

HOUSE BILL 490

F1

6lr2988
CF SB 311

By: **The Speaker (By Request – Accountability and Implementation Board)**

Introduced and read first time: January 27, 2026

Assigned to: Ways and Means

Reassigned: Appropriations and Ways and Means, January 30, 2026

Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 4, 2026

CHAPTER _____

1 AN ACT concerning

2 **Education – The Blueprint for Maryland’s Future – Revisions**

3 FOR the purpose of repealing a requirement that county boards of education submit a
4 certain technology report each year; extending the time period during which a
5 certain method is used to calculate compensatory education enrollment; repealing a
6 termination date for the use of funds under the Concentration of Poverty Grant
7 Program for the purpose of providing certain programs; altering the qualifications
8 for an initial teacher certificate; extending the date by which a teacher must be a
9 National Board Certified teacher before becoming a licensed principal on the
10 administrator track of the career ladder; ~~extending the time period during which the~~
11 ~~State Board of Education and Accountability and Implementation Board may limit~~
12 ~~the number and types of dual enrollment for certain purposes;~~ altering the definition
13 of “wraparound services” as it applies to community schools to include the offering
14 of certain academic interventions; ~~altering the purpose, composition, and duties of~~
15 ~~the Career and Technical Education (CTE) Committee; repealing the CTE Skills~~
16 ~~Standards Advisory Committee; requiring certain State agencies and certain~~
17 ~~workforce development and education programs to use a certain list of occupations~~
18 ~~for certain purposes;~~ requiring the State Department of Education to suspend
19 operation of the Expert Review Team Program during a certain school year;
20 requiring the Accountability and Implementation Board and the Department to
21 identify a methodology for counting low-income students for purposes of certain
22 funding formulas; providing for the process of the Accountability and
23 Implementation Board and the Department’s identification of the methodology; and
24 generally relating to revisions to the Blueprint for Maryland’s Future.

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 BY repealing and reenacting, with amendments,
 2 Article – Education
 3 Section 5–212, 5–222(a)(2), 5–223(c)(9), 6–126, and 6–1006(b)(2), ~~and 7–205.1(g)(1)~~
 4 ~~and (4)~~
 5 Annotated Code of Maryland
 6 (2025 Replacement Volume and 2025 Supplement)

7 BY repealing and reenacting, without amendments,
 8 Article – Education
 9 Section 5–222(a)(1), 5–223(b) and (c)(4), and 6–1006(a)(1) and (b)(1)
 10 Annotated Code of Maryland
 11 (2025 Replacement Volume and 2025 Supplement)

12 BY repealing and reenacting, without amendments,
 13 Article – Education
 14 Section 9.9–101(a)
 15 Annotated Code of Maryland
 16 (2022 Replacement Volume and 2025 Supplement)

17 BY repealing and reenacting, with amendments,
 18 Article – Education
 19 Section 9.9–101(e) ~~and 21–209~~
 20 Annotated Code of Maryland
 21 (2022 Replacement Volume and 2025 Supplement)

22 ~~BY repealing~~
 23 ~~Article – Education~~
 24 ~~Section 21–210~~
 25 ~~Annotated Code of Maryland~~
 26 ~~(2022 Replacement Volume and 2025 Supplement)~~

27 ~~BY adding to~~
 28 ~~Article – Education~~
 29 ~~Section 21–210 and 21–211~~
 30 ~~Annotated Code of Maryland~~
 31 ~~(2022 Replacement Volume and 2025 Supplement)~~

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

34 **Article – Education**

35 5–212.

36 (a) The target per pupil foundation amount includes costs associated with
 37 implementing the Blueprint for Maryland’s Future including:

1 (1) Increasing salaries;

2 (2) Additional teachers to provide professional learning and collaborative
3 time for teachers;

4 (3) Career counseling;

5 (4) Behavioral health;

6 (5) Instructional opportunities for students who are college and career
7 ready and those who are not;

8 (6) Maintenance and operation of schools;

9 (7) Supplies and materials for teachers; and

10 (8) Educational technology including digital devices, broadband
11 connectivity, and information technology staff.

12 (b) Schools may use funds provided under this section to provide the programs
13 required under COMAR 13A.04.16.01.

14 (c) (1) County boards of education and schools shall prioritize the purchase of
15 digital devices for using funds under subsection (a)(8) of this section.

16 (2) Additional funds provided in the target per pupil foundation amount for
17 educational technology are intended to supplement and not supplant existing funding
18 provided for educational technology.

19 [(3) (i) On or before November 15 each year, each county board shall
20 submit a report to the Department detailing, for the previous fiscal year:

21 1. The amount spent by the local school system on technology
22 disaggregated by digital devices, connectivity, and information technology staff; and

23 2. The percentage of students, teachers, and staff with
24 digital devices and adequate connectivity in their homes in accordance with the Federal
25 Communications Commission standards for broadband.

26 (ii) On or before December 15 each year, the Department shall
27 submit to the General Assembly, in accordance with § 2-1257 of the State Government
28 Article, a compilation of the reports submitted to the Department under subparagraph (i)
29 of this paragraph.

1 (iii) On or before September 1, 2021, the Department shall establish
2 uniform reporting requirements, including definitions to ensure that consistent and
3 comparable reports are submitted under subparagraph (i) of this paragraph.]

4 5-222.

5 (a) (1) In this section the following words have the meanings indicated.

6 (2) (i) "Compensatory education enrollment" means:

7 1. Except as provided in subparagraph (iii) of this paragraph,
8 for fiscal years 2017 through [2026] ~~2027~~ 2029, the greater of:

9 A. The number of students eligible for free or reduced price
10 meals for the prior fiscal year;

11 B. For county boards that participate, in whole or in part, in
12 the United States Department of Agriculture community eligibility provision, the number
13 of students equal to the greater of:

14 I. The sum of the number of students in participating schools
15 identified by direct certification for the prior fiscal year, plus the number of students
16 identified by the income information provided by the family to the school system on an
17 alternative form developed by the Department for the prior fiscal year, plus the number of
18 students eligible for free and reduced price meals from any schools not participating in the
19 community eligibility provision for the prior fiscal year; or

20 II. Subject to paragraph (3) of this subsection, the number of
21 students eligible for free and reduced price meals at schools not participating in the
22 community eligibility provision for the prior fiscal year, plus the product of the percentage
23 of students eligible for free and reduced price meals at participating schools for the fiscal
24 year prior to opting into the community eligibility provision multiplied by the prior fiscal
25 year enrollment; or

26 C. The number of students directly certified and who are
27 enrolled in a public school in the county in the prior fiscal year; and

28 2. For fiscal year [2027] ~~2028~~ 2030 and each fiscal year
29 thereafter, the greater of:

30 A. The number of students eligible for free or reduced price
31 meals using the United States Department of Agriculture count or the alternative State
32 form for the prior fiscal year; or

33 B. The number of direct certification students who are
34 enrolled in a public school in the county in the prior fiscal year.

1 (ii) For the purpose of the calculation under subparagraph (i)1BII of
2 this paragraph, the schools participating in the community eligibility provision during the
3 pilot year may use the percentage of students identified for free and reduced price meals
4 during the pilot year.

5 (iii) For the purpose of the calculation under subparagraph (i)1 of this
6 paragraph, direct certification multiplied by the multiplier may be used only for schools
7 that did not exist prior to the year the school system opted into the United States
8 Department of Agriculture community eligibility provision.

9 5–223.

10 (b) (1) There is a Concentration of Poverty School Grant Program in the State.

11 (2) The purpose of the Program is to provide grants to eligible schools with
12 a high concentration of eligible students.

13 (3) The Program consists of the:

14 (i) Personnel grant; and

15 (ii) Per pupil grant.

16 (c) (4) If the personnel grant provided to an eligible school exceeds the cost to
17 employ the positions and provide the coverage required under paragraph (2) of this
18 subsection, the eligible school may only use the excess funds to:

19 (i) Provide wraparound services to the students enrolled in the
20 eligible school;

21 (ii) Complete the needs assessment; and

22 (iii) In fiscal years 2021 through 2025, provide the requirements
23 under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

24 (9) The personnel and per pupil grant may be used [through fiscal year
25 2027] to provide the programs required under COMAR Title 13A, Subtitle 04, ~~including~~
26 ~~13A.04.16.01.~~

27 6–126.

28 (a) (1) This subsection applies to individuals who have graduated from a
29 teacher preparation program or an alternative teacher preparation program.

30 (2) Beginning on July 1, 2025, to qualify for an initial certificate an
31 individual shall:

- 1 (i) Pass the subject-specific examinations under § 6–125 of this
2 subtitle;
- 3 (ii) Meet one of the following qualifications:
- 4 1. Subject to paragraph (3) of this subsection, pass:
- 5 A. A nationally recognized, portfolio-based assessment of
6 teaching ability; or
- 7 B. A portfolio-based assessment of a [nationally accredited]
8 teacher preparation program **THAT HAS NATIONAL ACCREDITATION OR HAS BEEN**
9 **APPROVED BY THE DEPARTMENT**; or
- 10 2. Subject to paragraph (4) of this subsection, complete a
11 rigorous local school system teacher induction program that lasts for the lesser of:
- 12 A. 3 years; or
- 13 B. The amount of time a teacher may hold a conditional
14 teacher certificate;
- 15 (iii) Meet one of the following qualifications:
- 16 1. Pass a basic literacy skills assessment approved by the
17 Department under § 6–125 of this subtitle;
- 18 2. Hold a degree from a regionally accredited educational
19 institution and have earned a minimum overall cumulative grade point average of 3.0 on a
20 4.0 scale or its equivalent on the most recently earned degree; or
- 21 3. Submit documentation to the Department of having
22 received effective evaluations from a local school system for 3 years;
- 23 (iv) Pass a rigorous State-specific examination of mastery of reading
24 instruction and content for the grade level the individual will be teaching; and
- 25 (v) Satisfactorily complete any other requirements established by
26 the State Board.
- 27 (3) **(I)** An individual who graduates from a teacher preparation
28 program in the State who passed a ~~nationally recognized~~, portfolio-based assessment
29 **DESCRIBED UNDER PARAGRAPH (2)(II) OF THIS SUBSECTION** may not be required to
30 take the assessment more than one time.

1 **(II) AN INDIVIDUAL WHO SUCCESSFULLY COMPLETES A**
2 **DEPARTMENT-SPONSORED REGISTERED APPRENTICESHIP PROGRAM FOR**
3 **TEACHING MAY SUBMIT THE APPRENTICESHIP CERTIFICATE IN LIEU OF PASSAGE OF**
4 **AN ASSESSMENT OF TEACHING ABILITY UNDER PARAGRAPH ~~(2)(H)1A~~ (2)(II) OF THIS**
5 **SUBSECTION.**

6 (4) (i) In order to satisfy the requirements of paragraph (2)(ii)2 of this
7 subsection, a candidate for an initial teacher certificate shall submit documentation to the
8 Department that the candidate has completed a rigorous comprehensive induction
9 program, established in accordance with § 6-117 of this subtitle, that meets the
10 requirements of this paragraph.

11 (ii) The comprehensive induction program shall be developed by a
12 local school system, either independently or collaboratively with other local school systems.

13 (iii) Before establishing a comprehensive induction program, one or
14 more local school systems shall submit a plan for the program to the Department and the
15 Accountability and Implementation Board.

16 (iv) The comprehensive induction program shall include a locally
17 developed portfolio component that is aligned with the Interstate Teacher Assessment and
18 Support Consortium Standards.

19 (v) A teacher preparation program or an alternative teacher
20 preparation program may use the locally developed portfolio component under
21 subparagraph (iv) of this paragraph as meeting a portion of the coursework requirements
22 of the program.

23 (vi) A candidate who satisfactorily completes a comprehensive
24 induction program established in accordance with this paragraph may not be required to
25 pass a nationally recognized, portfolio-based assessment of teaching ability.

26 (b) In addition to any other requirements established by the State Board, to
27 qualify for a certificate in the State, a teacher who graduated from ~~an institution of higher~~
28 ~~education~~ **A TEACHER PREPARATION PROGRAM** in another state or holds a professional
29 license or certificate from another state shall:

30 (1) Pass an examination of teaching ability within 18 months of being hired
31 by a local school system;

32 (2) Hold an active National Board Certification from the National Board
33 for Professional Teaching Standards; [or]

34 (3) Complete a comprehensive induction program in accordance with
35 subsection (a)(4) of this section; **OR**

1 **(4) SUBMIT DOCUMENTATION TO THE DEPARTMENT OF HAVING**
2 **RECEIVED EFFECTIVE EVALUATIONS FROM A SCHOOL OR SCHOOL SYSTEM FOR ~~2~~ 3**
3 **YEARS.**

4 (c) (1) The Department, after a reasonable period of review and assessment,
5 shall determine whether one of the assessments of teaching skill approved for initial
6 teacher certification under this section more adequately measures the skills and knowledge
7 required of a highly qualified teacher.

8 (2) If the Department makes a determination under paragraph (1) of this
9 subsection that requires a revision to the statutory requirements for initial teacher
10 certification, the Department shall, in accordance with § 2–1257 of the State Government
11 Article, submit a report to the General Assembly on or before the next September 1 on its
12 recommendations for revising the qualifications for initial teacher certification.

13 (d) (1) The Department shall actively monitor and assess, during their
14 implementation and development, new teacher standards and assessments produced under
15 this section for any negative impact on the diversity of teacher candidates passing the
16 initial teacher certification assessments.

17 (2) The Department shall report the results of its monitoring and
18 assessment to the Accountability and Implementation Board established under § 5–402 of
19 this article.

20 6–1006.

21 (a) (1) There is an administrator track on level four of the career ladder.

22 (b) (1) The first tier of the administrator track is a licensed principal.

23 (2) (i) The State Board, in consultation with the Professional Standards
24 and Teacher Education Board, shall establish the criteria that a teacher shall meet to
25 achieve the licensed principal tier.

26 (ii) The criteria under subparagraph (i) of this paragraph:

27 1. Except as provided in subparagraph (iii) of this paragraph
28 and beginning on July 1, [2029] **2034**, shall include a requirement that a teacher be an
29 NBC teacher before the teacher may be a licensed principal; and

30 2. May include a requirement that a teacher shall complete
31 an induction or training program for new principals.

32 (iii) The State Board, in consultation with the Professional Standards
33 and Teacher Education Board, shall establish a process through which an individual may
34 receive a waiver to serve as a licensed principal if the individual:

1. Is not an NBC teacher; but

2. Meets other qualifying criteria, as determined by the State Board, in consultation with the Professional Standards and Education Board.

~~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:~~

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

~~1. The International Baccalaureate Diploma Program;~~

~~2. The Cambridge AICE Diploma Program; or~~

~~3. A comparable program consisting of Advanced Placement courses specified by the College Board;~~

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

~~1. An associate degree; or~~

~~2. At least 60 credits toward a bachelor's degree; and~~

~~(iii) A robust set of career and technology education programs that are [recommended by the CTE Skills Standards Advisory Committee and approved] **ADOPTED** 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~~

1 (10) Enhancing student enrichment experiences, including educational field
 2 trips, partnerships, and programs with museums, arts organizations, and cultural
 3 institutions;

4 (11) Offering evidence-based in-school and in-person tutoring, AND
 5 OTHER OBJECTIVE-FOCUSED SMALL GROUP INSTRUCTION, provided ~~during the school~~
 6 ~~day, AND OTHER EVIDENCE-BASED ACADEMIC INTERVENTIONS;~~ DURING THE
 7 SCHOOL DAY;

8 (12) Improving student attendance and chronic absenteeism;

9 (13) Improving the learning environment at the school; and

10 (14) Any professional development for teachers and school staff to quickly
 11 identify students who are in need of these resources.

12 ~~21-200.~~

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

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

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

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

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

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

29 ~~(d) The CTE Committee is composed of the following members of the Governor's~~
 30 ~~Workforce Development Board:~~

31 ~~(1) The State Superintendent;~~

32 ~~(2) The Secretary of Higher Education;~~

1 ~~(3) The Secretary of Labor;~~

2 ~~(4) The Secretary of Commerce; AND~~

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

5 ~~(6) The following six] SEVEN members, jointly selected by the Governor,~~
6 ~~the President of the Senate, and the Speaker of the House of Delegates, who collectively~~
7 ~~represent:~~

8 ~~(i) Employers;~~

9 ~~(ii) Industry or trade associations;~~

10 ~~(iii) Labor organizations;~~

11 ~~(iv) Community colleges;~~

12 ~~(v) The agricultural community; and~~

13 ~~(vi) Experts in CTE programming.~~

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

17 ~~(f) A member of the CTE Committee:~~

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

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

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

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

24 ~~(1) Develop a statewide framework for CTE that prepares students for~~
25 ~~employment in a diverse, modern economy;~~

26 ~~(2) Allocate roles and responsibilities to State agencies for the~~
27 ~~credentialing of students, INCLUDING THOSE engaged in CTE programs;~~

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

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

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

12 ~~(6) Set content qualification and recruitment standards for CTE~~
13 ~~instructors;~~

14 ~~(7) Determine which programs should be approved for credit towards high~~
15 ~~school graduation requirements;~~

16 ~~(8) [Approve, reject, or modify the proposals made by the CTE Skills~~
17 ~~Standards Advisory Committee established under § 21-208 of this subtitle to establish CTE~~
18 ~~programs for public school students;~~

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

21 ~~[(10)] (9) Review agency budget proposals involving CTE and make~~
22 ~~recommendations to the Governor and, in accordance with § 2-1257 of the State~~
23 ~~Government Article, the General Assembly on or before December 15 each year;~~

24 ~~[(11)] (10) Monitor the progress of CTE in the State, including progress on~~
25 ~~implementing the CTE goals in the Blueprint for Maryland's Future;~~

26 ~~[(12)] (11) Develop yearly goals for each county board to reach the statewide~~
27 ~~goal under § 21-204 of this subtitle that 45% of public HIGH school students [achieve an]~~
28 ~~COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR~~
29 ~~ANOTHER industry-recognized [occupational] credential before they graduate;~~

30 ~~[(13)] (12) Track progress toward and perform any tasks necessary to~~
31 ~~achieve the statewide goal under § 21-204 of this subtitle that 45% of public high school~~
32 ~~students [achieve a youth apprenticeship or any other] COMPLETE THE HIGH SCHOOL~~
33 ~~LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER industry-recognized~~
34 ~~[occupational] credential, AS DEFINED BY THE CTE COMMITTEE, before they graduate;~~

1 ~~[(14)](13) Establish, administer, and supervise the CTE Expert Review~~
2 ~~Teams established under § 5-412 of this article;~~

3 ~~[(15)](14) Using State accountability data, identify schools to be~~
4 ~~[investigated] REVIEWED by CTE Expert Review Teams in which sufficient numbers of~~
5 ~~students or groups of demographically distinct students are not making adequate progress~~
6 ~~towards the completion of the CTE pathway;~~

7 ~~[(16)](15) Submit to the Accountability and Implementation Board plans~~
8 ~~for deploying CTE Expert Review Teams, and deploy the teams in accordance with~~
9 ~~approved plans;~~

10 ~~[(17)](16) Share information on CTE education with the Accountability and~~
11 ~~Implementation Board; [and]~~

12 ~~(17) MAKE RECOMMENDATIONS AND PROVIDE GUIDANCE ON SETTING~~
13 ~~THE OCCUPATIONAL STANDARDS NECESSARY FOR A STRONG CTE SYSTEM THAT~~
14 ~~SHALL FORM THE BASIS FOR THE POST-CCR CTE PATHWAY REQUIRED UNDER §~~
15 ~~7-205.1(c)(3) OF THIS ARTICLE;~~

16 ~~(18) IN COLLABORATION WITH AND SUBJECT TO THE APPROVAL OF~~
17 ~~THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD AND IN CONSULTATION~~
18 ~~WITH OTHER INDUSTRY REPRESENTATIVES, DEVELOP AND MAINTAIN A LIST OF~~
19 ~~HIGH-SKILL, HIGH-WAGE, OR IN-DEMAND PRIORITY OCCUPATIONS FOR THE STATE;~~

20 ~~(19) IN ACCORDANCE WITH § 21-211 OF THIS SUBTITLE, MAKE~~
21 ~~RECOMMENDATIONS TO STATE AGENCIES AND OFFICES, INCLUDING TO THE~~
22 ~~DEPARTMENT, THE MARYLAND DEPARTMENT OF LABOR, THE MARYLAND HIGHER~~
23 ~~EDUCATION COMMISSION, AND THE ACCOUNTABILITY AND IMPLEMENTATION~~
24 ~~BOARD, ON ADJUSTMENTS TO THE STATE'S CTE SYSTEM TO ENSURE THE SYSTEM:~~

25 ~~(i) REMAINS GLOBALLY COMPETITIVE;~~

26 ~~(ii) IS ADMINISTERED ACCORDING TO BEST GLOBAL~~
27 ~~PRACTICES; AND~~

28 ~~(iii) WHEN INFORMING THE DESIGN OF COURSES AND~~
29 ~~PROGRAMS OF STUDY, LEVERAGES THE CAREER PATHWAY AND OCCUPATIONAL~~
30 ~~STANDARDS DEVELOPED UNDER § 21-210 OF THIS SUBTITLE; AND~~

31 ~~[(18)](20) Perform any other duties assigned by the Governor's Workforce~~
32 ~~Development Board.~~

33 ~~(i) The CTE Committee may:~~

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

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

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

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

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

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

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

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

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

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

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

24 ~~§ 21-210.~~

25 ~~(a) In this section, "Advisory Committee" means the CTE Skills Standards~~
26 ~~Advisory Committee.~~

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

29 ~~(c) (1) The purpose of the Advisory Committee is to make recommendations~~
30 ~~and provide advice to the CTE Committee on setting the occupational standards necessary~~
31 ~~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;~~

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

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

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

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

11 ~~**21-210.**~~

12 ~~(A) (1) FOR EACH OCCUPATION ON THE LIST DEVELOPED UNDER §~~
13 ~~21-209(H) OF THIS SUBTITLE, THE CTE COMMITTEE SHALL DEVELOP, IN~~
14 ~~COLLABORATION WITH THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD,~~
15 ~~COMPREHENSIVE, PUBLICLY ACCESSIBLE CAREER PATHWAY INFORMATION.~~

16 ~~(2) THE CAREER PATHWAY INFORMATION SHALL INCLUDE~~
17 ~~INFORMATION ON:~~

18 ~~(I) SKILLS, KNOWLEDGE, COMPETENCIES, EXPERIENCE, OR~~
19 ~~CREDENTIAL STANDARDS FOR EACH OCCUPATION;~~

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

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

25 ~~(IV) NECESSARY CRITERIA TO BE AWARDED A CREDENTIAL.~~

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

28 ~~(B) ALL STATE AGENCIES AND RELEVANT WORKFORCE DEVELOPMENT AND~~
29 ~~EDUCATION PROGRAMS SHALL USE THE LIST OF OCCUPATIONS DEVELOPED UNDER~~
30 ~~§ 21-209(H) OF THIS SUBTITLE AND CAREER PATHWAY INFORMATION DEVELOPED~~
31 ~~UNDER THIS SECTION AS A GUIDELINE FOR CURRICULUM ALIGNMENT,~~
32 ~~CREDENTIALING, AND CAREER ADVANCEMENT.~~

1 ~~21-211.~~

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

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

7 ~~(2) FEATURES INTEGRATION AMONG AS MANY INDUSTRIES AS~~
8 ~~POSSIBLE;~~

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

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

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

17 ~~(6) INCORPORATES EDUCATION IN HIGH SCHOOL, COMMUNITY~~
18 ~~COLLEGE, AND OTHER POSTSECONDARY OCCUPATIONAL TRAINING PROGRAMS~~
19 ~~INTO A UNIFIED SYSTEM THAT WILL PROVIDE STUDENTS WITH CREDENTIALS AT~~
20 ~~VARIOUS POINTS THAT BUILD ON PREVIOUS CREDENTIALS.~~

21 SECTION 2. AND BE IT FURTHER ENACTED, That:

22 (a) Notwithstanding the provisions of §§ 5-206 and 5-411 of the Education
23 Article:

24 (1) the State Department of Education shall suspend operation of the
25 Expert Review Team Program during the 2026-2027 school year; and

26 (2) the funding allocated for the Expert Review Team Program in the fiscal
27 year 2027 operating budget shall be used for other eligible purposes for the Blueprint for
28 Maryland's Future Fund described under § 5-206(g) of the Education Article.

29 (b) On or before November 1, 2026, the State Department of Education and the
30 Accountability and Implementation Board jointly shall submit a report to the Governor
31 and, in accordance with § 2-1257 of the State Government Article, the Senate Budget and
32 Taxation Committee, the Senate Education, Energy, and the Environment Committee, the

1 House Appropriations Committee, and the House Ways and Means Committee on plans for
2 future implementation of the Expert Review Team Program under § 5–411 of the Education
3 Article.

4 SECTION 3. AND BE IT FURTHER ENACTED, That:

5 (a) The Accountability and Implementation Board and the State Department of
6 Education shall identify a methodology for counting students from low–income households
7 in order to accurately calculate compensatory education enrollment for the purpose of the
8 funding formulas under §§ 5–222 and 5–223 of the Education Article.

9 (b) (1) In the process of identifying a methodology in accordance with
10 subsection (a) of this section, the Accountability and Implementation Board and the State
11 Department of Education shall engage in a transparent and collaborative process in which
12 at least the following entities are consulted:

13 (i) county boards of education, including the Baltimore City Board
14 of School Commissioners;

15 (ii) the Department of Budget and Management;

16 (iii) the Department of Legislative Services; and

17 (iv) education stakeholders, including educators, students, parents,
18 and community–based advocacy organizations.

19 (2) The Accountability and Implementation Board and the State
20 Department of Education shall ensure that the process is public by:

21 (i) making a description and summary of the process publicly
22 available on the websites of the Board and the Department; and

23 (ii) providing for at least one open meeting, with notice to the public,
24 to solicit public input.

25 (c) On or before October 1, 2027, the Accountability and Implementation Board
26 and the State Department of Education jointly shall submit a report on their findings and
27 recommendations regarding the methodology identified for counting students from
28 low–income households under this section to the Governor and, in accordance with §
29 2–1257 of the State Government Article, the General Assembly.

30 (d) The Accountability and Implementation Board and the State Department of
31 Education are jointly authorized to use up to \$100,000 from the Blueprint for Maryland’s
32 Future Fund, established under § 5–206 of the Education Article, to carry out the
33 requirements of this section.

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

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.