

Senate Education, Energy & the Environment Committee

SB 311 – Education – The Blueprint for Maryland’s Future – Revisions

Bill Hearing Date February 18th, 2026

Position: Supporting

Dear Chair Feldman, Vice Chair Kagan, and Members of the Education, Energy & the Environment Committee,

My name is Oscar Diaz, I am a Senior at Baltimore Polytechnic Institute, and I serve as the Legislative Affairs Vice-Chair at the Associated Student Congress of Baltimore City (ASCBC).

On behalf of the Associated Student Congress of Baltimore City (ASCBC), I submit testimony in support of SB 311, which makes targeted and necessary revisions to the Blueprint for Maryland’s Future to strengthen implementation while maintaining the Blueprint’s core commitments to equity and college and career readiness.

ASCBC supports this bill because it improves the effectiveness of the Blueprint by reducing unnecessary administrative requirements, extending implementation timelines where school systems need flexibility, and ensuring that resources are used to directly support students. The repeal of outdated reporting requirements and the extension of certain timelines allow school systems to focus more on instruction and student services rather than compliance.

Baltimore City Public Schools students care deeply about post-secondary preparation, which is one of the issues ASCBC has included on our Issues Platform this year based on data collected from students. In fact, over 85% of Baltimore City students reported that

post-secondary preparation is either a “very widely held concern” or a “somewhat widely held concern.” Therefore, SB 311’s updates to Career and Technical Education are especially important. By restructuring the CTE Committee, repealing the Skills Standards Advisory Committee, and requiring the development and statewide use of a list of high-skill, high-wage, and in-demand occupations, this bill strengthens alignment between education, workforce development, and real career pathways for students. These changes help ensure that CTE and post-CCR pathways lead to meaningful credentials, apprenticeships, and employment opportunities.

ASCBC also supports the expansion of the definition of wraparound services to include evidence-based academic interventions. Recent state assessment data¹ show that only about 31% of Baltimore City students are proficient in literacy and about 23% in math. While gains are occurring, many students still need additional targeted academic support. Academic supports such as in-school tutoring are essential for student success and should be treated as a core part of community school services.

Post-college and career readiness and access to strong CTE pathways remain top priorities for ASCBC. SB 311 supports these priorities by refining the Blueprint in a way that is practical, student-centered, and focused on long-term success.

For these reasons, ASCBC urges a favorable report on SB 311. Thank you for your time and consideration.

Respectfully submitted,

Oscar Diaz

¹WBAL-TV 11 News. (2024). *Maryland state test results: MCAP 2024–2025*. <https://www.wbalv.com/article/maryland-state-test-results-mcap-2024-2025/65902656>

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