



Legislative
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SB 19-010

FISCAL NOTE

Drafting Number:	LLS 19-0506	Date:	January 15, 2019
Prime Sponsors:	Sen. Fields Rep. McLachlan; Valdez D.	Bill Status:	Senate HHS
		Fiscal Analyst:	Anna Gerstle 303-866-4375 Anna.Gerstle@state.co.us

Bill Topic: PROFESSIONAL BEHAVIORAL HEALTH SERVICES FOR SCHOOLS

Summary of Fiscal Impact:

<input type="checkbox"/> State Revenue	<input type="checkbox"/> TABOR Refund
<input checked="" type="checkbox"/> State Expenditure	<input checked="" type="checkbox"/> School District
<input type="checkbox"/> State Transfer	<input type="checkbox"/> Statutory Public Entity

The bill makes several modifications to the Behavioral Health Care Professional Matching Grant Program. The bill increases state workload and modifies state spending, and may impact school district workload and grant revenue on an ongoing basis.

Appropriation Summary: No appropriation is required. Additional funding for grants is at the discretion of the General Assembly; see State Expenditures section.

Fiscal Note Status: This fiscal note reflects the introduced bill.

Summary of Legislation

Under current law, the Behavioral Health Care Professional Matching Grant Program, also known as the School Health Professionals Grant Program, provides grants to local education providers to increase the presence of school health professionals in schools, provide training for school staff on implementation of substance abuse prevention education, and connect students at risk for substance abuse with available services.

This bill modifies the program to allow grant funding to be used for behavioral health care services, including screenings, counseling, therapy, referrals to community organizations, and training for students and staff on behavioral health issues. Behavioral health care services include services to prevent, identify, and treat substance use disorders, substance misuse, and mental health disorders.

In addition, the bill:

- increases the amount of the appropriation that the Colorado Department of Education (CDE) may use for administration from 3 percent to 5 percent;
- allows grant recipients to use the funding to contract with a community partner for behavioral health care services, or to provide direct services by a school health professional through telehealth technology;

- requires that grant applicants include certain information in their applications, including data demonstrating the need for a school health professional, the extent to which the education provider has experienced certain factors that impact student wellbeing, and the extent to which the applicant prioritizes staff training related to behavioral health supports; and
- includes licensed mental health professionals in the definition of school health professional.

Background

In 2017, 44 school districts received \$9.4 million in grants through the Behavioral Health Care Professional Grant Program. Grant awards averaged \$214,000 each and 24 districts applied for the program, but did not receive funding. For the current FY 2018-19, the program is appropriated approximately \$11.9 million from the Marijuana Tax Cash Fund and 4.0 FTE.

State Expenditures

The bill modifies the uses of the current program appropriation and expands the allowable uses of the awarded grant funds. If the General Assembly provides an additional appropriation through this bill, Table 1 shows potential funding scenarios.

Current appropriation. Assuming that the program is funded at its current level of \$11.9 million in FY 2019-20, the bill allows CDE to use up to \$595,000 (5 percent) to administer the program, an increase of \$238,000. The additional funds will be used to support districts through online and in-person trainings site visits, two statewide conferences, and to support trauma informed care and behavioral health care training, maintain resources for grantees, coordinate with community partners, and review and process applications. Increased funding for administrative costs will decrease the amount available for grants.

In addition, expanding the allowable uses of grant funds may result in a larger applicant pool for the same amount of available funds. Allowing grantees to use grant funds for new purposes is likely to increase the applications for and competitiveness of the grant program.

Options for additional funding. The bill itself does not require additional funding for grants; however, the General Assembly may decide whether to appropriate additional money for the modified program. Current appropriations are from the Marijuana Tax Cash Fund. Table 1 shows the number of grants for different funding levels, based on the current average grant size.

Table 1.
Options for Additional Funding

Additional Funding (currently \$11.9 million)	Administrative Costs (up to 5% under bill)	Amount for Grants (after administrative costs)	Number of Grants (avg. grant of \$214,000)
\$2,000,000	\$100,000	\$1,900,000	9
\$3,000,000	\$150,000	\$2,850,000	13
\$4,000,000	\$200,000	\$3,800,000	18
\$5,000,000	\$250,000	\$4,750,000	22

School District Impact

The bill does not directly increase revenue or expenditures for school districts; however, it may impact school districts in a few ways. To the extent that the program modifications in the bill increase the number of districts that apply for grants, workload and potentially revenue will increase for those districts applying for and receiving a grant. The bill may also make the program more competitive for applicants who would apply for the program under current law.

In addition, raising the cap on administrative expenses decreases the amount available for grants to school districts and provides additional support for school districts that apply. This may result in a decrease in workload and costs for those districts that receive support from CDE.

Finally, should the General Assembly provide additional funding for the program, the number of districts that receive awards or the size of those awards will increase.

Effective Date

The bill takes effect upon signature of the Governor, or upon becoming law without his signature.

State and Local Government Contacts

Education Human Services Information Technology School Districts