

# HOUSE BILL 29

F1  
HB 1262/25 – W&M

(PRE-FILED)

6lr1034  
CF SB 343

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By: ~~Delegate Wilkins~~ Delegates Wilkins, Coley, Ebersole, Feldmark, Palakovich Carr, Pasteur, Patterson, and Wims

Requested: September 30, 2025

Introduced and read first time: January 14, 2026

Assigned to: Ways and Means

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Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 4, 2026

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## CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 ~~County Boards of Education~~ Public High Schools – Post College and Career  
3 Readiness Pathways – ~~Payment of Costs~~ Alterations

4 FOR the purpose of authorizing a county board of education to develop and establish income  
5 eligibility guidelines and procedures for payment of costs for a certain post college  
6 and career readiness pathway, except under certain circumstances; extending the  
7 time period during which the State Board of Education and the Accountability and  
8 Implementation Board may limit the number and types of dual enrollment as a post  
9 college and career readiness pathway; altering the purpose, composition, and duties  
10 of the Career and Technical Education (CTE) Committee; repealing the CTE Skills  
11 Standards Advisory Committee; requiring certain State agencies and certain  
12 workforce development and education programs to use a certain list of occupations  
13 for certain purposes; and generally relating to post college and career readiness  
14 pathways.

15 BY repealing and reenacting, without amendments,  
16 Article – Education  
17 Section 7–205.1(a) and (c)  
18 Annotated Code of Maryland  
19 (2025 Replacement Volume and 2025 Supplement)

20 BY repealing and reenacting, with amendments,  
21 Article – Education

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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.



1 Section 7–205.1(g)  
2 Annotated Code of Maryland  
3 (2025 Replacement Volume and 2025 Supplement)

4 BY repealing and reenacting, with amendments,  
5 Article – Education  
6 Section 21–209  
7 Annotated Code of Maryland  
8 (2022 Replacement Volume and 2025 Supplement)

9 BY repealing  
10 Article – Education  
11 Section 21–210  
12 Annotated Code of Maryland  
13 (2022 Replacement Volume and 2025 Supplement)

14 BY adding to  
15 Article – Education  
16 Section 21–210 and 21–211  
17 Annotated Code of Maryland  
18 (2022 Replacement Volume and 2025 Supplement)

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

21 **Article – Education**

22 7–205.1.

23 (a) In this section, “CCR standard” means the college and career readiness  
24 standards established under this section.

25 (c) (1) (i) It is the goal of the State that students enrolled in public school  
26 shall meet the CCR standard before the end of the 10th grade and no later than the time  
27 the student graduates from high school.

28 (ii) It is the goal of the State that each student enrolled in public  
29 school, regardless of the student’s race, ethnicity, gender, address, socioeconomic status, or  
30 the language spoken in the student’s home, shall have equitable access to college and career  
31 readiness and shall meet the CCR standard at an equal rate.

32 (2) A student shall meet the CCR standard when the student meets a  
33 standard in English language arts, mathematics, and, when practicable, science that  
34 enables the student to be successful in entry level credit bearing courses or postsecondary  
35 education training at a State community college.

1 (3) The Blueprint for Maryland's Future and the CCR standard established  
2 under this section are not intended to alter the need for high quality programs and content  
3 in fine arts, civics, physical education, and other areas that are necessary to provide a  
4 holistic education and enable every student to be well-rounded and meet the CCR  
5 standard.

6 (4) On or before January 1, 2022, the Department shall develop and begin  
7 to implement a communication strategy to inform parents, students, educators, and the  
8 wider public about the CCR standard developed under this section.

9 (g) (1) Subject to [paragraph] PARAGRAPHS ~~(2) AND~~ (4) AND (5) of this  
10 subsection, [beginning in the 2023–2024 school year,] each county board shall provide all  
11 students who meet the CCR standard required under subsection (c) of this section with  
12 access to the following post college and career readiness (post-CCR) pathways, at no cost  
13 to the student or the student's parents **OR GUARDIANS**, including the cost of any fees:

14 (i) A competitive entry college preparatory program, chosen by the  
15 county board, consisting of:

- 16 1. The International Baccalaureate Diploma Program;
- 17 2. The Cambridge AICE Diploma Program; or
- 18 3. A comparable program consisting of Advanced Placement  
19 courses specified by the College Board;

20 (ii) A program that allows a student, through an early college  
21 program or dual enrollment at a student's high school and an institution of higher  
22 education to earn:

- 23 1. An associate degree; or
- 24 2. At least 60 credits toward a bachelor's degree; and

25 (iii) A robust set of career and technology education programs that  
26 are ~~recommended by the CTE Skills Standards Advisory Committee and approved~~  
27 **ADOPTED** by the CTE Committee and that allow students to complete:

- 28 1. A credit or noncredit certificate or license program, course,  
29 or sequence of courses, including a program, course, or courses taken through dual  
30 enrollment under § 15–127 of this article, at a secondary or postsecondary institution,  
31 through an Advanced Placement course at a secondary institution, or through an  
32 apprenticeship sponsor that leads to an industry recognized occupational-credential or  
33 postsecondary certificate;

1                                   2.     A registered apprenticeship program approved by the  
2 Division of Workforce Development and Adult Learning within the Maryland Department  
3 of Labor; or

4                                   3.     A youth apprenticeship program, under Title 18, Subtitle  
5 18 of this article.

6                                   (2)   ~~(1)~~ ~~{Each}~~ ~~SUBJECT TO SUBPARAGRAPH (II) OF THIS~~  
7 ~~PARAGRAPH, EACH~~ public high school shall provide access to the programs described  
8 under paragraph (1) of this subsection through that public school or through another public  
9 school in the county.

10                                   ~~(II) 1.   EXCEPT AS PROVIDED IN SUBSUBPARAGRAPH 2 OF~~  
11 ~~THIS SUBPARAGRAPH, A COUNTY BOARD MAY DEVELOP AND ESTABLISH INCOME~~  
12 ~~ELIGIBILITY GUIDELINES AND PROCEDURES FOR PAYMENT OF COSTS FOR THE~~  
13 ~~POST-CCR PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION.~~

14                                   ~~2.   A STUDENT WITH A FAMILY INCOME BELOW 100% OF~~  
15 ~~THE FEDERAL POVERTY LEVEL SHALL BE PROVIDED ACCESS TO THE POST-CCR~~  
16 ~~PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION AT NO COST TO THE~~  
17 ~~STUDENT OR THE STUDENT'S PARENTS OR GUARDIANS.~~

18                                   (3)   (i)   Each student who meets the CCR standard required under  
19 subsection (c) of this section shall be enrolled in at least one post-CCR pathway described  
20 in paragraph (1) of this subsection.

21                                   (ii)   Each student who enrolls in a post-CCR pathway shall remain  
22 enrolled in the student's public high school.

23                                   (iii)  Each public high school shall provide to every student, regardless  
24 of whether the student is enrolled in a post-CCR pathway, the full range of services to  
25 which the student is entitled, including:

26                                   1.     Personal, career, and academic advising; and

27                                   2.     Counseling, in accordance with § 7-126 of this title, to help  
28 the student choose one or more post-CCR pathways, or courses within a post-CCR  
29 pathway, that fits with the student's educational and career goals.

30                                   (iv)   Priority for counseling and advising services described under  
31 subparagraph (iii) of this paragraph shall be given to students who have not met the CCR  
32 standard by the end of 10th grade.

33                                   (v)   Any high school graduation requirements that a student does not  
34 meet by the time the student has completed the assessment required under subsection (d)  
35 of this section shall be provided within the post-CCR pathway the student chooses.

1           (4) **(I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS**  
 2 **PARAGRAPH, A COUNTY BOARD MAY DEVELOP AND ESTABLISH INCOME ELIGIBILITY**  
 3 **GUIDELINES AND PROCEDURES FOR PAYMENT OF COSTS FOR THE POST-CCR**  
 4 **PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION.**

5           **(II) A STUDENT WITH A FAMILY INCOME BELOW 300% OF THE**  
 6 **FEDERAL POVERTY LEVEL SHALL BE PROVIDED ACCESS TO THE POST-CCR**  
 7 **PATHWAY UNDER PARAGRAPH (1)(I) OF THIS SUBSECTION AT NO COST TO THE**  
 8 **STUDENT OR THE STUDENT'S PARENTS OR GUARDIANS.**

9           **(5)** To phase in expansion of dual enrollment to maximize the number of  
 10 students who can earn the maximum number of dual enrollment credits consistent with  
 11 the phased increases in school funding, for fiscal years 2025 through ~~2027~~ **2030**, the State  
 12 Board and the Accountability and Implementation Board, in consultation with each local  
 13 school system, may limit the number and types of courses that a student dually enrolled at  
 14 the student's public high school and at an institution of higher education may enroll in  
 15 during the school year at the institution of higher education as part of the post-CCR  
 16 pathway in accordance with paragraph (1) of this subsection and § 15–127 of this article.

17           ~~(5)~~ **(6)**(i) The State Board shall adopt regulations to carry out this  
 18 subsection.

19           (ii) The regulations shall include standards that:

20                   1. Guarantee, to the extent practicable, statewide uniformity  
 21 in the quality of the post-CCR pathways;

22                   2. Meet the requirements of paragraph (1) of this subsection;  
 23 and

24                   3. Require high school graduation credit to be awarded for  
 25 any programs administered in accordance with this subsection.

26 21–209.

27           (a) There is a Career and Technical Education (CTE) Committee.

28           (b) (1) The CTE Committee is a unit within the Governor's Workforce  
 29 Development Board ESTABLISHED UNDER TITLE 11, SUBTITLE 5 OF THE LABOR AND  
 30 EMPLOYMENT ARTICLE.

31           (2) The CTE Committee shall operate under the oversight of the  
 32 Accountability and Implementation Board, established under Title 5, Subtitle 4 of this  
 33 article.

1           (c)   (1)   The purpose of the CTE Committee is to [build] **DIRECT AND**  
 2 **COORDINATE THE DEVELOPMENT OF** an integrated, globally competitive [framework]  
 3 **AND ALIGNED SYSTEM** for providing CTE to Maryland students in public schools,  
 4 institutions of postsecondary education, and the workforce.

5           (2)   The CTE Committee shall strive to integrate CTE in secondary and  
 6 postsecondary institutions in the State.

7           (3)   The CTE Committee shall consist of individuals who collectively reflect,  
 8 to the extent practicable, the **INDUSTRIAL**, geographical, racial, ethnic, cultural, and  
 9 gender diversity of the State.

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

12           (1)   The State Superintendent;

13           (2)   The Secretary of Higher Education;

14           (3)   The Secretary of Labor;

15           (4)   The Secretary of Commerce; **AND**

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

18           (6)   The following six] **SEVEN** members, jointly selected by the Governor,  
 19 the President of the Senate, and the Speaker of the House of Delegates, who collectively  
 20 represent:

21           (i)   Employers;

22           (ii)   Industry or trade associations;

23           (iii)   Labor organizations;

24           (iv)   Community colleges;

25           (v)   The agricultural community; and

26           (vi)   Experts in CTE programming.

27          (e)   The Governor, the President of the Senate, and the Speaker of the House of  
 28 Delegates jointly shall appoint a chair of the CTE Committee from among the [committee's  
 29 members] **COMMITTEE MEMBERS WHO ARE EMPLOYER REPRESENTATIVES.**

1 (f) A member of the CTE Committee:

2 (1) May not receive compensation as a member of the CTE Committee; and

3 (2) Is not entitled to reimbursement for expenses under the Standard State  
4 Travel Regulations for duties performed under this section.

5 (g) The CTE Committee may employ additional staff necessary to carry out the  
6 committee's functions as provided in the State budget.

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, INCLUDING THOSE engaged in CTE programs;

12 (3) Adopt and, where appropriate, develop and regularly update, IN  
13 ACCORDANCE WITH § 21–211 OF THIS SUBTITLE, a comprehensive and cohesive system  
14 of [occupational skills] CAREER PATHWAY INFORMATION, INCLUDING NECESSARY  
15 SKILLS, KNOWLEDGE, COMPETENCIES, AND CREDENTIALING standards to drive the  
16 State's WORKFORCE DEVELOPMENT AND CTE [system] SYSTEMS;

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

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

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

25 (7) Determine which programs should be approved for credit towards high  
26 school graduation requirements;

27 (8) [Approve, reject, or modify the proposals made by the CTE Skills  
28 Standards Advisory Committee established under § 21–208 of this subtitle to establish CTE  
29 programs for public school students;

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

1 [(10)] (9) 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)] (10) 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)] (11) Develop yearly goals for each county board to reach the statewide  
7 goal under § 21–204 of this subtitle that 45% of public HIGH school students [achieve an]  
8 COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR  
9 ANOTHER industry–recognized [occupational] credential before they graduate;

10 [(13)] (12) Track progress toward and perform any tasks necessary to  
11 achieve the statewide goal under § 21–204 of this subtitle that 45% of public high school  
12 students [achieve a youth apprenticeship or any other] COMPLETE THE HIGH SCHOOL  
13 LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER industry–recognized  
14 [occupational] credential, AS DEFINED BY THE CTE COMMITTEE, before they graduate;

15 [(14)] (13) Establish, administer, and supervise the CTE Expert Review  
16 Teams established under § 5–412 of this article;

17 [(15)] (14) Using State accountability data, identify schools to be  
18 [investigated] REVIEWED by CTE Expert Review Teams in which sufficient numbers of  
19 students or groups of demographically distinct students are not making adequate progress  
20 towards the completion of the CTE pathway;

21 [(16)] (15) Submit to the Accountability and Implementation Board plans  
22 for deploying CTE Expert Review Teams, and deploy the teams in accordance with  
23 approved plans;

24 [(17)] (16) Share information on CTE education with the Accountability and  
25 Implementation Board; [and]

26 (17) MAKE RECOMMENDATIONS AND PROVIDE GUIDANCE ON SETTING  
27 THE OCCUPATIONAL STANDARDS NECESSARY FOR A STRONG CTE SYSTEM THAT  
28 SHALL FORM THE BASIS FOR THE POST–CCR CTE PATHWAY REQUIRED UNDER §  
29 7–205.1(G)(3) OF THIS ARTICLE;

30 (18) IN COLLABORATION WITH AND SUBJECT TO THE APPROVAL OF  
31 THE GOVERNOR’S WORKFORCE DEVELOPMENT BOARD AND IN CONSULTATION  
32 WITH OTHER INDUSTRY REPRESENTATIVES, DEVELOP AND MAINTAIN A LIST OF  
33 HIGH–SKILL, HIGH–WAGE, OR IN–DEMAND PRIORITY OCCUPATIONS FOR THE STATE;

34 (19) IN ACCORDANCE WITH § 21–211 OF THIS SUBTITLE, MAKE  
35 RECOMMENDATIONS TO STATE AGENCIES AND OFFICES, INCLUDING TO THE

1 DEPARTMENT, THE MARYLAND DEPARTMENT OF LABOR, THE MARYLAND HIGHER  
 2 EDUCATION COMMISSION, AND THE ACCOUNTABILITY AND IMPLEMENTATION  
 3 BOARD, ON ADJUSTMENTS TO THE STATE'S CTE SYSTEM TO ENSURE THE SYSTEM:

4 (I) REMAINS GLOBALLY COMPETITIVE;

5 (II) IS ADMINISTERED ACCORDING TO BEST GLOBAL  
 6 PRACTICES; AND

7 (III) WHEN INFORMING THE DESIGN OF COURSES AND  
 8 PROGRAMS OF STUDY, LEVERAGES THE CAREER PATHWAY AND OCCUPATIONAL  
 9 STANDARDS DEVELOPED UNDER § 21–210 OF THIS SUBTITLE; AND

10 [(18)] (20) Perform any other duties assigned by the Governor's Workforce  
 11 Development Board.

12 (i) The CTE Committee may:

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

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

18 (3) Create advisory structures necessary to ensure essential input from  
 19 educators, parents, unions, employers, apprenticeship sponsors, community organizers,  
 20 local workforce boards, and other key stakeholders; and

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

23 (j) (1) A majority of CTE Committee members constitutes a quorum.

24 (2) Action by the CTE Committee requires the affirmative vote of a  
 25 majority of the committee members present.

26 (k) (1) Each year, the CTE Committee shall report to the Governor and, in  
 27 accordance with § 2–1257 of the State Government Article, the General Assembly, and the  
 28 Accountability and Implementation Board.

29 (2) The CTE Committee's report shall include:

30 (i) An annual assessment of the state of CTE within the State; and

1                   (ii) Statutory, regulatory, budgetary, and structural changes needed  
2 to address the challenges of the evolving CTE system.

3                   (3) Any student-level information in the CTE Committee's report shall be  
4 disaggregated by race, ethnicity, gender, family income level, linguistic status, and  
5 disability status.

6 [21-210.

7                   (a) In this section, "Advisory Committee" means the CTE Skills Standards  
8 Advisory Committee.

9                   (b) The CTE Committee shall create a CTE Skills Standards Advisory  
10 Committee.

11                   (c) (1) The purpose of the Advisory Committee is to make recommendations  
12 and provide advice to the CTE Committee on setting the occupational standards necessary  
13 for a strong CTE system.

14                   (2) The recommendations made by the Advisory Committee shall form the  
15 basis for the post-CCR CTE pathway required under § 7-205.1 of this article.

16                   (d) (1) The Advisory Committee shall be composed of members appointed by  
17 the chair of the CTE Committee that include employers, unions, apprenticeship sponsors,  
18 and other experts on occupational skills, including agricultural skills.

19                   (2) To the extent practicable, the Advisory Committee shall be composed of  
20 members of the Governor's Workforce Development Board who do not serve on the CTE  
21 Committee.

22                   (e) A member of the Advisory Committee:

23                   (1) May not receive compensation as a member of the Advisory Committee;  
24 and

25                   (2) Is not entitled to reimbursement for expenses under the Standard State  
26 Travel Regulations for duties performed under this section.

27                   (f) (1) The Advisory Committee shall make recommendations to the CTE  
28 Committee concerning:

29                   (i) A comprehensive array of career advancement guidelines,  
30 including standards for each occupation in a profession and concrete steps and  
31 accomplishments needed to progress to a greater skilled occupation in a given field;

32                   (ii) Credentials to be issued at each stage of advancement and  
33 criteria necessary to be awarded a particular credential; and

1                   (iii) Necessary adjustments to ensure that the State's CTE system  
2 remains globally competitive and administered according to best global practices.

3                   (2) In making recommendations under this subsection, the Advisory  
4 Committee shall strive to create a comprehensive, unified system of career progression  
5 that:

6                   (i) Is attuned to the State's workforce needs;

7                   (ii) Features integration among as many industries as possible;

8                   (iii) Features performance assessments administered by industry  
9 practitioners whenever possible;

10                  (iv) Allows a student trained in one career to seamlessly transfer the  
11 student's skills and education to a new career in a different field;

12                  (v) Seeks to incorporate as much education in a job setting as is  
13 practicable;

14                  (vi) Incorporates professional workplace soft skills, including  
15 interpersonal and communication skills, time management, business etiquette, and use of  
16 common business tools; and

17                  (vii) Incorporates education in high school, community college, and  
18 other postsecondary occupation programs into a seamless whole that will provide students  
19 with credentials at various points that build on previous credentials.

20                  (g) The terms, meeting times, procedures, and policies guiding removal of  
21 members for the Advisory Committee shall be determined by the CTE Committee.]

22 **21-210.**

23                  **(A) (1) FOR EACH OCCUPATION ON THE LIST DEVELOPED UNDER §**  
24 **21-209(H) OF THIS SUBTITLE, THE CTE COMMITTEE SHALL DEVELOP, IN**  
25 **COLLABORATION WITH THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD,**  
26 **COMPREHENSIVE, PUBLICLY ACCESSIBLE CAREER PATHWAY INFORMATION.**

27                  **(2) THE CAREER PATHWAY INFORMATION SHALL INCLUDE**  
28 **INFORMATION ON:**

29                         **(I) SKILLS, KNOWLEDGE, COMPETENCIES, EXPERIENCE, OR**  
30 **CREDENTIAL STANDARDS FOR EACH OCCUPATION;**

1                   **(II) CONCRETE STEPS TO OBTAIN THE SKILLS, COMPETENCIES,**  
2 **EXPERIENCES, OR CREDENTIALS NECESSARY TO ADVANCE ON A CAREER PATHWAY**  
3 **OR TO HIGHER-PAYING ROLES IN A PROFESSION;**

4                   **(III) CREDENTIALS TO BE ISSUED AT EACH STAGE OF CAREER**  
5 **PATHWAY ADVANCEMENT; AND**

6                   **(IV) NECESSARY CRITERIA TO BE AWARDED A CREDENTIAL.**

7                   **(3) THE CAREER PATHWAY INFORMATION SHALL BE ADOPTED BY THE**  
8 **GOVERNOR'S WORKFORCE DEVELOPMENT BOARD.**

9                   **(B) ALL STATE AGENCIES AND RELEVANT WORKFORCE DEVELOPMENT AND**  
10 **EDUCATION PROGRAMS SHALL USE THE LIST OF OCCUPATIONS DEVELOPED UNDER**  
11 **§ 21-209(H) OF THIS SUBTITLE AND CAREER PATHWAY INFORMATION DEVELOPED**  
12 **UNDER THIS SECTION AS A GUIDELINE FOR CURRICULUM ALIGNMENT,**  
13 **CREDENTIALING, AND CAREER ADVANCEMENT.**

14 **21-211.**

15                   **IN MAKING THE RECOMMENDATIONS REQUIRED UNDER § 21-209(H) OF THIS**  
16 **SUBTITLE REGARDING ADJUSTMENTS TO THE STATE'S CTE SYSTEM, THE CTE**  
17 **COMMITTEE SHALL STRIVE TO CREATE A COMPREHENSIVE, UNIFIED SYSTEM OF**  
18 **CAREER PROGRESSION THAT:**

19                   **(1) IS ATTUNED TO THE STATE'S WORKFORCE NEEDS;**

20                   **(2) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS**  
21 **POSSIBLE;**

22                   **(3) FEATURES PERFORMANCE ASSESSMENTS ADMINISTERED BY**  
23 **INDUSTRY PRACTITIONERS WHENEVER POSSIBLE;**

24                   **(4) ALLOWS A STUDENT TRAINED IN ONE CAREER TO SEAMLESSLY**  
25 **TRANSFER THE STUDENT'S SKILLS AND EDUCATION TO A NEW CAREER IN A**  
26 **DIFFERENT FIELD;**

27                   **(5) INCORPORATES PROFESSIONAL WORKPLACE SOFT SKILLS,**  
28 **INCLUDING INTERPERSONAL AND COMMUNICATION SKILLS, TIME MANAGEMENT,**  
29 **BUSINESS ETIQUETTE, AND USE OF COMMON BUSINESS TOOLS; AND**

30                   **(6) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY**  
31 **COLLEGE, AND OTHER POSTSECONDARY OCCUPATIONAL TRAINING PROGRAMS**

1 INTO A UNIFIED SYSTEM THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT  
2 VARIOUS POINTS THAT BUILD ON PREVIOUS CREDENTIALS.

3 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
4 1, 2026.

Approved:

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Governor.

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Speaker of the House of Delegates.

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President of the Senate.