

# HOUSE BILL 1077

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By: **Delegate Miller**

Introduced and read first time: February 10, 2026

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

2 **Education – Career and Technical Education – Workgroup to Study Tiered**  
3 **Stackable Credentials Framework**

4 FOR the purpose of requiring the State Department of Education and the Career and  
5 Technical Education Committee jointly to convene a workgroup to review certain  
6 high school graduation–related requirements to study and make recommendations  
7 on developing a tiered system of stackable credential pathways for a certain purpose;  
8 and generally relating to a workgroup to study career and technical education  
9 requirements for high school students.

10 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
11 That:

12 (a) In this section, “post–CCR pathway” means the post college and career  
13 pathways established under § 7–205.1 of the Education Article.

14 (b) The State Department of Education and the Career and Technical Education  
15 Committee jointly shall convene a workgroup to review the State’s high school curriculum,  
16 high school graduation requirements, and the post–CCR pathways established under the  
17 Blueprint for Maryland’s Future to study and make recommendations on developing a  
18 tiered system of stackable credential pathways that allow students to earn portable,  
19 industry–recognized certificates that build toward higher–level postsecondary education  
20 credentials and degrees.

21 (c) The workgroup shall:

22 (1) review and analyze models or frameworks for stackable credential  
23 models used in secondary schools in other states, including:

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (i) the three-tiered stackable credential framework model of the  
2 South Carolina Department of Education, including the career readiness curriculum,  
3 assessments, and credentialing components; and

4 (ii) the Success-Ready Pathways model and "Career-Ready" high  
5 school diploma designations of the Arkansas Department of Education;

6 (2) consider the feasibility of implementing:

7 (i) an individual student graduation plan using an aptitude-based  
8 tool, beginning in the 8th grade, reviewed each year by a school counselor for alignment  
9 with the student's post-CCR pathway;

10 (ii) a flexible credit system in which specific courses in a student's  
11 chosen post-CCR pathway may be substituted for required courses or credits; and

12 (iii) a work-based learning capstone that may substitute for a  
13 student's senior year English or mathematics elective course;

14 (3) examine effective methods for ensuring the portability of stacked  
15 credentials across regions of the State and institutions of postsecondary education;

16 (4) consider development of a uniform credentials of value list that is  
17 jointly managed by the State Department of Education, the Maryland Department of  
18 Labor, and the Career and Technical Education Committee that:

19 (i) allows for the addition of industry-recognized credentials on  
20 both a rolling and quarterly basis by any of the list managers for maximum flexibility;

21 (ii) includes any credential aligned with a State-registered  
22 apprenticeship; and

23 (iii) includes an expedited review process for credentials in  
24 high-demand fields; and

25 (5) review and analyze stackable credential models that are designed to  
26 allow maximum flexibility, including:

27 (i) stacking micro-credentials to be equivalent to a recognized  
28 credential of value;

29 (ii) allowing credits from one pathway to be transferrable to another  
30 pathway to ensure continuation of progress towards graduation; and

31 (iii) a 1:3 credit rule that requires one industry-recognized credential  
32 to equal a minimum of three credits in a corresponding degree program at an institution of

1 higher education in the State based on mandatory articulation agreements with community  
2 colleges.

3 (d) The workgroup shall review the Blueprint for Maryland's Future Interim  
4 Evaluation report submitted to the Accountability and Implementation Board by December  
5 1, 2026, to determine whether existing Blueprint career and technology education  
6 requirements are designed and being implemented in a manner that is aligned with the  
7 tiered system of stackable credential pathways studied by the workgroup under this  
8 section.

9 (e) On or before December 31, 2026, the State Department of Education and the  
10 Career and Technical Education Committee shall submit a report on the findings and  
11 recommendations of the workgroup, including the need for any statutory or regulatory  
12 changes, to the Governor and, in accordance with § 2-1257 of the State Government Article,  
13 the Senate Education, Energy, and the Environment Committee and the House Ways and  
14 Means Committee.

15 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
16 1, 2026.