

# SENATE BILL 624

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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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## A BILL ENTITLED

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

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

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

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



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

6 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
7 That:

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

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

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

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

16 (3) the State Superintendent of Schools, or the Superintendent's designee;

17 (4) the Chairman of the State Board of Education, or the Chairman's  
18 designee;

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

20 (6) the following members appointed by the Governor:

21 (i) five representatives from community colleges in the State,  
22 including a representative from:

23 1. Montgomery College;

24 2. Prince George's Community College;

25 3. the Community College of Baltimore County; and

26 4. two other community colleges in the State;

27 (ii) four representatives from local boards of education in different  
28 regions of the State, including one representative each from Western Maryland, the  
29 Eastern Shore, Southern Maryland, and Central Maryland;

30 (iii) one representative from the Governor's Workforce Investment  
31 Board;

1 (iv) two representatives from the Department of Labor, Licensing,  
2 and Regulation, including one representative from the Apprenticeship and Training  
3 Council;

4 (v) one representative from the Department of Business and  
5 Economic Development;

6 (vi) two representatives from the Maryland Chamber of Commerce  
7 or local chambers of commerce;

8 (vii) two representatives from businesses that are among Maryland's  
9 largest private employers;

10 (ix) two representatives from nonprofit organizations that employ  
11 significant numbers of employees;

12 (x) two representatives from trade or registered apprenticeship  
13 organizations; and

14 (xi) two public members.

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

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

18 (e) A member of the Task Force:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 (14) lead to the development of a model blueprint for a system of data  
35 metrics for career pathway systems that would reorient existing education and workforce

1 services toward a structure that focuses on workforce needs of employers and on the  
2 education and training needs of individuals as they pursue their career paths.

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

6 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
7 1, 2015. It shall remain effective for a period of 1 year and, at the end of June 30, 2016,  
8 with no further action required by the General Assembly, this Act shall be abrogated and  
9 of no further force and effect.