

# SENATE BILL 624

F1, F2

5lr1855

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By: **Senators Currie, Bates, Ferguson, Guzzone, King, Madaleno, Montgomery, Rosapepe, and Waugh**

Introduced and read first time: February 6, 2015

Assigned to: Education, Health, and Environmental Affairs

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Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: March 20, 2015

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

1 AN ACT concerning

2 **Task Force to Study the Expansion of Career and Technical Education in**  
3 **Maryland**

4 FOR the purpose of creating a Task Force to Study the Expansion of Career and Technical  
5 Education in Maryland; providing for the composition, chair, and staffing of the Task  
6 Force; prohibiting a member of the Task Force from receiving certain compensation,  
7 but authorizing the reimbursement of certain expenses; requiring the Task Force to  
8 study and make recommendations concerning policies and practices concerning  
9 career and technical education; requiring the Task Force to report its findings and  
10 recommendations to the Governor and the General Assembly on or before a certain  
11 date; providing for the termination of this Act; and generally relating to the Task  
12 Force to Study the Expansion of Career and Technical Education in Maryland.

13 Preamble

14 WHEREAS, Maryland's economy is dependent on the strength of its education  
15 system; and

16 WHEREAS, Maryland employers need a workforce that is educated and skilled in  
17 job-driven training; and

18 WHEREAS, Workforce shortages persist in Maryland, especially in 21st century  
19 emerging careers; and

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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.



1 WHEREAS, Maryland's high school graduation rate is only 85%; and

2 WHEREAS, Maryland students who complete career and technical education (CTE)  
3 programs have a graduation rate near 95%, with 88% of those students meeting  
4 performance goals for math and 85% meeting performance goals for reading; and

5 WHEREAS, To address unmet State employment needs and diminished career  
6 opportunities for students, Maryland must develop a blueprint to identify career pathways  
7 for students and reorient existing education and workforce services in a structure that  
8 focuses on the workforce needs of employers and on the education and training needs of  
9 students as they pursue their career paths; now, therefore,

10 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
11 That:

12 (a) There is a Task Force to Study the Expansion of Career and Technical  
13 Education in Maryland.

14 (b) The Task Force consists of the following members:

15 (1) two members of the Senate of Maryland, one of whom shall be from the  
16 majority party in the Senate and one of whom shall be from the minority party in the  
17 Senate, appointed by the President of the Senate;

18 (2) ~~three~~ two members of the House of Delegates, at least one of whom shall  
19 be from the minority party in the House, appointed by the Speaker of the House;

20 (3) the State Superintendent of Schools, or the Superintendent's designee;  
21 and

22 ~~(4) the Chairman of the State Board of Education, or the Chairman's~~  
23 ~~designee;~~

24 ~~(5) the Secretary of Higher Education, or the Secretary's designee; and~~

25 ~~(6)~~ (4) the following members appointed by the Governor:

26 (i) ~~five~~ two representatives from community colleges in the State,  
27 ~~including a representative from:~~

28 ~~1. Montgomery College;~~

29 ~~2. Prince George's Community College;~~

30 ~~3. the Community College of Baltimore County; and~~

31 ~~4. two other community colleges in the State;~~

1 (ii) ~~four~~ two representatives from local boards of education in  
2 different regions of the State, ~~including one representative each from Western Maryland,~~  
3 ~~the Eastern Shore, Southern Maryland, and Central Maryland;~~

4 (iii) one representative from the Governor's Workforce Investment  
5 Board;

6 (iv) ~~two representatives~~ one representative from the Department of  
7 Labor, Licensing, and Regulation, ~~including one representative from the Apprenticeship~~  
8 ~~and Training Council;~~

9 (v) one representative from the Department of Business and  
10 Economic Development;

11 ~~(vi) two representatives from the Maryland Chamber of Commerce~~  
12 ~~or local chambers of commerce;~~

13 ~~(vii)~~ (vi) ~~two~~ three representatives from businesses that are among  
14 Maryland's largest private employers;

15 ~~(ix) two representatives from nonprofit organizations that employ~~  
16 ~~significant numbers of employees;~~

17 ~~(x) two representatives from trade or registered apprenticeship~~  
18 ~~organizations; and~~

19 (vii) one representative from organized labor; and

20 ~~(xi)~~ (viii) two public members.

21 (c) The Governor shall designate the chair of the Task Force.

22 (d) The State agencies represented on the Task Force shall provide staff for the  
23 Task Force.

24 (e) A member of the Task Force:

25 (1) may not receive compensation as a member of the Task Force; but

26 (2) is entitled to reimbursement for expenses under the Standard State  
27 Travel Regulations, as provided in the State budget.

28 (f) The Task Force shall study and make recommendations concerning policies  
29 and practices that:

1 (1) ensure that the skills taught in career and technical education (CTE)  
2 programs at Maryland high schools and community colleges reflect the actual needs of the  
3 labor market, thereby helping CTE students acquire the skills necessary for in-demand  
4 occupations within high-growth industry sectors by focusing on 21st century jobs and jobs  
5 shown to have a shortage of workers in Maryland;

6 (2) promote collaboration by identifying additional incentives that could be  
7 provided for secondary schools, institutions of higher education, employers, and industry  
8 partners to work together to ensure that all CTE programs offer students high-quality  
9 learning opportunities;

10 (3) promote accountability by requiring that the State's CTE programs  
11 show through common definitions and related performance measures, that they are  
12 improving academic outcomes and enabling students to build technical and job skills;

13 (4) encourage the use of "career academies" of the type recommended by  
14 the Obama Administration that combine college preparatory and career and technical  
15 curricula united by a career theme – including health care, business and finance, or science,  
16 engineering, technology, and mathematics (STEM) – that make education more relevant to  
17 students through personalized and contextual learning while at the same time preparing  
18 them for continuing education and successful careers;

19 (5) examine cross-agency State collaboration that supports work-based  
20 learning and the development of a pathway for students to pursue education, training, and  
21 a career along a chosen path in combination with career academies;

22 (6) assess the coordination of resources across State agencies to provide  
23 funding for career pathway education;

24 (7) examine the concept of grades 9–14 career pathways to increase career  
25 and postsecondary options for young people;

26 (8) develop and promote policies that connect and align secondary schools  
27 in the State with community and technical colleges and industry certification programs,  
28 especially in STEM, in growing sectors of the economy;

29 (9) examine ways to accelerate learning through dual enrollment/dual  
30 credit programs so that more high school students, particularly disadvantaged students,  
31 can graduate from high school while making progress toward postsecondary degrees,  
32 certifications, and careers;

33 (10) better integrate academic and CTE programs and elevate the profile of  
34 these programs as a means to improve high school graduation rates and employment rates,  
35 reduce crime, and improve overall economic development and community and individual  
36 wellbeing;

37 (11) provide incentives for employer engagement in work-based learning;

1 (12) embed work-based learning in the curriculum, thereby expanding the  
2 number of students who participate in work-based learning;

3 (13) establish more robust career information and college accessibility as  
4 well as the availability of financial aid for students by linking online resources and  
5 appropriate counseling by teachers, mentors, and school-based counselors; and

6 (14) lead to the development of a model blueprint for a system of data  
7 metrics for career pathway systems that would reorient existing education and workforce  
8 services toward a structure that focuses on workforce needs of employers and on the  
9 education and training needs of individuals as they pursue their career paths.

10 (g) On or before January 1, 2016, the Task Force shall report its findings and  
11 recommendations to the Governor and, in accordance with § 2-1246 of the State  
12 Government Article, the General Assembly.

13 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
14 1, 2015. It shall remain effective for a period of 1 year and, at the end of June 30, 2016,  
15 with no further action required by the General Assembly, this Act shall be abrogated and  
16 of no further force and effect.

Approved:

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Governor.

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President of the Senate.

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Speaker of the House of Delegates.