

# SENATE BILL 311

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CF HB 490

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

Introduced and read first time: January 21, 2026

Assigned to: Education, Energy, and the Environment

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Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: March 3, 2026

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## 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 for a certain school year; requiring  
20 certain funds allocated for the Expert Review Team Program in a certain budget to  
21 be transferred to the Academic Excellence Fund; requiring the Accountability and  
22 Implementation Board and the Department to identify a methodology for counting  
23 low-income students to calculate a certain education funding formula; requiring the  
24 Accountability and Implementation Board and the Department to conduct a certain

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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 process in a certain manner; and generally relating to revisions to the Blueprint for  
2 Maryland's Future.

3 BY repealing and reenacting, with amendments,  
4 Article – Education  
5 Section ~~5–212~~, 5–222(a)(2), 5–223(c)(9), 6–126, 6–1006(b)(2), and 7–205.1(g)(1) and  
6 (4)  
7 Annotated Code of Maryland  
8 (2025 Replacement Volume and 2025 Supplement)

9 BY repealing and reenacting, without amendments,  
10 Article – Education  
11 Section 5–222(a)(1), 5–223(b) and (c)(4), and 6–1006(a)(1) and (b)(1)  
12 Annotated Code of Maryland  
13 (2025 Replacement Volume and 2025 Supplement)

14 BY repealing and reenacting, without amendments,  
15 Article – Education  
16 Section 9.9–101(a)  
17 Annotated Code of Maryland  
18 (2022 Replacement Volume and 2025 Supplement)

19 BY repealing and reenacting, with amendments,  
20 Article – Education  
21 Section 9.9–101(e) and 21–209  
22 Annotated Code of Maryland  
23 (2022 Replacement Volume and 2025 Supplement)

24 BY repealing  
25 Article – Education  
26 Section 21–210  
27 Annotated Code of Maryland  
28 (2022 Replacement Volume and 2025 Supplement)

29 BY adding to  
30 Article – Education  
31 Section 21–210 and 21–211  
32 Annotated Code of Maryland  
33 (2022 Replacement Volume and 2025 Supplement)

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

36 **Article – Education**

37 ~~5–212~~

1       ~~(a) The target per pupil foundation amount includes costs associated with~~  
2 ~~implementing the Blueprint for Maryland's Future including:~~

3           ~~(1) Increasing salaries;~~

4           ~~(2) Additional teachers to provide professional learning and collaborative~~  
5 ~~time for teachers;~~

6           ~~(3) Career counseling;~~

7           ~~(4) Behavioral health;~~

8           ~~(5) Instructional opportunities for students who are college and career~~  
9 ~~ready and those who are not;~~

10          ~~(6) Maintenance and operation of schools;~~

11          ~~(7) Supplies and materials for teachers; and~~

12          ~~(8) Educational technology including digital devices, broadband~~  
13 ~~connectivity, and information technology staff.~~

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

16       ~~(e) (1) County boards of education and schools shall prioritize the purchase of~~  
17 ~~digital devices for using funds under subsection (a)(8) of this section.~~

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

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

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

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

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

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

5-222.

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

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

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

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

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

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

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

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

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

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

B. The number of direct certification students who are 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 IN PARAGRAPH (2)(II) OF THIS SUBSECTION** may not be required to take  
30 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 **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                   1.     Is not an NBC teacher; but
- 2                   2.     Meets other qualifying criteria, as determined by the State
- 3 Board, in consultation with the Professional Standards and Education Board.

4 7–205.1.

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

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

- 12                   1.     The International Baccalaureate Diploma Program;
- 13                   2.     The Cambridge AICE Diploma Program; or
- 14                   3.     A comparable program consisting of Advanced Placement
- 15 courses specified by the College Board;

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

- 19                   1.     An associate degree; or
- 20                   2.     At least 60 credits toward a bachelor’s degree; and

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

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

30                   2.     A registered apprenticeship program approved by the  
31 Division of Workforce Development and Adult Learning within the Maryland Department  
32 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, provided  
5 during the school day, **AND OTHER EVIDENCE-BASED ACADEMIC INTERVENTIONS**;

6 (12) Improving student attendance and chronic absenteeism;

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

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

10 21-209.

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

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

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

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

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

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

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

29 (1) The State Superintendent;

30 (2) The Secretary of Higher Education;

31 (3) The Secretary of Labor;

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

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

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

7 (i) Employers;

8 (ii) Industry or trade associations;

9 (iii) Labor organizations;

10 (iv) Community colleges;

11 (v) The agricultural community; and

12 (vi) Experts in CTE programming.

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

16 (f) A member of the CTE Committee:

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

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

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

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

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

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

27 (3) Adopt and, where appropriate, develop and regularly update, **IN**  
28 **ACCORDANCE WITH § 21–210 OF THIS SUBTITLE**, a comprehensive and cohesive system

1 of [occupational skills] CAREER PATHWAY INFORMATION, INCLUDING NECESSARY  
2 SKILLS, KNOWLEDGE, COMPETENCIES, AND CREDENTIALING standards to drive the  
3 State's WORKFORCE DEVELOPMENT AND CTE [system] SYSTEMS;

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

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

10 (6) Set content qualification and recruitment standards for CTE  
11 instructors;

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

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

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

19 [(10)] (9) Review agency budget proposals involving CTE and make  
20 recommendations to the Governor and, in accordance with § 2–1257 of the State  
21 Government Article, the General Assembly on or before December 15 each year;

22 [(11)] (10) Monitor the progress of CTE in the State, including progress on  
23 implementing the CTE goals in the Blueprint for Maryland's Future;

24 [(12)] (11) Develop yearly goals for each county board to reach the statewide  
25 goal under § 21–204 of this subtitle that 45% of public HIGH school students [achieve an]  
26 COMPLETE THE HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP OR  
27 ANOTHER industry–recognized [occupational] credential before they graduate;

28 [(13)] (12) Track progress toward and perform any tasks necessary to  
29 achieve the statewide goal under § 21–204 of this subtitle that 45% of public high school  
30 students [achieve a youth apprenticeship or any other] COMPLETE THE HIGH SCHOOL  
31 LEVEL OF A REGISTERED APPRENTICESHIP OR ANOTHER industry–recognized  
32 [occupational] credential, AS DEFINED BY THE CTE COMMITTEE, before they graduate;

33 [(14)] (13) Establish, administer, and supervise the CTE Expert Review  
34 Teams established under § 5–412 of this article;

1            ~~[(15)]~~ **(14)** Using State accountability data, identify schools to be  
2 ~~[investigated]~~ **REVIEWED** by CTE Expert Review Teams in which sufficient numbers of  
3 students or groups of demographically distinct students are not making adequate progress  
4 towards the completion of the CTE pathway;

5            ~~[(16)]~~ **(15)** Submit to the Accountability and Implementation Board plans  
6 for deploying CTE Expert Review Teams, and deploy the teams in accordance with  
7 approved plans;

8            ~~[(17)]~~ **(16)** Share information on CTE education with the Accountability and  
9 Implementation Board; ~~[and]~~

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

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

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

23            **(I) REMAINS GLOBALLY COMPETITIVE;**

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

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

29            ~~[(18)]~~ **(20)** Perform any other duties assigned by the Governor's Workforce  
30 Development Board.

31            (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.

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

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

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

9           (e)     A member of the Advisory Committee:

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

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

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

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

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

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

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

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

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

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

30                   (iv)   Allows a student trained in one career to seamlessly transfer the  
31 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 transferred to the Academic Excellence Fund**  
28 **established under § 6-1105 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 State Department of  
6 Education shall identify a methodology for counting students from low–income households  
7 to calculate the Compensatory Education formula under § 5–222 of the Education Article.

8 (b) The Accountability and Implementation Board and the State Department of  
9 Education shall engage in a collaborative and transparent process for identifying the  
10 method for counting students from low–income households under subsection (a) of this  
11 section, including consultation with the Department of Budget and Management and the  
12 Department of Legislative Services.

13 (c) On or before December 31, 2026, the Accountability and Implementation  
14 Board and the State Department of Education jointly shall submit a report on their findings  
15 and recommendations regarding the methodology for counting students from low–income  
16 households under this section to the Governor and, in accordance with § 2–1257 of the State  
17 Government Article, the General Assembly.

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

Approved:

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Governor.

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President of the Senate.

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Speaker of the House of Delegates.