

SB 99-FN - AS AMENDED BY THE HOUSE

03/06/2025 0798s

5Jun2025... 1920h

5Jun2025... 2654h

2025 SESSION

25-1103

02/05

SENATE BILL

99-FN

AN ACT

relative to regional career and technical education agreements.

SPONSORS:

Sen. Watters, Dist 4; Sen. Avar, Dist 12; Sen. Murphy, Dist 16; Sen. Sullivan, Dist 18; Sen. Altschiller, Dist 24; Sen. Innis, Dist 7; Sen. Pearl, Dist 17; Sen. Rosenwald, Dist 13; Sen. Fenton, Dist 10; Sen. Carson, Dist 14; Sen. Perkins Kwoka, Dist 21; Rep. Cornell, Hills. 22; Rep. Ladd, Graf. 5; Rep. Cordelli, Carr. 7; Rep. Noble, Hills. 2

COMMITTEE:

Education

ANALYSIS

This bill extends access to career and technical education and requires regional CTE agreements to include an access program for full and part time students.

Explanation:

Matter added to current law appears in ***bold italics***.

Matter removed from current law appears ~~[in brackets and struckthrough.]~~

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

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STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Five

AN ACT relative to regional career and technical education agreements.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Regional Career and Technical Education Agreements. Amend RSA 188-E:1-a, III to read as
2 follows:

3 III. Each RCTEA shall include a calendar conformity agreement to comply with RSA 188-
4 E:5, VII(a) and (b) by aligning the school calendars of sending [schools] **districts** with the school
5 calendars of CTE programs at the receiving [school] **district**. Agreements shall minimize schedule
6 conflicts to better support CTE students with as many hours as possible to fulfill their program
7 requirements. Agreements should address schedule alignment needs such as: disruptions due to
8 differing start/stop times, unscheduled school closures or events, and daily class start/stop times.
9 ***Students from sending districts shall have access to CTE programming on a basis***
10 ***consistent with resident district pupils.*** RCTEA [schools] ***sending and receiving districts*** are
11 encouraged to align teacher in-service days to allow joint ventures in teacher professional
12 development and other educational initiatives. There may not be more than 10 instructional days
13 following Labor Day through the last student day of the school calendar year on which one or more of
14 the school calendars of the districts within the agreement are not aligned. When CTE regions
15 overlap, or students attend programs in more than one CTE, the provisions of this section shall
16 apply to both regional centers. The commissioner shall not approve a RCTEA that does not comply
17 with this paragraph, however a RCTEA may contain provisions for waiver by the commissioner of
18 dissimilar days for extenuating or emergency purposes. If the commissioner determines that all
19 [schools] **districts** within the RCTEA have plans and are reasonably working towards the
20 implementation of an aligned calendar to ensure compliance with this paragraph, an annual waiver
21 may be approved, but a waiver for this purpose shall not be extended beyond July 1, 2026.

22 2 New Paragraph; Regional Career and Technical Education Agreements. Amend RSA 188-E:1-
23 a by inserting after paragraph V the following new paragraph:

24 VI. Each RCTEA shall develop a CTE access program ("program") by January 1, 2026, to
25 allow students from sending districts to enroll either part-time or full time in non-CTE courses at
26 the receiving district.

27 (a) Students eligible to participate in a receiving district's program shall have been
28 accepted and enrolled in one or more CTE classes at the receiving school.

(b) Students seeking participation in the program shall be eligible for and have access to both sending and receiving RCTEA apportionment seats on the same basis as any other sending or receiving district student.

(c) Sending district students taking fewer than 3 non-CTE classes shall be considered part-time and shall be designated part-time program students.

(d) Students taking 3 or more non-CTE classes shall be considered full-time and shall be designated full time program students.

(e) Tuition for part-time program students and full-time program students shall be as follows:

(1) For part-time program students, sending districts shall pay to receiving districts an amount equal to not less than 80 percent of the sending district's average cost per pupil as determined by the department of education using the most recent available data as reported by the district to the department, divided by 5 times the number of credits that the part-time program student is enrolled in.

(2) For full-time program students, sending districts shall pay to receiving districts an amount equal to not less than 80 percent of the sending district's average cost per pupil as determined by the department of education using the most recent available data as reported by the district to the department.

(3) Part-time and full-time program districts shall have access to non-CTE courses at the receiving district on the same basis as receiving school students.

(f) Sending districts of part-time and full-time program students shall provide transportation to and from receiving districts.

(g) All expenses incurred by a receiving district in providing services to a student in need of special education and related services shall be paid by the school district where the child resides.

3 Tuition. Amend RSA 188-E:7, I to read as follows:

I. The department of education is authorized to pay from its regular budget tuition for full or part-time sending district students, attending programs at designated career and technical education centers or designated career and technical education programs at other comprehensive high schools, whose residence is in a district where the high school of normal attendance does not offer a similar career and technical education program, ***including students qualified to attend a receiving school under RSA 188-E:1-a, VI. Students attending a non-public school or chartered public school, the location of which is in closer proximity to a regional CTE center than the school to which their district of residence would send students for CTE, may enroll in the regional CTE center in closer proximity to the non-public school or chartered public school the student attends.***

4 Effective Date. This act shall take effect July 1, 2025.

SB 99-FN- FISCAL NOTE
AS AMENDED BY THE SENATE (AMENDMENT #2025-0798s)

AN ACT relative to regional career and technical education agreements.

FISCAL IMPACT: This bill does not provide funding, nor does it authorize new positions.

Estimated State Impact				
	FY 2025	FY 2026	FY 2027	FY 2028
Revenue	\$0	\$0	\$0	\$0
<i>Revenue Fund(s)</i>	None			
Expenditures*	\$0	Indeterminable	Indeterminable	Indeterminable
<i>Funding Source(s)</i>	General Fund			
Appropriations*	\$0	\$0	\$0	\$0
<i>Funding Source(s)</i>	None			

***Expenditure = Cost of bill**

***Appropriation = Authorized funding to cover cost of bill**

Estimated Political Subdivision Impact				
	FY 2025	FY 2026	FY 2027	FY 2028
Local Revenue	\$0	\$0	\$0	\$0
Local Expenditures	\$0	Indeterminable	Indeterminable	Indeterminable

METHODOLOGY:

This bill extends access to career and technical education and requires regional CTE agreements to include an access program for full and part-time students.

In addition, the Department of Education indicates this bill does the following:

- Provides that students from sending districts shall have access to CTE programs on an equal basis as students in the hosting district.
- Defines full and part-time students, and requires the sending district to pay tuition to the receiving district.
- That the state shall provide funding for students qualified to attend a receiving school.
- Provides that non public or chartered school students can attend a regional CTE center that is closer to their charter or non public school instead of their resident CTE center.
- Adds that all expenses incurred by a receiving district in providing services to a student in need of special education and related services shall be paid by the school district where the child resides. The Department notes the language does not specify that the

services need to be determined by the student's IEP team specified in the student's IEP. Therefore, a receiving district could provide and bill for services not included in the student's IEP.

The Department of Education states the costs the state and local levels are indeterminable due to variables such as: tuition and each local cost per pupil determination, transportation costs, and the potential number of students involved. It is not possible to calculate the tuition and transportation that each sending district could incur, as it would be dependent upon the receiving district's local cost per pupil and the cost of transportation. In addition, it is not possible to determine the costs to the state for tuition and transportation for students attending charter and non public schools as that number is unknown and receiving district's average cost per pupil will vary.

AGENCIES CONTACTED:

Department of Education