**Governor’s Amendments to the 2022-2024 Biennial Budget (HB 30 as Enrolled)**

**Amendment 6: Expand Early Reading Specialists Initiative**

Item 137

Education

FY 22-23

FY 23-24

Direct Aid to Public Education

$2,000,000

$2,000,000

 GF

Language:

Page 149, line 33, strike "$9,770,313,087” and insert “$9,772,313,087”.

Page 149, line 33, strike "$9,234,167,746" and insert "$9,236,167,746".

Page 150, line 42, strike “$1,476,790 $1,476,790” and insert “$3,476,790 $3,476,790”.

Page 151, line 11, strike “1,824,488,727 $1,364,432,177” and insert “$1,826,488,727 $1,366,432,177”.

Page 184, line 9, strike “$1,476,790” and insert “$3,476,790”.

Page 184, line 9, strike “$1,476,790” and insert “$3,476,790”.

Page 184, line 22, after “specialist” insert “or reading coach”.

Page 184, line 24, after “specialists” insert “or reading coaches”.

Page 184, line 25, after “achievement.” insert: “Additionally, school divisions shall certify that the reading specialists or reading coaches hired pursuant to this program are in addition to the reading specialist positions funded through Basic Aid and required pursuant to B.7.h. of this Item to serve students at the qualifying school.”

Page 184, line 29, after “specialist.” insert: “Additionally, school divisions shall certify that the currently employed instructional school personnel whose tuition is supported pursuant to this program are in addition to the reading specialist positions funded through Basic Aid and required pursuant to.B.7.h. of this Item to serve students at the qualifying school.”

Explanation:

(This amendment expands the Early Reading Specialists Initiative to provide funding to additional schools that rank lowest statewide on the third grade reading Standards of Learning Assessment. Funds support the state share of an additional reading specialist, reading coach, or tuition for collegiate programs and instruction for currently employed instructional school personnel to earn the credentials necessary to meet licensure requirements to be endorsed as a reading specialist. These reading specialists are in addition to those required for all school divisions and funded through Basic Aid.)

**Amendment 7: K-12 ARPA Pandemic Bonus Payment (Direct Aid)**

Item 137

Education Language

Direct Aid to Public Education

Language:

Page 190, line 4, strike “$124,673,566” and insert “$130,122,981”.

Page 190, line 7, after “positions” insert “and per Academic Year Governor’s School and Regional Alternative Education Program instructional and support position.”

Page 190, line 10, after “year.”, strike the remainder of the line.

Page 190, strike line 11.

Page 190, line 13, after “act.” insert “Sufficient funding is provided for the entire cost of an average $1,000 bonus per Academic Year Governor’s School and Regional Alternative Education Program instructional and support position based on fiscal year 2021 full-time equivalent position counts, as reported to the Department of Education.”

Explanation:

(This amendment reflects the Department of Education’s recalculated cost to provide a $1,000 bonus for funded SOQ instructional and support positions from the federal State and Local Recovery Fund pursuant to the American Rescue Plan Act of 2021 (ARPA), which includes funded SOQ instructional and support positions inadvertently omitted from the original calculation. Additionally, this amendment authorizes the ARPA pandemic bonus for Academic Year Governor’s School and Regional Alternative Education Program instructional and support positions.)

**Amendment 29: Remove change in Education Improvement Scholarship Tax Credit cap (language only)**

Item 3-5.20

Adjustments and Modifications To Tax Collections

Neighborhood Assistance Act Tax Credit

 Language

Language:

Page 601, strike lines 39 and 40.

Page 601 line 41, strike “D.” and insert “C.”

Explanation:

(This amendment removes the reduction in the Education Improvement Scholarship tax credit cap but keeps the increase in the Neighborhood Assistance Act tax credit.)

**Amendment 33: Expand number of entities eligible to participate as College Partnership Laboratory School**

Item 4-14.00

Effective Date Language

Effective Date

Language:

Page 675, after line 51, insert:

“19. That § 22.1-349.1 of the Code of Virginia is amended and reenacted as follows:

§ 22.1-349.1. Definitions; objectives.

A. As used in this chapter, unless the context requires a different meaning:

"At-risk student" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board criteria, that research indicates may negatively influence educational success.

"College partnership laboratory school" means a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education or private institution of ;public higher education that operates a teacher education program approved by the Board center, institute, or authority; or an eligible institution as defined in § 23.1-628. Notwithstanding the provisions of § 22.1-349.5, a public institution of higher education; a public higher education center, institute, or authority; or an eligible institution as defined in § 23.1-628 may submit an application for formation of a college partnership laboratory school.

"Governing board" means the board of a college partnership laboratory school that is responsible for creating, managing, and operating the college partnership laboratory school and whose members have been selected by the institution of higher education that establishes the college partnership laboratory school. The governing board shall be under the control of the institution of higher education that establishes the college partnership laboratory school.

B. College partnership laboratory schools may be established as provided in this chapter to (i) stimulate the development of innovative programs for preschool through grade 12 students; (ii) provide opportunities for innovative instruction and assessment; (iii) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure; (iv) encourage the use of performance-based educational programs; (v) establish high standards for both teachers and administrators; (vi) encourage greater collaboration between education providers from preschool to the postsecondary level; and (vii) develop models for replication in other public schools.

Page 675, line 52, strike “19” and insert “20”.

Page 676, line 1, strike “20” and insert “21”.

Page 676, line 2, strike “21” and insert “22”.

Page 676, line 3, strike “and ”.

Page 676, line 3, after “eighteenth” insert “, and nineteenth”.

Explanation:

(This amendment expands lab school eligibility to public community colleges; public higher education centers, institutes, and authorities; and institutions of higher education eligible for the Tuition Assistance Grant Program.)