

# HOUSE BILL 296

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(PRE-FILED)

6lr0128

CF 6lr0127

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By: **Chair, Ways and Means Committee (By Request – Departmental – Labor)**

Requested: September 29, 2025

Introduced and read first time: January 14, 2026

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

2 **Education – Career and Technical Education (CTE) Committee and CTE Skills**  
3 **Standards Advisory Committee – Revisions and Repeal**

4 FOR the purpose of altering the purpose, composition, and duties of the Career and  
5 Technical Education (CTE) Committee; repealing the CTE Skills Standards Advisory  
6 Committee; requiring State agencies and certain workforce development and  
7 education programs to use a certain list of occupations for certain purposes; and  
8 generally relating to the CTE Committee and the CTE Skills Standards Advisory  
9 Committee.

10 BY repealing and reenacting, with amendments,  
11 Article – Education  
12 Section 7–205.1(g)(1)(iii)  
13 Annotated Code of Maryland  
14 (2025 Replacement Volume and 2025 Supplement)

15 BY repealing and reenacting, with amendments,  
16 Article – Education  
17 Section 21–209  
18 Annotated Code of Maryland  
19 (2022 Replacement Volume and 2025 Supplement)

20 BY repealing  
21 Article – Education  
22 Section 21–210  
23 Annotated Code of Maryland  
24 (2022 Replacement Volume and 2025 Supplement)

25 BY adding to  
26 Article – Education

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



Section 21–210 and 21–211  
Annotated Code of Maryland  
(2022 Replacement Volume and 2025 Supplement)

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

**Article – Education**

7–205.1.

(g) (1) Subject to paragraph (4) of this subsection, beginning in the 2023–2024 school year, each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post–CCR) pathways, at no cost to the student or the student’s parents, including the cost of any fees:

(iii) A robust set of career and technology education programs that are [recommended by the CTE Skills Standards Advisory Committee and] approved by the CTE Committee and that allow students to complete:

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

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

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

21–209.

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

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

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

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

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

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

(d) 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; **AND**

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

(6) The following six] **SEVEN** 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.

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

(f) A member of the CTE Committee:

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

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

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

(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, **INCLUDING THOSE** engaged in CTE programs;

(3) Adopt and, where appropriate, develop and regularly update, **IN ACCORDANCE WITH § 21–210 OF THIS SUBTITLE**, a comprehensive and cohesive system of [occupational skills] **CAREER PATHWAY INFORMATION, INCLUDING NECESSARY SKILLS, KNOWLEDGE, COMPETENCIES, AND CREDENTIALING** standards, to drive the State's **WORKFORCE DEVELOPMENT AND CTE [system] SYSTEMS**;

(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, 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;

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

(9)] Address operational issues associated with delivering CTE programs to 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**

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

**(I) REMAINS GLOBALLY COMPETITIVE;**

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

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

**[(18)] (20)** 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, and other key stakeholders; and

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

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

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

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

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

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

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

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

[21–210.

(a) In this section, “Advisory Committee” means the CTE Skills Standards Advisory Committee.

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

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

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

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

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

(e) A member of the Advisory Committee:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**21-210.**

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

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

**(I) SKILL, KNOWLEDGE, COMPETENCY, EXPERIENCE, OR CREDENTIAL STANDARDS FOR EACH OCCUPATION;**



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

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

(IV) NECESSARY CRITERIA TO BE AWARDED A CREDENTIAL.

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

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

21-211.

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

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

(2) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS POSSIBLE;

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

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

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

(6) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY 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  
4 October 1, 2026.