

Temporary & Executed

LEGISLATIVE HISTORY CHECKLIST

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LAWS OF: 2021 **CHAPTER:** 85

NJSA: Temporary & Executed (Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.)

BILL NO: S2486 (Substituted for A4264 (1R))

SPONSOR(S) Sweeney, Stephen M. and others

DATE INTRODUCED: 5/14/2020

COMMITTEE:
ASSEMBLY: Education
Appropriations
SENATE: Education
Budget & Appropriations

AMENDED DURING PASSAGE: Yes

DATE OF PASSAGE: **ASSEMBLY:** 3/25/2021

SENATE: 3/25/2021

DATE OF APPROVAL: 5/11/2021

FOLLOWING ARE ATTACHED IF AVAILABLE:

FINAL TEXT OF BILL (Second Reprint enacted) Yes

S2486

INTRODUCED BILL (INCLUDES SPONSOR'S STATEMENT): Yes

COMMITTEE STATEMENT:
ASSEMBLY: Yes Education
Appropriations
SENATE: Yes Education
Budget & Appropriations

(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

LEGISLATIVE FISCAL ESTIMATE: Yes 7/29/2020
3/18/2021

A4264 (1R)

INTRODUCED BILL (INCLUDES SPONSOR'S STATEMENT): Yes

COMMITTEE STATEMENT:
ASSEMBLY: Yes Education
Appropriations
SENATE: No

(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: No

LEGISLATIVE FISCAL ESTIMATE: Yes

VETO MESSAGE: No

GOVERNOR'S PRESS RELEASE ON SIGNING: Yes

FOLLOWING WERE PRINTED:

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REPORTS: No

HEARINGS: No

NEWSPAPER ARTICLES: No

P.L. 2021, CHAPTER 85, *approved May 11, 2021*
Senate, No. 2486 (*Second Reprint*)

1 AN ACT establishing the Clayton Model Pilot Program in the
2 Department of Education.

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

6
7 1. a. There is established a five-year Clayton Model Pilot
8 Program in the Department of Education. Under the pilot program, a
9 universal, school-based, social emotional learning program shall be
10 provided to public school students in grades kindergarten through five
11 to help enhance positive youth development and academic
12 achievement. The pilot program shall be implemented through two
13 educational strategies. The first strategy teaches students about
14 processing, integrating, and selectively applying social and emotional
15 skills. The second strategy involves fostering students' social
16 emotional development by creating safe and caring learning
17 environments using tiered supports that incorporate peer and family
18 activities, improved classroom management and teaching practices,
19 and whole-school community-building activities.

20 b. The Commissioner of Education shall select three counties to
21 participate in the pilot program. The commissioner shall select
22 ²**【either Morris County or Sussex County】** one county² to represent
23 the northern area of the State, ²**【either Middlesex County or Ocean**
24 **County】** one county² to represent the central area of the State, and
25 Gloucester County to represent the southern area of the State.

26 In each of the selected counties, the commissioner shall identify ²a
27 maximum of² 10 schools for participation in the pilot program. The
28 schools shall be identified in collaboration with the ²**【Clayton School**
29 **District and the】**² Senator Walter Rand Institute for Public Affairs at
30 Rutgers University-Camden.

31 c. The commissioner shall establish a steering committee that
32 shall be responsible for providing accountability and guidance on
33 policies and practices associated with the implementation of the pilot
34 program. The steering committee shall ², at a minimum,² include the
35 following members: a representative of the Department of Education
36 appointed by the commissioner; a member of the public with expertise
37 in issues related to the work of the steering committee appointed by
38 the Senate President; a member of the public with expertise in issues
39 related to the work of the steering committee appointed by the Speaker
40 of the General Assembly; the Superintendent of Schools of the Clayton
41 School District, who shall serve ex officio; the Director of the Child

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 August 27, 2020.

²Assembly AED committee amendments adopted January 25, 2021.

1 Connection Center, who shall serve ex officio; and a representative of
2 the Senator Walter Rand Institute for Public Affairs at Rutgers
3 University-Camden appointed by the commissioner upon the
4 recommendation of the institute. ²The commissioner may appoint
5 additional members to the steering committee with expertise in issues
6 related to the work of the committee as deemed necessary.²

7 d. The commissioner shall initiate the pilot program in phases and
8 provide for full implementation by no later than the third year of the
9 pilot program. The Clayton School District shall serve as the model
10 site for the pilot program, support the accurate communication of the
11 model to administrators and teachers in schools participating in the
12 pilot program, and design and conduct the training for county-level
13 social emotional learning coordinators. The county special services
14 school district ²[in], educational services commission, or jointure
15 commission serving² each of the counties selected for participation in
16 the pilot program shall be responsible for the management of the social
17 emotional learning programming in its county under the pilot program.
18 The county special services school district ², educational services
19 commission, or jointure commission² shall hire social emotional
20 learning coordinators at the county level who shall train and organize
21 the placement of social emotional learning specialists, including social
22 workers, behavioral health care providers, or other social emotional
23 learning professionals, who shall provide social emotional learning
24 supports at the school level under the pilot program. ²[The placement
25 of social emotional learning specialists in participating schools shall be
26 in collaboration with the Department of Education.]²

27
28 2. a. The Senator Walter Rand Institute shall develop and
29 implement a comprehensive evaluation of the pilot program that
30 measures outcomes for students, schools, and families and assesses
31 the fidelity of the training and implementation of the model. The
32 evaluation shall also include a cost-benefit analysis of the pilot
33 program. The institute may conduct its evaluation in collaboration
34 with such social emotional learning experts, researchers, and
35 evaluators at Rutgers University and other institutions of higher
36 education, as the institute deems appropriate.

37 b. No later than six months following the conclusion of the
38 pilot program, the institute shall report the results of the evaluation
39 to the Commissioner of Education and the steering committee.
40

41 3. ¹a. The commissioner shall provide interim reports by June
42 30th during each year of the pilot program to the State Board of
43 Education, the Governor, and the Legislature pursuant to section 2
44 of P.L.1991, c.164 (C.52:14-19.1). The interim reports shall
45 include the costs of the pilot program to date, the number and
46 names of the school districts and schools participating in the pilot
47 program, the number of students served under the pilot program,

1 and such other information that the commissioner deems
2 appropriate.

3 b.¹ The commissioner shall report to the Governor, and to the
4 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1),
5 after the receipt of the evaluation from the Senator Walter Rand
6 Institute ¹pursuant to section 2 of this act¹, on the implementation
7 and effectiveness of the pilot program. The report shall include the
8 commissioner's recommendation on the advisability of the
9 program's continuation and expansion to additional public schools
10 in the State.

11

12 ²4. Federal funds shall be utilized to support the implementation
13 of years one and two of the Clayton Model Pilot Program. Federal
14 funds shall first be utilized to support years three through five of
15 this program. An appropriation of State funds may occur to support
16 the implementation of the program for years three through five if
17 available federal funds are insufficient to cover program costs.²

18

19 ¹[4.] 5.¹ This act shall take effect immediately.

20

21

22

23

24 Establishes Clayton Model Pilot Program in DOE to provide
25 school-based social emotional learning to students in grades
26 kindergarten through five at certain public schools.

SENATE, No. 2486

STATE OF NEW JERSEY
219th LEGISLATURE

INTRODUCED MAY 14, 2020

Sponsored by:

Senator STEPHEN M. SWEENEY

District 3 (Cumberland, Gloucester and Salem)

Co-Sponsored by:

Senator Greenstein

SYNOPSIS

Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 5/14/2020)

1 AN ACT establishing the Clayton Model Pilot Program in the
2 Department of Education.

3

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

6

7 1. a. There is established a five-year Clayton Model Pilot
8 Program in the Department of Education. Under the pilot program,
9 a universal, school-based, social emotional learning program shall
10 be provided to public school students in grades kindergarten
11 through five to help enhance positive youth development and
12 academic achievement. The pilot program shall be implemented
13 through two educational strategies. The first strategy teaches
14 students about processing, integrating, and selectively applying
15 social and emotional skills. The second strategy involves fostering
16 students' social emotional development by creating safe and caring
17 learning environments using tiered supports that incorporate peer
18 and family activities, improved classroom management and
19 teaching practices, and whole-school community-building activities.

20 b. The Commissioner of Education shall select three counties
21 to participate in the pilot program. The commissioner shall select
22 either Morris County or Sussex County to represent the northern
23 area of the State, either Middlesex County or Ocean County to
24 represent the central area of the State, and Gloucester County to
25 represent the southern area of the State.

26 In each of the selected counties, the commissioner shall identify
27 10 schools for participation in the pilot program. The schools shall
28 be identified in collaboration with the Clayton School District and
29 the Senator Walter Rand Institute for Public Affairs at Rutgers
30 University-Camden.

31 c. The commissioner shall establish a steering committee that
32 shall be responsible for providing accountability and guidance on
33 policies and practices associated with the implementation of the
34 pilot program. The steering committee shall include the following
35 members: a representative of the Department of Education
36 appointed by the commissioner; a member of the public with
37 expertise in issues related to the work of the steering committee
38 appointed by the Senate President; a member of the public with
39 expertise in issues related to the work of the steering committee
40 appointed by the Speaker of the General Assembly; the
41 Superintendent of Schools of the Clayton School District, who shall
42 serve ex officio; the Director of the Child Connection Center, who
43 shall serve ex officio; and a representative of the Senator Walter
44 Rand Institute for Public Affairs at Rutgers University-Camden
45 appointed by the commissioner upon the recommendation of the
46 institute.

47 d. The commissioner shall initiate the pilot program in phases
48 and provide for full implementation by no later than the third year

1 of the pilot program. The Clayton School District shall serve as the
2 model site for the pilot program, support the accurate
3 communication of the model to administrators and teachers in
4 schools participating in the pilot program, and design and conduct
5 the training for county-level social emotional learning coordinators.
6 The county special services school district in each of the counties
7 selected for participation in the pilot program shall be responsible
8 for the management of the social emotional learning programming
9 in its county under the pilot program. The county special services
10 school district shall hire social emotional learning coordinators at
11 the county level who shall train and organize the placement of
12 social emotional learning specialists, including social workers,
13 behavioral health care providers, or other social emotional learning
14 professionals, who shall provide social emotional learning supports
15 at the school level under the pilot program. The placement of social
16 emotional learning specialists in participating schools shall be in
17 collaboration with the Department of Education.

18

19 2. a. The Senator Walter Rand Institute shall develop and
20 implement a comprehensive evaluation of the pilot program that
21 measures outcomes for students, schools, and families and assesses
22 the fidelity of the training and implementation of the model. The
23 evaluation shall also include a cost-benefit analysis of the pilot
24 program. The institute may conduct its evaluation in collaboration
25 with such social emotional learning experts, researchers, and
26 evaluators at Rutgers University and other institutions of higher
27 education, as the institute deems appropriate.

28 b. No later than six months following the conclusion of the
29 pilot program, the institute shall report the results of the evaluation
30 to the Commissioner of Education and the steering committee.

31

32 3. The commissioner shall report to the Governor, and to the
33 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1),
34 after the receipt of the evaluation from the Senator Walter Rand
35 Institute, on the implementation and effectiveness of the pilot
36 program. The report shall include the commissioner's
37 recommendation on the advisability of the program's continuation
38 and expansion to additional public schools in the State.

39

40 4. This act shall take effect immediately.

41

42

43

STATEMENT

44

45 The Clayton Model was developed in the Clayton School District
46 in Gloucester County and is a responsive, trauma-informed
47 intervention program used to promote student development and
48 success. The Clayton Model has been shown to improve

1 significantly students' social and emotional health, academic
2 performance, and caregivers' supports. This bill would create a
3 five-year pilot program in the Department of Education to expand
4 the Clayton Model to 10 public schools in each of three counties.
5 The Commissioner of Education will select either Morris or Sussex
6 County to represent the northern area of the State and either
7 Middlesex or Ocean County to represent the central area of the
8 State. Under the bill, Gloucester County will represent the southern
9 area of the State.

10 The commissioner will establish a steering committee that will
11 be responsible for providing accountability and guidance on
12 policies and practices associated with the implementation of the
13 pilot program. The steering committee will include the following
14 members: a representative of the Department of Education; two
15 members of the public with expertise in issues related to the work
16 of the steering committee, one appointed by the Senate President
17 and one appointed by the Speaker of the General Assembly; the
18 Superintendent of Schools of the Clayton School District; the
19 Director of the Child Connection Center; and a representative of the
20 Senator Walter Rand Institute for Public Affairs at Rutgers
21 University-Camden appointed by the commissioner upon the
22 recommendation of the institute.

23 Under the pilot program, the Clayton School District will serve
24 as the model site, support the accurate communication of the model
25 to administrators and teachers in schools participating in the pilot
26 program, and design and conduct the training for county-level
27 social emotional learning coordinators. The county special services
28 school district in each of the counties selected for participation in
29 the pilot program will be responsible for the management of the
30 social emotional learning programming in its county. These
31 districts will hire the social emotional learning coordinators at the
32 county level who will be responsible for training and organizing the
33 placement of social emotional learning specialists, such as social
34 workers, behavioral health care providers, or other social emotional
35 learning professionals, who will provide the social emotional
36 learning supports at the school level.

37 The Senator Walter Rand Institute will be responsible for
38 developing and implementing a comprehensive evaluation of the
39 pilot program that will include a cost-benefit analysis. A report of
40 the results of the evaluation will be provided to the Commissioner
41 of Education and members of the steering committee no later than
42 six months following the conclusion of the pilot program. After
43 receipt of the evaluation from the institute, the commissioner will
44 report to the Governor and to the Legislature on the implementation
45 and effectiveness of the pilot program, and will include in the report
46 a recommendation on the advisability of the program's continuation
47 and expansion to additional public schools in the State.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

[First Reprint]

SENATE, No. 2486

with committee amendments

STATE OF NEW JERSEY

DATED: JANUARY 25, 2021

The Assembly Education Committee reports favorably Senate Bill No. 2486 (1R) with committee amendments.

As amended, this bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School

District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds would be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

As amended and reported by the committee, this bill is identical to Assembly Bill No. 4264, which was also amended and reported by the committee on this same date.

COMMITTEE AMENDMENTS:

The committee amended the bill to:

- require the Commissioner of Education to select, in addition to Gloucester County, one county to represent the northern area of the State and one county to represent the central area of the State to participate in the program;

- require the commissioner to identify a maximum of 10 schools for participation in the program;
- remove the Clayton School District as one of the entities responsible for identifying participants in the program;
- permit the Commissioner of Education to select additional members of the steering committee with expertise in issues related to the work of the committee as deemed necessary;
- permit the educational services commission and jointure commission in each county selected for participation in the program to manage the social emotional learning programming in its county and hire social emotional learning coordinators;
- remove language requiring collaboration with the Department of Education for placement of social emotional learning specialists in participating schools; and
- require that federal funds be utilized to support the implementation of years one and two of the program, require federal funds first be utilized to support years three through five of the program, and allow appropriation of State funds to occur to support implementation of the program for years three through five if available federal funds are insufficient to cover program costs.

ASSEMBLY APPROPRIATIONS COMMITTEE

STATEMENT TO

[Second Reprint]

SENATE, No. 2486

STATE OF NEW JERSEY

DATED: MARCH 17, 2021

The Assembly Appropriations Committee reports favorably Senate Bill No. 2486 (2R).

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and

conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds would be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

As reported by the committee, Senate Bill No.2486 (2R) is identical to Assembly Bill No. 4264 (1R), which also was reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and certain county special services school districts, educational services commissions, or jointure commissions that participate in the Clayton Model Pilot Program.

School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in

expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 to \$100,000 per school, or \$142 per student.

The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately \$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.

The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The bill stipulates that federal funds will be utilized to support implementation of years one through five of the pilot program, and appropriation of State funds may occur to support implementation for years three through five if federal funds are insufficient to cover program costs in those years.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE, No. 2486

STATE OF NEW JERSEY

DATED: JUNE 25, 2020

The Senate Education Committee favorably reports Senate Bill No. 2486.

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) Morris or Sussex County to represent the northern area of the State; (2) Middlesex or Ocean County to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Clayton School District and the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district in each participating county to manage the social emotional learning program in the county. These districts would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

SENATE BUDGET AND APPROPRIATIONS COMMITTEE

STATEMENT TO

SENATE, No. 2486

STATE OF NEW JERSEY

DATED: JULY 28, 2020

The Senate Budget and Appropriations Committee reports favorably Senate Bill No. 2486.

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) Morris or Sussex County to represent the northern area of the State; (2) Middlesex or Ocean County to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Clayton School District and the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district in each participating county to manage the social emotional learning program in the county. These districts would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

FISCAL IMPACT:

The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and county special services school districts that participate in the Clayton Model Pilot Program.

School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 - \$100,000 per school, or \$142 per student.

The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately \$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.

Under the bill, a six-member steering committee would establish practices and policies to implement the pilot program. Absent information concerning the manner in which the pilot program will be implemented, the OLS is unable to quantify the overall fiscal impact of the bill.

The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses.

STATEMENT TO

SENATE, No. 2486

with Senate Floor Amendments
(Proposed by Senator SWEENEY)

ADOPTED: AUGUST 27, 2020

This floor amendment provides that by June 30th of each year during the duration of the Clayton Model Pilot Program, the Commissioner of Education will provide interim reports to the State Board of Education, the Governor, and the Legislature that will include certain prescribed information.

LEGISLATIVE FISCAL ESTIMATE
SENATE, No. 2486
STATE OF NEW JERSEY
219th LEGISLATURE 219th LEGISLATURE

DATED: JULY 29, 2020

SUMMARY

- Synopsis:** Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.
- Type of Impact:** Five-year increase in local expenditures; potential increase in State expenditures.
- Agencies Affected:** Certain school districts and county special services school districts; Department of Education.

Office of Legislative Services Estimate

Fiscal Impact	<u>Years 1-5</u>
Local Cost Increase	Indeterminate
Potential State Cost Increase	Indeterminate

- The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and county special services school districts that participate in the Clayton Model Pilot Program.
- School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 - \$100,000 per school, or \$142 per student.
- The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately \$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.
- Under the bill, a six-member steering committee would establish practices and policies to implement the pilot program. Absent information concerning the manner in which the pilot



program will be implemented, the OLS is unable to quantify the overall fiscal impact of the bill.

- The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses.

BILL DESCRIPTION

This bill establishes the five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) Morris or Sussex County to represent the northern area of the State; (2) Middlesex or Ocean County to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Clayton School District and the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select ten elementary schools within each county to participate in the pilot program.

The bill establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. The bill also requires the commissioner to initiate the pilot program in phases and provide for full implementation of the pilot program no later than the third year of the program.

The Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators. Additionally, the bill requires the county special services school district in each participating county to manage the social emotional learning program in the county. These districts would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The bill also requires the Senator Walter Rand Institute to develop a comprehensive evaluation of the pilot program and report the results thereof to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program and include a recommendation regarding the continuation or expansion of the program.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that the bill would result in an indeterminate annual increase in expenditures for school districts and county special services school districts that participate in the five-year Clayton Model Pilot Program. Under the bill, a six-member steering committee would be responsible for establishing practices and policies to implement the pilot program. Absent information concerning the manner in which the pilot program will be implemented, the OLS is unable to quantify the overall fiscal impact of the bill on participating school districts.

However, according to a recent analysis conducted by the Senator Walter Rand Institute, in collaboration with the Clayton School District, the full implementation of the pilot program is expected to result in an annual increase in expenditures of approximately \$2.4 million to \$3 million, collectively, for the 30 elementary schools that participate in the program. The analysis also estimates that the full implementation of the pilot program could cause the three participating county special services school districts to incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, depending on which counties are selected for the program.

The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses.

Participating School Districts

The bill is expected to increase the annual expenditures of any school district that operates one of the thirty elementary schools that participates in the pilot program. These cost increases are expected to arise through the implementation of social emotional learning strategies, as prescribed by the Clayton Model and required under the pilot program. Specifically, the pilot program would require the use of two educational strategies: (1) a strategy that teaches about processing, integrating, and selectively applying social and emotional skills; and (2) a strategy that involves fostering students' social emotional development by creating safe and caring learning environments using tiered supports that incorporate peer and family activities, improved classroom management and teaching practices, and whole-school community-building activities.

Participating school districts are, therefore, expected to incur annual expenditure increases to the extent that the implementation of these educational strategies requires additional investments in school personnel, classroom equipment, and extracurricular activities. According to the Senator Walter Rand Institute, each of these schools could incur annual expenditure increases of \$80,000 to \$100,000, or approximately \$142 per student. However, absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Given that the implementation of the pilot program would be initiated in phases, as determined by the commissioner, certain school districts may not experience significant expenditure increases until the pilot program is fully implemented, which would occur no later than the third year of the pilot program. Consequently, certain school districts might only experience expenditure increases during the final three years of the program.

The Clayton School District – Model Site

Under the bill, the Clayton School District would be required to serve as the model site for the pilot program. Accordingly, the school district would be required to: (1) support the accurate communication of the Clayton Model to the administrators and teachers of each participating

school; and (2) design and conduct training for each county social emotional learning coordinator. As a result, the Clayton School District is expected to incur increased administrative and training expenses associated with the performance of these additional duties. Given the responsibility to train county social emotional learning coordinators, the school district may incur a significant portion of these expenditure increases during the early stages of the pilot program, before the program has been fully implemented in each participating school.

Participating County Special Services School Districts

The bill is expected to increase the annual expenditures of each county special services school district that participates in the pilot program. Under the bill, each county special services school district would be responsible for the social emotional learning programming provided in the county under the pilot program. Specifically, the bill requires these districts to hire county social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would support participating schools.

Most notably, the employment of social emotional learning coordinators is expected to increase the annual expenditures of each participating county special services school district. Under current law, county special services school districts are generally funded through: (1) county appropriations; (2) tuition from sending school districts; and (3) nonresident fees from students residing outside of the county.

The OLS notes that the total increase in expenditures will vary depending on which three counties are selected to participate in the pilot program. For example, an analysis conducted by the Senator Walter Rand Institute estimates that the full implementation of the pilot program would result in annual expenditure increases for each eligible county special services school district, as follows: (1) Sussex County, \$2.2 million - \$2.7 million; (2) Morris County, \$8.2 million - \$10.6 million; (3) Middlesex County, \$9 million - \$11.3 million; (4) Ocean County, \$5.9 million - \$7.4 million; and (5) Gloucester County, \$4.5 million - \$5.6 million. Depending on which counties are selected for the program, this analysis indicates that the three participating county special services school districts could incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, when the pilot program is fully implemented no later than the third year of the five-year program. However, absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Department of Education

Under the bill, the Department of Education would primarily serve in a supervisory capacity in the implementation of the pilot program. However, in addition to selecting counties and schools for participation in the pilot program, the commissioner would also be required to issue a final report to the Governor and Legislature concerning the effectiveness of the pilot program. As such, the bill could also result in increased State expenditures to the extent that these responsibilities require additional administrative expenses.

Section: Education Section

*Analyst: Joseph A. Pezzulo
Associate Research Analyst*

*Approved: Frank W. Haines III
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

[Second Reprint]

SENATE, No. 2486

STATE OF NEW JERSEY 219th LEGISLATURE

DATED: MARCH 18, 2021

SUMMARY

- Synopsis:** Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.
- Type of Impact:** Five-year increase in local expenditures; potential increase in State expenditures.
- Agencies Affected:** Certain school districts, and certain county special services school districts, educational services commissions, or jointure commissions; Department of Education.

Office of Legislative Services Estimate

Fiscal Impact	<u>Years 1-5</u>
Potential State Cost Increase	Indeterminate
Local Cost Increase	Indeterminate

- The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and certain county special services school districts, educational services commissions, or jointure commissions that participate in the Clayton Model Pilot Program.
- School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 to \$100,000 per school, or \$142 per student.
- The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately

\$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.

- The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The bill stipulates that federal funds will be utilized to support implementation of years one through five of the pilot program, and appropriation of State funds may occur to support implementation for years three through five if federal funds are insufficient to cover program costs in those years.

BILL DESCRIPTION

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds will be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that the bill would result in an indeterminate annual increase in expenditures for school districts and for county special services school districts, educational services commissions, or jointure commissions that participate in the five-year Clayton Model Pilot Program. Under the bill, a six-member steering committee would be responsible for establishing practices and policies to implement the pilot program. Absent information concerning the manner in which the pilot program will be implemented, the OLS is unable to quantify the overall fiscal impact of the bill on participants of the pilot program.

However, according to a recent analysis conducted by the Senator Walter Rand Institute, in collaboration with the Clayton School District, the full implementation of the pilot program is expected to result in an annual increase in expenditures of approximately \$2.4 million to \$3 million, collectively, for the 30 elementary schools that participate in the program. The analysis also estimates that the full implementation of the pilot program could cause three participating county special services school districts to incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, depending on which counties are selected for the program.

The OLS notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The OLS also notes that federal funding will be used to support implementation of the pilot program for each year of the pilot program, and State funds may be appropriated to support implementation of the program in years three through five of the pilot program if federal funds are insufficient to cover program costs in those years. However, the OLS does not have sufficient information to determine whether the federal and State funds are expected to offset the total increase in local and State costs that would result from the bill.

Participating School Districts

The bill is expected to increase the annual expenditures of any school district that operates one of the thirty elementary schools that participates in the pilot program. These cost increases are expected to arise through the implementation of social emotional learning strategies, as prescribed

by the Clayton Model and required under the pilot program. Specifically, the pilot program would require the use of two educational strategies: (1) a strategy that teaches about processing, integrating, and selectively applying social and emotional skills; and (2) a strategy that involves fostering students' social emotional development by creating safe and caring learning environments using tiered supports that incorporate peer and family activities, improved classroom management and teaching practices, and whole-school community-building activities.

Participating school districts are, therefore, expected to incur annual expenditure increases to the extent that the implementation of these educational strategies requires additional investments in school personnel, classroom equipment, and extracurricular activities. According to the Senator Walter Rand Institute, each of these schools could incur annual expenditure increases of \$80,000 to \$100,000, or approximately \$142 per student. However, absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Given that the implementation of the pilot program would be initiated in phases, as determined by the commissioner, certain school districts may not experience significant expenditure increases until the pilot program is fully implemented, which would occur no later than the third year of the pilot program. Consequently, certain school districts might only experience expenditure increases during the final three years of the program.

The Clayton School District – Model Site

Under the bill, the Clayton School District would be required to serve as the model site for the pilot program. Accordingly, the school district would be required to: (1) support the accurate communication of the Clayton Model to the administrators and teachers of each participating school; and (2) design and conduct training for each county social emotional learning coordinator. As a result, the Clayton School District is expected to incur increased administrative and training expenses associated with the performance of these additional duties. Given the responsibility to train county social emotional learning coordinators, the school district may incur a significant portion of these expenditure increases during the early stages of the pilot program, before the program has been fully implemented in each participating school.

Participating County Special Services School Districts, Educational Services Commissions, or Jointure Commissions

The bill is expected to increase the annual expenditures of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. Under the bill, each county special services school district, educational services commission, or jointure commission would be responsible for the social emotional learning programming provided in the county under the pilot program. Specifically, the bill requires these entities to hire county social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would support participating schools. Most notably, the employment of social emotional learning coordinators is expected to increase the annual expenditures of each participating county special services school district, educational services commission, or jointure commission.

The OLS notes that the total increase in expenditures will vary depending on which three counties are selected to participate in the pilot program. For example, an analysis conducted by the Senator Walter Rand Institute estimates that the full implementation of the pilot program would result in annual expenditure increases for each eligible county special services school district, as

follows: (1) Sussex County, \$2.2 million to \$2.7 million; (2) Morris County, \$8.2 million to \$10.6 million; (3) Middlesex County, \$9 million to \$11.3 million; (4) Ocean County, \$5.9 million to \$7.4 million; and (5) Gloucester County, \$4.5 million to \$5.6 million. Depending on which counties are selected for the program, this analysis indicates that three participating county special services school districts could incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, when the pilot program is fully implemented no later than the third year of the five-year program. It is important to note that the Senator Walter Rand Institute analysis is specific to county special services school districts. There is not enough information to determine an estimate of annual expenditure increases specifically for educational services commissions or jointure commissions. However, it is likely that the annual expenditure increases for these entities would be similar to the estimate for county special services school districts. Absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Department of Education

Under the bill, the Department of Education would primarily serve in a supervisory capacity in the implementation of the pilot program. However, in addition to selecting counties and schools for participation in the pilot program, the commissioner would also be required to issue a final report to the Governor and Legislature concerning the effectiveness of the pilot program. As such, the bill could also result in increased State expenditures to the extent that these responsibilities require additional administrative expenses.

Section: *Education Section*

Analyst: *Robert A. Melcher*
 Section Chief

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, No. 4264

STATE OF NEW JERSEY 219th LEGISLATURE

INTRODUCED JUNE 15, 2020

Sponsored by:

Assemblyman ADAM J. TALIAFERRO

District 3 (Cumberland, Gloucester and Salem)

Assemblywoman PAMELA R. LAMPITT

District 6 (Burlington and Camden)

Assemblywoman VALERIE VAINIERI HUTTLE

District 37 (Bergen)

Co-Sponsored by:

Assemblywoman Reynolds-Jackson

SYNOPSIS

Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/15/2020)

1 AN ACT establishing the Clayton Model Pilot Program in the
2 Department of Education.

3

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

6

7 1. a. There is established a five-year Clayton Model Pilot
8 Program in the Department of Education. Under the pilot program,
9 a universal, school-based, social emotional learning program shall
10 be provided to public school students in grades kindergarten
11 through five to help enhance positive youth development and
12 academic achievement. The pilot program shall be implemented
13 through two educational strategies. The first strategy teaches
14 students about processing, integrating, and selectively applying
15 social and emotional skills. The second strategy involves fostering
16 students' social emotional development by creating safe and caring
17 learning environments using tiered supports that incorporate peer
18 and family activities, improved classroom management and
19 teaching practices, and whole-school community-building activities.

20 b. The Commissioner of Education shall select three counties
21 to participate in the pilot program. The commissioner shall select
22 either Morris County or Sussex County to represent the northern
23 area of the State, either Middlesex County or Ocean County to
24 represent the central area of the State, and Gloucester County to
25 represent the southern area of the State.

26 In each of the selected counties, the commissioner shall identify
27 10 schools for participation in the pilot program. The schools shall
28 be identified in collaboration with the Clayton School District and
29 the Senator Walter Rand Institute for Public Affairs at Rutgers
30 University-Camden.

31 c. The commissioner shall establish a steering committee that
32 shall be responsible for providing accountability and guidance on
33 policies and practices associated with the implementation of the
34 pilot program. The steering committee shall include the following
35 members: a representative of the Department of Education
36 appointed by the commissioner; a member of the public with
37 expertise in issues related to the work of the steering committee
38 appointed by the Senate President; a member of the public with
39 expertise in issues related to the work of the steering committee
40 appointed by the Speaker of the General Assembly; the
41 Superintendent of Schools of the Clayton School District, who shall
42 serve ex officio; the Director of the Child Connection Center, who
43 shall serve ex officio; and a representative of the Senator Walter
44 Rand Institute for Public Affairs at Rutgers University-Camden
45 appointed by the commissioner upon the recommendation of the
46 institute.

47 d. The commissioner shall initiate the pilot program in phases
48 and provide for full implementation by no later than the third year

1 of the pilot program. The Clayton School District shall serve as the
2 model site for the pilot program, support the accurate
3 communication of the model to administrators and teachers in
4 schools participating in the pilot program, and design and conduct
5 the training for county-level social emotional learning coordinators.
6 The county special services school district in each of the counties
7 selected for participation in the pilot program shall be responsible
8 for the management of the social emotional learning programming
9 in its county under the pilot program. The county special services
10 school district shall hire social emotional learning coordinators at
11 the county level who shall train and organize the placement of
12 social emotional learning specialists, including social workers,
13 behavioral health care providers, or other social emotional learning
14 professionals, who shall provide social emotional learning supports
15 at the school level under the pilot program. The placement of social
16 emotional learning specialists in participating schools shall be in
17 collaboration with the Department of Education.

18

19 2. a. The Senator Walter Rand Institute shall develop and
20 implement a comprehensive evaluation of the pilot program that
21 measures outcomes for students, schools, and families and assesses
22 the fidelity of the training and implementation of the model. The
23 evaluation shall also include a cost-benefit analysis of the pilot
24 program. The institute may conduct its evaluation in collaboration
25 with such social emotional learning experts, researchers, and
26 evaluators at Rutgers University and other institutions of higher
27 education, as the institute deems appropriate.

28 b. No later than six months following the conclusion of the
29 pilot program, the institute shall report the results of the evaluation
30 to the Commissioner of Education and the steering committee.

31

32 3. The commissioner shall report to the Governor, and to the
33 Legislature pursuant to section 2 of P.L.1991, c.164 (C.52:14-19.1),
34 after the receipt of the evaluation from the Senator Walter Rand
35 Institute, on the implementation and effectiveness of the pilot
36 program. The report shall include the commissioner's
37 recommendation on the advisability of the program's continuation
38 and expansion to additional public schools in the State.

39

40 4. This act shall take effect immediately.

41

42

43

STATEMENT

44

45 The Clayton Model was developed in the Clayton School District
46 in Gloucester County and is a responsive, trauma-informed
47 intervention program used to promote student development and
48 success. The Clayton Model has been shown to improve

1 significantly students' social and emotional health, academic
2 performance, and caregivers' supports. This bill would create a
3 five-year pilot program in the Department of Education to expand
4 the Clayton Model to 10 public schools in each of three counties.
5 The Commissioner of Education will select either Morris or Sussex
6 County to represent the northern area of the State and either
7 Middlesex or Ocean County to represent the central area of the
8 State. Under the bill, Gloucester County will represent the southern
9 area of the State.

10 The commissioner will establish a steering committee that will
11 be responsible for providing accountability and guidance on
12 policies and practices associated with the implementation of the
13 pilot program. The steering committee will include the following
14 members: a representative of the Department of Education; two
15 members of the public with expertise in issues related to the work
16 of the steering committee, one appointed by the Senate President
17 and one appointed by the Speaker of the General Assembly; the
18 Superintendent of Schools of the Clayton School District; the
19 Director of the Child Connection Center; and a representative of the
20 Senator Walter Rand Institute for Public Affairs at Rutgers
21 University-Camden appointed by the commissioner upon the
22 recommendation of the institute.

23 Under the pilot program, the Clayton School District will serve
24 as the model site, support the accurate communication of the model
25 to administrators and teachers in schools participating in the pilot
26 program, and design and conduct the training for county-level
27 social emotional learning coordinators. The county special services
28 school district in each of the counties selected for participation in
29 the pilot program will be responsible for the management of the
30 social emotional learning programming in its county. These
31 districts will hire the social emotional learning coordinators at the
32 county level who will be responsible for training and organizing the
33 placement of social emotional learning specialists, such as social
34 workers, behavioral health care providers, or other social emotional
35 learning professionals, who will provide the social emotional
36 learning supports at the school level.

37 The Senator Walter Rand Institute will be responsible for
38 developing and implementing a comprehensive evaluation of the
39 pilot program that will include a cost-benefit analysis. A report of
40 the results of the evaluation will be provided to the Commissioner
41 of Education and members of the steering committee no later than
42 six months following the conclusion of the pilot program. After
43 receipt of the evaluation from the institute, the commissioner will
44 report to the Governor and to the Legislature on the implementation
45 and effectiveness of the pilot program, and will include in the report
46 a recommendation on the advisability of the program's continuation
47 and expansion to additional public schools in the State.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY, No. 4264

with committee amendments

STATE OF NEW JERSEY

DATED: JANUARY 25, 2021

The Assembly Education Committee reports favorably Assembly Bill No. 4264 with committee amendments.

As amended, this bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model

to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds would be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

As amended and reported by the committee, this bill is identical to Senate Bill No. 2486 (1R), which also was amended and reported by the committee on this same date.

COMMITTEE AMENDMENTS:

The committee amended the bill to:

- require the Commissioner of Education to select, in addition to Gloucester County, one county to represent the northern area of the State and one county to represent the central area of the State to participate in the program;

- require the commissioner to identify a maximum of 10 schools for participation in the program;
- remove the Clayton School District as one of the entities responsible for identifying participants in the program;
- permit the Commissioner of Education to select additional members of the steering committee with expertise in issues related to the work of the committee as deemed necessary;
- permit the educational services commission and jointure commission in each county selected for participation in the program to manage the social emotional learning programming in its county and hire social emotional learning coordinators;
- remove language requiring collaboration with the Department of Education for placement of social emotional learning specialists in participating schools;
- require the commissioner to provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature; and
- require that federal funds be utilized to support the implementation of years one and two of the program, require federal funds first be utilized to support years three through five of the program, and allow appropriation of State funds to occur to support implementation of the program for years three through five if available federal funds are insufficient to cover program costs.

ASSEMBLY APPROPRIATIONS COMMITTEE

STATEMENT TO

[First Reprint]

ASSEMBLY, No. 4264

STATE OF NEW JERSEY

DATED: MARCH 17, 2021

The Assembly Appropriations Committee reports favorably Assembly Bill No. 4264 (1R).

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and

conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds would be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

As reported by the committee, Assembly Bill No. 4264 (1R) is identical to Senate Bill No. 2486 (1R), which also was reported by the committee on this date.

FISCAL IMPACT:

The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and certain county special services school districts, educational services commissions, or jointure commissions that participate in the Clayton Model Pilot Program.

School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 to \$100,000 per school, or \$142 per student.

The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately \$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.

The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The bill stipulates that federal funds will be utilized to support implementation of years one through five of the pilot program, and appropriation of State funds may occur to support implementation for years three through five if federal funds are insufficient to cover program costs in those years.

LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

ASSEMBLY, No. 4264

STATE OF NEW JERSEY 219th LEGISLATURE

DATED: MARCH 18, 2021

SUMMARY

- Synopsis:** Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools.
- Type of Impact:** Five-year increase in local expenditures; potential increase in State expenditures.
- Agencies Affected:** Certain school districts, and certain county special services school districts, educational services commissions, or jointure commissions; Department of Education.

Office of Legislative Services Estimate

Fiscal Impact	<u>Years 1-5</u>
Potential State Cost Increase	Indeterminate
Local Cost Increase	Indeterminate

- The Office of Legislative Services (OLS) estimates that the bill would result in an indeterminate annual increase in expenditures for school districts and certain county special services school districts, educational services commissions, or jointure commissions that participate in the Clayton Model Pilot Program.
- School districts that operate an elementary school participating in the pilot program are expected to incur annual increases in expenditures associated with the implementation of social emotional learning strategies under the Clayton Model during the five-year program. According to the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, these annual costs could equal \$80,000 to \$100,000 per school, or \$142 per student.
- The employment of social emotional learning coordinators is expected to increase the annual personnel costs of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. According to the Senator Walter Rand Institute, these annual cost increases could range from approximately

\$12.6 million to \$27.5 million, collectively, depending on which counties participate in the program.

- The OLS also notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The bill stipulates that federal funds will be utilized to support implementation of years one through five of the pilot program, and appropriation of State funds may occur to support implementation for years three through five if federal funds are insufficient to cover program costs in those years.

BILL DESCRIPTION

This bill establishes a five-year Clayton Model Pilot Program in the Department of Education to provide a social emotional learning program to elementary school students attending selected public schools. The pilot program would be based on the Clayton Model, which is a responsive, trauma-informed intervention program for student development that was created by the Clayton School District in Gloucester County.

Under the bill, the Commissioner of Education would select three counties to participate in the pilot program: (1) one county to represent the northern area of the State; (2) one county to represent the central area of the State; and (3) Gloucester County to represent the southern area of the State. After each county is selected, the commissioner, in collaboration with the Senator Walter Rand Institute for Public Affairs at Rutgers University-Camden, would select a maximum of 10 schools within each county to participate in the pilot program.

The bill also establishes a six-member steering committee to provide accountability and guidance concerning the policies and practices associated with the implementation of the pilot program. This steering committee would, at a minimum, include the following members: (1) a representative of the Department of Education; (2) two members of the public with expertise in issues related to the work of the committee, one appointed by the Senate President and one appointed by the Speaker of the General Assembly; (3) the Superintendent of Schools of the Clayton School District; (4) the Director of the Child Connection Center; and (5) a representative of the Senator Walter Rand Institute appointed by the commissioner upon the recommendation of the institute. The commissioner would be permitted to appoint additional members to the steering committee with expertise in issues related to the work of the commission as deemed necessary.

Under the bill, the Clayton School District would serve as the model site for the pilot program. The bill requires the Clayton School District to support the accurate communication of the model to administrators and teachers in participating schools, and design and conduct the training for county-level social emotional learning coordinators.

Additionally, the bill requires the county special services school district, educational services commission, or jointure commission serving each participating county to manage the social emotional learning program in the county. The districts, educational services commissions, and jointure commissions would be required to hire social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would provide the social emotional learning supports in participating schools.

The commissioner would provide interim reports during each year of the pilot program to the State Board of Education, the Governor, and the Legislature including the costs of the pilot program to date, the number and names of the school districts and schools participating in the pilot program, the number of students served under the pilot program, and such other information that the commissioner deems appropriate.

The Senator Walter Rand Institute would also be required to develop and implement a comprehensive evaluation of the pilot program, which evaluation would include a cost-benefit analysis. The bill requires the institute to report the results of the evaluation to the commissioner and the steering committee no later than six months following the conclusion of the pilot program. After receiving these results, the commissioner would be required to report to the Governor and Legislature concerning the implementation and effectiveness of the pilot program, which report would include a recommendation regarding the continuation or expansion of the program.

Federal funds will be used to support implementation of years one and two of the Clayton Model Pilot Program. Federal funds would first be utilized to support years three through five of the program. An appropriation of State funds could be made to support implementation of the program for years three through five if federal funds are insufficient to cover program costs.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS concludes that the bill would result in an indeterminate annual increase in expenditures for school districts and for county special services school districts, educational services commissions, or jointure commissions that participate in the five-year Clayton Model Pilot Program. Under the bill, a six-member steering committee would be responsible for establishing practices and policies to implement the pilot program. Absent information concerning the manner in which the pilot program will be implemented, the OLS is unable to quantify the overall fiscal impact of the bill on participants of the pilot program.

However, according to a recent analysis conducted by the Senator Walter Rand Institute, in collaboration with the Clayton School District, the full implementation of the pilot program is expected to result in an annual increase in expenditures of approximately \$2.4 million to \$3 million, collectively, for the 30 elementary schools that participate in the program. The analysis also estimates that the full implementation of the pilot program could cause three participating county special services school districts to incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, depending on which counties are selected for the program.

The OLS notes that the Department of Education could incur indeterminate expenditure increases to the extent that the implementation and evaluation of the pilot program require additional administrative expenses. The OLS also notes that federal funding will be used to support implementation of the pilot program for each year of the pilot program, and State funds may be appropriated to support implementation of the program in years three through five of the pilot program if federal funds are insufficient to cover program costs in those years. However, the OLS does not have sufficient information to determine whether the federal and State funds are expected to offset the total increase in local and State costs that would result from the bill.

Participating School Districts

The bill is expected to increase the annual expenditures of any school district that operates one of the thirty elementary schools that participates in the pilot program. These cost increases are expected to arise through the implementation of social emotional learning strategies, as prescribed

by the Clayton Model and required under the pilot program. Specifically, the pilot program would require the use of two educational strategies: (1) a strategy that teaches about processing, integrating, and selectively applying social and emotional skills; and (2) a strategy that involves fostering students' social emotional development by creating safe and caring learning environments using tiered supports that incorporate peer and family activities, improved classroom management and teaching practices, and whole-school community-building activities.

Participating school districts are, therefore, expected to incur annual expenditure increases to the extent that the implementation of these educational strategies requires additional investments in school personnel, classroom equipment, and extracurricular activities. According to the Senator Walter Rand Institute, each of these schools could incur annual expenditure increases of \$80,000 to \$100,000, or approximately \$142 per student. However, absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Given that the implementation of the pilot program would be initiated in phases, as determined by the commissioner, certain school districts may not experience significant expenditure increases until the pilot program is fully implemented, which would occur no later than the third year of the pilot program. Consequently, certain school districts might only experience expenditure increases during the final three years of the program.

The Clayton School District – Model Site

Under the bill, the Clayton School District would be required to serve as the model site for the pilot program. Accordingly, the school district would be required to: (1) support the accurate communication of the Clayton Model to the administrators and teachers of each participating school; and (2) design and conduct training for each county social emotional learning coordinator. As a result, the Clayton School District is expected to incur increased administrative and training expenses associated with the performance of these additional duties. Given the responsibility to train county social emotional learning coordinators, the school district may incur a significant portion of these expenditure increases during the early stages of the pilot program, before the program has been fully implemented in each participating school.

Participating County Special Services School Districts, Educational Services Commissions, or Jointure Commissions

The bill is expected to increase the annual expenditures of each county special services school district, educational services commission, or jointure commission that participates in the pilot program. Under the bill, each county special services school district, educational services commission, or jointure commission would be responsible for the social emotional learning programming provided in the county under the pilot program. Specifically, the bill requires these entities to hire county social emotional learning coordinators to train and organize the placement of social emotional learning specialists (e.g., social workers, behavioral health care providers, or other social emotional learning professionals) who would support participating schools. Most notably, the employment of social emotional learning coordinators is expected to increase the annual expenditures of each participating county special services school district, educational services commission, or jointure commission.

The OLS notes that the total increase in expenditures will vary depending on which three counties are selected to participate in the pilot program. For example, an analysis conducted by the Senator Walter Rand Institute estimates that the full implementation of the pilot program would result in annual expenditure increases for each eligible county special services school district, as

follows: (1) Sussex County, \$2.2 million to \$2.7 million; (2) Morris County, \$8.2 million to \$10.6 million; (3) Middlesex County, \$9 million to \$11.3 million; (4) Ocean County, \$5.9 million to \$7.4 million; and (5) Gloucester County, \$4.5 million to \$5.6 million. Depending on which counties are selected for the program, this analysis indicates that three participating county special services school districts could incur annual expenditure increases of approximately \$12.6 million to \$27.5 million, collectively, when the pilot program is fully implemented no later than the third year of the five-year program. It is important to note that the Senator Walter Rand Institute analysis is specific to county special services school districts. There is not enough information to determine an estimate of annual expenditure increases specifically for educational services commissions or jointure commissions. However, it is likely that the annual expenditure increases for these entities would be similar to the estimate for county special services school districts. Absent information concerning the manner in which the steering committee will implement the pilot program, the OLS is unable to substantiate these cost estimates.

Department of Education

Under the bill, the Department of Education would primarily serve in a supervisory capacity in the implementation of the pilot program. However, in addition to selecting counties and schools for participation in the pilot program, the commissioner would also be required to issue a final report to the Governor and Legislature concerning the effectiveness of the pilot program. As such, the bill could also result in increased State expenditures to the extent that these responsibilities require additional administrative expenses.

Section: Education Section

*Analyst: Robert A. Melcher
Section Chief*

*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.).

Governor Murphy Takes Action on Legislation

05/11/2021

TRENTON – Today, Governor Murphy signed the following bills into law:

S-767/A-4552 (Gopal, Greenstein/Houghtaling, Benson, Tully) – Exempts New Jersey Infrastructure Bank projects from certain local bond requirements

S-942/A-2890 (Singleton/Lopez, Chiaravalloti, Timberlake) – Requires certain standards for professional and occupational boards considering applicants with criminal history records

S-1937/A-1597 (Madden, Sweeney/Mejia, Timberlake, Vainieri Huttie) – Establishes Task Force to Promote Employment by State Agencies of People with Disabilities

S-2486/A-4264 (Sweeney/Taliaferro, Lampitt, Vainieri Huttie) – Establishes Clayton Model Pilot Program in DOE to provide school-based social emotional learning to students in grades kindergarten through five at certain public schools

S-2728/A-4835 (Sweeney, A.M. Bucco/Verrelli, Burzichelli, Wirths) – Adds two members to State Board of Examiners of Heating, Ventilating, Air Conditioning and Refrigeration (HVACR) Contractors

S-2832/A-5295 (Ruiz, Beach/Quijano, Lampitt) – Allows student enrolled in institution of higher education who has completed 30 semester-hour credits to serve as substitute teacher; extends time period substitute teacher may serve during public health emergency

S-3145/A-2308 (Greenstein, Pou/Vainieri Huttie, Johnson, Downey) – Concerns names required on applications for professional and occupational licensure

S-3198/A-5078 (Codey, Gopal/Dancer, Caputo) – Extends time outstanding parimutuel ticket may be claimed from six months to 12 months; allows additional time to claim outstanding parimutuel tickets and unclaimed cash vouchers due to Public Health Emergency

S-3234/A-5149 (Singleton, A.M. Bucco/Greenwald, Benson, Johnson) – Allows deduction from tax of certain expenses when taxpayer's federal paycheck protection program loan is forgiven and excludes those forgiven loans from gross income tax

Governor Murphy conditionally vetoed the following bills:

S-853/A-5064 (Sweeney, Beach/Verrelli, Giblin, Danielsen) – **CONDITIONAL** – "New Jersey Buy American Act"; requires certain State agency highway and bridge construction contracts to include iron and steel products made in U.S.

[Copy of Statement](#)

S-890/A-1061 (Pou, Codey/Jasey, Johnson, Verrelli) – **CONDITIONAL** – Requires DOH and DHS to identify and take appropriate steps to secure federal sources of funding to support maternal mental health

[Copy of Statement](#)

S-1676/A-3326 (Smith, Vitale/Conaway, Reynolds-Jackson, Vainieri Huttle) – CONDITIONAL – Allows hospitals to construct housing and provide wrap-around services for individuals who are homeless or housing insecure

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