

SENATE BILL 311

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6lr2254

By: The President (By Request – Accountability and Implementation Board)

Introduced and read first time: January 21, 2026

Assigned to: Education, Energy, and the Environment

A BILL ENTITLED

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; altering the purpose, composition, and duties of
15 the Career and Technical Education (CTE) Committee; repealing the CTE Skills
16 Standards Advisory Committee; requiring certain State agencies and certain
17 workforce development and education programs to use a certain list of occupations
18 for certain purposes; and generally relating to revisions to the Blueprint for
19 Maryland’s Future.

20 BY repealing and reenacting, with amendments,

21 Article – Education

22 Section 5–212, 5–222(a)(2), 5–223(c)(9), 6–126, 6–1006(b)(2), and 7–205.1(g)(1) and
23 (4)

24 Annotated Code of Maryland

25 (2025 Replacement Volume and 2025 Supplement)

26 BY repealing and reenacting, without amendments,

27 Article – Education

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

29 Annotated Code of Maryland

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (2025 Replacement Volume and 2025 Supplement)

2 BY repealing and reenacting, without amendments,
3 Article – Education
4 Section 9.9–101(a)
5 Annotated Code of Maryland
6 (2022 Replacement Volume and 2025 Supplement)

7 BY repealing and reenacting, with amendments,
8 Article – Education
9 Section 9.9–101(e) and 21–209
10 Annotated Code of Maryland
11 (2022 Replacement Volume and 2025 Supplement)

12 BY repealing
13 Article – Education
14 Section 21–210
15 Annotated Code of Maryland
16 (2022 Replacement Volume and 2025 Supplement)

17 BY adding to
18 Article – Education
19 Section 21–210 and 21–211
20 Annotated Code of Maryland
21 (2022 Replacement Volume and 2025 Supplement)

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

24 **Article – Education**

25 5–212.

26 (a) The target per pupil foundation amount includes costs associated with
27 implementing the Blueprint for Maryland’s Future including:

28 (1) Increasing salaries;

29 (2) Additional teachers to provide professional learning and collaborative
30 time for teachers;

31 (3) Career counseling;

32 (4) Behavioral health;

33 (5) Instructional opportunities for students who are college and career
34 ready and those who are not;

- (6) Maintenance and operation of schools;
- (7) Supplies and materials for teachers; and
- (8) Educational technology including digital devices, broadband and information technology staff.

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

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

26 5-222

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

28 (2) (j) "Compensatory education enrollment" means:

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

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

35 5-223.

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

3 (3) The Program consists of the:

4 (i) Personnel grant; and

5 (ii) Per pupil grant.

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

9 (i) Provide wraparound services to the students enrolled in the
10 eligible school;

11 (ii) Complete the needs assessment; and

17 6-126.

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

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

22 (i) Pass the subject-specific examinations under § 6–125 of this
23 subtitle;

24 (ii) Meet one of the following qualifications:

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

A. A nationally recognized, portfolio-based assessment of

B. A portfolio-based assessment of a [nationally accredited] program **THAT HAS NATIONAL ACCREDITATION OR HAS BEEN APPROVED BY A STATE EDUCATION DEPARTMENT**; or

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

6 (iii) Meet one of the following qualifications:

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

16 (v) Satisfactorily complete any other requirements established by
17 the State Board.

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

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

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

14 (b) In addition to any other requirements established by the State Board, to
15 qualify for a certificate in the State, a teacher who graduated from an institution of higher
16 education in another state or holds a professional license or certificate from another state
17 shall:

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

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

24 (4) SUBMIT DOCUMENTATION TO THE DEPARTMENT OF HAVING
25 RECEIVED EFFECTIVE EVALUATIONS FROM A SCHOOL SYSTEM FOR 2 YEARS.

35 (d) (1) The Department shall actively monitor and assess, during their
36 implementation and development, new teacher standards and assessments produced under

1 this section for any negative impact on the diversity of teacher candidates passing the
2 initial teacher certification assessments.

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

6 6–1006.

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

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

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

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

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

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

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

21 1. Is not an NBC teacher; but

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

24 7–205.1.

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

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

32 1. The International Baccalaureate Diploma Program;

2. The Cambridge AICE Diploma Program; or
3. A comparable program consisting of Advanced Placement College Board;

A program that allows a student, through an early college
ment at a student's high school and an institution of higher

1. An associate degree; or
2. At least 60 credits toward a bachelor's degree; and

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

1. A credit or noncredit certificate or license program, course, including a program, course, or courses taken through dual 127 of this article, at a secondary or postsecondary institution, Placement course at a secondary institution, or through an that leads to an industry recognized occupational–credential or

2. A registered apprenticeship program approved by the
Development and Adult Learning within the Maryland Department

3. A youth apprenticeship program, under Title 18, Subtitle

base in expansion of dual enrollment to maximize the number of the maximum number of dual enrollment credits consistent with school funding, for fiscal years 2025 through [2027] 2030, the State Policy and Implementation Board, in consultation with each local the number and types of courses that a student dually enrolled at school and at an institution of higher education may enroll in at the institution of higher education as part of the post-CCR with paragraph (1) of this subsection and § 15-127 of this article.

31 9.9–101.

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

33 (e) “Wraparound services” means:

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

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

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

6 (4) Establishing or expanding school-based health center services;

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

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

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

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

20 (10) Enhancing student enrichment experiences, including educational field
21 trips, partnerships, and programs with museums, arts organizations, and cultural
22 institutions;

(11) Offering evidence-based in-school and in-person tutoring, provided during the school day, **AND OTHER EVIDENCE-BASED ACADEMIC INTERVENTIONS;**

25 (12) Improving student attendance and chronic absenteeism;

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

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

29 21-209.

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

7 (c) (1) The purpose of the CTE Committee is to **[build] DIRECT AND**
8 **COORDINATE THE DEVELOPMENT OF** an integrated, globally competitive **[framework]**
9 **AND ALIGNED SYSTEM** for providing CTE to Maryland students in public schools,
10 institutions of postsecondary education, and the workforce.

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

18 (1) The State Superintendent;

19 (2) The Secretary of Higher Education;

20 (3) The Secretary of Labor;

21 (4) The Secretary of Commerce; AND

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

27 (i) Employers;

28 (ii) Industry or trade associations;

29 (iii) Labor organizations;

30 (iv) Community colleges;

- (v) The agricultural community; and
- (vi) Experts in CTE programming.

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

(f) A member of the CTE Committee:

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

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

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

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

28 (6) Set content qualification and recruitment standards for CTE
29 instructors;

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

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

6 [(10)] (9) Review agency budget proposals involving CTE and make
7 recommendations to the Governor and, in accordance with § 2-1257 of the State
8 Government Article, the General Assembly on or before December 15 each year;

9 **[(11)] (10)** Monitor the progress of CTE in the State, including progress on
10 implementing the CTE goals in the Blueprint for Maryland's Future;

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

15 **[(13)] (12)** Track progress toward and perform any tasks necessary to
16 achieve the statewide goal under § 21–204 of this subtitle that 45% of public high school
17 students [achieve a youth apprenticeship or any other] **COMPLETE THE HIGH SCHOOL**
18 **LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER** industry–recognized
19 [occupational] credential, **AS DEFINED BY THE CTE COMMITTEE**, before they graduate;

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

26 **[(16)] (15)** Submit to the Accountability and Implementation Board plans
27 for deploying CTE Expert Review Teams, and deploy the teams in accordance with
28 approved plans;

29 [17] (16) Share information on CTE education with the Accountability and
30 Implementation Board: [and]

1 (18) IN COLLABORATION WITH AND SUBJECT TO THE APPROVAL OF
2 THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD AND IN CONSULTATION
3 WITH OTHER INDUSTRY REPRESENTATIVES, DEVELOP AND MAINTAIN A LIST OF
4 HIGH-SKILL, HIGH-WAGE, OR IN-DEMAND PRIORITY OCCUPATIONS FOR THE STATE;

5 (19) IN ACCORDANCE WITH § 21-211 OF THIS SUBTITLE, MAKE
6 RECOMMENDATIONS TO STATE AGENCIES AND OFFICES, INCLUDING TO THE
7 DEPARTMENT, THE MARYLAND DEPARTMENT OF LABOR, THE MARYLAND HIGHER
8 EDUCATION COMMISSION, AND THE ACCOUNTABILITY AND IMPLEMENTATION
9 BOARD, ON ADJUSTMENTS TO THE STATE'S CTE SYSTEM TO ENSURE THE SYSTEM:

10 (I) REMAINS GLOBALLY COMPETITIVE;

11 (II) IS ADMINISTERED ACCORDING TO BEST GLOBAL
12 PRACTICES; AND

13 (III) WHEN INFORMING THE DESIGN OF COURSES AND
14 PROGRAMS OF STUDY, LEVERAGES THE CAREER PATHWAY AND OCCUPATIONAL
15 STANDARDS DEVELOPED UNDER § 21–210 OF THIS SUBTITLE; AND

16 [(18)] (20) Perform any other duties assigned by the Governor's Workforce
17 Development Board.

18 (i) The CTE Committee may:

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

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

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

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

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

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

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

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

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

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

11 [21-210.

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

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

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

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

27 (e) A member of the Advisory Committee:

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

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

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

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

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

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

15 (iii) Features performance assessments administered by industry
16 practitioners whenever possible;

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

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

21 (vi) Incorporates professional workplace soft skills, including
22 interpersonal and communication skills, time management, business etiquette, and use of
23 common business tools; and

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

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

29 21-210.

30 (A) (1) FOR EACH OCCUPATION ON THE LIST DEVELOPED UNDER §
31 21-209(h) OF THIS SUBTITLE, THE CTE COMMITTEE SHALL DEVELOP, IN

1 COLLABORATION WITH THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD,
2 COMPREHENSIVE, PUBLICLY ACCESSIBLE CAREER PATHWAY INFORMATION.

3 (2) THE CAREER PATHWAY INFORMATION SHALL INCLUDE
4 INFORMATION ON:

5 (I) SKILLS, KNOWLEDGE, COMPETENCIES, EXPERIENCE, OR
6 CREDENTIAL STANDARDS FOR EACH OCCUPATION;

7 (II) CONCRETE STEPS TO OBTAIN THE SKILLS, COMPETENCIES,
8 EXPERIENCES, OR CREDENTIALS NECESSARY TO ADVANCE ON A CAREER PATHWAY
9 OR TO HIGHER-PAYING ROLES IN A PROFESSION;

10 (III) CREDENTIALS TO BE ISSUED AT EACH STAGE OF CAREER
11 PATHWAY ADVANCEMENT; AND

12 (IV) NECESSARY CRITERIA TO BE AWARDED A CREDENTIAL.

13 (3) THE CAREER PATHWAY INFORMATION SHALL BE ADOPTED BY THE
14 GOVERNOR'S WORKFORCE DEVELOPMENT BOARD.

15 (B) ALL STATE AGENCIES AND RELEVANT WORKFORCE DEVELOPMENT AND
16 EDUCATION PROGRAMS SHALL USE THE LIST OF OCCUPATIONS DEVELOPED UNDER
17 § 21-209(H) OF THIS SUBTITLE AND CAREER PATHWAY INFORMATION DEVELOPED
18 UNDER THIS SECTION AS A GUIDELINE FOR CURRICULUM ALIGNMENT,
19 CREDENTIALING, AND CAREER ADVANCEMENT.

20 21-211.

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

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

26 (2) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS
27 POSSIBLE;

28 (3) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED BY
29 INDUSTRY PRACTITIONERS WHENEVER POSSIBLE;

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

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

7 **(6) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY**
8 **COLLEGE, AND OTHER POSTSECONDARY OCCUPATIONAL TRAINING PROGRAMS**
9 **INTO A UNIFIED SYSTEM THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT**
10 **VARIOUS POINTS THAT BUILD ON PREVIOUS CREDENTIALS.**

11 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
12 1, 2026.