

# SENATE BILL 311

F1

(6lr2254)

## ENROLLED BILL

— *Education, Energy, and the Environment/ Appropriations and Ways and Means* —

Introduced by **The President (By Request – Accountability and Implementation Board)**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

\_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
President.

### CHAPTER \_\_\_\_\_

1 AN ACT concerning

### 2 **Education – The Blueprint for Maryland’s Future – Revisions**

3 FOR the purpose of ~~repealing a requirement that county boards of education submit a~~  
4 ~~certain technology report each year~~; extending the time period during which a  
5 certain method is used to calculate compensatory education enrollment; repealing a  
6 termination date for the use of funds under the Concentration of Poverty Grant  
7 Program for the purpose of providing certain programs; altering the qualifications  
8 for an initial teacher certificate; extending the date by which a teacher must be a  
9 National Board Certified teacher before becoming a licensed principal on the  
10 administrator track of the career ladder; extending the time period during which the  
11 State Board of Education and Accountability and Implementation Board may limit  
12 the number and types of dual enrollment for certain purposes; altering the definition  
13 of “wraparound services” as it applies to community schools to include the offering  
14 of certain ~~academic interventions~~ *small group instruction*; altering the purpose,

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#### EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

*Italics indicate opposite chamber/conference committee amendments.*



1 composition, and duties of the Career and Technical Education (CTE) Committee;  
 2 repealing the CTE Skills Standards Advisory Committee; requiring certain State  
 3 agencies and certain workforce development and education programs to use a certain  
 4 list of occupations for certain purposes; requiring the State Department of Education  
 5 to suspend operation of the Expert Review Team Program for a certain school year;  
 6 requiring providing that certain funds allocated for the Expert Review Team  
 7 Program certain programs in a certain budget to be transferred to the Academic  
 8 Excellence Fund certain programs notwithstanding certain limitations; requiring the  
 9 Accountability and Implementation Board and the Department to identify a  
 10 methodology for counting low-income students to calculate a certain education  
 11 funding formula; requiring the Accountability and Implementation Board and the  
 12 Department to conduct a certain process in a certain manner; and generally relating  
 13 to revisions to the Blueprint for Maryland's Future.

14 BY repealing and reenacting, with amendments,

15 Article – Education

16 Section ~~5–212~~, 5–222(a)(2), 5–223(c)(9), 6–126, 6–1006(b)(2), and 7–205.1(g)(1) and  
 17 (4)

18 Annotated Code of Maryland

19 (2025 Replacement Volume and 2025 Supplement)

20 BY repealing and reenacting, without amendments,

21 Article – Education

22 Section 5–222(a)(1), 5–223(b) and (c)(4), and 6–1006(a)(1) and (b)(1)

23 Annotated Code of Maryland

24 (2025 Replacement Volume and 2025 Supplement)

25 BY repealing and reenacting, without amendments,

26 Article – Education

27 Section 9.9–101(a)

28 Annotated Code of Maryland

29 (2022 Replacement Volume and 2025 Supplement)

30 BY repealing and reenacting, with amendments,

31 Article – Education

32 Section 9.9–101(e) and 21–209

33 Annotated Code of Maryland

34 (2022 Replacement Volume and 2025 Supplement)

35 BY repealing

36 Article – Education

37 Section 21–210

38 Annotated Code of Maryland

39 (2022 Replacement Volume and 2025 Supplement)

40 BY adding to

41 Article – Education

1 Section 21–210 and 21–211  
2 Annotated Code of Maryland  
3 (2022 Replacement Volume and 2025 Supplement)

4 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
5 That the Laws of Maryland read as follows:

6 **Article – Education**

7 ~~5–212.~~

8 (a) ~~The target per pupil foundation amount includes costs associated with~~  
9 ~~implementing the Blueprint for Maryland's Future including:~~

10 (1) ~~Increasing salaries;~~

11 (2) ~~Additional teachers to provide professional learning and collaborative~~  
12 ~~time for teachers;~~

13 (3) ~~Career counseling;~~

14 (4) ~~Behavioral health;~~

15 (5) ~~Instructional opportunities for students who are college and career~~  
16 ~~ready and those who are not;~~

17 (6) ~~Maintenance and operation of schools;~~

18 (7) ~~Supplies and materials for teachers; and~~

19 (8) ~~Educational technology including digital devices, broadband~~  
20 ~~connectivity, and information technology staff.~~

21 (b) ~~Schools may use funds provided under this section to provide the programs~~  
22 ~~required under COMAR 13A.04.16.01.~~

23 (c) (1) ~~County boards of education and schools shall prioritize the purchase of~~  
24 ~~digital devices for using funds under subsection (a)(8) of this section.~~

25 (2) ~~Additional funds provided in the target per pupil foundation amount for~~  
26 ~~educational technology are intended to supplement and not supplant existing funding~~  
27 ~~provided for educational technology.~~

28 (3) (i) ~~On or before November 15 each year, each county board shall~~  
29 ~~submit a report to the Department detailing, for the previous fiscal year:~~

~~1                           1.     The amount spent by the local school system on technology  
2 disaggregated by digital devices, connectivity, and information technology staff; and~~

~~3                           2.     The percentage of students, teachers, and staff with  
4 digital devices and adequate connectivity in their homes in accordance with the Federal  
5 Communications Commission standards for broadband.~~

~~6                           (ii)   On or before December 15 each year, the Department shall  
7 submit to the General Assembly, in accordance with § 2-1257 of the State Government  
8 Article, a compilation of the reports submitted to the Department under subparagraph (i)  
9 of this paragraph.~~

~~10                          (iii)   On or before September 1, 2021, the Department shall establish  
11 uniform reporting requirements, including definitions to ensure that consistent and  
12 comparable reports are submitted under subparagraph (i) of this paragraph. ]~~

5-222.

(a) (1) In this section the following words have the meanings indicated.

(2) (i) “Compensatory education enrollment” means:

1. Except as provided in subparagraph (iii) of this paragraph, for fiscal years 2017 through [2026] ~~2027~~ 2028, the greater of:

A. The number of students eligible for free or reduced price meals for the prior fiscal year;

B. For county boards that participate, in whole or in part, in the United States Department of Agriculture community eligibility provision, the number of students equal to the greater of:

I. The sum of the number of students in participating schools identified by direct certification for the prior fiscal year, plus the number of students identified by the income information provided by the family to the school system on an alternative form developed by the Department for the prior fiscal year, plus the number of students eligible for free and reduced price meals from any schools not participating in the community eligibility provision for the prior fiscal year; or

II. Subject to paragraph (3) of this subsection, the number of students eligible for free and reduced price meals at schools not participating in the community eligibility provision for the prior fiscal year, plus the product of the percentage of students eligible for free and reduced price meals at participating schools for the fiscal year prior to opting into the community eligibility provision multiplied by the prior fiscal year enrollment; or

1 C. The number of students directly certified and who are  
2 enrolled in a public school in the county in the prior fiscal year; and

3 2. For fiscal year [2027] ~~2028~~ 2029 and each fiscal year  
4 thereafter, the greater of:

5 A. The number of students eligible for free or reduced price  
6 meals using the United States Department of Agriculture count or the alternative State  
7 form for the prior fiscal year; or

8 B. The number of direct certification students who are  
9 enrolled in a public school in the county in the prior fiscal year.

10 (ii) For the purpose of the calculation under subparagraph (i)1BII of  
11 this paragraph, the schools participating in the community eligibility provision during the  
12 pilot year may use the percentage of students identified for free and reduced price meals  
13 during the pilot year.

14 (iii) For the purpose of the calculation under subparagraph (i)1 of this  
15 paragraph, direct certification multiplied by the multiplier may be used only for schools  
16 that did not exist prior to the year the school system opted into the United States  
17 Department of Agriculture community eligibility provision.

18 5-223.

19 (b) (1) There is a Concentration of Poverty School Grant Program in the State.

20 (2) The purpose of the Program is to provide grants to eligible schools with  
21 a high concentration of eligible students.

22 (3) The Program consists of the:

23 (i) Personnel grant; and

24 (ii) Per pupil grant.

25 (c) (4) If the personnel grant provided to an eligible school exceeds the cost to  
26 employ the positions and provide the coverage required under paragraph (2) of this  
27 subsection, the eligible school may only use the excess funds to:

28 (i) Provide wraparound services to the students enrolled in the  
29 eligible school;

30 (ii) Complete the needs assessment; and

31 (iii) In fiscal years 2021 through 2025, provide the requirements  
32 under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

1           (9)    The personnel and per pupil grant may be used [through fiscal year  
2 2027] to provide the programs required under COMAR Title 13A, Subtitle 04, including  
3 13A.04.16.01.

4 6–126.

5           (a)   (1)   This subsection applies to individuals who have graduated from a  
6 teacher preparation program or an alternative teacher preparation program.

7           (2)    Beginning on July 1, 2025, to qualify for an initial certificate an  
8 individual shall:

9                   (i)    Pass the subject–specific examinations under § 6–125 of this  
10 subtitle;

11                   (ii)   Meet one of the following qualifications:

12                           1.    Subject to paragraph (3) of this subsection, pass:

13                                   A.    A nationally recognized, portfolio–based assessment of  
14 teaching ability; or

15                                   B.    A portfolio–based assessment of a [nationally accredited]  
16 teacher preparation program **THAT HAS NATIONAL ACCREDITATION OR HAS BEEN**  
17 **APPROVED BY THE DEPARTMENT**; or

18                           2.    Subject to paragraph (4) of this subsection, complete a  
19 rigorous local school system teacher induction program that lasts for the lesser of:

20                                   A.    3 years; or

21                                   B.    The amount of time a teacher may hold a conditional  
22 teacher certificate;

23                   (iii)   Meet one of the following qualifications:

24                           1.    Pass a basic literacy skills assessment approved by the  
25 Department under § 6–125 of this subtitle;

26                           2.    Hold a degree from a regionally accredited educational  
27 institution and have earned a minimum overall cumulative grade point average of 3.0 on a  
28 4.0 scale or its equivalent on the most recently earned degree; or

29                           3.    Submit documentation to the Department of having  
30 received effective evaluations from a local school system for 3 years;

1 (iv) Pass a rigorous State-specific examination of mastery of reading  
2 instruction and content for the grade level the individual will be teaching; and

3 (v) Satisfactorily complete any other requirements established by  
4 the State Board.

5 (3) (I) An individual who graduates from a teacher preparation  
6 program in the State who passed a ~~nationally recognized~~, portfolio-based assessment  
7 DESCRIBED IN PARAGRAPH (2)(II) OF THIS SUBSECTION may not be required to take  
8 the assessment more than one time.

9 (II) AN INDIVIDUAL WHO SUCCESSFULLY COMPLETES A  
10 DEPARTMENT-SPONSORED REGISTERED APPRENTICESHIP PROGRAM FOR  
11 TEACHING MAY SUBMIT THE APPRENTICESHIP CERTIFICATE IN LIEU OF PASSAGE OF  
12 AN ASSESSMENT OF TEACHING ABILITY UNDER PARAGRAPH ~~(2)(II)1A~~ (2)(II) OF THIS  
13 SUBSECTION.

14 (4) (i) In order to satisfy the requirements of paragraph (2)(ii)2 of this  
15 subsection, a candidate for an initial teacher certificate shall submit documentation to the  
16 Department that the candidate has completed a rigorous comprehensive induction  
17 program, established in accordance with § 6-117 of this subtitle, that meets the  
18 requirements of this paragraph.

19 (ii) The comprehensive induction program shall be developed by a  
20 local school system, either independently or collaboratively with other local school systems.

21 (iii) Before establishing a comprehensive induction program, one or  
22 more local school systems shall submit a plan for the program to the Department and the  
23 Accountability and Implementation Board.

24 (iv) The comprehensive induction program shall include a locally  
25 developed portfolio component that is aligned with the Interstate Teacher Assessment and  
26 Support Consortium Standards.

27 (v) A teacher preparation program or an alternative teacher  
28 preparation program may use the locally developed portfolio component under  
29 subparagraph (iv) of this paragraph as meeting a portion of the coursework requirements  
30 of the program.

31 (vi) A candidate who satisfactorily completes a comprehensive  
32 induction program established in accordance with this paragraph may not be required to  
33 pass a nationally recognized, portfolio-based assessment of teaching ability.

34 (b) In addition to any other requirements established by the State Board, to  
35 qualify for a certificate in the State, a teacher who graduated from ~~an institution of higher~~

1 ~~education~~ **A TEACHER PREPARATION PROGRAM** in another state or holds a professional  
2 license or certificate from another state shall:

3 (1) Pass an examination of teaching ability within 18 months of being hired  
4 by a local school system;

5 (2) Hold an active National Board Certification from the National Board  
6 for Professional Teaching Standards; [or]

7 (3) Complete a comprehensive induction program in accordance with  
8 subsection (a)(4) of this section; **OR**

9 **(4) SUBMIT DOCUMENTATION TO THE DEPARTMENT OF HAVING**  
10 **RECEIVED EFFECTIVE EVALUATIONS FROM A SCHOOL OR SCHOOL SYSTEM FOR 2**  
11 **YEARS.**

12 (c) (1) The Department, after a reasonable period of review and assessment,  
13 shall determine whether one of the assessments of teaching skill approved for initial  
14 teacher certification under this section more adequately measures the skills and knowledge  
15 required of a highly qualified teacher.

16 (2) If the Department makes a determination under paragraph (1) of this  
17 subsection that requires a revision to the statutory requirements for initial teacher  
18 certification, the Department shall, in accordance with § 2–1257 of the State Government  
19 Article, submit a report to the General Assembly on or before the next September 1 on its  
20 recommendations for revising the qualifications for initial teacher certification.

21 (d) (1) The Department shall actively monitor and assess, during their  
22 implementation and development, new teacher standards and assessments produced under  
23 this section for any negative impact on the diversity of teacher candidates passing the  
24 initial teacher certification assessments.

25 (2) The Department shall report the results of its monitoring and  
26 assessment to the Accountability and Implementation Board established under § 5–402 of  
27 this article.

28 6–1006.

29 (a) (1) There is an administrator track on level four of the career ladder.

30 (b) (1) The first tier of the administrator track is a licensed principal.

31 (2) (i) The State Board, in consultation with the Professional Standards  
32 and Teacher Education Board, shall establish the criteria that a teacher shall meet to  
33 achieve the licensed principal tier.

1 (ii) The criteria under subparagraph (i) of this paragraph:

2 1. Except as provided in subparagraph (iii) of this paragraph  
3 and beginning on July 1, [2029] **2034**, shall include a requirement that a teacher be an  
4 NBC teacher before the teacher may be a licensed principal; and

5 2. May include a requirement that a teacher shall complete  
6 an induction or training program for new principals.

7 (iii) The State Board, in consultation with the Professional Standards  
8 and Teacher Education Board, shall establish a process through which an individual may  
9 receive a waiver to serve as a licensed principal if the individual:

10 1. Is not an NBC teacher; but

11 2. Meets other qualifying criteria, as determined by the State  
12 Board, in consultation with the Professional Standards and Education Board.

13 7–205.1.

14 (g) (1) Subject to paragraph (4) of this subsection, beginning in the 2023–2024  
15 school year, each county board shall provide all students who meet the CCR standard  
16 required under subsection (c) of this section with access to the following post college and  
17 career readiness (post–CCR) pathways, at no cost to the student or the student’s parents,  
18 including the cost of any fees:

19 (i) A competitive entry college preparatory program, chosen by the  
20 county board, consisting of:

21 1. The International Baccalaureate Diploma Program;

22 2. The Cambridge AICE Diploma Program; or

23 3. A comparable program consisting of Advanced Placement  
24 courses specified by the College Board;

25 (ii) A program that allows a student, through an early college  
26 program or dual enrollment at a student’s high school and an institution of higher  
27 education to earn:

28 1. An associate degree; or

29 2. At least 60 credits toward a bachelor’s degree; and

1 (iii) A robust set of career and technology education programs that  
2 are [recommended by the CTE Skills Standards Advisory Committee and approved]  
3 **ADOPTED** by the CTE Committee and that allow students to complete:

4 1. A credit or noncredit certificate or license program, course,  
5 or sequence of courses, including a program, course, or courses taken through dual  
6 enrollment under § 15–127 of this article, at a secondary or postsecondary institution,  
7 through an Advanced Placement course at a secondary institution, or through an  
8 apprenticeship sponsor that leads to an industry recognized occupational–credential or  
9 postsecondary certificate;

10 2. A registered apprenticeship program approved by the  
11 Division of Workforce Development and Adult Learning within the Maryland Department  
12 of Labor; or

13 3. A youth apprenticeship program, under Title 18, Subtitle  
14 18 of this article.

15 (4) To phase in expansion of dual enrollment to maximize the number of  
16 students who can earn the maximum number of dual enrollment credits consistent with  
17 the phased increases in school funding, for fiscal years 2025 through [2027] **2030**, the State  
18 Board and the Accountability and Implementation Board, in consultation with each local  
19 school system, may limit the number and types of courses that a student dually enrolled at  
20 the student’s public high school and at an institution of higher education may enroll in  
21 during the school year at the institution of higher education as part of the post–CCR  
22 pathway in accordance with paragraph (1) of this subsection and § 15–127 of this article.

23 9.9–101.

24 (a) In this title the following words have the meanings indicated.

25 (e) “Wraparound services” means:

26 (1) Extended learning time, including before and after school, weekends,  
27 summer school, and an extended school year;

28 (2) Safe transportation to and from school and off–site learning  
29 opportunities, including apprenticeship programs;

30 (3) Vision, hearing, and dental care services;

31 (4) Establishing or expanding school–based health center services;

32 (5) Additional social workers, mentors, counselors, therapists,  
33 psychologists, and restorative practice coaches;

1 (6) Enhancing physical wellness, including providing healthy food for  
2 in-school and out-of-school time and linkages to community providers;

3 (7) Enhancing behavioral health services, including access to mental  
4 health practitioners and providing professional development to school staff to provide  
5 trauma-informed interventions;

6 (8) Providing family and community engagement and supports, including  
7 informing parents of academic course offerings, language classes, workforce development  
8 training, opportunities for children, and available social services as well as educating  
9 families on how to monitor a child's learning;

10 (9) Establishing and enhancing linkages to Judy Centers and other early  
11 education programs that feed into the school;

12 (10) Enhancing student enrichment experiences, including educational field  
13 trips, partnerships, and programs with museums, arts organizations, and cultural  
14 institutions;

15 (11) Offering evidence-based in-school and in-person tutoring, AND  
16 OTHER EVIDENCE-BASED ACADEMIC INTERVENTIONS TO IMPROVE STUDENT  
17 OUTCOMES FOCUSED ON INDIVIDUAL AND SMALL GROUP INSTRUCTION, provided  
18 during the school day, ~~AND OTHER EVIDENCE-BASED ACADEMIC INTERVENTIONS~~;

19 (12) Improving student attendance and chronic absenteeism;

20 (13) Improving the learning environment at the school; and

21 (14) Any professional development for teachers and school staff to quickly  
22 identify students who are in need of these resources.

23 21-209.

24 (a) There is a Career and Technical Education (CTE) Committee.

25 (b) (1) The CTE Committee is a unit within the Governor's Workforce  
26 Development Board **ESTABLISHED UNDER TITLE 11, SUBTITLE 5 OF THE LABOR AND**  
27 **EMPLOYMENT ARTICLE.**

28 (2) The CTE Committee shall operate under the oversight of the  
29 Accountability and Implementation Board, established under Title 5, Subtitle 4 of this  
30 article.

31 (c) (1) The purpose of the CTE Committee is to [build] **DIRECT AND**  
32 **COORDINATE THE DEVELOPMENT OF** an integrated, globally competitive [framework]

1 **AND ALIGNED SYSTEM** for providing CTE to Maryland students in public schools,  
2 institutions of postsecondary education, and the workforce.

3 (2) The CTE Committee shall strive to integrate CTE in secondary and  
4 postsecondary institutions in the State.

5 (3) The CTE Committee shall consist of individuals who collectively reflect,  
6 to the extent practicable, the **INDUSTRIAL**, geographical, racial, ethnic, cultural, and  
7 gender diversity of the State.

8 (d) The CTE Committee is composed of the following members of the Governor's  
9 Workforce Development Board:

10 (1) The State Superintendent;

11 (2) The Secretary of Higher Education;

12 (3) The Secretary of Labor;

13 (4) The Secretary of Commerce; **AND**

14 (5) [The chair of the Skills Standards Advisory Committee, established  
15 under § 21–208 of this subtitle; and

16 (6) The following six] **SEVEN** members, jointly selected by the Governor,  
17 the President of the Senate, and the Speaker of the House of Delegates, who collectively  
18 represent:

19 (i) Employers;

20 (ii) Industry or trade associations;

21 (iii) Labor organizations;

22 (iv) Community colleges;

23 (v) The agricultural community; and

24 (vi) Experts in CTE programming.

25 (e) The Governor, the President of the Senate, and the Speaker of the House of  
26 Delegates jointly shall appoint a chair of the CTE Committee from among the [committee's  
27 members] **COMMITTEE MEMBERS WHO ARE EMPLOYER REPRESENTATIVES**.

28 (f) A member of the CTE Committee:

1 (1) May not receive compensation as a member of the CTE Committee; and

2 (2) Is not entitled to reimbursement for expenses under the Standard State  
3 Travel Regulations for duties performed under this section.

4 (g) The CTE Committee may employ additional staff necessary to carry out the  
5 committee's functions as provided in the State budget.

6 (h) The CTE Committee shall perform the following duties:

7 (1) Develop a statewide framework for CTE that prepares students for  
8 employment in a diverse, modern economy;

9 (2) Allocate roles and responsibilities to State agencies for the  
10 credentialing of students, **INCLUDING THOSE** engaged in CTE programs;

11 (3) Adopt and, where appropriate, develop and regularly update, **IN**  
12 **ACCORDANCE WITH § 21–210 OF THIS SUBTITLE**, a comprehensive and cohesive system  
13 of [occupational skills] **CAREER PATHWAY INFORMATION, INCLUDING NECESSARY**  
14 **SKILLS, KNOWLEDGE, COMPETENCIES, AND CREDENTIALING** standards to drive the  
15 State's **WORKFORCE DEVELOPMENT AND CTE [system] SYSTEMS**;

16 (4) Work with the business community, including nonprofit entities and  
17 apprenticeship sponsors, to develop CTE learning opportunities;

18 (5) Bring together representatives from public schools, institutions of  
19 postsecondary education, and the business community, including nonprofit entities and  
20 apprenticeship sponsors, to ensure that CTE programs are aligned with the State's  
21 economic development and workforce goals and operate with best global practices;

22 (6) Set content qualification and recruitment standards for CTE  
23 instructors;

24 (7) Determine which programs should be approved for credit towards high  
25 school graduation requirements;

26 (8) [Approve, reject, or modify the proposals made by the CTE Skills  
27 Standards Advisory Committee established under § 21–208 of this subtitle to establish CTE  
28 programs for public school students;

29 (9) Address operational issues associated with delivering CTE programs to  
30 students, including transportation to and from job sites;

31 [(10)] (9) Review agency budget proposals involving CTE and make  
32 recommendations to the Governor and, in accordance with § 2–1257 of the State  
33 Government Article, the General Assembly on or before December 15 each year;

1            [(11)] **(10)** Monitor the progress of CTE in the State, including progress on  
2 implementing the CTE goals in the Blueprint for Maryland's Future;

3            [(12)] **(11)** Develop yearly goals for each county board to reach the statewide  
4 goal under § 21–204 of this subtitle that 45% of public **HIGH** school students [achieve an]  
5 **COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR**  
6 **ANOTHER** industry–recognized [occupational] credential before they graduate;

7            [(13)] **(12)** Track progress toward and perform any tasks necessary to  
8 achieve the statewide goal under § 21–204 of this subtitle that 45% of public high school  
9 students [achieve a youth apprenticeship or any other] **COMPLETE THE HIGH SCHOOL**  
10 **LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER** industry–recognized  
11 [occupational] credential, **AS DEFINED BY THE CTE COMMITTEE**, before they graduate;

12            [(14)] **(13)** Establish, administer, and supervise the CTE Expert Review  
13 Teams established under § 5–412 of this article;

14            [(15)] **(14)** Using State accountability data, identify schools to be  
15 [investigated] **REVIEWED** by CTE Expert Review Teams in which sufficient numbers of  
16 students or groups of demographically distinct students are not making adequate progress  
17 towards the completion of the CTE pathway;

18            [(16)] **(15)** Submit to the Accountability and Implementation Board plans  
19 for deploying CTE Expert Review Teams, and deploy the teams in accordance with  
20 approved plans;

21            [(17)] **(16)** Share information on CTE education with the Accountability and  
22 Implementation Board; [and]

23            **(17) MAKE RECOMMENDATIONS AND PROVIDE GUIDANCE ON SETTING**  
24 **THE OCCUPATIONAL STANDARDS NECESSARY FOR A STRONG CTE SYSTEM THAT**  
25 **SHALL FORM THE BASIS FOR THE POST–CCR CTE PATHWAY REQUIRED UNDER §**  
26 **7–205.1(G)(3) OF THIS ARTICLE;**

27            **(18) IN COLLABORATION WITH AND SUBJECT TO THE APPROVAL OF**  
28 **THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD AND IN CONSULTATION**  
29 **WITH OTHER INDUSTRY REPRESENTATIVES, DEVELOP AND MAINTAIN A LIST OF**  
30 **HIGH–SKILL, HIGH–WAGE, OR IN–DEMAND PRIORITY OCCUPATIONS FOR THE STATE;**

31            **(19) IN ACCORDANCE WITH § 21–211 OF THIS SUBTITLE, MAKE**  
32 **RECOMMENDATIONS TO STATE AGENCIES AND OFFICES, INCLUDING TO THE**  
33 **DEPARTMENT, THE MARYLAND DEPARTMENT OF LABOR, THE MARYLAND HIGHER**

1 **EDUCATION COMMISSION, AND THE ACCOUNTABILITY AND IMPLEMENTATION**  
2 **BOARD, ON ADJUSTMENTS TO THE STATE'S CTE SYSTEM TO ENSURE THE SYSTEM:**

3 **(I) REMAINS GLOBALLY COMPETITIVE;**

4 **(II) IS ADMINISTERED ACCORDING TO BEST GLOBAL**  
5 **PRACTICES; AND**

6 **(III) WHEN INFORMING THE DESIGN OF COURSES AND**  
7 **PROGRAMS OF STUDY, LEVERAGES THE CAREER PATHWAY AND OCCUPATIONAL**  
8 **STANDARDS DEVELOPED UNDER § 21–210 OF THIS SUBTITLE; AND**

9 **[(18)] (20)** Perform any other duties assigned by the Governor's Workforce  
10 Development Board.

11 (i) The CTE Committee may:

12 (1) Make grants to innovative programs developed by public schools,  
13 institutions of postsecondary education, apprenticeship sponsors, nonprofits, and other  
14 persons that help further the CTE Committee's purpose;

15 (2) Contract with a public or private entity to research and analyze the  
16 provision of CTE to students;

17 (3) Create advisory structures necessary to ensure essential input from  
18 educators, parents, unions, employers, apprenticeship sponsors, community organizers,  
19 local workforce boards, and other key stakeholders; and

20 (4) Adopt any regulations necessary to carry out the committee's duties and  
21 administer CTE in the State.

22 (j) (1) A majority of CTE Committee members constitutes a quorum.

23 (2) Action by the CTE Committee requires the affirmative vote of a  
24 majority of the committee members present.

25 (k) (1) Each year, the CTE Committee shall report to the Governor and, in  
26 accordance with § 2–1257 of the State Government Article, the General Assembly, and the  
27 Accountability and Implementation Board.

28 (2) The CTE Committee's report shall include:

29 (i) An annual assessment of the state of CTE within the State; and

30 (ii) Statutory, regulatory, budgetary, and structural changes needed  
31 to address the challenges of the evolving CTE system.

1 (3) Any student-level information in the CTE Committee's report shall be  
2 disaggregated by race, ethnicity, gender, family income level, linguistic status, and  
3 disability status.

4 [21-210.

5 (a) In this section, "Advisory Committee" means the CTE Skills Standards  
6 Advisory Committee.

7 (b) The CTE Committee shall create a CTE Skills Standards Advisory  
8 Committee.

9 (c) (1) The purpose of the Advisory Committee is to make recommendations  
10 and provide advice to the CTE Committee on setting the occupational standards necessary  
11 for a strong CTE system.

12 (2) The recommendations made by the Advisory Committee shall form the  
13 basis for the post-CCR CTE pathway required under § 7-205.1 of this article.

14 (d) (1) The Advisory Committee shall be composed of members appointed by  
15 the chair of the CTE Committee that include employers, unions, apprenticeship sponsors,  
16 and other experts on occupational skills, including agricultural skills.

17 (2) To the extent practicable, the Advisory Committee shall be composed of  
18 members of the Governor's Workforce Development Board who do not serve on the CTE  
19 Committee.

20 (e) A member of the Advisory Committee:

21 (1) May not receive compensation as a member of the Advisory Committee;  
22 and

23 (2) Is not entitled to reimbursement for expenses under the Standard State  
24 Travel Regulations for duties performed under this section.

25 (f) (1) The Advisory Committee shall make recommendations to the CTE  
26 Committee concerning:

27 (i) A comprehensive array of career advancement guidelines,  
28 including standards for each occupation in a profession and concrete steps and  
29 accomplishments needed to progress to a greater skilled occupation in a given field;

30 (ii) Credentials to be issued at each stage of advancement and  
31 criteria necessary to be awarded a particular credential; and

1 (iii) Necessary adjustments to ensure that the State's CTE system  
2 remains globally competitive and administered according to best global practices.

3 (2) In making recommendations under this subsection, the Advisory  
4 Committee shall strive to create a comprehensive, unified system of career progression  
5 that:

6 (i) Is attuned to the State's workforce needs;

7 (ii) Features integration among as many industries as possible;

8 (iii) Features performance assessments administered by industry  
9 practitioners whenever possible;

10 (iv) Allows a student trained in one career to seamlessly transfer the  
11 student's skills and education to a new career in a different field;

12 (v) Seeks to incorporate as much education in a job setting as is  
13 practicable;

14 (vi) Incorporates professional workplace soft skills, including  
15 interpersonal and communication skills, time management, business etiquette, and use of  
16 common business tools; and

17 (vii) Incorporates education in high school, community college, and  
18 other postsecondary occupation programs into a seamless whole that will provide students  
19 with credentials at various points that build on previous credentials.

20 (g) The terms, meeting times, procedures, and policies guiding removal of  
21 members for the Advisory Committee shall be determined by the CTE Committee.]

22 **21-210.**

23 **(A) (1) FOR EACH OCCUPATION ON THE LIST DEVELOPED UNDER §**  
24 **21-209(H) OF THIS SUBTITLE, THE CTE COMMITTEE SHALL DEVELOP, IN**  
25 **COLLABORATION WITH THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD,**  
26 **COMPREHENSIVE, PUBLICLY ACCESSIBLE CAREER PATHWAY INFORMATION.**

27 **(2) THE CAREER PATHWAY INFORMATION SHALL INCLUDE**  
28 **INFORMATION ON:**

29 **(I) SKILLS, KNOWLEDGE, COMPETENCIES, EXPERIENCE, OR**  
30 **CREDENTIAL STANDARDS FOR EACH OCCUPATION;**

1                   **(II) CONCRETE STEPS TO OBTAIN THE SKILLS, COMPETENCIES,**  
2 **EXPERIENCES, OR CREDENTIALS NECESSARY TO ADVANCE ON A CAREER PATHWAY**  
3 **OR TO HIGHER-PAYING ROLES IN A PROFESSION;**

4                   **(III) CREDENTIALS TO BE ISSUED AT EACH STAGE OF CAREER**  
5 **PATHWAY ADVANCEMENT; AND**

6                   **(IV) NECESSARY CRITERIA TO BE AWARDED A CREDENTIAL.**

7                   **(3) THE CAREER PATHWAY INFORMATION SHALL BE ADOPTED BY THE**  
8 **GOVERNOR'S WORKFORCE DEVELOPMENT BOARD.**

9                   **(B) ALL STATE AGENCIES AND RELEVANT WORKFORCE DEVELOPMENT AND**  
10 **EDUCATION PROGRAMS SHALL USE THE LIST OF OCCUPATIONS DEVELOPED UNDER**  
11 **§ 21-209(H) OF THIS SUBTITLE AND CAREER PATHWAY INFORMATION DEVELOPED**  
12 **UNDER THIS SECTION AS A GUIDELINE FOR CURRICULUM ALIGNMENT,**  
13 **CREDENTIALING, AND CAREER ADVANCEMENT.**

14 **21-211.**

15                   **IN MAKING THE RECOMMENDATIONS REQUIRED UNDER § 21-209(H) OF THIS**  
16 **SUBTITLE REGARDING ADJUSTMENTS TO THE STATE'S CTE SYSTEM, THE CTE**  
17 **COMMITTEE SHALL STRIVE TO CREATE A COMPREHENSIVE, UNIFIED SYSTEM OF**  
18 **CAREER PROGRESSION THAT:**

19                   **(1) IS ATTUNED TO THE STATE'S WORKFORCE NEEDS;**

20                   **(2) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS**  
21 **POSSIBLE;**

22                   **(3) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED BY**  
23 **INDUSTRY PRACTITIONERS WHENEVER POSSIBLE;**

24                   **(4) ALLOWS A STUDENT TRAINED IN ONE CAREER TO SEAMLESSLY**  
25 **TRANSFER THE STUDENT'S SKILLS AND EDUCATION TO A NEW CAREER IN A**  
26 **DIFFERENT FIELD;**

27                   **(5) INCORPORATES PROFESSIONAL WORKPLACE SOFT SKILLS,**  
28 **INCLUDING INTERPERSONAL AND COMMUNICATION SKILLS, TIME MANAGEMENT,**  
29 **BUSINESS ETIQUETTE, AND USE OF COMMON BUSINESS TOOLS; AND**

30                   **(6) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY**  
31 **COLLEGE, AND OTHER POSTSECONDARY OCCUPATIONAL TRAINING PROGRAMS**

1 INTO A UNIFIED SYSTEM THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT  
2 VARIOUS POINTS THAT BUILD ON PREVIOUS CREDENTIALS.

3 SECTION 2. AND BE IT FURTHER ENACTED, That:

4 (a) Notwithstanding the provisions of §§ 5-206 and 5-411 § 5-411 of the  
5 Education Article:

6 ~~(1),~~ the State Department of Education shall suspend operation of the  
7 Expert Review Team Program during the 2026-2027 school year; and

8 ~~(2) the funding allocated for the Expert Review Team Program in the fiscal~~  
9 ~~year 2027 operating budget shall be transferred to the Academic Excellence Fund~~  
10 ~~established under § 6-1105 of the Education Article.~~

11 (b) Notwithstanding any limitations in Chapter 4 of the Acts of 2026, in the fiscal  
12 year 2027 operating budget:

13 (1) \$3,334,574 of the appropriation for the Expert Review Team Program  
14 under Aid to Education (R00A02) may be used for the Judith P. Hoyer Early Childhood  
15 Education Enhancement Program established under § 5-230 of the Education Article; and

16 (2) \$3,334,574 of the fiscal year 2027 General Fund appropriation for the  
17 Judith P. Hoyer Early Childhood Education Enhancement Program under Aid to Education  
18 (R00A02) may be transferred to the Academic Excellence Fund established under § 6-1105  
19 of the Education Article.

20 ~~(b) (c)~~ On or before November 1, 2026, the State Department of Education and the  
21 Accountability and Implementation Board jointly shall submit a report to the Governor  
22 and, in accordance with § 2-1257 of the State Government Article, the Senate Budget and  
23 Taxation Committee, the Senate Education, Energy, and the Environment Committee, the  
24 House Appropriations Committee, and the House Ways and Means Committee on plans for  
25 future implementation of the Expert Review Team Program under § 5-411 of the Education  
26 Article.

27 SECTION 3. AND BE IT FURTHER ENACTED, That:

28 (a) The Accountability and Implementation Board and State Department of  
29 Education shall identify a methodology for counting students from low-income households  
30 to calculate the Compensatory Education formula under § 5-222 of the Education Article.

31 (b) The Accountability and Implementation Board and the State Department of  
32 Education shall engage in a collaborative and transparent process for identifying the  
33 method for counting students from low-income households under subsection (a) of this  
34 section, including consultation with the Department of Budget and Management and the  
35 Department of Legislative Services.

1           (c) ~~On or before December 31, 2026, the~~ The Accountability and Implementation  
 2 Board and the State Department of Education jointly shall submit a report the following  
 3 reports on their findings and recommendations regarding the methodology for counting  
 4 students from low-income households under this section to the Governor and, in accordance  
 5 with § 2-1257 of the State Government Article, the General Assembly:

6                   (1) on or before December 31, 2026, an interim report; and

7                   (2) on or before September 30, 2027, a final report.

8           SECTION ~~2~~ 4. AND BE IT FURTHER ENACTED, That this Act shall take effect  
 9 July 1, 2026.

Approved:

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Governor.

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President of the Senate.

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Speaker of the House of Delegates.