

SENATE BILL 478

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2lr1468
CF HB 541

By: **Senators Hester, Guzzone, Lam, and McCray**

Introduced and read first time: January 27, 2022

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Career and Technical Education Committee – Alterations**

3 FOR the purpose of adding two members to the Career and Technical Education
4 Committee; altering the committee's duties and authorized actions to include the
5 perspective of career colleges and skilled trade organizations; requiring the
6 committee to develop and provide to guidance counselors and public schools in the
7 State a certain list; and generally relating to the Career and Technical Education
8 Committee.

9 BY repealing and reenacting, with amendments,

10 Article – Education

11 Section 21–209(d), (h), and (i)

12 Annotated Code of Maryland

13 (2018 Replacement Volume and 2021 Supplement)

14 Preamble

15 WHEREAS, 45 million federal student loan borrowers hold \$1.6 trillion of federal
16 student loan debt, and 62% of the 2019 graduating class incurred student loan debt; and

17 WHEREAS, The national average annual tuition for a public four–year in–state
18 institution of higher education is \$26,820, a public four–year out–of–state institution is
19 \$43,280, and a four–year private institution is \$54,880, and the cost of higher education in
20 the United States continues to outpace the annual rate of inflation; and

21 WHEREAS, The average bachelor's degree graduate incurs \$28,950 of debt during
22 the course of completing their degree, and Maryland graduates carry an average debt of
23 \$42,700, the second highest average student loan burden behind only the District of
24 Columbia; and

25 WHEREAS, Student loan debt disproportionately impacts African American

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 borrowers, with an average debt of \$32,047, compared to White borrowers' average debt of
2 \$18,685; and

3 WHEREAS, The National Association of Colleges and Employers reported in its 2021
4 Winter Salary Survey that the projected starting salary for a business major graduate is
5 \$58,869 and a communications major graduate is \$58,174; and

6 WHEREAS, Student loan debt has a direct impact on marriage rates, home
7 ownership rates, parenthood, retirement savings, and the pursuit of further education; and

8 WHEREAS, There is a skilled labor shortage in the United States and high demand
9 for workers in these industries; and

10 WHEREAS, The average total cost for a vocational or trade school program is
11 \$33,000 and typically can be completed in 3 to 18 months; and

12 WHEREAS, The average starting salary for a trade school graduate is \$42,000; now,
13 therefore,

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

16 **Article – Education**

17 21–209.

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

20 (1) The State Superintendent;

21 (2) The Secretary of Higher Education;

22 (3) The Secretary of Labor;

23 (4) The Secretary of Commerce;

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

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

29 (i) Employers;

30 (ii) Industry or trade associations;

- (iii) Labor organizations;
- (iv) Community colleges;
- (v) The agricultural community; [and]
- (vi) Experts in CTE programming;

(VII) SKILLED TRADE ORGANIZATIONS; AND

(VIII) CAREER COLLEGES.

(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;

10 (2) Allocate roles and responsibilities to State agencies for the
11 credentialing of students engaged in CTE programs;

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

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

24 (7) Determine which programs should be approved for credit towards high
25 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;

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

6 (12) Develop yearly goals for each county board to reach the statewide goal
7 under § 21–204 of this subtitle that 45% of public school students achieve an
8 industry–recognized occupational credential before they graduate;

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

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

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

22 (17) DEVELOP A LIST OF ALL SKILLED TRADE ORGANIZATION
23 PROGRAMS AND CAREER SCHOOL PROGRAMS IN THE STATE AND PROVIDE THE LIST
24 TO GUIDANCE COUNSELORS AND PUBLIC SCHOOLS IN THE STATE FOR
25 DISTRIBUTION TO STUDENTS;

26 [(17)] (18) Share information on CTE education with the Accountability and
27 Implementation Board; and

28 [(18)] (19) Perform any other duties assigned by the Governor's Workforce
29 Development Board.

30 (i) The CTE Committee may:

9 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
10 October 1, 2022.