

# SENATE BILL 617

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CF 9lr2854

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By: **Senator Rosapepe**

Introduced and read first time: February 4, 2019

Assigned to: Education, Health, and Environmental Affairs

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## A BILL ENTITLED

1 AN ACT concerning

2 **Free College, Career Skills, and Youth Apprenticeship Act of 2019**

3 FOR the purpose of establishing a certain college and career readiness standard; altering  
4 the grade by which students must be assessed in college and career readiness,  
5 beginning in a certain school year, and according to a certain method adopted by the  
6 State Board of Education; requiring a certain portion of the assessment to require a  
7 certain competency; providing for the initial assessment of college and career  
8 readiness; requiring the State Board to conduct certain research into the initial  
9 assessment standard; requiring the State Board to periodically review the  
10 assessment and adjust it under certain circumstances; requiring that the State  
11 Board coordinate certain work and consult with the Maryland Higher Education  
12 Commission and the Governor's Workforce Development Board on certain matters;  
13 requiring that the State Department of Education implement by a certain school  
14 year transition courses, personalized learning, and other instructional opportunities  
15 for certain students, to be delivered in certain grades; prohibiting the  
16 implementation of transition courses from precluding or replacing enrollment in  
17 certain courses or pathways; requiring each county board of education to provide all  
18 students who reach college and career readiness with access to certain programs;  
19 requiring that each public high school provide access to certain pathways, either at  
20 the public high school or another high school in the county; requiring that each  
21 student who achieves college and career readiness choose a certain pathway;  
22 requiring each public high school to provide a student with certain counseling  
23 services; requiring that, beginning in certain fiscal years, each county board report  
24 the number of students who became college and career readiness completers and who  
25 completed a post college and career readiness pathway in the previous fiscal year;  
26 requiring, beginning in a certain fiscal year, that the Governor allocate certain funds  
27 in the appropriation to each county board based on the number of students who have  
28 met certain college and career milestones; requiring the Governor to allocate certain  
29 funds until the State meets a certain milestone; requiring that the State Board adopt  
30 certain regulations; requiring that, beginning with a certain school year, career and  
31 technology education programs be aligned with certain standards implemented by

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 the Career and Technology Education Committee; requiring that the adoption of  
 2 programs relating to, and the provision of, certain programs be consistent with  
 3 certain standards; repealing a requirement that the State Board of Education, in  
 4 consultation with the Department of Labor, Licensing, and Regulation and the  
 5 Governor's Workforce Development Board, establish for certain years certain  
 6 statewide goals; establishing the Career and Technology Education Committee;  
 7 providing for the Committee's purpose, membership, chair, duties, powers, meeting  
 8 schedule, quorum procedures, and voting procedures; requiring that the Committee,  
 9 in consultation with the State Board, establish for certain years statewide goals for  
 10 reaching a certain percentage of high school students who complete a youth  
 11 apprenticeship or any other industry-recognized occupational credential; providing  
 12 that an industry credential be completed by completing certain apprenticeships;  
 13 requiring that an industry-recognized occupational credential include completion of  
 14 certain apprenticeships or certain work experience; requiring the Committee to  
 15 report certain information to the Governor and the General Assembly annually;  
 16 establishing the CTE Skills Standards Advisory Committee; providing for the  
 17 purpose of the Advisory Committee; providing for the composition and appointment  
 18 of the Advisory Committee's members; requiring the Advisory Committee to make  
 19 certain recommendations to the Committee; requiring that the Committee determine  
 20 the terms, meeting times, procedures, and policies guiding removal from the  
 21 Advisory Committee; defining certain terms; and generally relating to college and  
 22 career readiness and career and technology education.

23 BY adding to

24 Article – Education  
 25 Section 5–203, 21–207, and 21–208  
 26 Annotated Code of Maryland  
 27 (2018 Replacement Volume and 2018 Supplement)

28 BY repealing and reenacting, with amendments,

29 Article – Education  
 30 Section 7–205.1, 21–203, 21–204, and 24–801(c)  
 31 Annotated Code of Maryland  
 32 (2018 Replacement Volume and 2018 Supplement)

33 BY repealing and reenacting, without amendments,

34 Article – Education  
 35 Section 24–801(b)  
 36 Annotated Code of Maryland  
 37 (2018 Replacement Volume and 2018 Supplement)

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

40 **Article – Education**

41 **5–203.**

1           (A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS  
2 INDICATED.

3           (2) “CCR COMPLETER” MEANS A STUDENT WHO HAS COMPLETED  
4 COLLEGE AND CAREER READINESS BY PASSING THE ASSESSMENT ADOPTED BY THE  
5 STATE BOARD UNDER § 7-205.1(C) OF THIS ARTICLE.

6           (3) “COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM”  
7 MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(I) OF THIS ARTICLE THAT  
8 CONSISTS OF:

9                       (I) THE INTERNATIONAL BACCALAUREATE DIPLOMA  
10 PROGRAM;

11                      (II) THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

12                      (III) A COMPARABLE PROGRAM CONSISTING OF ADVANCED  
13 PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD.

14           (4) “CTE PROGRAM” MEANS A POST-CCR PATHWAY UNDER §  
15 7-205.1(D)(1)(III) OF THIS ARTICLE THAT CONSISTS OF A PROGRAM RECOMMENDED  
16 BY THE CTE SKILLS STANDARDS ADVISORY COMMITTEE AND APPROVED BY THE  
17 CAREER AND TECHNOLOGY EDUCATION COMMITTEE UNDER § 21-207 OF THIS  
18 ARTICLE.

19           (5) “POST-CCR PATHWAY” MEANS A PROGRAM UNDER §  
20 7-205.1(D)(1) OF THIS ARTICLE THAT IS A COMPETITIVE ENTRY COLLEGE  
21 PREPARATORY CURRICULUM, A POSTSECONDARY EDUCATION COURSE OF  
22 INSTRUCTION, OR A CTE PROGRAM.

23           (6) “POSTSECONDARY EDUCATION COURSE OF INSTRUCTION”  
24 MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(II) OF THIS ARTICLE THAT  
25 CONSISTS OF DUAL ENROLLMENT AT A STUDENT’S HIGH SCHOOL AND AN  
26 INSTITUTION OF POSTSECONDARY EDUCATION IN WHICH A STUDENT EARNS:

27                      (I) AN ASSOCIATE DEGREE IN ART OR SCIENCE; OR

28                      (II) AT LEAST 60 CREDITS TOWARDS A BACHELOR’S DEGREE IN  
29 ART OR SCIENCE.

30           (B) BEGINNING IN FISCAL YEAR 2022, EACH COUNTY BOARD SHALL REPORT  
31 TO THE STATE BOARD:

1           **(1) THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE**  
 2 **COUNTY WHO BECAME CCR COMPLETERS IN THE PREVIOUS SCHOOL YEAR; AND**

3           **(2) BEGINNING IN FISCAL YEAR 2025, THE NUMBER OF STUDENTS IN**  
 4 **THE PUBLIC SCHOOLS OF THE COUNTY WHO COMPLETED A POST-CCR PATHWAY IN**  
 5 **THE PREVIOUS SCHOOL YEAR.**

6           **(C) (1) BEGINNING IN FISCAL YEAR 2022, THE GOVERNOR SHALL**  
 7 **ALLOCATE IN THE ANNUAL STATE BUDGET AN APPROPRIATION TO EACH COUNTY**  
 8 **BOARD OF:**

9                   **(I) \$500 FOR EACH STUDENT WHO BECAME A CCR COMPLETER**  
 10 **IN THE PREVIOUS SCHOOL YEAR;**

11                   **(II) \$500 FOR EACH STUDENT WHO COMPLETED A COMPETITIVE**  
 12 **ENTRY COLLEGE PREPARATORY CURRICULUM IN THE PREVIOUS SCHOOL YEAR;**

13                   **(III) \$1,000 FOR EACH STUDENT WHO COMPLETED A COURSE OF**  
 14 **POSTSECONDARY INSTRUCTION IN THE PREVIOUS SCHOOL YEAR; AND**

15                   **(IV) \$1,000 FOR EACH STUDENT WHO COMPLETED A CTE**  
 16 **PROGRAM IN THE PREVIOUS SCHOOL YEAR.**

17           **(2) BEGINNING IN FISCAL YEAR 2022, AND CONTINUING UNTIL THE**  
 18 **STATE MEETS ITS GOAL UNDER § 21-204 OF THIS ARTICLE, THE GOVERNOR SHALL**  
 19 **ALLOCATE IN THE ANNUAL STATE BUDGET AN ADDITIONAL APPROPRIATION TO**  
 20 **EACH COUNTY BOARD OF \$250 FOR EACH STUDENT WHO COMPLETED A CTE**  
 21 **PROGRAM IN THE PREVIOUS SCHOOL YEAR.**

22 7-205.1.

23           **(a) IN THIS SECTION, “NCEE STANDARDS” MEANS THE STANDARDS SET BY**  
 24 **THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY.**

25           **(B) The State Board shall establish high school curriculum and graduation**  
 26 **requirements for all public schools in accordance with this section.**

27           **[(b)] (C) (1) (I) Beginning with the [2015-2016] 2020-2021 school year,**  
 28 **all students shall be assessed using [acceptable college placement cut scores] A METHOD**  
 29 **ADOPTED BY THE STATE BOARD no later than [11th] 10TH grade to determine whether**  
 30 **the student is ready for [college-level]:**

31                   **1. COMMUNITY COLLEGE-LEVEL credit-bearing course**

1 work in English Language Arts, Literacy, [and] Mathematics, AND, WHEN PRACTICABLE,  
2 **SCIENCE; AND**

3 **2. EMPLOYMENT IN A GLOBALLY COMPETITIVE**  
4 **WORKFORCE.**

5 **(II) THE MATHEMATICS PORTION OF THE ASSESSMENT SHALL**  
6 **REQUIRE GREATER COMPETENCY THAN ALGEBRA I.**

7 **(III) THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH**  
8 **SHALL INITIALLY BE THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM**  
9 **ADOPTED BY THE STATE BOARD AND BASED ON THE NCEE STANDARDS.**

10 **(IV) THE STATE BOARD SHALL CONDUCT RESEARCH TO**  
11 **INVESTIGATE WHETHER THE NCEE STANDARDS ARE COMPARABLE TO THE GLOBAL**  
12 **STANDARDS OF TOP-PERFORMING JURISDICTIONS.**

13 **(V) THE STATE BOARD SHALL PERIODICALLY REVIEW THE**  
14 **ASSESSMENT REQUIRED UNDER THIS PARAGRAPH AND ADJUST IT WHEN**  
15 **NECESSARY TO ENSURE THAT IT ALIGNS WITH GLOBAL STANDARDS AND THE**  
16 **STATE'S WORKFORCE NEEDS.**

17 **(VI) IN PERFORMING ITS DUTIES UNDER THIS PARAGRAPH, THE**  
18 **STATE BOARD SHALL COORDINATE ITS WORK AND CONSULT WITH THE MARYLAND**  
19 **HIGHER EDUCATION COMMISSION AND THE GOVERNOR'S WORKFORCE**  
20 **DEVELOPMENT BOARD.**

21 (2) (i) Subject to subparagraph (ii) of this paragraph, the Department,  
22 in collaboration with local school systems and public community colleges, shall develop and  
23 implement, by the [2016–2017] **2021–2022** school year, transition courses [or],  
24 **PERSONALIZED LEARNING, AND** other instructional opportunities to be delivered [in the  
25 12th grade]:

26 **1. IN THE 11TH AND 12TH GRADES** to students who have  
27 not achieved college and career readiness by the end of the [11th] **10TH** grade; **OR**

28 **2. BEFORE THE 10TH GRADE FOR A STUDENT WHO IS**  
29 **NOT ON TRACK TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF THE**  
30 **10TH GRADE.**

31 (ii) The implementation of transition courses [or], **PERSONALIZED**  
32 **LEARNING, AND** other instructional opportunities required under subparagraph (i) of this  
33 paragraph:

1                   1.     Shall include an assessment or reassessment of the  
2 student after completion of the course; [and]

3                   2.     May not preclude or replace enrollment in a course  
4 otherwise required for graduation from high school; AND

5                   3.     **BEGINNING WITH THE 2023–2024 SCHOOL YEAR, MAY  
6 NOT PRECLUDE ENROLLMENT IN THE INITIAL STAGES OF A POST–CCR PATHWAY  
7 ESTABLISHED UNDER SUBSECTION (D) OF THIS SECTION, INCLUDING THE  
8 COMPLETION OF A CAREER AND TECHNOLOGY EDUCATION (CTE) CREDENTIAL.**

9           **(D) (1) BEGINNING WITH THE 2023–2024 SCHOOL YEAR, EACH COUNTY  
10 BOARD SHALL PROVIDE ALL STUDENTS WHO COMPLETE THE ASSESSMENT  
11 REQUIRED UNDER SUBSECTION (C) OF THIS SECTION WITH ACCESS TO A POST  
12 COLLEGE AND CAREER READINESS (POST–CCR) PATHWAY, INCLUDING:**

13                   **(I) A COMPETITIVE ENTRY COLLEGE PREPARATORY  
14 CURRICULUM, CHOSEN BY THE COUNTY BOARD, CONSISTING OF:**

15                   1.     **THE INTERNATIONAL BACCALAUREATE DIPLOMA  
16 PROGRAM;**

17                   2.     **THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR**

18                   3.     **A COMPARABLE PROGRAM CONSISTING OF  
19 ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD;**

20                   **(II) A PROGRAM THAT ALLOWS A STUDENT, AT NO COST TO THE  
21 STUDENT OR THE STUDENT’S PARENTS, THROUGH DUAL ENROLLMENT AT A  
22 STUDENT’S HIGH SCHOOL AND AN INSTITUTION OF POSTSECONDARY EDUCATION TO  
23 EARN:**

24                   1.     **AN ASSOCIATE DEGREE IN ART OR SCIENCE; OR**

25                   2.     **AT LEAST 60 CREDITS TOWARD A BACHELOR’S  
26 DEGREE IN ART OR SCIENCE; AND**

27                   **(III) A ROBUST SET OF CAREER AND TECHNOLOGY EDUCATION  
28 (CTE) PROGRAMS THAT ARE RECOMMENDED BY THE CTE SKILLS STANDARDS  
29 ADVISORY COMMITTEE AND APPROVED BY THE CAREER AND TECHNOLOGY  
30 EDUCATION COMMITTEE UNDER § 21–207 OF THIS ARTICLE AND THAT ALLOW  
31 STUDENTS TO COMPLETE:**

32                   1.     **A CERTIFICATE OR LICENSE PROGRAM, COURSE, OR**

1 SEQUENCE OF COURSES AT A SECONDARY OR POSTSECONDARY INSTITUTION THAT,  
2 AT NO COST TO THE STUDENT OR THE STUDENT'S PARENTS, LEADS TO  
3 CERTIFICATION AND LICENSURE;

4                   2. A REGISTERED APPRENTICESHIP PROGRAM  
5 APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT  
6 LEARNING WITHIN THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION;  
7 OR

8                   3. A YOUTH APPRENTICESHIP PROGRAM, UNDER TITLE  
9 18, SUBTITLE 18 OF THIS ARTICLE.

10                   (2) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE ACCESS TO AT LEAST  
11 ONE PROGRAM DESCRIBED UNDER PARAGRAPH (1) OF THIS SUBSECTION AT THAT  
12 PUBLIC SCHOOL OR AT ANOTHER PUBLIC SCHOOL IN THE COUNTY.

13                   (3) (I) EACH STUDENT WHO COMPLETES THE ASSESSMENT  
14 REQUIRED UNDER SUBSECTION (C) OF THIS SECTION SHALL CHOOSE A POST-CCR  
15 PATHWAY FROM THOSE OFFERED IN PARAGRAPH (1) OF THIS SUBSECTION.

16                   (II) EACH PUBLIC HIGH SCHOOL SHALL PROVIDE A STUDENT  
17 WITH COUNSELING SERVICES TO HELP THE STUDENT CHOOSE A POST-CCR  
18 PATHWAY THAT FITS WITH THE STUDENT'S EDUCATIONAL AND CAREER GOALS.

19                   (4) (I) THE STATE BOARD SHALL ADOPT REGULATIONS TO CARRY  
20 OUT THIS SUBSECTION.

21                   (II) THE REGULATIONS SHALL INCLUDE STANDARDS THAT:

22                   1. GUARANTEE, TO THE EXTENT PRACTICABLE,  
23 STATEWIDE UNIFORMITY IN THE QUALITY OF THE POST-CCR PATHWAYS; AND

24                   2. MEET THE REQUIREMENTS OF PARAGRAPH (1)(II) OF  
25 THIS SUBSECTION.

26                   (III) THE STATE BOARD SHALL GIVE HIGH SCHOOL GRADUATION  
27 CREDIT FOR ANY PROGRAMS ADMINISTERED IN ACCORDANCE WITH THIS  
28 SUBSECTION.

29                   [(c)] (E) (1) Beginning with the 9th grade class of 2014, and subject to  
30 paragraph (2) of this subsection and subsection [(e)] (G) of this section, each student shall  
31 enroll in a mathematics course in each year of high school that the student attends high  
32 school.

1           (2) The Department shall adopt regulations that establish the  
2 mathematics and math–related courses that fulfill the requirements of this subsection,  
3 which may include math–related career and technology program courses.

4           ~~[(d)] (F)~~ It is the goal of the State that all students achieve mathematics  
5 competency in Algebra II.

6           ~~[(e)] (G)~~ A student who is enrolled in a credit–bearing mathematics transition  
7 course under subsection ~~[(b)(2)] (C)(2)~~ of this section:

8           (1) Subject to item (2) of this subsection, shall be considered to meet the  
9 requirements of subsection ~~[(c)] (E)~~ of this section; and

10           (2) May not be considered to meet the requirements of subsection ~~[(c)] (E)~~  
11 of this section if other credit–bearing courses required for graduation have not been met.

12           ~~[(f)] (H)~~ The Department ~~[may]~~ **SHALL** adopt regulations to require the award  
13 of credit toward high school graduation requirements, **CONSISTENT WITH SUBSECTION**  
14 **(D) OF THIS SECTION AND THE SYSTEM IMPLEMENTED BY THE CAREER AND**  
15 **TECHNOLOGY EDUCATION COMMITTEE UNDER § 21–207 OF THIS ARTICLE**, for the  
16 time a student spends participating in:

17           (1) A registered apprenticeship program approved by the Division of  
18 Workforce Development and Adult Learning within the Department of Labor, Licensing,  
19 and Regulation; or

20           (2) A youth apprenticeship program under Title 18, Subtitle 18 of this  
21 article.

22 21–203.

23           **(A)** Career and technology **EDUCATION** programs in the public schools shall:

24           (1) Offer a sequence of academic and occupational courses, career  
25 development, and work experience to prepare students to begin careers and to pursue  
26 lifelong learning; and

27           (2) Integrate academic knowledge and occupational competence to enable  
28 students to develop the critical thinking, problem solving, employability, and technical  
29 skills required to meet the workforce preparation and economic development needs of the  
30 21st century.

31           **(B) (1) BEGINNING WITH THE 2023–2024 SCHOOL YEAR, CAREER AND**  
32 **TECHNOLOGY EDUCATION PROGRAMS SHALL BE ALIGNED WITH THE SYSTEM**  
33 **IMPLEMENTED BY THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE**  
34 **ESTABLISHED UNDER § 21–207 OF THIS SUBTITLE.**



1           **(2) BEGINNING IN FISCAL YEAR 2024, THE ADOPTION OF PROGRAMS**  
2 **RELATING TO, AND THE PROVISION OF, CAREER AND TECHNOLOGY EDUCATION BY**  
3 **COUNTY BOARDS, THE STATE BOARD, AND COMMUNITY COLLEGES SHALL BE**  
4 **CONSISTENT WITH THE SYSTEM IMPLEMENTED BY THE CAREER AND TECHNOLOGY**  
5 **EDUCATION COMMITTEE.**

6 21–204.

7           (a) [On or before December 1, 2017, the State Board, in consultation with the  
8 Department of Labor, Licensing, and Regulation and the Governor’s Workforce  
9 Development Board, shall establish, for each year for 2018 through 2024, inclusive,  
10 statewide goals that reach 45% by January 1, 2025, for the percentages of high school  
11 students who, prior to graduation:

- 12           (1) Complete a career and technical education (CTE) program;  
13           (2) Earn industry–recognized occupational or skill credentials; or  
14           (3) Complete a registered youth or other apprenticeship.

15           (b) On or before December 1, 2017, the Maryland Longitudinal Data System  
16 Center and the Governor’s Workforce Development Board shall develop annual income  
17 earnings goals for high school graduates who have not earned at least a 2–year college  
18 degree by age 25.

19           [(c) (B) On or before December 1, 2017, the State Board shall develop a method  
20 to consider a student’s attainment of a State–approved industry credential or completion  
21 of an apprenticeship program as equivalent to earning a score of 3 or better on an Advanced  
22 Placement examination for purposes of the Maryland Accountability Program established  
23 by the Department if the student:

24           (1) (i) Was enrolled in the State–approved CTE program at the  
25 concentrator level or higher; and

26           (ii) Successfully earned the credential aligned with the  
27 State–approved CTE program; or

28           (2) Successfully completed a youth or other apprenticeship training  
29 program approved by the Maryland Apprenticeship Training Council in accordance with §  
30 11–405 of the Labor and Employment Article.

31           **(C) (1) ON OR BEFORE DECEMBER 1, 2020, THE CAREER AND**  
32 **TECHNOLOGY EDUCATION COMMITTEE SHALL ESTABLISH, FOR EACH YEAR FOR**  
33 **2020 THROUGH 2030, INCLUSIVE, STATEWIDE GOALS THAT REACH 45% BY JULY 1,**  
34 **2030, FOR THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO, PRIOR TO**

1 GRADUATION, COMPLETE A YOUTH APPRENTICESHIP OR OTHER  
2 INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL.

3 (2) TO THE EXTENT PRACTICABLE, THE CAREER AND TECHNOLOGY  
4 EDUCATION COMMITTEE SHALL ENSURE THAT THE LARGEST NUMBER OF  
5 STUDENTS ACHIEVE THE REQUIREMENT OF THIS SUBSECTION BY COMPLETING:

6 (I) A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18,  
7 SUBTITLE 18 OF THIS ARTICLE; OR

8 (II) A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY  
9 THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITHIN THE  
10 DEPARTMENT OF LABOR, LICENSING, AND REGULATION.

11 [(d) On or before December 1, 2017, and December 1 of each year thereafter, the  
12 State Board shall report to the Governor and, in accordance with § 2-1246 of the State  
13 Government Article, the General Assembly on the progress, by high school and community  
14 college, toward attaining the goals established by the State Board in accordance with  
15 subsection (a) of this section and the goals established under subsection (b) of this section.]

16 (D) ON OR BEFORE DECEMBER 1, 2020, AND DECEMBER 1 EACH YEAR  
17 THEREAFTER, THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE SHALL  
18 REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE  
19 GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE PROGRESS, BY HIGH  
20 SCHOOL, TOWARD ATTAINING THE GOALS ESTABLISHED BY THE CAREER AND  
21 TECHNOLOGY EDUCATION COMMITTEE IN ACCORDANCE WITH SUBSECTION (C) OF  
22 THIS SECTION.

23 21-207.

24 (A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS  
25 INDICATED.

26 (2) "COMMITTEE" MEANS THE CAREER AND TECHNOLOGY  
27 EDUCATION COMMITTEE.

28 (3) "CTE" MEANS CAREER AND TECHNOLOGY EDUCATION.

29 (B) THERE IS A CAREER AND TECHNOLOGY EDUCATION COMMITTEE.

30 (C) THE COMMITTEE IS AN INDEPENDENT UNIT WITHIN THE GOVERNOR'S  
31 WORKFORCE DEVELOPMENT BOARD.

32 (D) (1) THE PURPOSE OF THE COMMITTEE IS TO BUILD AN INTEGRATED,

1 GLOBALLY COMPETITIVE FRAMEWORK FOR PROVIDING CTE TO MARYLAND  
2 STUDENTS IN PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION,  
3 AND THE WORKFORCE.

4 (2) THE COMMITTEE SHALL STRIVE TO INTEGRATE CTE IN  
5 SECONDARY AND POSTSECONDARY INSTITUTIONS IN THE STATE.

6 (E) THE COMMITTEE IS COMPOSED OF THE FOLLOWING MEMBERS OF THE  
7 GOVERNOR'S WORKFORCE DEVELOPMENT BOARD:

8 (1) THE STATE SUPERINTENDENT;

9 (2) THE SECRETARY OF HIGHER EDUCATION;

10 (3) THE SECRETARY OF LABOR, LICENSING, AND REGULATION;

11 (4) THE SECRETARY OF COMMERCE;

12 (5) A REPRESENTATIVE OF THE COMMUNITY COLLEGES IN THE  
13 STATE, SELECTED BY THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES;

14 (6) A MEMBER OF THE SKILLS STANDARDS ADVISORY COMMITTEE,  
15 ESTABLISHED UNDER § 21-208 OF THIS SUBTITLE, SELECTED BY THE COMMITTEE;  
16 AND

17 (7) FOUR MEMBERS SELECTED BY THE CHAIR OF THE GOVERNOR'S  
18 WORKFORCE DEVELOPMENT BOARD WHO REPRESENT:

19 (I) EMPLOYERS;

20 (II) INDUSTRY ASSOCIATIONS;

21 (III) APPRENTICESHIP SPONSORS; AND

22 (IV) LABOR ORGANIZATIONS.

23 (F) THE GOVERNOR, THE PRESIDENT OF THE SENATE, AND THE SPEAKER  
24 OF THE HOUSE JOINTLY SHALL APPOINT THE CHAIR OF THE COMMITTEE FROM  
25 AMONG ITS MEMBERS.

26 (G) THE COMMITTEE MAY EMPLOY ADDITIONAL STAFF NECESSARY TO  
27 CARRY OUT THE COMMITTEE'S FUNCTIONS AS PROVIDED IN THE STATE BUDGET.

1           **(H) THE COMMITTEE SHALL PERFORM THE FOLLOWING DUTIES:**

2           **(1) DEVELOP A STATEWIDE FRAMEWORK FOR CTE THAT PREPARES**  
3 **STUDENTS FOR EMPLOYMENT IN A DIVERSE, MODERN ECONOMY;**

4           **(2) ALLOCATE ROLES AND RESPONSIBILITIES TO STATE AGENCIES**  
5 **FOR THE CREDENTIALING OF STUDENTS ENGAGED IN CTE PROGRAMS;**

6           **(3) WORK WITH THE BUSINESS COMMUNITY TO DEVELOP**  
7 **APPRENTICESHIP AND WORK-BASED LEARNING OPPORTUNITIES;**

8           **(4) BRING TOGETHER REPRESENTATIVES FROM PUBLIC SCHOOLS,**  
9 **INSTITUTIONS OF POSTSECONDARY EDUCATION, AND THE BUSINESS COMMUNITY**  
10 **TO ENSURE THAT CTE PROGRAMS ARE ALIGNED WITH THE STATE'S ECONOMIC**  
11 **DEVELOPMENT AND WORKFORCE GOALS AND OPERATE WITH BEST GLOBAL**  
12 **PRACTICES;**

13           **(5) SET QUALIFICATION STANDARDS FOR CTE INSTRUCTORS;**

14           **(6) DETERMINE WHICH PROGRAMS SHOULD BE APPROVED FOR**  
15 **CREDIT TOWARDS HIGH SCHOOL GRADUATION REQUIREMENTS;**

16           **(7) SUBJECT TO SUBSECTION (J) OF THIS SECTION, APPROVE,**  
17 **REJECT, OR MODIFY THE PROPOSALS MADE BY THE CTE SKILLS STANDARDS**  
18 **ADVISORY COMMITTEE, ESTABLISHED UNDER § 21-208 OF THIS SUBTITLE TO**  
19 **ESTABLISH CTE PROGRAMS FOR PUBLIC SCHOOL STUDENTS;**

20           **(8) ADDRESS OPERATIONAL ISSUES OF DELIVERING CTE**  
21 **PROGRAMS, INCLUDING TRANSPORTATION TO AND FROM JOB SITES;**

22           **(9) REVIEW AGENCY BUDGET PROPOSALS INVOLVING CTE AND**  
23 **MAKE RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH §**  
24 **2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR**  
25 **BEFORE DECEMBER 15 EACH YEAR;**

26           **(10) MONITOR THE PROGRESS OF CTE IN THE STATE, INCLUDING THE**  
27 **TIMELY IMPLEMENTATION OF THE RECOMMENDATIONS MADE BY THE COMMISSION**  
28 **ON INNOVATION AND EXCELLENCE IN EDUCATION, CREATED BY CHAPTERS 701**  
29 **AND 702 OF THE ACTS OF THE GENERAL ASSEMBLY OF 2016;**

30           **(11) DEVELOP YEARLY GOALS FOR EACH COUNTY BOARD TO REACH**  
31 **THE STATEWIDE GOAL UNDER § 21-204 OF THIS SUBTITLE THAT 45% OF PUBLIC**  
32 **SCHOOL STUDENTS ACHIEVE A YOUTH APPRENTICESHIP OR ANY OTHER**

1 INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL BEFORE THEY GRADUATE;

2 (12) TRACK PROGRESS TOWARD AND PERFORM ANY TASKS  
3 NECESSARY TO COMPLETE THE STATEWIDE GOAL UNDER § 21-204 OF THIS  
4 SUBTITLE THAT 45% OF PUBLIC HIGH SCHOOL STUDENTS ACHIEVE A YOUTH  
5 APPRENTICESHIP OR ANY OTHER INDUSTRY-RECOGNIZED OCCUPATIONAL  
6 CREDENTIAL BEFORE THEY GRADUATE; AND

7 (13) PERFORM ANY OTHER DUTIES ASSIGNED BY THE GOVERNOR'S  
8 WORKFORCE DEVELOPMENT BOARD.

9 (I) THE COMMITTEE MAY:

10 (1) MAKE GRANTS TO INNOVATIVE PROGRAMS DEVELOPED BY  
11 PUBLIC SCHOOLS, INSTITUTIONS OF POSTSECONDARY EDUCATION, NONPROFITS,  
12 AND OTHER PERSONS THAT HELP FURTHER THE COMMITTEE'S PURPOSE;

13 (2) CONTRACT WITH A PUBLIC OR PRIVATE ENTITY TO RESEARCH  
14 AND ANALYZE THE PROVISION OF CTE TO STUDENTS;

15 (3) CREATE ADVISORY STRUCTURES NECESSARY TO ENSURE  
16 ESSENTIAL INPUT FROM EDUCATORS, PARENTS, COMMUNITY ORGANIZERS, LOCAL  
17 WORKFORCE BOARDS, AND OTHER KEY STAKEHOLDERS; AND

18 (4) ADOPT ANY REGULATIONS NECESSARY TO CARRY OUT THE  
19 COMMITTEE'S DUTIES AND ADMINISTER CTE IN THE STATE.

20 (J) AN INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL ADOPTED BY  
21 THE COMMITTEE THAT WILL CONSTITUTE COMPLETION OF A CTE PROGRAM FOR  
22 PUBLIC SCHOOL STUDENTS AS REQUIRED UNDER § 7-205.1(D)(1)(III) OF THIS  
23 ARTICLE SHALL INCLUDE:

24 (1) COMPLETION OF A REGISTERED APPRENTICESHIP PROGRAM  
25 APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT  
26 LEARNING WITHIN THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION;

27 (2) COMPLETION OF A YOUTH APPRENTICESHIP PROGRAM UNDER  
28 TITLE 18, SUBTITLE 18 OF THIS ARTICLE; OR

29 (3) ACTUAL WORK EXPERIENCE.

30 (K) (1) A MAJORITY OF COMMITTEE MEMBERS CONSTITUTES A QUORUM.

1           **(2) ACTION BY THE COMMITTEE REQUIRES THE AFFIRMATIVE VOTE**  
2 **OF A MAJORITY OF THE COMMITTEE MEMBERS PRESENT.**

3           **(L) (1) EACH YEAR, THE COMMITTEE SHALL REPORT TO THE GOVERNOR**  
4 **AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE**  
5 **GENERAL ASSEMBLY.**

6           **(2) THE COMMITTEE'S REPORT SHALL INCLUDE:**

7                   **(I) AN ANNUAL ASSESSMENT OF THE STATE OF CTE WITHIN**  
8 **THE STATE; AND**

9                   **(II) STATUTORY, REGULATORY, BUDGETARY, AND STRUCTURAL**  
10 **CHANGES NEEDED TO ADDRESS THE CHALLENGES OF THE EVOLVING CTE SYSTEM.**

11 **21-208.**

12           **(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**  
13 **INDICATED.**

14                   **(2) "ADVISORY COMMITTEE" MEANS THE CTE SKILLS STANDARDS**  
15 **ADVISORY COMMITTEE.**

16                   **(3) "CTE" MEANS CAREER AND TECHNOLOGY EDUCATION.**

17           **(B) THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE SHALL**  
18 **CREATE A CTE SKILLS STANDARDS ADVISORY COMMITTEE.**

19           **(C) (1) THE PURPOSE OF THE ADVISORY COMMITTEE IS TO MAKE**  
20 **RECOMMENDATIONS AND PROVIDE ADVICE TO THE CAREER AND TECHNOLOGY**  
21 **EDUCATION COMMITTEE ON SETTING THE OCCUPATIONAL STANDARDS NECESSARY**  
22 **FOR A STRONG CTE SYSTEM.**

23                   **(2) THE RECOMMENDATIONS MADE BY THE ADVISORY COMMITTEE**  
24 **SHALL FORM THE BASIS FOR THE CTE PROGRAM REQUIRED UNDER § 7-205.1(C) OF**  
25 **THIS ARTICLE.**

26           **(D) THE ADVISORY COMMITTEE SHALL BE COMPOSED OF MEMBERS**  
27 **APPOINTED BY THE CHAIR OF THE CAREER AND TECHNOLOGY EDUCATION**  
28 **COMMITTEE THAT INCLUDE EMPLOYERS, APPRENTICESHIP SPONSORS, AND OTHER**  
29 **EXPERTS ON OCCUPATIONAL SKILLS.**

30           **(E) (1) THE ADVISORY COMMITTEE SHALL MAKE RECOMMENDATIONS**

1 TO THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE CONCERNING:

2 (I) A COMPREHENSIVE ARRAY OF CAREER ADVANCEMENT  
3 GUIDELINES, INCLUDING STANDARDS FOR EACH OCCUPATION IN A PROFESSION,  
4 AND CONCRETE STEPS AND ACCOMPLISHMENTS NEEDED TO PROGRESS TO A  
5 GREATER SKILLED OCCUPATION IN A GIVEN FIELD;

6 (II) CREDENTIALS TO BE ISSUED AT EACH STAGE OF  
7 ADVANCEMENT, AND CRITERIA NECESSARY TO BE AWARDED A PARTICULAR  
8 CREDENTIAL; AND

9 (III) NECESSARY ADJUSTMENTS TO ENSURE THAT THE STATE'S  
10 CTE SYSTEM REMAINS GLOBALLY COMPETITIVE AND ADMINISTERED ACCORDING  
11 TO BEST GLOBAL PRACTICES.

12 (2) IN MAKING RECOMMENDATIONS UNDER THIS SUBSECTION, THE  
13 ADVISORY COMMITTEE SHALL STRIVE TO CREATE A COMPREHENSIVE, UNIFIED  
14 SYSTEM OF CAREER PROGRESSION THAT:

15 (I) IS ATTUNED TO THE STATE'S WORKFORCE NEEDS;

16 (II) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS  
17 POSSIBLE;

18 (III) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED  
19 BY INDUSTRY PRACTITIONERS WHENEVER POSSIBLE; AND

20 (IV) ALLOWS A STUDENT TRAINED IN ONE CAREER TO  
21 SEAMLESSLY TRANSFER THE STUDENT'S SKILLS AND EDUCATION TO A NEW CAREER  
22 IN A DIFFERENT FIELD.

23 (F) THE TERMS, MEETING TIMES, PROCEDURES, AND POLICIES GUIDING  
24 REMOVAL OF MEMBERS FOR THE ADVISORY COMMITTEE SHALL BE DETERMINED BY  
25 THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE.

26 24-801.

27 (b) (1) There is a Governor's P-20 Leadership Council of Maryland.

28 (2) The Council is a partnership between the State, educators, and the  
29 business community to better prepare Maryland students for the jobs of the 21st century  
30 while enhancing the State's economic competitiveness by creating a workforce with 21st  
31 century skills.

- 1 (c) The Council shall consist of the following members:
- 2 (1) The Governor or the Governor's designee;
- 3 (2) The Secretary of Higher Education;
- 4 (3) The Secretary of Labor, Licensing, and Regulation;
- 5 (4) The Secretary of Commerce;
- 6 (5) The Chancellor of the University System of Maryland;
- 7 (6) The State Superintendent of Schools;
- 8 (7) The Chairman of the Maryland Higher Education Commission;
- 9 (8) The Chair and the Executive Director of the Governor's Workforce  
10 Development Board;
- 11 **(9) THE CHAIR OF THE CAREER AND TECHNOLOGY EDUCATION**  
12 **COMMITTEE;**
- 13 **[(9)] (10)** Two members of the House of Delegates, appointed by the  
14 Speaker of the House;
- 15 **[(10)] (11)** Two members of the Senate of Maryland, appointed by the  
16 President of the Senate; and
- 17 **[(11)] (12)** The following members appointed by the Governor:
- 18 (i) A member of the State Board of Education;
- 19 (ii) A representative of local superintendents of education;
- 20 (iii) A representative of local boards of education;
- 21 (iv) Two members of employee organizations that represent  
22 elementary and secondary school personnel in the State;
- 23 (v) A representative of elementary and secondary school principals;
- 24 (vi) Two representatives of nonpublic elementary and secondary  
25 schools;
- 26 (vii) An expert in early childhood education;
- 27 (viii) An expert in career and technology education;



- 1 (ix) Two representatives of community colleges;
- 2 (x) Two representatives of independent colleges or universities;
- 3 (xi) A representative of public institutions of higher education  
4 outside the University System of Maryland;
- 5 (xii) A representative of college or university deans who has  
6 responsibility for a science, technology, engineering, and math (STEM) discipline;
- 7 (xiii) Four representatives of the University System of Maryland;
- 8 (xiv) A representative of a for-profit institution of higher education;
- 9 (xv) Three representatives of the business community; and
- 10 (xvi) Six additional members with experience and knowledge that will  
11 benefit the work of the Council.

12 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
13 1, 2019.