SENATE BILL 478

By: Senators Hester, Guzzone, Lam, and McCray
Introduced and read first time: January 27, 2022
Assigned to: Education, Health, and Environmental Affairs
Committee Report: Favorable
Senate action: Adopted with floor amendments
Read second time: February 26, 2022

CHAPTER _____

AN ACT concerning

Career and Technical Education Committee – Alterations

FOR the purpose of adding two members to the Career and Technical Education Committee; altering the committee’s duties and authorized actions to include the perspective of career colleges and skilled trade organizations; requiring the committee to develop and provide to guidance counselors and public schools in the State a certain list; repealing the requirement that a member of the Career and Technical Education Committee also be a member of the Governor’s Workforce Development Board; and generally relating to the Career and Technical Education Committee.

BY repealing and reenacting, with amendments,

Article – Education
Section 21–209(d), (h), and (i)
Annotated Code of Maryland
(2018 Replacement Volume and 2021 Supplement)

Preamble

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

WHEREAS, The national average annual tuition for a public four–year in–state institution of higher education is $26,820, a public four–year out–of–state institution is

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.
$43,280, and a four–year private institution is $54,880, and the cost of higher education in the United States continues to outpace the annual rate of inflation; and

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

WHEREAS, Student loan debt disproportionately impacts African American borrowers, with an average debt of $32,047, compared to White borrowers’ average debt of $18,685; and

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

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

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

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

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

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

Article – Education

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

(6) The following [six] 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;

(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;

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

(3) Adopt and, where appropriate, develop and regularly update a comprehensive and cohesive system of occupational skills standards to drive the State’s CTE system;

(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, CAREER COLLEGES, SKILLED TRADE ORGANIZATIONS, 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;
Determine which programs should be approved for credit towards high school graduation requirements;

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;

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

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;

Monitor the progress of CTE in the State, including progress on implementing the CTE goals in the Blueprint for Maryland’s Future;

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

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 industry–recognized occupational credential before they graduate;

Establish, administer, and supervise the CTE Expert Review Teams established under § 5–412 of this article;

Using State accountability data, identify schools to be investigated 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;

Submit to the Accountability and Implementation Board plans for deploying CTE Expert Review Teams, and deploy the teams in accordance with approved plans;

(17) Develop a list of all skilled trade organization programs and career school programs in the State and provide the list to guidance counselors and public schools in the State for distribution to students;

[(17)] (18) Share information on CTE education with the Accountability and Implementation Board; and
Perform any other duties assigned by the Governor’s Workforce Development Board.

(i) The CTE Committee may:

(1) Make grants to innovative programs developed by public schools, institutions of postsecondary education, apprenticeship sponsors, nonprofits, and other persons that help further the CTE Committee’s purpose;

(2) Contract with a public or private entity to research and analyze the provision of CTE to students;

(3) Create advisory structures necessary to ensure essential input from educators, parents, unions, employers, apprenticeship sponsors, community organizers, local workforce boards, SKILLED TRADE ORGANIZATIONS, CAREER COLLEGES, and other key stakeholders; and

(4) Adopt any regulations necessary to carry out the committee’s duties and administer CTE in the State.

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