

MARYLAND WORKFORCE ALLIANCE

HB 1300 / SB 1000

TESTIMONY ON THE BLUEPRINT FOR MD'S FUTURE

Position: SUPPORT, with amendments

Honorable Members of the Committee,

Thank you for the opportunity to submit this testimony. My name is Brigitte Dumais, and I am the Executive Director of the Maryland Workforce Alliance (MWA), a statewide, multi-industry coalition of 35 trade associations, labor unions, and apprenticeship providers, united by the common goal of building a world-class workforce in Maryland. This goal can be achieved through the expansion of workforce development programs that provide students with the valuable skills needed to obtain jobs in high-wage, high growth sectors.

Members of the MWA participated in the Career & Technical Education Workgroup of the Kirwan Commission, and we are excited the workforce recommendations are incorporated in the Blueprint. Specifically, MWA endorses the provisions for dual high school and college enrollment, the creation of a CTE Committee, and the institutionalization of registered youth apprenticeship programs integrated with the CTE programs of local school districts.

The increasing cost of college has in many cases made higher education a barrier to, rather than an accelerator of, economic opportunity for working people. Instituting robust CTE in schools combined with paid, on-the-job training via registered apprenticeships, allows students to “earn as they learn.” Through this

model, students receive both free college credits and a paycheck, carving a pathway to debt-free college. Additionally, CTE students will graduate high school with an industry recognized credential, allowing them to immediately enter the well-paid workforce if they prefer not to go to college.

Furthermore, investment in skills training will remedy critical employment shortages in our state. As of 2018, Maryland has over 113,000 “middle-skill” job vacancies that employers are struggling to fill because workers lack the necessary credentials. Therefore, the workforce recommendations in The Blueprint are in the best interests of both students and employers. A highly educated workforce builds a strong economy, which ultimately benefits every Marylander.

MWA supports further strengthening the Blueprint’s workforce [recommendations with amendments to give both labor and management representation on the CTE Committee; and to steer funds for Career Counseling Programs through local governments, allowing them to decide whether career counseling should be provided by the local workforce board or the local school district.

Thank you to all of you who have and will devote so many hours of effort into making this important legislation a reality. **The Maryland Workforce Alliance urges a FAVORABLE report, with amendments¹.**

Respectfully,
Brigette Dumais
Executive Director
MD Workforce Alliance
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¹ See amendments attached to this testimony

AMENDMENT TO SENATE BILL NO. 1000

BY: Senator Rosapepe
(First Reading File Bill)

Delete beginning with Line 25 on Page 119 through and including Line 23 on Page 120 and substitute:

(B) THE GOVERNING BODY OF EACH COUNTY SHALL DESIGNATE ITS LOCAL WORKFORCE BOARD, LOCAL SCHOOL SYSTEM, OR ANOTHER LOCAL ENTITY TO:

(1) RECRUIT EMPLOYERS TO OFFER:

(i) YOUTH APPRENTICESHIPS TO HIGH SCHOOL STUDENTS;

(ii) REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES; AND

(iii) JOB OPPORTUNITIES FOR STUDENTS AND GRADUATES;

(2) MATCH HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, AND JOB OPPORTUNITIES;

(3) COUNSEL HIGH SCHOOL STUDENTS, IN SCHOOL AND OUTSIDE SCHOOL, ON:

(i) SPECIFIC CAREER PATHS, INCLUDING THE SKILLS AND CREDENTIALS REQUIRED FOR THE CAREER PATH; AND

(ii) EDUCATION AND TRAINING OPPORTUNITIES TO LEARN THE SKILLS REQUIRED FOR SPECIFIC CAREER PATHS; AND

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(4) WORK WITH LOCAL HIGH SCHOOLS TO OFFER THESE CAREER COUNSELING SERVICES TO ALL HIGH SCHOOL STUDENTS IN THE SCHOOLS AND ONLINE THROUGH GROUP PRESENTATIONS AND INDIVIDUAL COUNSELING.

(C) (1) ON OR BEFORE OCTOBER 1, 2020, THE GOVERNING BODY OF EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

(2) THE GOVERNING BODY OF A COUNTY SHALL INFORM THE CTE COMMITTEE, THE GOVERNOR, AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY WITHIN 30 DAYS OF ALTERING THE LOCAL ENTITY DESIGNATED UNDER SUBSECTION (B) OF THIS SECTION.

7-127.

(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2) “CTE COMMITTEE” MEANS THE CAREER AND TECHNOLOGY EDUCATION COMMITTEE ESTABLISHED UNDER SECTION 21-207 OF THIS ARTICLE.

(3) “DESIGNATED LOCAL ENTITY” MEANS AN ENTITY DESIGNATED BY A COUNTY’S GOVERNING BODY UNDER § 7-126 OF THIS SUBTITLE.

(4) “FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT” MEANS THE SUM OF:

(I) THE NUMBER OF STUDENTS ENROLLED IN GRADES 9 THROUGH 12 OR THEIR EQUIVALENT IN REGULAR DAY SCHOOL PROGRAMS ON SEPTEMBER 30 OF THE PREVIOUS SCHOOL YEAR;

(II) THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS, AS DETERMINED BY A REGULATION OF THE STATE DEPARTMENT OF EDUCATION, ENROLLED IN EVENING HIGH SCHOOL PROGRAMS DURING THE PREVIOUS SCHOOL YEAR; AND

(III) THE NUMBER OF P-TECH STUDENTS, AS PROVIDED IN § 7-1804(B) OF THE EDUCATION ARTICLE.

(5) "LOCAL SHARE" MEANS THE LOCAL PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(6) "PROGRAM AMOUNT" MEANS THE LOCAL SCHOOL SYSTEM'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT DIVIDED BY THE STATE'S FULL-TIME EQUIVALENT HIGH SCHOOL ENROLLMENT, MULTIPLIED BY \$45,000,000.

(7) "STATE SHARE" MEANS THE STATE PROPORTION FOR A COUNTY RESULTING FROM THE RATIO OF STATE FUNDING TO LOCAL FUNDING FOR THE FOUNDATION PROGRAM FOR PUBLIC SCHOOLS AS CALCULATED UNDER § 5-201 OF THIS ARTICLE MULTIPLIED BY THE PROGRAM AMOUNT FOR THAT COUNTY.

(B) THE STATE DEPARTMENT OF EDUCATION ANNUALLY SHALL PROVIDE TO THE COMPTROLLER THE STATE SHARE FOR EACH COUNTY.

(C) BEGINNING IN FISCAL YEAR 2022 AND FOR EACH FISCAL YEAR

THEREAFTER:

(1) THE STATE SHALL DISTRIBUTE TO EACH COUNTY'S DESIGNATED ENTITY THE STATE SHARE; AND

(2) EACH LOCAL GOVERNING BODY SHALL DISTRIBUTE TO THE DESIGNATED LOCAL ENTITY THE LOCAL SHARE.

(D) (1) A DESIGNATED LOCAL ENTITY MAY USE THE FUNDING PROVIDED UNDER THIS SECTION ONLY TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) THE FUNDING PROVIDED UNDER THIS SECTION MAY BE USED BY A DESIGNATED LOCAL ENTITY TO SUPPLEMENT FUNDS FROM OTHER FUNDING SOURCES FOR CAREER COUNSELING AND JOB MATCHING SERVICES.

(E) (1) THE CTE COMMITTEE SHALL MONITOR AND TRACK THE PROGRESS OF EACH DESIGNATED LOCAL ENTITY IN ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE.

(2) IF A DESIGNATED LOCAL ENTITY DOES NOT MAKE SUFFICIENT PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 11-603 OF THIS SUBTITLE, THE COMMITTEE MAY MAKE APPROPRIATE RECOMMENDATIONS TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD.

(F) ON OR BEFORE DECEMBER 1, 2021, AND EACH DECEMBER 1 THEREAFTER, EACH COUNTY SHALL REPORT TO THE CTE COMMITTEE ON THE DESIGNATED LOCAL ENTITY'S PROGRESS TOWARD ACHIEVING THE REQUIREMENTS UNDER § 7-126 OF THIS SUBTITLE, INCLUDING:

(1) WHO HAS ADMINISTERED THE PROGRAM FUNDS;

(2) THE DESIGNATED LOCAL ENTITY'S EMPLOYER AND JOB SEEKER SERVICES;

(3) THE ENGAGEMENT OPPORTUNITIES WITH HIGH SCHOOL STUDENTS PROVIDED BY THE DESIGNATED LOCAL ENTITY, INCLUDING THE NUMBER OF STUDENTS WHO HAVE HAD ONE ON ONE CAREER COUNSELING;

(4) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE YOUTH APPRENTICESHIPS AND REGISTERED APPRENTICESHIPS TO HIGH SCHOOL STUDENTS, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(5) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE REGISTERED APPRENTICESHIPS FOR HIGH SCHOOL STUDENTS AND HIGH SCHOOL GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(6) THE NUMBER OF EMPLOYERS RECRUITED TO PROVIDE JOB OPPORTUNITIES FOR HIGH SCHOOL AND COLLEGE GRADUATES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;



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SB1000/873120/1

BY: Senator Rosapepe

(To be offered in the Education, Health, and Environmental Affairs Committee and the Budget and Taxation Committee)

AMENDMENTS TO SENATE BILL 1000

(First Reading File Bill)

AMENDMENT NO. 1

On page 4, in line 3, after “21-203,” insert “21-204,”; and in line 33, strike “21-204.”.

AMENDMENT NO. 2

On pages 24 through 25, strike in their entirety lines beginning with line 1 on page 24 through line 5 on page 25, inclusive and substitute:

“(2) “CAREER AND TECHNICAL EDUCATION PROGRAM” OR “CTE PROGRAM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE THAT CONSISTS OF A PROGRAM RECOMMENDED BY THE CTE SKILLS STANDARDS ADVISORY COMMITTEE AND APPROVED BY THE CAREER AND TECHNICAL EDUCATION COMMITTEE UNDER § 21-207 OF THIS ARTICLE.

(3) “COLLEGE AND CAREER READINESS COMPLETER” OR “CCR

COMPLETER” MEANS A STUDENT WHO HAS COMPLETED COLLEGE AND CAREER READINESS BY PASSING THE ASSESSMENT ADOPTED BY THE STATE BOARD UNDER § 7-205.1(C) OF THIS ARTICLE.

(4) “COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(I) OF THIS ARTICLE THAT CONSISTS OF:

(I) THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM;

(II) THE CAMBRIDGE AICE DIPLOMA PROGRAM; OR

(III) A COMPARABLE PROGRAM CONSISTING OF ADVANCED PLACEMENT COURSES SPECIFIED BY THE COLLEGE BOARD.

(5) “POST-CCR PATHWAY” MEANS A PROGRAM UNDER § 7-205.1(D)(1) OF THIS ARTICLE THAT IS A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM, A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION, OR A CTE PROGRAM.

(6) “POSTSECONDARY EDUCATION COURSE OF INSTRUCTION” MEANS A POST-CCR PATHWAY UNDER § 7-205.1(D)(1)(II) OF THIS ARTICLE THAT CONSISTS OF DUAL ENROLLMENT AT A STUDENT’S HIGH SCHOOL AND AN INSTITUTION OF POSTSECONDARY EDUCATION IN WHICH A STUDENT EARNS:

(I) AN ASSOCIATE OF ARTS DEGREE OR AN ASSOCIATE OF SCIENCE DEGREE; OR

(ii) AT LEAST 60 CREDITS TOWARD A BACHELOR OF ARTS DEGREE OR A BACHELOR OF SCIENCE DEGREE.

(b) BEGINNING IN FISCAL YEAR 2023, EACH COUNTY BOARD SHALL REPORT TO THE STATE BOARD:

(1) THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO BECAME CCR COMPLETERS IN THE PREVIOUS SCHOOL YEAR; AND

(2) BEGINNING IN FISCAL YEAR 2026, THE NUMBER OF STUDENTS IN THE PUBLIC SCHOOLS OF THE COUNTY WHO COMPLETED A POST-CCR PATHWAY IN THE PREVIOUS SCHOOL YEAR.

(c) (1) BEGINNING IN FISCAL YEAR 2023, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN APPROPRIATION TO EACH COUNTY BOARD OF:

(i) \$500 FOR EACH STUDENT WHO BECAME A CCR COMPLETER IN THE PREVIOUS SCHOOL YEAR;

(ii) \$500 FOR EACH STUDENT WHO COMPLETED A COMPETITIVE ENTRY COLLEGE PREPARATORY CURRICULUM IN THE PREVIOUS SCHOOL YEAR;

(iii) \$1,000 FOR EACH STUDENT WHO COMPLETED A POSTSECONDARY EDUCATION COURSE OF INSTRUCTION IN THE PREVIOUS SCHOOL YEAR; AND

(iv) \$1,000 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

(2) BEGINNING IN FISCAL YEAR 2023, AND CONTINUING UNTIL THE STATE MEETS ITS GOAL UNDER § 21-204 OF THIS ARTICLE, THE GOVERNOR SHALL ALLOCATE IN THE ANNUAL STATE BUDGET AN ADDITIONAL APPROPRIATION TO EACH COUNTY BOARD OF \$250 FOR EACH STUDENT WHO COMPLETED A CTE PROGRAM IN THE PREVIOUS SCHOOL YEAR.

On page 131, in line 17 strike “CCR STANDARD” and substitute “**NCEE STANDARDS**”; in lines 17 and 18, strike “THE COLLEGE AND CAREER READINESS STANDARDS ESTABLISHED UNDER THIS SECTION” and substitute “**THE STANDARDS SET BY THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY**”; in line 19, strike “(1)”; in lines 19 and 20, strike “, COLLEGE AND CAREER READINESS STANDARDS,”; strike in their entirety lines 22 through 25, inclusive; in line 26, strike “(b)” and substitute “**L(C)**”; in the same line, after “(1)”, insert “**(I)**”; in the same line, strike “2015-2016” and substitute “**2021-2022**”; in line 27, strike “acceptable college placement cut scores” and substitute “**A METHOD ADOPTED BY THE STATE BOARD**”; in the same line, strike “11th” and substitute “**10TH**”; in line 28, after “for” insert “:

1. **COMMUNITY**”; in line 29, strike “and”; in the same line, after “Mathematics” insert “**, AND, WHEN PRACTICABLE, SCIENCE; AND**

2. **EMPLOYMENT IN A GLOBALLY COMPETITIVE WORKFORCE**”; after line 29, insert:

(II) THE MATHEMATICS PORTION OF THE ASSESSMENT SHALL REQUIRE GREATER COMPETENCY THAN ALGEBRA I.

(III) THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH SHALL INITIALLY BE THE MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM ADOPTED BY THE STATE BOARD AND BASED ON THE NCEE STANDARDS.

(IV) THE STATE BOARD SHALL CONDUCT RESEARCH TO

INVESTIGATE WHETHER THE NCEE STANDARDS ARE COMPARABLE TO THE GLOBAL STANDARDS OF TOP-PERFORMING JURISDICTIONS.

(v) THE STATE BOARD SHALL PERIODICALLY REVIEW THE ASSESSMENT REQUIRED UNDER THIS PARAGRAPH AND ADJUST IT WHEN NECESSARY TO ENSURE THAT IT ALIGNS WITH GLOBAL STANDARDS AND THE STATE’S WORKFORCE NEEDS.

(vi) IN PERFORMING ITS DUTIES UNDER THIS PARAGRAPH, THE STATE BOARD SHALL COORDINATE ITS WORK AND CONSULT WITH THE MARYLAND HIGHER EDUCATION COMMISSION AND THE GOVERNOR’S WORKFORCE DEVELOPMENT BOARD.”; in line 32, strike “2016–2017” and substitute “2022-2023”; strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 33, strike “in the 12th grade” and substitute “:

1. IN THE 11TH AND 12TH GRADES”; in line 34, strike “11th” and substitute “10TH”; in the same line, after “grade” insert “; OR

2. BEFORE THE 10TH GRADE FOR A STUDENT WHO IS NOT ON TRACK TO ACHIEVE COLLEGE AND CAREER READINESS BY THE END OF 10TH GRADE”.

On page 132, in line 1, strike “or” and substitute “. PERSONALIZED LEARNING, AND”; in line 4, strike “and”; in line 6, after “school” insert: “; AND

3. BEGINNING WITH THE 2024–2025 SCHOOL YEAR, MAY NOT PRECLUDE ENROLLMENT IN THE INITIAL STAGES OF A POST-CCR PATHWAY ESTABLISHED UNDER SUBSECTION (D) OF THIS SECTION, INCLUDING THE COMPLETION OF A CAREER AND TECHNICAL (CTE) CREDENTIAL”; and in the same line, strike the bracket.

On pages 132 through 135, strike in their entirety the lines beginning with line 7 on page 132 through line 30 on page 135, inclusive.

On page 135, in line 31 strike “(G)” and substitute “(D)”; in the same line, strike “2023-2024” and substitute “2024-2025”; and in line 32, strike “MEET THE CCR STANDARD” and substitute “COMPLETE THE ASSESSMENT”.

On page 136, in lines 1 and 2, strike “AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS, INCLUDING THE COST OF ANY FEES” and substitute “INCLUDING”; in line 21, after “THAT” insert “, AT NO COST TO THE STUDENT OR THE STUDENT’S PARENTS,”; in line 22, strike “AN INDUSTRY RECOGNIZED OCCUPATIONAL–” and substitute “CERTIFICATION AND LICENSURE”; in the same line, strike “CREDENTIAL”; and in lines 28 and 29, strike “THE PROGRAMS” and substitute “AT LEAST ONE PROGRAM”.

On page 137, in line 1, strike “MEETS THE CCR STANDARD” and substitute “COMPLETES THE ASSESSMENT”; in lines 2 and 3, strike “BE ENROLLED IN AT LEAST ONE” and substitute “CHOOSE A”; strike beginning with “EACH” in line 5 down through “CHOOSSES” in line 22 and substitute “EACH PUBLIC HIGH SCHOOL SHALL PROVIDE A STUDENT WITH COUNSELING SERVICES TO HELP THE STUDENT CHOOSE A POST-CCR PATHWAY THAT FITS WITH THE STUDENT’S EDUCATIONAL AND CAREER GOALS”; in line 27, after “PATHWAYS;” insert “AND”; in line 28, after “(I)” insert “(II)”; and strike beginning with the semicolon in line 29 down through “SUBSECTION” in line 32.

On page 138, in line 1, strike “(H)” and substitute “(E)”; in the same line, strike “(I)”; in line 2, strike “(J)” and substitute “(G)”; in lines 5 and 6, strike “(II) THE REQUIREMENTS OF THIS SUBSECTION MAY BE ACHIEVED UNDER POST-CCR PATHWAYS.”; in line 10, strike “(I)” and substitute “(F)”; strike beginning with the colon in line 10 down through “SUBSECTION,” in line 11; strike beginning with the semicolon in line 12 down through “STUDY” in line 16; in line 17, strike “(J)” and substitute “(G)”; in line 18, strike “(E)” and substitute “(C)(2)”; in line 20, strike “(H)” and substitute “(E)”; in line 21, strike “(H)” and substitute “(E)”; in line 23, strike “(K)” and substitute “(H)”; in line 26, strike “(L) (1)” and substitute “(I)”; and strike beginning with “FOR” in line 27 down through the bracket in line 29 and

substitute “, CONSISTENT WITH SUBSECTION (D) OF THIS SECTION AND THE SYSTEM IMPLEMENTED BY THE CTE COMMITTEE.”.

On page 139, in line 1, strike the bracket; and strike in their entirety lines 2 through 4, inclusive.

On page 160, in line 8, strike “**2023-2024**” and substitute “**2024-2025**”; in line 12, strike “**2024**” and substitute “**2025**”; in line 16, strike the bracket; strike beginning with “On” in line 17 down through “(b)” in line 25; and in line 29, strike “(c)” and substitute “**(B)**”.

On page 161, strike beginning with “(d)” in line 7 down through the bracket in line 11; in line 12, strike “**21-204.**”; in line 13, strike “**(A)**” and substitute “**(C)**”; in line 16, strike “AN” and substitute “**A YOUTH APPRENTICESHIP OR OTHER**”; and in line 26, strike “**(B)**” and substitute “**(D)**”.

On page 163, in line 5, strike “A” and substitute “**AN INDEPENDENT**”; in line 22, after “**(5)**” insert “**A REPRESENTATIVE OF THE COMMUNITY COLLEGES IN THE STATE, SELECTED BY THE MARYLAND ASSOCIATION OF COMMUNITY COLLEGES;**”

“**(6)**”; in line 24, strike “**(6)**” and substitute “**(7)**”; and strike beginning with “**THE**” in line 24 down through “**DELEGATES,**” in line 26 and substitute “**FOUR MEMBERS SELECTED BY THE CHAIR OF GOVERNOR’S WORKFORCE DEVELOPMENT BOARD**”.

On page 164, in line 1, strike “**LABOR ORGANIZATIONS;**” and substitute “**APPRENTICESHIP SPONSORS;**”; in line 2, strike “**COMMUNITY COLLEGES**” and substitute “**LABOR ORGANIZATIONS**”; in lines 5 and 6, strike “**WHO ARE BUSINESS REPRESENTATIVES**”; in line 16, after “**STANDARDS**” insert “**IN OCCUPATIONS IN WHICH THERE ARE NO REGISTERED APPRENTICESHIPS**”; in line 17, after “**DEVELOP**” insert “**APPRENTICESHIP AND**”; and in line 27, strike “**APPROVE,**” and substitute “**SUBJECT TO SUBSECTION (I)**”.

On page 165, in line 12, strike “AN” and substitute “**A YOUTH APPRENTICESHIP OR ANY OTHER**”; in line 20, after “**ARTICLE**” insert “**TO ASSIST LOCAL SCHOOL SYSTEMS**”

IN MEETING THE GOALS OF THIS ARTICLE"; in line 21, strike "SCHOOLS TO BE INVESTIGATED" and substitute "SCHOOL DISTRICTS AND SCHOOLS TO BE ASSISTED"; and strike beginning with "OR" in line 23 down through "PATHWAY" in line 25 and substitute "GRADUATING WITH INDUSTRY-RECOGNIZED CREDENTIALS AND APPRENTICESHIPS".

On page 166, in line 11, after "(I)" insert "AN INDUSTRY-RECOGNIZED OCCUPATIONAL CREDENTIAL ADOPTED BY THE COMMITTEE THAT WILL CONSTITUTE COMPLETION OF A CTE PROGRAM FOR PUBLIC SCHOOL STUDENTS AS REQUIRED UNDER § 7-205.1(D)(1)(III) OF THIS ARTICLE SHALL INCLUDE:

(1) COMPLETION OF A REGISTERED APPRENTICESHIP PROGRAM APPROVED BY THE DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING WITH THE DEPARTMENT OF LABOR;

(2) COMPLETION OF A YOUTH APPRENTICESHIP PROGRAM UNDER TITLE 18, SUBTITLE 18 OF THIS ARTICLE; OR

(3) ACTUAL WORK EXPERIENCE.

(J)"; and in line 15, strike "(J)" and substitute "(K)".

On page 170, after line 19, insert:

"24-801.

(b) (1) There is a Governor's P-20 Leadership Council of Maryland.

(2) The Council is a partnership between the State, educators, and the business community to better prepare Maryland students for the jobs of the 21st century while enhancing the State's economic competitiveness by creating a workforce with 21st century skills.

(c) The Council shall consist of the following members:

- (1) The Governor or the Governor's designee;
- (2) The Secretary of Higher Education;
- (3) The Secretary of Labor;
- (4) The Secretary of Commerce;
- (5) The Chancellor of the University System of Maryland;
- (6) The State Superintendent of Schools;
- (7) The Chairman of the Maryland Higher Education Commission;
- (8) The Chair and the Executive Director of the Governor's Workforce Development Board;

(9) THE CHAIR OF THE CAREER AND TECHNICAL EDUCATION COMMITTEE;

[(9)] (10) Two members of the House of Delegates, appointed by the Speaker of the House;

[(10)] (11) Two members of the Senate of Maryland, appointed by the President of the Senate; and

[(11)] (12) The following members appointed by the Governor:

- (i) A member of the State Board of Education;
- (ii) A representative of local superintendents of education;
- (iii) A representative of local boards of education;
- (iv) Two members of employee organizations that represent elementary and secondary school personnel in the State;

principals:

(v) A representative of elementary and secondary school

(vi) Two representatives of nonpublic elementary and secondary schools:

(vii) An expert in early childhood education;

(viii) An expert in career and technology education;

(ix) Two representatives of community colleges;

(x) Two representatives of independent colleges or universities;

(xi) A representative of public institutions of higher education outside the University System of Maryland;

(xii) A representative of college or university deans who has responsibility for a science, technology, engineering, and math (STEM) discipline;

(xiii) Four representatives of the University System of Maryland;

(xiv) A representative of a for-profit institution of higher education;

(xv) Three representatives of the business community; and

(xvi) Six additional members with experience and knowledge that will benefit the work of the Council.”.

(7) THE NUMBER OF MATCHED HIGH SCHOOL STUDENTS WITH YOUTH APPRENTICESHIPS, REGISTERED APPRENTICESHIPS, OR JOB OPPORTUNITIES, DISAGGREGATED BY INDUSTRY AND OCCUPATION;

(8) THE NUMBER OF HIGH SCHOOL STUDENTS COUNSELED ON SPECIFIC CAREER PATHS;

(9) THE NUMBER OF HIGH SCHOOL STUDENTS RECEIVING CAREER COUNSELING SERVICES IN SCHOOLS AND ONLINE;

(10) THE AVERAGE WAGES OF STUDENTS LISTED UNDER ITEM (9) OF THIS SUBSECTION.