

Department of Legislative Services
Maryland General Assembly
2019 Session

FISCAL AND POLICY NOTE
First Reader

Senate Bill 616 (Senator Rosapepe)

Finance and Education, Health, and
Environmental Affairs

Joint Committee on Workforce Development

This bill establishes a Joint Committee on Workforce Development to (1) evaluate the condition of Maryland’s public- and private-sector workforces; (2) monitor workforce skills shortages; (3) identify strategies to expand employment opportunities and increase income for Marylanders through workforce skills policies; (4) monitor workforce educational training; and (5) review and evaluate the effectiveness of relevant programs, policies, and practices, including career and technology education (CTE) programs and apprenticeship programs. The committee has review over (1) CTE programs; (2) workforce programs under the Maryland Higher Education Commission (MHEC); (3) the Maryland Apprenticeship and Training Program; (4) the Governor’s Workforce Development Board; and (5) other workforce development programs in the State. The committee must report its findings and recommendations to the Governor and the General Assembly by December 31 each year.

Fiscal Summary

State Effect: The bill can be implemented with existing resources.

Local Effect: None.

Small Business Effect: None.

Analysis

Current Law/Background: The State administers a variety of programs related to workforce development. For example, the Governor’s Workforce Development Board,

housed within the Department of Labor, Licensing, and Regulation (DLLR), develops strategies and coordinates efforts among agencies to deliver education and training for anyone seeking employment. The board works with 12 local workforce boards throughout the State, which aim to ensure that each area's workforce is well-prepared to meet the current and future needs of local businesses. Members are appointed by the Governor, and the board must submit an annual report to the Governor.

DLLR's Division of Workforce Development and Adult Learning supports the State's economic growth through a workforce development, education, and training system. It includes the Office of Apprenticeship and Training, which is responsible for registering and regulating apprenticeship programs in the State. The Apprenticeship and Training Council serves in an advisory capacity to the office.

In addition, MHEC administers the Workforce Development Sequence Scholarship Program, which provides financial assistance to students enrolled in community college programs related to job preparation or an apprenticeship, licensure or certification, or job skills enhancement.

Career and Technical Education

The Strengthening Career and Technical Education for the 21st Century Act is the 2018 reauthorization of the federal Carl D. Perkins Career and Technical Education Act (Perkins), which was last overhauled in 2006. The new Perkins law provides approximately \$1.2 billion in formula grants to states to implement CTE programs in their secondary schools and postsecondary institutions. The new law allows states to set their own goals for CTE programs, requires them to make progress toward those goals, and makes other changes to federal CTE law. Generally, Perkins requires states to develop sequences of academic and CTE coursework, called programs of study, that prepare students for postsecondary degrees or industry-recognized credentials. Many of the programs of study – which range from plumbing and culinary arts to aerospace engineering and cybersecurity – include or encourage apprenticeship or pre-apprenticeship opportunities.

In federal fiscal 2018, Maryland received \$17.0 million in Perkins Title I grants to support CTE programs in secondary schools and postsecondary institutions. The Maryland State Department of Education has developed several dozen programs of study grouped within 10 career clusters. Each program of study includes a sequence of four courses that begin in either grade 10 or 11 and prepares students for either further study or industry certification; students that complete the course sequence by high school graduation are considered “CTE completers.” Almost one-quarter of the class of 2017 (22.5%) completed a CTE program of study, and more than half of those also completed the requirements for admission to the University System of Maryland (*i.e.*, “dual completers”).

Additional Information

Prior Introductions: None.

Cross File: HB 1073 (Delegate Lisanti) - Economic Matters.

Information Source(s): Department of Labor, Licensing, and Regulation; Maryland Higher Education Commission; Department of Legislative Services

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mm/mcr

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