

SENATE BILL 585

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SB 478/22 – EHE

3lr2070
CF HB 143

By: **Senators Hester, Guzzone, and Lam**
Introduced and read first time: February 6, 2023
Assigned to: Education, Energy, and the Environment

A BILL ENTITLED

1 AN ACT concerning

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

3 FOR the purpose of altering the composition of 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 list of all skilled trade organization programs and career school programs in
8 the State; and generally relating to the Career and Technical Education 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 (2022 Replacement Volume)

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 4–year in–state
18 institution of higher education is \$26,820, a public 4–year out–of–state institution is
19 \$43,280, and a 4–year private institution is \$54,880, and the cost of higher education in the
20 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] EIGHT members, jointly selected by the Governor,
27 the 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;

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

5 **(VII) SKILLED TRADE ORGANIZATIONS; AND**

6 **(VIII) CAREER COLLEGES.**

7 (h) The CTE Committee shall perform the following duties:

8 (1) Develop a statewide framework for CTE that prepares students for
9 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;

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

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

17 (5) Bring together representatives from public schools, institutions of
18 postsecondary education, **CAREER COLLEGES, SKILLED TRADE ORGANIZATIONS**, and
19 the business community, including nonprofit entities and apprenticeship sponsors, to
20 ensure that CTE programs are aligned with the State's economic development and
21 workforce goals and operate with best global practices;

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;

26 (8) Approve, reject, or modify the proposals made by the CTE Skills
27 Standards Advisory Committee established under § 21–208 of this subtitle to establish CTE
28 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;

1 (10) Review agency budget proposals involving CTE and make
2 recommendations to the Governor and, in accordance with § 2–1257 of the State
3 Government Article, the General Assembly on or before December 15 each year;

4 (11) Monitor the progress of CTE in the State, including progress on
5 implementing the CTE goals in the Blueprint for Maryland’s Future;

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;

9 (13) Track progress toward and perform any tasks necessary to achieve the
10 statewide goal under § 21–204 of this subtitle that 45% of public high school students
11 achieve a youth apprenticeship or any other industry–recognized occupational credential
12 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:

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

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

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

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

9 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
10 October 1, 2023.