is the right thing to do. We had this exact conversation two days ago, and everyone agreed.

Senator Titus:

I am on that Subcommittee and was a no, and the reason I was a no was because this is my fifth session on a money committee, and every session we have put more money into education. One of the things that the Commission on School Funding did show is that we keep putting more money into education, and we did not improve any outcomes. I am supportive of putting more money into education, but I think we need to look at different ideas on how we use that money and different programs. I cannot support throwing more money at this problem because, as we saw from the Commission on School Funding, it does not improve the outcomes. I think we have to have dedicated programs. I think the Read by Grade 3 program is one of the classic programs that did work, and we need to see some absolute signs that this money is going to be truly used, and not just go into collective bargaining. Although I feel our teachers need an increase in salary, this money goes into one pot, and it is all subject to collective bargaining. I will say throwing more money at the problem is not going to solve this problem. I am going to be a no.

Senator Dondero Loop:

I concur with what Assemblyman Yeager and Senator Cannizzaro have said. I chaired that Committee that day and I totally understood what we were doing. When people say, whether it is on this Committee, in the newspaper, or out in the community, that we should not throw more money at education, I would suggest we have never thrown money at education. I would suggest that our teachers are working hard, and I would suggest that this is not about collective bargaining. This is about a program that is a pupil-centered funding account. It is about professional development. It is about the Teach Nevada Scholarship program. It is about Jobs 4 Nevada Graduates [J4NG]. It is about the Education Stabilization Account. It is not about throwing money at education. With that, Madam Chair, I will be a yes.

Chair Monroe-Moreno:

Everyone knows these are fiscal Committees and our first responsibility on these Committees is to fund education. In the last few legislative sessions, we have made record increases to our K-12 education funding.

As one of my colleagues said, we are still not at the numbers we would like to be at, but we have an opportunity today to close this budget and ensure that it is not a 5 percent increase or a 10 percent increase—but it is literally a 26.7 percent increase to education. There is a separate bill, A.B. 400, that is currently sitting in the Assembly Ways and Means Committee and has absolutely nothing to do with this funding. There are other funding mechanisms that can address those programs that would help with the outcomes, but today, our decision, our responsibility, is to fund K-12 education, period. We are doing that again at record numbers—not where we want to be—but a lot closer than where we were last session, and the session before that. With that, we have a motion on the floor to approve this closing report.

THE MOTION CARRIED. (SENATORS GOICOECHEA, SEEVERS
GANSERT, AND TITUS, AND ASSEMBLYMEN DICKMAN, HAFEN,
KASAMA, AND O'NEILL VOTED NO.)

BUDGETS CLOSED.

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Is there any public comment? [Public comment was heard.]

Meeting adjourned [at 9:05 a.m.].

RESPECTFULLY SUBMITTED:

Anne Bowen
Committee Secretary

APPROVED BY:

Assemblywoman Daniele Monroe-Moreno, Chair

DATE: _____

Senator Marilyn Dondero Loop, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

[Exhibit B](#) is the Attendance Roster.

[Exhibit C](#) is a document titled "Joint Subcommittee on K-12/Higher Education/CIP Closing Report, K-12 Education: Pupil-Centered Funding Plan Account, Other State Education Programs, Professional Development Programs, Teach Nevada Scholarship Program, 1/5 Retirement Credit Purchase Program, Account for State Special Education Services, and Education Stabilization Account," prepared by Fiscal Analysis Division and presented by Madison Ryan, Program Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit D](#) is a document titled "Pupil-Centered Funding Plan: Funding Approved by the 2021 Legislature for the 2021-2023 Biennium," prepared by Fiscal Analysis Division staff and presented by Madison Ryan, Program Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.