

(Audio archived recordings of the committee meetings, corresponding to the date of the committee statement, *may possibly* be found at www.njleg.state.nj.us)

FLOOR AMENDMENT STATEMENT: Yes 6/21/2021

LEGISLATIVE FISCAL ESTIMATE: Yes 6/10/2021
6/28/2021

VETO MESSAGE: Yes

GOVERNOR'S PRESS RELEASE ON SIGNING: Yes

FOLLOWING WERE PRINTED:

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REPORTS: No

HEARINGS: No

NEWSPAPER ARTICLES: No

RWH/JA

P.L. 2021, CHAPTER 456, *approved January 18, 2022*
Assembly, No. 4434 (*Second Reprint*)

1 **AN ACT** establishing the Student Wellness Grant Program and
2 supplementing chapter 6 of Title 18A of the New Jersey Statutes.

3
4 **BE IT ENACTED** *by the Senate and General Assembly of the State*
5 *of New Jersey:*

6
7 1. a. The Commissioner of Education, in ¹full¹ consultation
8 with the Commissioner of Children and Families, shall establish the
9 Student Wellness Grant Program. The purpose of the Student
10 Wellness Grant Program shall be to provide grants that support
11 school districts in implementing school-based programs and
12 practices that promote mental wellness, social and emotional
13 learning, and student resilience.

14 b. A grant awarded through the Student Wellness Grant
15 Program shall be used to support school districts in:

16 (1) the provision of school-based mental health clinics or
17 workshops for both students and families that engage the
18 community on universal topics of student wellness and mental
19 health;

20 (2) the implementation and coordination of policies, practices,
21 and programs that support the mental, emotional, and social needs
22 of students;

23 (3) the provision of mental health services on-site at the school
24 to students in need of short-term counseling or crisis intervention
25 focused on mental health or situational concerns, such as grief or
26 family transitions, by a properly trained and licensed mental health
27 professional; and

28 (4) the timely and appropriate referral of students in need of
29 long-term therapeutic counseling or mental health intervention with
30 available community resources.

31
32 2. a. A school district which elects to participate in the grant
33 program created pursuant to this act shall submit an application to
34 the Commissioner of Education ¹to be reviewed by a team of
35 qualified professionals within the Department of Education and
36 Department of Children and Families¹ in such form as required by
37 the commissioner. The application shall include, but need not be
38 limited to:

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

¹Senate floor amendments adopted June 21, 2021.

²Assembly amendments adopted in accordance with Governor's recommendations January 10, 2022.

- 1 (1) a description of current school district actions to support the
2 socioemotional needs of students in a stigma-free environment and
3 how a grant will support the expansion of those efforts;
- 4 (2) a commitment to provide staff training, including a clearly
5 outlined plan on who will receive training, the resources needed for
6 training, and how the training will be implemented. The training
7 shall include content on how to recognize symptoms of mental
8 health conditions in the student population, and a component on
9 identifying at-risk students most likely to be in need of mental
10 health supports; and
- 11 (3) the school district protocol for on-site and community
12 referrals for targeted therapeutic interventions, such as short-term
13 and long-term counseling.
- 14 b. The Commissioner of Education, in ¹full¹ consultation with
15 the Commissioner of Children and Families, shall develop criteria
16 for the evaluation of applications for grants. Based upon the
17 criteria developed by the commissioners, and within the limit of
18 available appropriations, the Commissioner of Education shall
19 allocate to each selected school district a grant in such amount as
20 determined by the commissioner. ¹【The Commissioner of
21 Education shall give special】 Special¹ consideration ¹shall be
22 given¹ to applicants that: can demonstrate strong ties to relevant
23 community resources, such as mental health providers; or have
24 secured external funding for their student wellness program from
25 community partners.
26
- 27 3. No student shall be compelled to participate in any programs
28 or services offered by a school district pursuant to a student
29 wellness grant received under this act, if the student or the student's
30 parent or guardian objects to participation.
31
- 32 4. The Commissioner of Education, in ¹full¹ consultation with
33 the Commissioner of Children and Families, shall develop and
34 disseminate to all school districts ¹【model policies and】¹ best
35 practices in school-based programs that promote mental wellness,
36 social and emotional learning, and student resilience.
37
- 38 5. Each school district that receives a student wellness grant
39 shall prepare and submit to the Commissioner of Education
40 annually a report on its experience with and the effects of the
41 program. The report shall include, at a minimum, the specific
42 programs and practices implemented as a result of the grant to
43 promote mental wellness, social and emotional learning, and student
44 resilience, and any notable changes in school climate, attendance
45 rates, student achievement, school discipline, or other measures
46 since receiving the grant. The report shall include, to the greatest
47 extent feasible, quantifiable measures of the program's impact.

1 6. The Commissioner of Education, in ¹full¹ consultation with
2 the Commissioner of Children and Families, shall submit annually a
3 report to the Governor and, pursuant to section 2 of P.L.1991, c.164
4 (C.52:14-19.1), the Legislature containing information on the
5 implementation of the Student Wellness Grant Program. The report
6 shall include relevant information from the reports submitted to the
7 Commissioner of Education by the grant recipients pursuant to
8 section 5 of this act.

9
10 7. The Department of Education ²[shall] may² use any
11 ²[available]² federal funds which may become available, including
12 funds provided under the Coronavirus Aid, Relief, and Economic
13 Security (CARES) Act, Pub.L. 116-136, to effectuate the purposes
14 of this act. ²[Any federal] Federal² funds available to the
15 department ²to effectuate the purposes of this act² shall ²[first]² be
16 used to provide grant awards to school districts ²in amounts deemed
17 appropriate by the Commissioner of Education² , prior to using
18 State funds ²[under] which may be appropriated by the Legislature
19 for² the grant program established pursuant to this act. ²If
20 sufficient funding is unavailable, the grant program shall be paused
21 and shall resume once funding becomes available by way of
22 legislative appropriation or other means.²

23
24 8. This act shall take effect immediately.

25
26
27
28
29 Establishes Student Wellness Grant Program in DOE.

ASSEMBLY, No. 4434

STATE OF NEW JERSEY 219th LEGISLATURE

INTRODUCED JULY 23, 2020

Sponsored by:

Assemblyman LOUIS D. GREENWALD

District 6 (Burlington and Camden)

Assemblywoman PAMELA R. LAMPITT

District 6 (Burlington and Camden)

Assemblyman RAJ MUKHERJI

District 33 (Hudson)

Co-Sponsored by:

Assemblyman Benson, Assemblywomen Vainieri Huttie, Murphy, Assemblyman Verrelli, Assemblywoman Mosquera, Assemblyman Caputo, Assemblywomen Reynolds-Jackson, Jasey, Assemblymen Johnson, Chiaravalloti, Assemblywomen McKnight, Quijano, Swain, Lopez, Assemblyman Tully and Assemblywoman DiMaso

SYNOPSIS

Establishes Student Wellness Grant Program in DOE.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/21/2021)

1 AN ACT establishing the Student Wellness Grant Program and
2 supplementing chapter 6 of Title 18A of the New Jersey Statutes.

3

4 **BE IT ENACTED** by the Senate and General Assembly of the State
5 of New Jersey:

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7 1. a. The Commissioner of Education, in consultation with the
8 Commissioner of Children and Families, shall establish the Student
9 Wellness Grant Program. The purpose of the Student Wellness
10 Grant Program shall be to provide grants that support school
11 districts in implementing school-based programs and practices that
12 promote mental wellness, social and emotional learning, and student
13 resilience.

14 b. A grant awarded through the Student Wellness Grant
15 Program shall be used to support school districts in:

16 (1) the provision of school-based mental health clinics or
17 workshops for both students and families that engage the
18 community on universal topics of student wellness and mental
19 health;

20 (2) the implementation and coordination of policies, practices, and
21 programs that support the mental, emotional, and social needs of
22 students;

23 (3) the provision of mental health services on-site at the school to
24 students in need of short-term counseling or crisis intervention focused
25 on mental health or situational concerns, such as grief or family
26 transitions, by a properly trained and licensed mental health
27 professional; and

28 (4) the timely and appropriate referral of students in need of long-
29 term therapeutic counseling or mental health intervention with
30 available community resources.

31

32 2. a. A school district which elects to participate in the grant
33 program created pursuant to this act shall submit an application to
34 the Commissioner of Education in such form as required by the
35 commissioner. The application shall include, but need not be
36 limited to:

37 (1) a description of current school district actions to support the
38 socioemotional needs of students in a stigma-free environment and
39 how a grant will support the expansion of those efforts;

40 (2) a commitment to provide staff training, including a clearly
41 outlined plan on who will receive training, the resources needed for
42 training, and how the training will be implemented. The training
43 shall include content on how to recognize symptoms of mental
44 health conditions in the student population, and a component on
45 identifying at-risk students most likely to be in need of mental
46 health supports; and

1 (3) the school district protocol for on-site and community
2 referrals for targeted therapeutic interventions, such as short-term
3 and long-term counseling.

4 b. The Commissioner of Education, in consultation with the
5 Commissioner of Children and Families, shall develop criteria for
6 the evaluation of applications for grants. Based upon the criteria
7 developed by the commissioners, and within the limit of available
8 appropriations, the Commissioner of Education shall allocate to
9 each selected school district a grant in such amount as determined
10 by the commissioner. The Commissioner of Education shall give
11 special consideration to applicants that: can demonstrate strong ties
12 to relevant community resources, such as mental health providers;
13 or have secured external funding for their student wellness program
14 from community partners.

15

16 3. No student shall be compelled to participate in any programs
17 or services offered by a school district pursuant to a student
18 wellness grant received under this act, if the student or the student's
19 parent or guardian objects to participation.

20

21 4. The Commissioner of Education, in consultation with the
22 Commissioner of Children and Families, shall develop and
23 disseminate to all school districts model policies and best practices
24 in school-based programs that promote mental wellness, social and
25 emotional learning, and student resilience.

26

27 5. Each school district that receives a student wellness grant
28 shall prepare and submit to the Commissioner of Education
29 annually a report on its experience with and the effects of the
30 program. The report shall include, at a minimum, the specific
31 programs and practices implemented as a result of the grant to
32 promote mental wellness, social and emotional learning, and student
33 resilience, and any notable changes in school climate, attendance
34 rates, student achievement, school discipline, or other measures
35 since receiving the grant. The report shall include, to the greatest
36 extent feasible, quantifiable measures of the program's impact.

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38 6. The Commissioner of Education, in consultation with the
39 Commissioner of Children and Families, shall submit annually a
40 report to the Governor and, pursuant to section 2 of P.L.1991, c.164
41 (C.52:14-19.1), the Legislature containing information on the
42 implementation of the Student Wellness Grant Program. The report
43 shall include relevant information from the reports submitted to the
44 Commissioner of Education by the grant recipients pursuant to
45 section 5 of this act.

46

47 7. The Department of Education shall use any available federal
48 funds which may become available, including funds provided under

1 the Coronavirus Aid, Relief, and Economic Security (CARES) Act,
2 Pub.L. 116-136, to effectuate the purposes of this act. Any federal
3 funds available to the department shall first be used to provide grant
4 awards to school districts, prior to using State funds under the grant
5 program established pursuant to this act.

6

7 8. This act shall take effect immediately.

8

9

10 STATEMENT

11

12 This bill directs the Commissioner of Education, in consultation
13 with the Commissioner of Children and Families, to establish the
14 Student Wellness Grant Program. The purpose of the Student
15 Wellness Grant Program will be to provide grants that support
16 school districts in implementing school-based programs and
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18 learning, and student resilience.

19 Under the bill, a grant awarded through the Student Wellness
20 Grant Program will be used to support school districts in:

21 (1) the provision of school-based mental health clinics or
22 workshops for both students and families that engage the
23 community on universal topics of student wellness and mental
24 health;

25 (2) the implementation and coordination of policies, practices, and
26 programs that support the mental, emotional, and social needs of
27 students;

28 (3) the provision of mental health services on-site at the school to
29 students in need of short-term counseling or crisis intervention focused
30 on mental health or situational concerns; and

31 (4) the timely and appropriate referral of students in need of long-
32 term therapeutic counseling or mental health intervention with
33 available community resources.

34 The bill directs a school district which elects to participate in the
35 grant program to submit an application to the Commissioner of
36 Education that must include:

37 (1) a description of current school district actions to support the
38 socioemotional needs of students in a stigma-free environment and
39 how a grant will support the expansion of those efforts;

40 (2) a commitment to provide staff training; and

41 (3) the school district protocol for on-site and community
42 referrals for targeted therapeutic interventions.

43 The bill directs the Commissioner of Education, in consultation
44 with the Commissioner of Children and Families, to develop criteria
45 for the evaluation of applications for grants and to allocate grants
46 within the limit of available appropriations. The Commissioner of
47 Education will give special consideration to applicants that: can
48 demonstrate strong ties to relevant community resources; or have

1 secured external funding for their student wellness program from
2 community partners. The bill also directs the Commissioner of
3 Education, in consultation with the Commissioner of Children and
4 Families, to develop and disseminate to all school districts model
5 policies and best practices in school-based programs that promote
6 mental wellness, social and emotional learning, and student
7 resilience. Under the bill, no student will be compelled to
8 participate in the programs and services implemented as a result of
9 the grant, if the student or the student's parent or guardian, objects
10 to participation.

11 Finally, each school district that receives a student wellness grant
12 must prepare and submit to the Commissioner of Education a report
13 on its experience with and the effects of the program. The
14 Commissioner of Education, in consultation with the Commissioner
15 of Children and Families, must submit a report to the Governor and
16 the Legislature on the implementation of the Student Wellness
17 Grant Program, which will include relevant information from the
18 reports submitted by the school districts participating in the grant
19 program.

20 The bill directs the Department of Education to use any available
21 federal funds which may become available, including funds from
22 the Coronavirus Aid, Relief, and Economic Security (CARES) Act,
23 to effectuate the bill's purposes. Any federal funds available to the
24 department will first be used to provide grant awards to school
25 districts, prior to using State funds.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY, No. 4434

STATE OF NEW JERSEY

DATED: DECEMBER 14, 2020

The Assembly Education Committee reports favorably Assembly Bill No. 4434.

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the Student Wellness Grant Program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

Under the bill, a grant awarded through the Student Wellness Grant Program will be used to support school districts in:

(1) the provision of school-based mental health clinics or workshops for both students and families that engage the community on universal topics of student wellness and mental health;

(2) the implementation and coordination of policies, practices, and programs that support the mental, emotional, and social needs of students;

(3) the provision of mental health services on-site at the school to students in need of short-term counseling or crisis intervention focused on mental health or situational concerns; and

(4) the timely and appropriate referral of students in need of long-term therapeutic counseling or mental health intervention with available community resources.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education that must include:

(1) a description of current school district actions to support the socioemotional needs of students in a stigma-free environment and how a grant will support the expansion of those efforts;

(2) a commitment to provide staff training; and

(3) the school district protocol for on-site and community referrals for targeted therapeutic interventions.

The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limit of available appropriations. The Commissioner of Education will give special consideration to applicants that: can

demonstrate strong ties to relevant community resources; or have secured external funding for their student wellness program from community partners. The bill also directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience. Under the bill, no student will be compelled to participate in the programs and services implemented as a result of the grant, if the student or the student's parent or guardian, objects to participation.

Finally, each school district that receives a student wellness grant must prepare and submit to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must submit a report to the Governor and the Legislature on the implementation of the Student Wellness Grant Program, which will include relevant information from the reports submitted by the school districts participating in the grant program.

The bill directs the Department of Education to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the department will first be used to provide grant awards to school districts, prior to using State funds.

SENATE EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY, No. 4434

STATE OF NEW JERSEY

DATED: MAY 13, 2021

The Senate Education Committee favorably reports Assembly Bill No. 4434.

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the Student Wellness Grant Program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

Under the bill, a grant awarded through the Student Wellness Grant Program will be used to support school districts in:

(1) the provision of school-based mental health clinics or workshops for both students and families that engage the community on universal topics of student wellness and mental health;

(2) the implementation and coordination of policies, practices, and programs that support the mental, emotional, and social needs of students;

(3) the provision of mental health services on-site at the school to students in need of short-term counseling or crisis intervention focused on mental health or situational concerns; and

(4) the timely and appropriate referral of students in need of long-term therapeutic counseling or mental health intervention with available community resources.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education that must include:

(1) a description of current school district actions to support the socioemotional needs of students in a stigma-free environment and how a grant will support the expansion of those efforts;

(2) a commitment to provide staff training; and

(3) the school district protocol for on-site and community referrals for targeted therapeutic interventions.

The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limit of available appropriations. The Commissioner of Education will give special consideration to applicants that: can

demonstrate strong ties to relevant community resources; or have secured external funding for their student wellness program from community partners. The bill also directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience. Under the bill, no student will be compelled to participate in the programs and services implemented as a result of the grant, if the student or the student's parent or guardian, objects to participation.

Finally, each school district that receives a student wellness grant must prepare and submit to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must submit a report to the Governor and the Legislature on the implementation of the Student Wellness Grant Program, which will include relevant information from the reports submitted by the school districts participating in the grant program.

The bill directs the Department of Education to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the department will first be used to provide grant awards to school districts, prior to using State funds.

As reported by the committee, this bill is identical to Senate Bill No. 2716, which also was reported by the committee on this same date.

SENATE BUDGET AND APPROPRIATIONS COMMITTEE

STATEMENT TO

ASSEMBLY, No. 4434

STATE OF NEW JERSEY

DATED: JUNE 17, 2021

The Senate Budget and Appropriations Committee reports favorably Assembly Bill No. 4434.

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the Student Wellness Grant Program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

Under the bill, a grant awarded through the Student Wellness Grant Program will be used to support school districts in: (1) the provision of school-based mental health clinics or workshops for both students and families that engage the community on universal topics of student wellness and mental health; (2) the implementation and coordination of policies, practices, and programs that support the mental, emotional, and social needs of students; (3) the provision of mental health services on-site at the school to students in need of short-term counseling or crisis intervention focused on mental health or situational concerns; and (4) the timely and appropriate referral of students in need of long-term therapeutic counseling or mental health intervention with available community resources.

The bill directs a school district that elects to participate in the grant program to submit an application to the Commissioner of Education that must include: (1) a description of current school district actions to support the socioemotional needs of students in a stigma-free environment and how a grant will support the expansion of those efforts; (2) a commitment to provide staff training; and (3) the school district protocol for on-site and community referrals for targeted therapeutic interventions.

The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limit of available appropriations. The Commissioner of Education will give special consideration to applicants that: can demonstrate strong ties to relevant community resources; or have secured external funding for their student wellness program from community partners. The bill also directs the Commissioner of Education, in consultation with the Commissioner of Children and

Families, to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience. Under the bill, no student will be compelled to participate in the programs and services implemented as a result of the grant, if the student or the student's parent or guardian, objects to participation.

Finally, each school district that receives a student wellness grant must prepare and submit to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must submit a report to the Governor and the Legislature on the implementation of the Student Wellness Grant Program, which will include relevant information from the reports submitted by the school districts participating in the grant program.

The bill directs the Department of Education to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the department will first be used to provide grant awards to school districts, prior to using State funds.

As reported by the committee, Assembly Bill No. 4434 is identical to Senate Bill No. 2716, which also was reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.

The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.

The OLS notes that a likely source of federal funds that could currently be utilized in the provision of grants under the bill are the State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief III Fund under the American Rescue Plan Act of 2021.

STATEMENT TO
ASSEMBLY, No. 4434

with Senate Floor Amendments
(Proposed by Senator BEACH)

ADOPTED: JUNE 21, 2021

These Senate amendments:

- clarify that the Student Wellness Grant Program established under the bill will be developed by the Commissioner of Education in full consultation with the Commissioner of Children and Families;
- provide that applications to participate in the grant program will be reviewed by a team of qualified professionals within the Department of Education and the Department of Children and Families; and
- eliminate the bill's requirement that the Commissioner of Education develop and disseminate model policies in school-based mental health programs to all school districts.

LEGISLATIVE FISCAL ESTIMATE
ASSEMBLY, No. 4434
STATE OF NEW JERSEY
219th LEGISLATURE

DATED: MARCH 2, 2021

SUMMARY

Synopsis: Establishes Student Wellness Grant Program in DOE.

Type of Impact: Annual State expenditure increase; annual local school district revenue increase

Agencies Affected: Department of Education; Department of Children and Families; Local School Districts.

Office of Legislative Services Estimate

Annual Fiscal Impact	
State Expenditure Increase	Indeterminate
Local School District Revenue Increase	Indeterminate

- The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.
- The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education (DOE) for the bill’s purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program’s purposes at a future date.
- The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief (ESSER) I and II Funds established respectively in the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.



BILL DESCRIPTION

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education. The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limits of available appropriations. The bill also directs the commissioners to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience.

Each school district that receives a student wellness grant must prepare and submit annually to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must annually submit a report to the Governor and the Legislature that includes the relevant information provided to them by the participating school districts on their implementation of the Student Wellness Grant Program.

The bill directs the DOE to use any available federal funds which may become available, including funds from the CARES Act, to effectuate the bill's purposes. Any federal funds available to the DOE will first be used to provide grant awards to school districts, prior to using State funds.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill. The bill includes a provision requiring that any federal funds made available to the DOE for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.

The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the ESSER I and ESSER II Funds established, respectively, in the CARES Act and the CRRSA Act, both of which permit the use of funds for student mental health services and support. Under the two laws, at least 90 percent of funds distributed to State educational agencies from the ESSER Funds must be allocated to local education agencies, while the remaining 10 percent may be retained by State educational agencies for certain purposes. According to a fact sheet produced by the United States

Department of Education on the provisions of the CARES Act and the CRRSA Act, State educational agencies are generally required to award funds within one year of receiving them.

Under the provisions of the CARES Act, the DOE was able to retain approximately \$31 million of its total \$310 million allocation under the ESSER I Fund. This \$31 million set-aside can be used to, among other purposes, provide subgrants to school districts, charter schools, and renaissance schools for certain allowable purposes. Under the provisions of the CRRSA Act, the DOE was able to retain approximately \$123 million of its total \$1.23 billion allocation under the ESSER II Fund.

The DOE would incur recurring administrative costs to discharge its new responsibilities under the bill. The OLS has insufficient information upon which to base an estimate of this impact.

Section: Education

*Analyst: Sarah Haimowitz
Lead Research Analyst*

*Approved: Thomas Koenig
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

ASSEMBLY, No. 4434

STATE OF NEW JERSEY 219th LEGISLATURE

DATED: JUNE 28, 2021

SUMMARY

- Synopsis:** Establishes Student Wellness Grant Program in DOE.
- Type of Impact:** Annual State expenditure increase; annual local school district revenue increase
- Agencies Affected:** Department of Education; Department of Children and Families; Local School Districts.

Office of Legislative Services Estimate

Annual Fiscal Impact	
State Expenditure Increase	Indeterminate
Local School District Revenue Increase	Indeterminate

- The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.
- The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education (DOE) for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.
- The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief (ESSER) I and II Funds established respectively in

the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.

BILL DESCRIPTION

This bill directs the Commissioner of Education, in full consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education. The bill directs the Commissioner of Education, in full consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limits of available appropriations. The bill also directs the commissioners to develop and disseminate to all school districts best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience.

Each school district that receives a student wellness grant must prepare and submit annually to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in full consultation with the Commissioner of Children and Families, must annually submit a report to the Governor and the Legislature that includes the relevant information provided to them by the participating school districts on their implementation of the Student Wellness Grant Program.

The bill directs the DOE to use any available federal funds which may become available, including funds from the CARES Act, to effectuate the bill's purposes. Any federal funds available to the DOE will first be used to provide grant awards to school districts, prior to using State funds.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill. The bill includes a provision requiring that any federal funds made available to the DOE for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.

The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the ESSER I and

ESSER II Funds established, respectively, in the CARES Act and the CRRSA Act, both of which permit the use of funds for student mental health services and support. Under the two laws, at least 90 percent of funds distributed to State educational agencies from the ESSER Funds must be allocated to local education agencies, while the remaining 10 percent may be retained by State educational agencies for certain purposes. According to a fact sheet produced by the United States Department of Education on the provisions of the CARES Act and the CRRSA Act, State educational agencies are generally required to award funds within one year of receiving them.

Under the provisions of the CARES Act, the DOE was able to retain approximately \$31 million of its total \$310 million allocation under the ESSER I Fund. This \$31 million set-aside can be used to, among other purposes, provide subgrants to school districts, charter schools, and renaissance schools for certain allowable purposes. Under the provisions of the CRRSA Act, the DOE was able to retain approximately \$123 million of its total \$1.23 billion allocation under the ESSER II Fund.

The DOE and the Department of Children and Families would incur recurring administrative costs to discharge its new responsibilities under the bill. The OLS has insufficient information upon which to base an estimate of this impact.

Section: Education

*Analyst: Sarah Haimowitz
Lead Research Analyst*

*Approved: Thomas Koenig
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

SENATE, No. 2716

STATE OF NEW JERSEY 219th LEGISLATURE

INTRODUCED JULY 23, 2020

Sponsored by:

Senator JAMES BEACH

District 6 (Burlington and Camden)

Senator M. TERESA RUIZ

District 29 (Essex)

Co-Sponsored by:

Senators Corrado, A.M.Bucco, Pou and Turner

SYNOPSIS

Establishes Student Wellness Grant Program in DOE.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/3/2021)

1 AN ACT establishing the Student Wellness Grant Program and
2 supplementing chapter 6 of Title 18A of the New Jersey Statutes.

3

4 **BE IT ENACTED** by the Senate and General Assembly of the State
5 of New Jersey:

6

7 1. a. The Commissioner of Education, in consultation with the
8 Commissioner of Children and Families, shall establish the Student
9 Wellness Grant Program. The purpose of the Student Wellness
10 Grant Program shall be to provide grants that support school
11 districts in implementing school-based programs and practices that
12 promote mental wellness, social and emotional learning, and student
13 resilience.

14 b. A grant awarded through the Student Wellness Grant Program
15 shall be used to support school districts in:

16 (1) the provision of school-based mental health clinics or
17 workshops for both students and families that engage the
18 community on universal topics of student wellness and mental
19 health;

20 (2) the implementation and coordination of policies, practices, and
21 programs that support the mental, emotional, and social needs of
22 students;

23 (3) the provision of mental health services on-site at the school to
24 students in need of short-term counseling or crisis intervention focused
25 on mental health or situational concerns, such as grief or family
26 transitions, by a properly trained and licensed mental health
27 professional; and

28 (4) the timely and appropriate referral of students in need of long-
29 term therapeutic counseling or mental health intervention with
30 available community resources.

31

32 2. a. A school district which elects to participate in the grant
33 program created pursuant to this act shall submit an application to
34 the Commissioner of Education in such form as required by the
35 commissioner. The application shall include, but need not be
36 limited to:

37 (1) a description of current school district actions to support the
38 socioemotional needs of students in a stigma-free environment and
39 how a grant will support the expansion of those efforts;

40 (2) a commitment to provide staff training, including a clearly
41 outlined plan on who will receive training, the resources needed for
42 training, and how the training will be implemented. The training
43 shall include content on how to recognize symptoms of mental
44 health conditions in the student population, and a component on
45 identifying at-risk students most likely to be in need of mental
46 health supports; and

1 (3) the school district protocol for on-site and community
2 referrals for targeted therapeutic interventions, such as short-term
3 and long-term counseling.

4 b. The Commissioner of Education, in consultation with the
5 Commissioner of Children and Families, shall develop criteria for
6 the evaluation of applications for grants. Based upon the criteria
7 developed by the commissioners, and within the limit of available
8 appropriations, the Commissioner of Education shall allocate to
9 each selected school district a grant in such amount as determined
10 by the commissioner. The Commissioner of Education shall give
11 special consideration to applicants that: can demonstrate strong ties
12 to relevant community resources, such as mental health providers;
13 or have secured external funding for their student wellness program
14 from community partners.

15

16 3. No student shall be compelled to participate in any programs
17 or services offered by a school district pursuant to a student
18 wellness grant received under this act, if the student or the student's
19 parent or guardian objects to participation.

20

21 4. The Commissioner of Education, in consultation with the
22 Commissioner of Children and Families, shall develop and
23 disseminate to all school districts model policies and best practices
24 in school-based programs that promote mental wellness, social and
25 emotional learning, and student resilience.

26

27 5. Each school district that receives a student wellness grant
28 shall prepare and submit to the Commissioner of Education
29 annually a report on its experience with and the effects of the
30 program. The report shall include, at a minimum, the specific
31 programs and practices implemented as a result of the grant to
32 promote mental wellness, social and emotional learning, and student
33 resilience, and any notable changes in school climate, attendance
34 rates, student achievement, school discipline, or other measures
35 since receiving the grant. The report shall include, to the greatest
36 extent feasible, quantifiable measures of the program's impact.

37

38 6. The Commissioner of Education, in consultation with the
39 Commissioner of Children and Families, shall submit annually a
40 report to the Governor and, pursuant to section 2 of P.L.1991, c.164
41 (C.52:14-19.1), the Legislature containing information on the
42 implementation of the Student Wellness Grant Program. The report
43 shall include relevant information from the reports submitted to the
44 Commissioner of Education by the grant recipients pursuant to
45 section 5 of this act.

46

47 7. The Department of Education shall use any available federal
48 funds which may become available, including funds provided under

1 the Coronavirus Aid, Relief, and Economic Security (CARES) Act,
2 Pub.L. 116-136, to effectuate the purposes of this act. Any federal
3 funds available to the department shall first be used to provide grant
4 awards to school districts, prior to using State funds under the grant
5 program established pursuant to this act.

6

7 8. This act shall take effect immediately.

8

9

10

STATEMENT

11

12 This bill directs the Commissioner of Education, in consultation
13 with the Commissioner of Children and Families, to establish the
14 Student Wellness Grant Program. The purpose of the Student
15 Wellness Grant Program will be to provide grants that support
16 school districts in implementing school-based programs and
17 practices that promote mental wellness, social and emotional
18 learning, and student resilience.

19 Under the bill, a grant awarded through the Student Wellness
20 Grant Program will be used to support school districts in:

21 (1) the provision of school-based mental health clinics or
22 workshops for both students and families that engage the
23 community on universal topics of student wellness and mental
24 health;

25 (2) the implementation and coordination of policies, practices, and
26 programs that support the mental, emotional, and social needs of
27 students;

28 (3) the provision of mental health services on-site at the school to
29 students in need of short-term counseling or crisis intervention focused
30 on mental health or situational concerns; and

31 (4) the timely and appropriate referral of students in need of long-
32 term therapeutic counseling or mental health intervention with
33 available community resources.

34 The bill directs a school district which elects to participate in the
35 grant program to submit an application to the Commissioner of
36 Education that must include:

37 (1) a description of current school district actions to support the
38 socioemotional needs of students in a stigma-free environment and
39 how a grant will support the expansion of those efforts;

40 (2) a commitment to provide staff training; and

41 (3) the school district protocol for on-site and community
42 referrals for targeted therapeutic interventions.

43 The bill directs the Commissioner of Education, in consultation
44 with the Commissioner of Children and Families, to develop criteria
45 for the evaluation of applications for grants and to allocate grants
46 within the limit of available appropriations. The Commissioner of
47 Education will give special consideration to applicants that: can
48 demonstrate strong ties to relevant community resources; or have

1 secured external funding for their student wellness program from
2 community partners. The bill also directs the Commissioner of
3 Education, in consultation with the Commissioner of Children and
4 Families, to develop and disseminate to all school districts model
5 policies and best practices in school-based programs that promote
6 mental wellness, social and emotional learning, and student
7 resilience. Under the bill, no student will be compelled to
8 participate in the programs and services implemented as a result of
9 the grant, if the student or the student's parent or guardian, objects
10 to participation.

11 Finally, each school district that receives a student wellness grant
12 must prepare and submit to the Commissioner of Education a report
13 on its experience with and the effects of the program. The
14 Commissioner of Education, in consultation with the Commissioner
15 of Children and Families, must submit a report to the Governor and
16 the Legislature on the implementation of the Student Wellness
17 Grant Program, which will include relevant information from the
18 reports submitted by the school districts participating in the grant
19 program.

20 The bill directs the Department of Education to use any available
21 federal funds which may become available, including funds from
22 the Coronavirus Aid, Relief, and Economic Security (CARES) Act,
23 to effectuate the bill's purposes. Any federal funds available to the
24 department will first be used to provide grant awards to school
25 districts, prior to using State funds.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE, No. 2716

STATE OF NEW JERSEY

DATED: MAY 13, 2021

The Senate Education Committee favorably reports Senate Bill No. 2716.

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the Student Wellness Grant Program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

Under the bill, a grant awarded through the Student Wellness Grant Program will be used to support school districts in:

(1) the provision of school-based mental health clinics or workshops for both students and families that engage the community on universal topics of student wellness and mental health;

(2) the implementation and coordination of policies, practices, and programs that support the mental, emotional, and social needs of students;

(3) the provision of mental health services on-site at the school to students in need of short-term counseling or crisis intervention focused on mental health or situational concerns; and

(4) the timely and appropriate referral of students in need of long-term therapeutic counseling or mental health intervention with available community resources.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education that must include:

(1) a description of current school district actions to support the socioemotional needs of students in a stigma-free environment and how a grant will support the expansion of those efforts;

(2) a commitment to provide staff training; and

(3) the school district protocol for on-site and community referrals for targeted therapeutic interventions.

The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limit of available appropriations. The Commissioner of Education will give special consideration to applicants that: can

demonstrate strong ties to relevant community resources; or have secured external funding for their student wellness program from community partners. The bill also directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience. Under the bill, no student will be compelled to participate in the programs and services implemented as a result of the grant, if the student or the student's parent or guardian, objects to participation.

Finally, each school district that receives a student wellness grant must prepare and submit to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must submit a report to the Governor and the Legislature on the implementation of the Student Wellness Grant Program, which will include relevant information from the reports submitted by the school districts participating in the grant program.

The bill directs the Department of Education to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the department will first be used to provide grant awards to school districts, prior to using State funds.

As reported by the committee, this bill is identical to Assembly Bill No. 4434, which also was reported by the committee on this same date.

SENATE BUDGET AND APPROPRIATIONS COMMITTEE

STATEMENT TO

SENATE, No. 2716

STATE OF NEW JERSEY

DATED: JUNE 17, 2021

The Senate Budget and Appropriations Committee reports favorably Senate Bill No. 2716.

This bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the Student Wellness Grant Program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

Under the bill, a grant awarded through the Student Wellness Grant Program will be used to support school districts in: (1) the provision of school-based mental health clinics or workshops for both students and families that engage the community on universal topics of student wellness and mental health; (2) the implementation and coordination of policies, practices, and programs that support the mental, emotional, and social needs of students; (3) the provision of mental health services on-site at the school to students in need of short-term counseling or crisis intervention focused on mental health or situational concerns; and (4) the timely and appropriate referral of students in need of long-term therapeutic counseling or mental health intervention with available community resources.

The bill directs a school district that elects to participate in the grant program to submit an application to the Commissioner of Education that must include: (1) a description of current school district actions to support the socioemotional needs of students in a stigma-free environment and how a grant will support the expansion of those efforts; (2) a commitment to provide staff training; and (3) the school district protocol for on-site and community referrals for targeted therapeutic interventions.

The bill directs the Commissioner of Education, in consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limit of available appropriations. The Commissioner of Education will give special consideration to applicants that: can demonstrate strong ties to relevant community resources; or have secured external funding for their student wellness program from community partners. The bill also directs the Commissioner of Education, in consultation with the Commissioner of Children and

Families, to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience. Under the bill, no student will be compelled to participate in the programs and services implemented as a result of the grant, if the student or the student's parent or guardian, objects to participation.

Finally, each school district that receives a student wellness grant must prepare and submit to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in consultation with the Commissioner of Children and Families, must submit a report to the Governor and the Legislature on the implementation of the Student Wellness Grant Program, which will include relevant information from the reports submitted by the school districts participating in the grant program.

The bill directs the Department of Education to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the department will first be used to provide grant awards to school districts, prior to using State funds.

As reported by the committee, Senate Bill No. 2716 is identical to Assembly Bill No. 4434, which also was reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.

The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.

The OLS notes that a likely source of federal funds that could currently be utilized in the provision of grants under the bill are the State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief III Fund under the American Rescue Plan Act of 2021.

STATEMENT TO
SENATE, No. 2716

with Senate Floor Amendments
(Proposed by Senator BEACH)

ADOPTED: JUNE 21, 2021

These Senate amendments:

- clarify that the Student Wellness Grant Program established under the bill will be developed by the Commissioner of Education in full consultation with the Commissioner of Children and Families;
- provide that applications to participate in the grant program will be reviewed by a team of qualified professionals within the Department of Education and the Department of Children and Families; and
- eliminate the bill's requirement that the Commissioner of Education develop and disseminate model policies in school-based mental health programs to all school districts.

LEGISLATIVE FISCAL ESTIMATE
SENATE, No. 2716
STATE OF NEW JERSEY
219th LEGISLATURE

DATED: JUNE 10, 2021

SUMMARY

Synopsis: Establishes Student Wellness Grant Program in DOE.

Type of Impact: Annual State expenditure increase; annual local school district revenue increase.

Agencies Affected: Department of Education; Department of Children and Families; Local School Districts.

Office of Legislative Services Estimate

Annual Fiscal Impact	
State Expenditure Increase	Indeterminate
Local School District Revenue Increase	Indeterminate

- The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.
- The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education (DOE) for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.
- The OLS notes that a likely source of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief (ESSER) III Fund under the American Rescue Plan (ARP) Act of 2021.

BILL DESCRIPTION

This bill directs the DOE, in consultation with the Department of Children and Families (DCF), to establish the Student Wellness Grant Program. The purpose of the program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

The bill directs a school district which elects to participate in the grant program to submit an application to the DOE. The bill directs the DOE, in consultation with the DCF, to develop criteria for the evaluation of applications for grants and to allocate grants within the limits of available appropriations. The bill also directs the departments to develop and disseminate to all school districts model policies and best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience.

Each school district that receives a student wellness grant must prepare and submit annually to the DOE a report on its experience with and the effects of the program. The DOE, in consultation with the DCF, must annually submit a report to the Governor and the Legislature that includes the relevant information provided to them by the participating school districts on their implementation of the Student Wellness Grant Program.

The bill directs the DOE to use any available federal funds which may become available, including funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, to effectuate the bill's purposes. Any federal funds available to the DOE will first be used to provide grant awards to school districts, prior to using State funds.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill. The bill includes a provision requiring that any federal funds made available to the DOE for the bill's purposes must be used first to award grants to school districts, prior to using other State funds.

While it is unknown what new federal funds may become available for the program's purposes at a future date, the OLS notes that a likely source of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the ESSER III Fund established in the ARP Act. Under the ARP Act, at least 90 percent of funds distributed to the DOE is required to be allocated to local education agencies, while the remaining 10 percent may be retained by State educational agencies for certain purposes. The ARP Act requires the State set-aside to be allocated in the following manner: at least five percent (\$138.2 million) of the State's total grant award for activities to address learning loss; at least one percent (\$27.6 million) of the total grant award for evidence-based summer enrichment programs; at least one percent (\$27.6 million) for evidence-based comprehensive afterschool programs; up to one-half of one

percent (\$13.8 million) of the total grant award for administration; and any remaining funds (\$69.1 million) for other State activities to address issues responding to COVID-19. The OLS notes that ESSER III Fund moneys are available for obligation through September 30, 2024. This timeline includes the routine one-year extension provided under the federal Tydings amendment, which is a provision of federal law providing that any funds under applicable programs that are not obligated and expended by a recipient education agency before the end of the fiscal year remain available for obligation and expenditure for one additional fiscal year.

The DOE would incur recurring administrative costs to discharge its new responsibilities under the bill. The OLS notes that, if ESSER III Fund moneys are used to fund the program established under this bill, the ARP Act allows the State to use up to a total of \$13.8 million for administration.

Section: Education

*Analyst: Christopher Myles
Associate Fiscal Analyst*

*Approved: Thomas Koenig
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

SENATE, No. 2716 STATE OF NEW JERSEY 219th LEGISLATURE

DATED: JUNE 28, 2021

SUMMARY

- Synopsis:** Establishes Student Wellness Grant Program in DOE.
- Type of Impact:** Annual State expenditure increase; annual local school district revenue increase
- Agencies Affected:** Department of Education; Department of Children and Families; Local School Districts.

Office of Legislative Services Estimate

Annual Fiscal Impact	
State Expenditure Increase	Indeterminate
Local School District Revenue Increase	Indeterminate

- The Office of Legislative Services (OLS) concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill.
- The bill does not appropriate any State funds for the program; however, it includes a provision requiring that any federal funds made available to the Department of Education (DOE) for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.
- The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the Elementary and Secondary Schools Emergency Relief (ESSER) I and II Funds established respectively in

the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.

BILL DESCRIPTION

This bill directs the Commissioner of Education, in full consultation with the Commissioner of Children and Families, to establish the Student Wellness Grant Program. The purpose of the program will be to provide grants that support school districts in implementing school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

The bill directs a school district which elects to participate in the grant program to submit an application to the Commissioner of Education. The bill directs the Commissioner of Education, in full consultation with the Commissioner of Children and Families, to develop criteria for the evaluation of applications for grants and to allocate grants within the limits of available appropriations. The bill also directs the commissioners to develop and disseminate to all school districts best practices in school-based programs that promote mental wellness, social and emotional learning, and student resilience.

Each school district that receives a student wellness grant must prepare and submit annually to the Commissioner of Education a report on its experience with and the effects of the program. The Commissioner of Education, in full consultation with the Commissioner of Children and Families, must annually submit a report to the Governor and the Legislature that includes the relevant information provided to them by the participating school districts on their implementation of the Student Wellness Grant Program.

The bill directs the DOE to use any available federal funds which may become available, including funds from the CARES Act, to effectuate the bill's purposes. Any federal funds available to the DOE will first be used to provide grant awards to school districts, prior to using State funds.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that this bill may result in an indeterminate increase in annual State expenditures, from federal or other State funds, to establish the program and provide grants to local school districts. The bill does not specify the number of grants that will be awarded annually or the amount of the grants, and it is unknown how many applications will be received and approved. The increase in State expenditures, excluding administrative costs, would correspond to a revenue gain for local school districts selected for grants under the bill. The bill includes a provision requiring that any federal funds made available to the DOE for the bill's purposes must be used first to award grants to school districts, prior to using other State funds. It is unknown what new federal funds may become available for the program's purposes at a future date.

The OLS notes that the most likely sources of federal funds that could currently be utilized in the provision of grants under the bill are State set-aside funds provided under the ESSER I and

ESSER II Funds established, respectively, in the CARES Act and the CRRSA Act, both of which permit the use of funds for student mental health services and support. Under the two laws, at least 90 percent of funds distributed to State educational agencies from the ESSER Funds must be allocated to local education agencies, while the remaining 10 percent may be retained by State educational agencies for certain purposes. According to a fact sheet produced by the United States Department of Education on the provisions of the CARES Act and the CRRSA Act, State educational agencies are generally required to award funds within one year of receiving them.

Under the provisions of the CARES Act, the DOE was able to retain approximately \$31 million of its total \$310 million allocation under the ESSER I Fund. This \$31 million set-aside can be used to, among other purposes, provide subgrants to school districts, charter schools, and renaissance schools for certain allowable purposes. Under the provisions of the CRRSA Act, the DOE was able to retain approximately \$123 million of its total \$1.23 billion allocation under the ESSER II Fund.

The DOE and the Department of Children and Families would incur recurring administrative costs to discharge its new responsibilities under the bill. The OLS has insufficient information upon which to base an estimate of this impact.

Section: Education

*Analyst: Sarah Haimowitz
Lead Research Analyst*

*Approved: Thomas Koenig
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

ASSEMBLY BILL NO. 4434
(First Reprint)

To the General Assembly:

Pursuant to Article V, Section I, Paragraph 14 of the New Jersey Constitution, I am herewith returning Assembly Bill No. 4434 (First Reprint) with my recommendations for reconsideration.

Assembly Bill No. 4434 (First Reprint) directs the Commissioner of the Department of Education ("DOE"), in full consultation with the Commissioner of the Department of Children and Families ("DCF") (collectively, "Commissioners"), to establish the Student Wellness Grant Program ("grant program"). The grant program will provide grants to school districts to support school-based programs and practices that promote mental wellness, social and emotional learning, and student resilience.

The bill directs the Commissioners to develop criteria for the evaluation of school district applications with special consideration given to applicants that can demonstrate strong ties to relevant community resources or have secured external funding for their student wellness program from community partners. Applications will be reviewed by a team of qualified professionals assembled by both DOE and DCF.

Additionally, each school district that receives a Student Wellness Grant must prepare and submit to the Commissioner of the DOE a report on its experience with, and the effects of, the grant program. The Commissioners must submit an annual report to the Governor and the Legislature on the implementation of the grant program, which will include relevant information from the reports submitted by the participating school districts.

The bill proposes to fund the grant program by requiring the DOE to use "any available federal funds which may become available" and further requiring that any available federal funds be used prior to any State funds to effectuate its purposes.

I applaud and support the Legislature's continued efforts to respond to the mental health needs of the State's youth and empower districts to directly promote student wellness. However, the mandatory funding scheme established by the bill will hinder both current and future DOE operations and initiatives. My recommendations revise the bill's funding language to provide the DOE with necessary flexibility to fund the grant program alongside other priorities. In addition, my recommendations would allow for a pause of the grant program in the face of insufficient available funding.

Therefore, I herewith return Assembly Bill No. 4434 (First Reprint) and recommend that it be amended as follows:

<u>Page 4, Section 7, Line 4:</u>	Delete "shall" and insert "may"
<u>Page 4, Section 7, Line 4:</u>	Delete "available"
<u>Page 4, Section 7, Line 7:</u>	Delete "Any federal" and insert "Federal"
<u>Page 4, Section 7, Line 8:</u>	After "department" insert "to effectuate the purposes of this act"
<u>Page 4, Section 7, Line 8:</u>	Delete "first"
<u>Page 4, Section 7, Line 9:</u>	After "districts" insert "in amounts deemed appropriate by the Commissioner of Education"
<u>Page 4, Section 7, Line 9:</u>	Delete "under" and insert "which may be appropriated by the Legislature for"
<u>Page 4, Section 7, Line 10:</u>	After "act." insert "If sufficient funding is unavailable, the grant program shall be paused and shall resume once funding becomes available by way of legislative appropriation or other means."

[seal]

Respectfully,

/s/ Philip D. Murphy

Governor

Attest:

/s/ Parimal Garg

Chief Counsel to the Governor

Governor Murphy Takes Action on Legislation

01/18/2022

TRENTON – Governor Murphy today signed the following bills:

S-384/A-1964 (Weinberg, Singleton/Stanley, Munoz, McKeon, Sumter, Lampitt, Vainieri Huttle, Wimberly, Mosquera, Downey, Chiaravalloti) – Expands training for judges, law enforcement officers and assistant county prosecutors concerning handling of domestic violence cases

S-386/A-1763 (Weinberg, Singleton/Munoz, Vainieri Huttle, Downey, Mosquera, Lampitt, Benson) - Establishes mandatory domestic violence training for municipal prosecutors

S-396/A-4903 (Weinberg, Addiego/Johnson, Mukherji) – Adjusts statute of limitations on damage claim for construction defect in common interest communities

S-705/A-1077 (Ruiz, Cunningham/Speight, Vainieri Huttle, Downey) – Requires DOH to develop and implement plan to improve access to perinatal mood and anxiety disorder screening

SCS for S-844 and 2533/ACS for A-4635 (Pou, Greenstein/Zwicker, Lopez) – Revises reporting requirements for charitable organizations and non-profit corporations

S-867/A-2316 (Pou/Jimenez, Giblin, Johnson) – Permits physical therapists to perform dry needling under certain circumstances

S-896/A-2396 (Pou, Turner/Wimberly, Timberlake, Murphy) – Expands Office of Public Defender representation of juveniles; repeals section 4 of P.L.1968, c.371

S-969WGR/ACS for A-2687 (Ruiz, Turner/Mazzeo, Lampitt, Moen) – Establishes loan redemption program for certain teachers to redeem loan amounts received under New Jersey College Loans to Assist State Students Loan Program through employment in certain schools; makes annual appropriation of \$1 million

S-994/A-6248 (Sweeney, Singleton/Lopez) – Requires State agencies and political subdivisions to make good faith effort to purchase five percent of goods and services from Central Nonprofit Agency

SCS for S-1016/ACS for A-2070 (Smith, Bateman/Calabrese, Mukherji, Benson) – Restricts use of neonicotinoid pesticides

S-1020/AS for ACS for A-1184 and 4414 (Ruiz, Gopal/Zwicker, Conaway, Verrelli, Caputo) – Requires School Report Card to include demographic breakdown of students who receive disciplinary actions; requires Commissioner of Education to establish Statewide database concerning certain disciplinary actions

S-1559/A-1659 (Scutari, Diegnan/Quijano, Bramnick, Mukherji, Sumter, Downey, Dancer) – “New Jersey Insurance Fair Conduct Act”

S-1771/A-1489 (Madden, Turner/Moriarty, Mosquera, Vainieri Huttle) – Expressly prohibits invasive examination of unconscious patient by health care practitioner without patient’s prior informed written consent

S-2160wGR/A-5701 (Sweeney, Oroho, Singer/Carter, Lampitt, Jasey) – Creates special education unit within the Office of Administrative Law; requires annual report

SCS for S-2515/ACS for A-4676 (Smith, Greenstein/Quijano, Jasey, McKeon) – Establishes postconsumer recycled content requirements for rigid plastic containers, glass containers, paper and plastic carryout bags, and plastic trash bags; prohibits sale of polystyrene loose fill packaging

S-2723/A-2614 (Sweeney, Turner/Murphy, Benson, Timberlake) – “21st Century Integrated Digital Experience Act”

S-2830/A-5291 (Ruiz, Singleton/Quijano) – Requires educator preparation program to report passing rates of students who complete certain tests and to disseminate information on test fee waiver programs, and permits collection of student fee for certain testing costs

S-2835/A-5292 (Ruiz, Cunningham/Quijano, Lampitt, Jasey) – Requires compilation of data and issuance of annual reports on New Jersey teacher workforce

S-2921/A-5554 (Gopal, Greenstein/Houghtaling, Downey, Mukherji) – Allows municipalities to designate outdoor areas upon which people may consume alcoholic beverages

S-3009/A-4847 (Vitale, Gopal, Gill/Vainieri Huttle, Quijano, Verrelli) – Authorizes expanded provision of harm reduction services to distribute sterile syringes and provide certain support services to persons who use drugs intravenously

S-3081/A-5219 (Singleton/McKeon, Dunn) – Repeals law concerning excess rates and charges for title insurance; makes agreement to use services of title or settlement service company subject to attorney review

S-3164/A-4987 (Gopal, Singleton/Houghtaling, Vainieri Huttle, Giblin) – Creates NJ Legislative Youth Council

S-3265/A-5074 (Diegnan, Greenstein/DeAngelo, Dancer, Mukherji) – Permits members of SPRS to purchase service credit for prior public employment with federal government or another state

S-3342/A-5463 (Codey, Singleton/Jasey, Giblin, Timberlake) – Directs NJT to erect statue in honor of A. Philip Randolph; appropriates \$90,000

S-3465/A-4336 (Oroho, Sweeney/Houghtaling, Space) – Directs Department of Agriculture to pay annual premiums to enrolled dairy farmers for certain coverage under the federal Dairy Margin Coverage Program; appropriates \$125,000

S-3488wGR/A-5537 (Sweeney, Gopal, O'Scanlon/Burzichelli, Dancer, Spearman) – Modifies certain procedures pertaining to school district regionalization; establishes grant program for cost reimbursement of conducting regionalization feasibility studies; and provides financial incentives for regionalization

S-3493/A-5458 (Vitale, Gill/Vainieri Huttle, Mukherji, McKnight) – Permits expungement of possession or distribution of hypodermic syringe or needle offense in cases of previous expungement; repeals criminal offense of possession of syringe

S-3539/A5409 (T. Kean, Gopal/Houghtaling) – Directs DEP to establish grant program for local governments to support development of community gardens

S-3594/A-5509 (Singleton, Scutari/Zwicker, Reynolds-Jackson, Verrelli) – Provides that in personal

injury or wrongful death lawsuits, calculations of lost or impaired earnings capacity not be reduced because of race, ethnicity, gender identity or expression, or affectional or sexual orientation

S-3672/A-6009 (Singleton, Turner, Moen, Johnson, McKnight) – Permits exemption from civil service examination requirement for entry-level law enforcement officers, sheriff's officers, and State and county correctional police officers; permits hiring or appointment of such officers under certain conditions, and makes appropriation

S-3673/A-6219 (Gopal, Greenstein/Burzichelli) – Authorizes limited breweries and craft distilleries to sell at retail and offer for sampling purposes product bottled and stored off-site under certain circumstances

S-3685/A-5576 (Ruiz, Codey/Jasey, Lampitt, Mukherji) – Permits teacher and professional staff member who provides special services retired from TPAF to return to employment for up to two years without reenrollment in TPAF if employment commences during 2021-2022 and 2022-2023 school years

S-3707/A-5673 (Vitale, Ruiz/Vainieri Huttle, Downey, Zwicker) – Repeals statute criminalizing sexual penetration while infected with venereal disease or HIV under certain circumstances; requires that in prosecutions for endangering another by creating substantial risk of transmitting infectious disease, name of defendant and other person be kept confidential

S-3764/A-3369 (Gopal, Weinberg/Johnson, Stanley, Karabinchak) – Establishes Commission on Asian American Heritage in DOE

S-3810/ACS for A-5862 (Sweeney, Addiego, Greenstein/Benson, Quijano) – "Responsible Collective Negotiations Act"

S-3968/A-5930 (Singleton, Beach/Sumter, Karabinchak) – Increases purchasing threshold permitting Director of Division of Purchase and Property to delegate authority to agencies; increases bid advertising threshold on certain contracts by same scale

S-3975/A-5963 (Greenstein, Oroho/Benson, Vainieri Huttle, DeAngelo) – Establishes requirements to commence screening newborn infants for congenital cytomegalovirus infection; establishes public awareness campaign

S-4004wGR/A-5950 (Weinberg, Greenstein/Sumter, Benson, Reynolds-Jackson) – Establishes database of certain appointed positions and elected offices

S-4020/A-5867 (Gopal, Cunningham/Chiaravalloti, Jasey, Carter) – Expands bonding authority of New Jersey Educational Facilities Authority to permit financing for general funding needs at New Jersey's institutions of higher education

S-4021/A-6100 (Gopal, Ruiz/Mukherji, Jasey, Timberlake, Stanley) – Requires school districts to provide instruction on history and contributions of Asian Americans and Pacific Islanders as part of implementation of New Jersey Student Learning Standards in Social Studies

S-4043/A-6005 (Cunningham/Jasey, Greenwald) – Raises statutory threshold for certain public bidding, permits bidder disqualification due to prior negative experience, adds exemptions to public bidding requirement under "State College Contracts Law," and establishes process for cooperative pricing system

S-4063/A-6220 (Sweeney/Giblin, Egan) – Removes New Jersey Maritime Pilot and Docking Pilot Commission from appropriations act provision that limits compensation and health benefits; clarifies PERS and SHBP eligibility for members of commission

S-4068/ACS for A-6110 and 6185 (Sarlo, Oroho/Benson, Mukherji, Bramnick) – Revises elective pass-through entity business alternative income tax

S-4074wGR/A-6000 (Ruiz, Beach/Verrelli, Lampitt, Carter) – Allows alternative evaluation in place of basic skills testing requirements for certain teacher certification

SCS for S-4102/A-6230 (Sweeney, Ruiz/Benson, Mejia, Zwicker) – Establishes Direct Support Professional Career Development Program; appropriates \$1,000,000

S-4128/A-6231 (Sweeney, Pou/Houghtaling, Conaway, Dancer) – Requires that only fruits and vegetables grown and packaged in NJ may be labeled by food retailers as local to State

S-4207/A-6119 (Sweeney, Beach/Mukherji, Egan, Pintor Marin) – Concerns apprenticeship programs of public works contractors

S-4210/A-6062 (Sweeney, Greenstein/Greenwald, McKnight, Mukherji) – Requires EDA to establish loan program to assist certain businesses with funding to provide reasonable accommodations for employees with disabilities

S-4211/A-6228 (Sweeney, Corrado/Benson, Speight, Zwicker) – Establishes county college-based adult centers for transition for individuals with developmental disabilities; makes annual appropriation of \$4.5 million

S-4218/A-6256 (Scutari/Reynolds-Jackson, Wimberly, Mukherji) – Appropriates \$2 million to CRDA to support costs associated with hosting NAACP National Convention in Atlantic City

S-4233/A-6229 (Scutari, Gopal/Mukherji, Jimenez) – Limits fees charged to patients and authorized third parties for copies of medical and billing records

S-4252/A-6182 (Madden/Murphy, Chaparro) – Limits extension of mandatory retirement to 90 days from State Police Retirement System during emergencies

A-259/S-2224 (DeAngelo, Mukherji, Benson/Gopal, Pennacchio) – Provides civil service preference to military service members who did not serve in theater of operation but received campaign or expedition medal

A-798/S-52 (Verrelli, Vainieri Huttie, Armato/Singer, Greenstein) – Establishes local drug overdose fatality review teams

A-802/S-1352 (Verrelli, Reynolds-Jackson, Murphy/Turner, Pou) – Requires certain retailers to train employees on gift card fraud

A-862wGR/S-962 (Chiaravalloti, Karabinchak/Pennacchio, Pou) – Permits municipalities to refund excess property taxes paid by a taxpayer who wins an assessment appeal as a property tax credit

A-953/S-4031 (Karabinchak, Houghtaling/Pou) – Requires architects disclose insurance coverage

ACS for A-998 and 2349/S-4312 (Moen, Downey, Houghtaling, Benson, Vainieri Huttie/Ruiz, Beach, Singleton) – The “New Jersey Social Innovation Act”; establishes social innovation loan pilot program and study commission within EDA

A-1121/S-1871 (Murphy, Dancer, Stanley/Lagana, Pennacchio) – Upgrades certain crimes of misrepresenting oneself as member or veteran of US Armed Forces or organized militia

A-1219wGR/S-1054 (Chaparro, McKnight/Stack) – Requires owner notification of rabies testing protocol prior to testing of owner’s animal for rabies

A-1229wGR/S-2161 (Schaer, Mosquera, Tucker, Lampitt, Vainieri Huttle, Quijano, Wimberly, Pintor Marin, Jasey/Turner, Singleton) – Requires DCA to make information on homeless prevention programs and services available on its Internet website

A-1293/S-3977 (Greenwald, Burzichelli, Mukherji/Greenstein, Gopal) – Establishes advisory council for the brewery, cidery, meadery, and distillery industries in NJ and provides for funding through certain alcoholic beverage tax receipts

A-1663/S-1842 (Quijano, Vainieri Huttle, Karabinchak/Cryan, Scutari) – Establishes “New Jersey Nonprofit Security Grant Program”

A-2186/S-1599 (Mukherji, Chaparro, McKnight/Codey, Pou) – Establishes Statewide database of beds in shelters for the homeless

A-2360/S-3285 (Chaparro, Karabinchak, Johnson/Greenstein, Stack) – Requires electric public utility to charge residential rate for service used by residential customer for electric vehicle charging at charging stations within certain designated parking spaces

A-2685wGR/S-4209 (Armato, Mazzeo, Mukherji/Stack) – Concerns information on property condition disclosure statement

A-2772/S-1040 (Downey, Houghtaling, Benson/Gopal) – Authorizes certain Medicaid recipients residing on post-secondary school campus to participate remotely in meetings of non-medical nature regarding Medicaid benefits

A-2877/S-1149 (Dancer, Vainieri Huttle, Reynolds-Jackson/Ruiz) – Requires registration of certain vacant and abandoned properties with municipalities and provides enforcement tools related to maintenance of these properties

A-3007/S-3127 (Lampitt, Dunn, Benson/Lagana, Gopal) – Requires institutions of higher education to provide students with access to mental health care programs and services and to establish a hotline to provide information concerning the availability of those services

A-3392/S-1219 (Reynolds-Jackson, Timberlake, Jasey/Turner, Beach) – Requires student representative be appointed to each board of education of school district and board of trustees of charter school that includes grades nine through 12

A-3804/S-1590 (Armato, Murphy, S. Kean/Beach, A.M. Bucco) – Designates 9-1-1 operators or dispatchers as 9-1-1 first responder dispatchers

A-3870/S-2807 (Karabinchak, Johnson, Mukherji/Greenstein, Pou) – “Defense Against Porch Pirates Act”; amends theft statute

A-3950wGR/S-3180 (Verrelli, Benson, Zwicker/Greenstein, Turner) – Prohibits employer use of tracking device in vehicle operated by employee under certain circumstances

A-4002wGR/S-2257 (Caputo, Dancer, Murphy/Gopal, Sarlo) – Allows deduction of promotional gaming credit from gross revenue on sports wagering

A-4232/S-4231 (Houghtaling, Dancer, Wirths/Oroho, Smith) – Creates program in Department of Agriculture for deer fencing on certain farmland

A-4238/S-2561 (Chiaravalloti, Schaer, Benson/Gopal, Singer) – Establishes minimum Medicaid reimbursement rate for adult medical day care services

A-4241/S-2894 (Downey, Vainieri Huttle, Murphy/Pou) – Requires DHS to conduct biennial survey of SNAP experience

ACS for A-4253/S-3233 (Conaway, Pinkin, Jimenez/Cryan) – Requires certain electronic medical programs to include demographic data entry feature; requires laboratories to record certain patients' demographic information; requires certain hospitals and laboratories to implement cultural competency training program

A-4366/S-2801 (Taliaferro, Sumter, Mukherji/Pou, Greenstein) – Requires Police Training Commission to contract with crisis intervention training center to provide mental health training to police officers and establish curriculum specific to persons experiencing economic crisis or substance use disorder

A-4434wGR/S-2716 (Greenwald, Lampitt, Mukherji/Beach, Ruiz) – Establishes Student Wellness Grant Program in DOE

A-4478/S2759 (Vainieri Huttle, Speight, Schepisi, DeCroce/Vitale, Madden) – Establishes additional requirements for DOH to assess sanctions and impose penalties on nursing homes; revises reporting requirements for nursing homes

A-4569/S-3535 (Reynolds-Jackson, Benson, Karabinchak/Turner) – Requires BPU, electric power suppliers, and gas suppliers to publish certain information related to filing of customer complaints

ACS for A-4655/S-3595 (Reynolds-Jackson, Wimberly, Carter/Turner) – Limits police presence at polling places and ballot drop boxes; prohibits electioneering within 100 feet of ballot drop box

A-4771/S-2951 (Downey, Armato, Mukherji/Gopal, Singleton) – Expands offenses eligible for expungement upon successful discharge from drug court

A-4856/S-3094 (Lampitt, Benson, Caputo/Ruiz, Beach) – Requires Internet websites and web services of school districts, charter schools, renaissance schools, and the Marie H. Katzenbach School for the Deaf to be accessible to persons with disabilities

A-5033wGR/S-3279 (Benson, Dancer, Verrelli/Gopal) – Authorizes motor vehicle dealers to sell motor vehicles online and obtain electronic signatures for motor vehicle transactions

ACS for A-5075wGR/S-4001 (Burzichelli, Dancer, Johnson/Sweeney, A.M. Bucco) – Removes Fire Museum and Fallen Firefighters Memorial from auspices of DEP and establishes museum as independent organization; makes \$200,000 supplemental appropriation

A-5160/S-3324 (DeAngelo, Conaway, Zwicker/Smith, Bateman) – Establishes minimum energy and water efficiency standards for certain products sold, offered for sale, or leased in the State

A-5294/S-3418 (Speight, Vainieri Huttle, Verrelli/Gopal, Madden) – Provides fast track hiring and advancement employment opportunities by State for persons with significant disabilities

A-5296/S-3426 (Speight, Vainieri Huttle, McKnight/T. Kean, Schepisi) – Provides for employment by State of certain persons with disabilities

A-5322/S-3433 (Mosquera, Vainieri Huttle, DePhillips/Cruz-Perez, T. Kean) – Provides for process to vacate and expunge certain arrests, charges, complaints, convictions, other dispositions, and DNA

records, associated with violations by certain human trafficking victims

A-5336wGR/S-3441 (Benson, Freiman, Vainieri Huttie/Diegnan, Madden) – Requires DHS to establish payment programs for purchase of transportation services from private sector and government transportation service providers

A-5439/S-3760 (Caputo, Dancer, Murphy/Gopal, Beach) – Changes deadline for New Jersey Racing Commission's annual report from end of calendar year to end of State fiscal year

A-5694/S-3783 (Houghtaling, Downey, Dancer/Gopal, Madden) – Permits dependents of military member to enroll in school district in advance of military member's relocation to district

A-5814/S-3851 (Swain, Tully, Benson/Lagana, Diegnan) – Creates Office of School Bus Safety in Department of Education; appropriates \$200,000

A-5864wGR/S-3939 (Speight, Pintor Marin, Chaparro, McKnight, DeAngelo, Bergen/Gopal, Cryan) – Allows law enforcement officers to review body worn camera recordings prior to creating initial report

A-5997/S-4084 (Coughlin, Lopez/Sweeney, O'Scanlon) – Removes requirement for Legislature, DOE, free public libraries, and historical societies to purchase "Manual of the Legislature of New Jersey"

A-6012/S-4076 (Moen, Murphy, Freiman/Sarlo, Gopal) – Appropriates \$500,000 for USS New Jersey Commissioning Committee to support commissioning of boat and assigned personnel

A-6020/S-4114 (Conaway, Jimenez, Vainieri Huttie/Codey) – Establishes requirements for certain tobacco product retailers to stock and sell nicotine replacement therapy products

A-6060/S-4272 (Tucker, Caputo, Mukherji/Cunningham) – Makes supplemental appropriation of \$8 million to DHS to increase reimbursement for funeral, burial, and crematory services provided to certain beneficiaries of Work First New Jersey and Supplemental Security Income programs

A-6073/S-4140 (Verrelli/Vitale) – Temporarily waives certain basic life support services crewmember requirements

A-6093/S-4201 (Stanley, Benson, Timberlake/Greenstein, Gopal) – Mandates periodic cancer screening examinations for firefighters enrolled in SHBP

A-6108wGR/S-4247 (DeAngelo, Egan, Houghtaling/Madden) – Updates licenses offered by and certain licensure requirements from Board of Examiners of Electrical Contractors

A-6132/S-4235 (Schaer, Greenwald, Conaway/Singer, Gopal) – Permits volunteer paramedics to operate within mobile intensive care units

A-6133/S-4251 (Bramnick, Mukherji, Downey/Scutari) – Allows certain persons not yet appointed as administrator of estate to pursue lawsuit for damages for wrongful death on behalf of deceased's survivors

A-6150/S-4119 (DeAngelo, Karabinchak, Wirths/Oroho, Pou) – Revises penalties for transfer of certain professional and occupational licenses

A-6159/S-4236 (Coughlin, McKnight/Vitale, Ruiz) – Revises and renames Office of Food Insecurity Advocate

A-6162/S-4246 (Benson, Stanley/Gopal) – Requires certain motor vehicle dealers to maintain certain

requirements for business premises

A-6205/S-4270 (Coughlin, McKeon/Pou) – Amends certain requirements concerning insurance holding companies

A-6206wGR/S-4260 (Wimberly/Diegnan, Oroho) – Codifies right of real estate broker-salespersons and salespersons to define relationship with broker as one between broker and independent contractor or employee and enforces current and previous written agreements addressing relationship

A-6207/S-4222 (Greenwald, Lampitt, Benson/Sweeney) – Eliminates requirement for DOE to set certain tuition rates for approved private schools for students with disabilities in certain cases

A-6208/S-4151 (Mosquera, DeAngelo, Armato/Greenstein, Cruz-Perez) – Appropriates \$60,940,361 from constitutionally dedicated CBT revenues to State Agriculture Development Committee for farmland preservation purposes

A-6209/S-4154 (Freiman, Spearman, Egan/Turner, Oroho) – Appropriates \$18 million from constitutionally dedicated CBT revenues to State Agriculture Development Committee for county planning incentive grants for farmland preservation purposes

A-6210/S-4150 (Taliaferro, Moriarty, Burzichelli/Cruz-Perez, Greenstein) – Appropriates \$4.5 million from constitutionally dedicated CBT revenues to State Agriculture Development Committee for municipal planning incentive grants for farmland preservation purposes

A-6211/S-4149 (Houghtaling, Reynolds-Jackson, Downey/Cruz-Perez, Greenstein) – Appropriates \$440,240 from constitutionally dedicated CBT revenues to State Agriculture Development Committee for grants to certain nonprofit organizations for farmland preservation purposes

A-6212/S-4148 (Jimenez, Swain, Timberlake/Codey, Corrado) – Appropriates \$54.5 million from constitutionally dedicated CBT revenues for recreation and conservation purposes to DEP for State capital and park development projects

A-6213/S-4155 (Kennedy, Carter, Tully/Bateman, Smith) – Appropriates \$49.932 million from constitutionally dedicated CBT revenues to DEP for State acquisition of lands for recreation and conservation purposes, including Blue Acres projects, and Green Acres Program administrative costs

A-6214/S-4153 (Danielsen, Zwicker, Conaway/Greenstein, Smith) – Appropriates \$80,539,578 from constitutionally dedicated CBT revenues and various Green Acres funds to DEP for local government open space acquisition and park development projects

A-6215/S-4152 (Stanley, Murphy, Jasey/Smith, Greenstein) – Appropriates \$14,687,510 to DEP from constitutionally dedicated CBT revenues for grants to certain nonprofit entities to acquire or develop lands for recreation and conservation purposes

A-6246/S-4295 (Karabinchak/Sweeney) – Concerns changes in control of hotels and disruptions of hotel services

A-6257/S-4311 (McKnight/Sweeney, Singleton) – Imposes surcharge on casino hotel occupancies to fund public safety services

A-6262/S-4314 (Burzichelli, Reynolds-Jackson, Mukherji/Sweeney, Oroho, T. Kean) – Permits PERS retiree to return to employment in NJ Legislature after retirement under certain circumstances

A-6263/S-4315 (Burzichelli, Reynolds-Jackson, Mukherji/Sweeney, Oroho, T. Kean) – Appropriates \$2 million to Legislative Services Commission

Governor Murphy pocket vetoed the following bills:

S-73/A-4580 (Bateman, Sarlo/Zwicker, Thomson, McKnight) – Establishes requirements for sale of cottage food products

S-995/A-6172 (Sweeney, A.M. Bucco/Downey, McKnight) – Requires DOLWD and DHS to conduct assessment of community rehabilitation programs and community businesses

S-1934/A-1158 (Sweeney, Pou, Cryan/Freiman, Lopez, Murphy) – Authorizes use of disability benefits for transportation provided by transportation network companies

S-2679/A-1979 (Beach, Smith/Stanley, Lopez, Kennedy) – Requires paint producers to implement or participate in paint stewardship program

S-2768/A-4664 (Singleton, Ruiz/Reynolds-Jackson, Stanley, Sumter) – Authorizes State Chief Diversity Officer to conduct disparity study concerning utilization of minority-owned and women-owned businesses in State procurement process

S-3458/A-6245 (Lagana, Gopal/Coughlin, Jimenez, Mukherji) – Revises out-of-network arbitration process

S-3529/A-5442 (Addiego, Diegnan/DeAngelo, Dancer, Dunn) – Clarifies that member of SPRS may receive accidental disability benefit under certain circumstances

S-3715/A-5804 (Cryan/Quijano, Mukherji) – Modifies certain definitions related to transient accommodation taxes and fees

S-4189/A-6112 (Vitale, Cruz-Perez/Lopez) – Permits PERS retiree to return to elective public office after retirement under certain circumstances

A-1073/S-3432 (Speight, Pintor Marin, McKnight, Timberlake/Ruiz, O'Scanlon) – Establishes requirements to screen certain people who are pregnant and who have given birth for preeclampsia

A-1269/S-3490 (Greenwald, Giblin, Calabrese/Cruz-Perez, Beach) – Eliminates one percent tax on purchasers of Class 4A commercial property transferred for consideration in excess of \$1 million

A-4958/S-3740 (Tully, Armato, Zwicker/Lagana, Oroho) – Provides temporary exemption under sales and use tax for winterizing certain small business operations

A-5334/S-3442 (Lopez, Mazzeo, Stanley/Diegnan, T. Kean) – Requires DOT, NJT, and DHS to study and implement transportation mobility and accessibility improvements for persons with autism and developmental disabilities

A-5484/S-3817 (Dancer, Caputo, Houghtaling/Lagana) – Requires New Jersey Racing Commission to adopt procedures to enforce internal controls; requires annual audit

A-6033/S-4194 (Bramnick/Sweeney, T. Kean) – Classifies golf caddies as independent contractors for purposes of State employment laws

A-6157/S-4202 (Speight, Moen/Ruiz, Beach) – Prohibits circumventing intergovernmental transfer process for law enforcement officers in certain circumstances

