



Florida Senate - 2021

SPB2500

<u>Committee</u>	<u>Amendment</u>
AED	3

The Committee on Appropriations (**Broxson**) recommended the following amendment:

Section: 02 On Page: 028 Spec App: 110	<u>EXPLANATION:</u> Provides \$250,000 in nonrecurring general revenue funds for the Wayne Barton Study Center Academic Enrichment Program (Senate Form 2112). Reduces funding by the same amount from the School District Intensive Reading Initiative Pilot.
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<u>NET IMPACT ON:</u>	<u>Total Funds</u>	<u>General Revenue</u>	<u>Trust Funds</u>
Recurring -	0	0	0
Non-Recurring -	0	0	0

Positions & Amount	Positions & Amount
DELETE	INSERT

EDUCATION, DEPARTMENT OF
 Public Schools, Division Of
 Program: State Grants/K-12 Program - Non
 FEFP 48250400

110 In Section 02 On Page 028
 Special Categories 104052
 Grants And Aids - School And
 Instructional Enhancements IOEB

1000 General Revenue Fund	22,940,951	23,190,951
CA 250,000 FSI1NR 250,000		

Following Specific Appropriation 110, INSERT:

From the funds in Specific Appropriation 110, nonrecurring funds are provided for the following:

Wayne Barton Study Center Academic Enrichment Program (Senate Form 2112).....	250,000
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106 In Section 02 On Page 027
 Special Categories 104026
 Grants And Aids - Strategic Statewide

Initiatives

IOEB

1000	General Revenue Fund	18,931,860	18,681,860
CA -250,000	FSI1NR -250,000		

Immediately following Specific Appropriation 106, DELETE:

From the funds in Specific Appropriation 106, \$4,882,658 in recurring funds and \$9,609,202 in nonrecurring funds is provided for the School District Intensive Reading Initiative Pilot. These funds are provided to Collier, Escambia, Gulf, Highlands, Lafayette, Indian River, Pasco, St. Johns, Santa Rosa, and Sarasota school districts to provide additional reading intervention opportunities to students in kindergarten through grade 5 enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level and in need of additional reading intervention. Each school district shall receive \$300,000 plus a pro rata share of the balance of the appropriation based on the district's 2020-2021 K-5 student FTE. School districts may use the funds for: (a) salaries and stipends for reading coaches, specialists, interventionists, and other instructional staff qualified to provide reading intervention as defined in section 1011.62 (9)(d)1., Florida Statutes, during the school year or a summer program; (b) salaries or stipends for local reading coordinators to facilitate a district-managed reading intervention response to improve student reading outcomes; or (c) curriculum, resources, and materials necessary to implement explicit and systematic instructional strategies.

Following Specific Appropriation 106, INSERT:

From the funds in Specific Appropriation 106, \$4,882,658 in recurring funds and \$9,359,202 in nonrecurring funds is provided for the School District Intensive Reading Initiative Pilot. These funds are provided to Collier, Escambia, Gulf, Highlands, Lafayette, Indian River, Pasco, St. Johns, Santa Rosa, and Sarasota school districts to provide additional reading intervention opportunities to students in kindergarten through grade 5 enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or who the district has determined through progress monitoring to be below grade level and in need of additional reading intervention. Each school district shall receive \$300,000 plus a pro rata share of the balance of the appropriation based on the district's 2020-2021 K-5 student FTE. School districts may use the funds for: (a) salaries and stipends for reading coaches, specialists, interventionists, and other instructional staff qualified to provide reading intervention as defined in section 1011.62 (9)(d)1., Florida Statutes, during the school year or a summer program; (b) salaries or stipends for local reading coordinators to facilitate a district-managed reading intervention response to improve student reading outcomes; or (c) curriculum, resources, and materials necessary to implement explicit and systematic instructional strategies.

Line item amendments are accepted as part of the amendatory process. However, due to the necessity of using computerized systems this may entail a different placement within a budget entity or the renumbering of the specific appropriation items.