

# SENATE BILL 311

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

Introduced and read first time: January 21, 2026

Assigned to: Education, Energy, and the Environment

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## 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

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



(2025 Replacement Volume and 2025 Supplement)

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

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

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

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

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

### **Article – Education**

5–212.

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

- (1) Increasing salaries;
- (2) Additional teachers to provide professional learning and collaborative time for teachers;
- (3) Career counseling;
- (4) Behavioral health;
- (5) Instructional opportunities for students who are college and career 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 connectivity, and information technology staff.

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

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

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

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

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

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.

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

(iii) On or before September 1, 2021, the Department shall establish uniform reporting requirements, including definitions to ensure that consistent and 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**, 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

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

2. For fiscal year **[2027] 2028** and each fiscal year thereafter, the greater of:

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

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

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

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

5–223.

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

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

(3) The Program consists of the:

(i) Personnel grant; and

(ii) Per pupil grant.

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

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

(ii) Complete the needs assessment; and

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

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

6–126.

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

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

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

(ii) Meet one of the following qualifications:

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

A. A nationally recognized, portfolio-based assessment of teaching ability; or

B. A portfolio-based assessment of a [nationally accredited] teacher preparation program **THAT HAS NATIONAL ACCREDITATION OR HAS BEEN APPROVED BY THE 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:

A. 3 years; or

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

(iii) Meet one of the following qualifications:

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

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

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

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

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

(3) (I) An individual who graduates from a teacher preparation program in the State who passed a nationally recognized, portfolio–based assessment may not be required to take the assessment more than one time.

**(II) AN INDIVIDUAL WHO SUCCESSFULLY COMPLETES A DEPARTMENT–SPONSORED REGISTERED APPRENTICESHIP PROGRAM FOR TEACHING MAY SUBMIT THE APPRENTICESHIP CERTIFICATE IN LIEU OF PASSAGE OF AN ASSESSMENT OF TEACHING ABILITY UNDER PARAGRAPH (2)(II)1A OF THIS SUBSECTION.**

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

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

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

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

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

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

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

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

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

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

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

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

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

(d) (1) The Department shall actively monitor and assess, during their 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 courses specified by the College Board;

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

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 [recommended by the CTE Skills Standards Advisory Committee and approved] **ADOPTED** by the CTE Committee and that allow students to complete:

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

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

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

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

9.9–101.

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

(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;

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

(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;

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

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

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

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

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

(12) Improving student attendance and chronic absenteeism;

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

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

21–209.

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

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

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

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

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

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

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

(1) The State Superintendent;

(2) The Secretary of Higher Education;

(3) The Secretary of Labor;

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

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

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

(i) Employers;

(ii) Industry or trade associations;

(iii) Labor organizations;

(iv) Community colleges;

(v) The agricultural community; and

(vi) Experts in CTE programming.

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

(f) A member of the CTE Committee:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[(13)] (12) Track progress toward and perform any tasks necessary to achieve the statewide goal under § 21–204 of this subtitle that 45% of public high school students [achieve a youth apprenticeship or any other] **COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER** industry–recognized [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;

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

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

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

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

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;

22                   (2) Contract with a public or private entity to research and analyze the  
23 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.

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

(2) The CTE Committee’s report shall include:

(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.

[21–210.

(a) In this section, “Advisory Committee” means the CTE Skills Standards Advisory Committee.

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

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

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

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

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

(e) A member of the Advisory Committee:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**21-210.**

**(A) (1) FOR EACH OCCUPATION ON THE LIST DEVELOPED UNDER § 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.