

MARYLAND GENERAL
ASSEMBLY SESSION

2027

LEGISLATIVE PLATFORM

Prince George's County
Board of Education



VISION

**Excellence everywhere.
Every child.
Every day.**

MISSION

To empower every student to achieve excellence by ensuring equitable access to high-quality learning, supportive environments, and transformative opportunities that promote each learner's strengths, identity, and limitless potential.

CORE VALUES

Our core values articulate our key beliefs about students, learning, stakeholder responsibility, and the elements necessary to achieve equity and excellence in education:

1. Students are our priority, and all students can achieve at high academic levels.
2. Families, students, and educators have shared responsibility for student success.
3. High expectations inspire high performance.
4. All staff share the responsibility for a safe and supportive school environment, contributing to excellence in education.
5. The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community through meaningful partnerships.
6. Continuous improvement in teaching, leadership, and accountability is the key to achieving our vision.



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Branndon D. Jackson, *Chair, District 6*

Phelton C. Moss, Ph.D., *Vice Chair, District 7*

Tiffini Andorful, Ph.D., *District 1*

Vacant - District 2

Pamela Boozer-Strother, MBA, CAE, *District 3*

Aimee Olivo, MBA, *District 4*

Robin Brown, M.A., *District 5*

Zakyia Goins-McCants, M.S. Ed., *District 8*

Chandrai "CJ" Jackson-Saunders, M.Ed., NCSP, *District 9*

Sydney J. Mosley, *Student Board Member*

Shawn Joseph, Ed.D., *Secretary/Treasurer and Superintendent*

JOINT LETTER FROM BOARD CHAIR AND SUPERINTENDENT

Dear Members of the Prince George's County Delegation:

We present the Prince George's County Public Schools 2027 Legislative Platform with a shared commitment to accelerate student achievement and strengthen the operations that support learning. As a governance team, the Board of Education and superintendent are united in our responsibility to make excellence a dependable experience for every child. Our strategic plan, Forward by Design: Acceleration 2029, gives this work direction through our vision: "Excellence everywhere! Every child. Every day."

Our most urgent academic priority is improving outcomes in reading and mathematics. Students who struggle with these foundational skills face barriers that grow as they advance through school. They deserve effective instruction and timely support that help them succeed now. We are focused on accelerating early learning and strengthening mathematics achievement so that more students enter advanced coursework prepared to thrive. We will judge our progress by what children learn, with particular attention to students whose needs have too often gone unmet.



Brannndon Jackson
Chairman

Operational excellence is essential to that progress. Reliable transportation protects instructional time, and responsive service helps families resolve concerns before they disrupt a child's education. Safe, well maintained buildings allow teachers and students to concentrate on learning. Our governance team is committed to improving these daily experiences and holding the system accountable for the quality of its service.

This platform seeks legislative support for the conditions that make sustained improvement possible. We need the flexibility to recruit and retain effective teachers and school leaders, along with predictable funding to maintain and modernize our facilities. Preserving local budgetary autonomy will help us direct resources toward the needs of our students while managing public funds responsibly. In a difficult fiscal climate, we are examining spending closely and prioritizing classroom instruction and essential student services.

Your partnership can help turn these commitments into stronger outcomes across Prince George's County. We ask you to support this platform with the urgency that our children's education demands. A student learning to read today has a right to the instruction that makes tomorrow's opportunities possible. Together, we can ensure that the promise of public education reaches every child we serve.

Sincerely,



Dr. Shawn Joseph
Superintendent

A handwritten signature in blue ink, appearing to read "Brannndon Jackson".

Brannndon Jackson

A handwritten signature in blue ink, appearing to read "Shawn Joseph".

Dr. Shawn Joseph

EXECUTIVE SUMMARY

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION **SUPPORTS:**

- Increased spending flexibility for academic acceleration in math, transportation and infrastructure
- Building flexibility into the Blueprint requirements
- Adjustments to Minimum School Funding reporting guidelines, permitting Local Education Agencies (LEAs) to submit aggregate reporting by school rather than itemizing per program per school, particularly given that most LEAs encounter shared challenges regarding inadequate foundation and special education funding
- Increased per pupil Foundation funding
- Streamlined specific Blueprint programs to enhance operational flexibility and reduce targeted categorical funding
- Increased funding to meet the needs of multilingual students and students receiving special education services
- Increased state support in math, including expanded professional learning opportunities, funding for dedicated math coaches, coaching resources, and math intervention options
- Further state analysis of National Board Certification (NBC) attainment to student outcomes with a focus on the impact for high-poverty schools
- Increased capital funding and funding for essential building repairs and maintenance
- Increased funding to invest in advanced security technology, enhanced infrastructure, and personnel to secure our schools and surrounding areas
- Transferring the operational oversight and financial responsibility of the Office of Integrity and Compliance (OIC) directly to Prince George's County
- Funding for professional development outside of the school day for teachers, counselors, and other school-based staff for Multi-Tiered System of Supports (MTSS)

- Funding and resources to accompany any new legislation and a careful study of the costs associated with new legislation. Without adequate support, well intentioned bills risk systemic failure and result in unintended harm to schools
- Legislation that uses funds appropriated for education solely for educational purposes

PRINCE GEORGE'S COUNTY BOARD OF EDUCATION **OPPOSES:**

- Legislation that increases requirements attached to Blueprint funding
- Legislation that mandates that the school system act as a passthrough for state funding of local workforce development boards for middle and high school career counseling
- Legislation that increases funding allocations for charter schools
- Legislation that mandates actions outside of LEA's instructional responsibilities
- Legislation that restricts the use of contracted services or mandates additional state administrative responsibilities to contract for services needed to support the operation of the school system
- Legislation that diverts LEA's funds appropriated by state and local government to fund private organizations
- Legislation that requires LEAs to support and/or regulate private childcare businesses
- Unrealistic implementation timelines for enacted legislation
- Legislation that fails to account for implementation costs, staffing shortages, and operational timelines
- Legislation that duplicates or contradicts existing state mandates
- Legislation that requires school buses to have seat belts

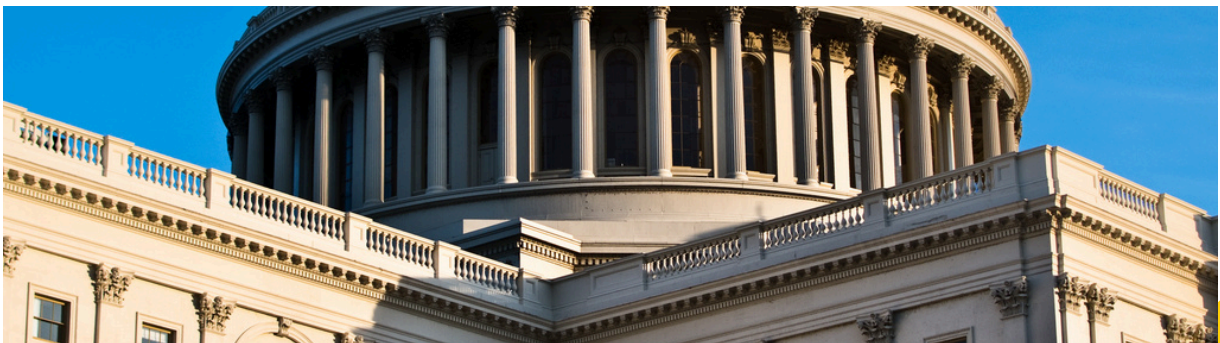


TABLE OF CONTENTS

Key Legislative Priorities

Increased Spending Flexibility	1
Academic Acceleration in Math	1
Transportation	2
Infrastructure	2

Ongoing Legislative Priorities

Maintaining Local Board Autonomy	3
Implementation of the Blueprint	4
Adequate Funding	5-6
Recruitment and Retention	7
Curriculum and Instruction	8
Special Education	9-10
Multilingual Students	11
Student Support and Welfare	12-13
Construction and Facilities	14
Safe and Secure Environments for Students and Staff	15
Sustainability	16
Information Technology	17
Charter Schools	18

2027 LEGISLATIVE PRIORITY AREAS

Increased Spending Flexibility

Part of the challenge in meeting Minimum School Funding (MSF) requirements is due to the need to provide valued services, such as smaller class sizes, transportation, academic specialty programs, etc., with little to no dedicated funding associated with them. State and local funding received on behalf of the Blueprint is to help us meet the requirements outlined in Pillars 1-4, but the funding also must cover services and programs we value that are outside Blueprint requirements.

Increased flexibility to shift existing dollars between restricted funding categories would directly address several key areas where current allocations fall short of our actual operational costs and unfunded needs.

► Academic Acceleration: Math

Prince George's County Public Schools (PGCPS) is seeing academic momentum in math and literacy, but we need to accelerate that progress, especially in math, for all students, including multilingual learners and students receiving special education services.

- **Increased flexibility to utilize available funds toward instructional strategies will have the greatest impact on student outcomes. Instructional strategies that are currently being implemented:**

- ✓ Investing in **math labs** to provide targeted support and strengthen mathematics instruction

- ✓ Investing in **instructional coaches** and other supports to build educator capacity

- ✓ Continuing to address the challenge of **uncertified teachers**, particularly in areas where staffing shortages affect instructional quality

- ✓ Focusing on the needs of **students with disabilities (SWDs)** and **multilingual learners (MLs)** as part of the broader mathematics strategy

Rather than prescribing how every dollar must be spent, provide districts with the flexibility to make strategic investments based on their students' needs.

► Transportation

Transportation Deficit: State categorical funding covers only a portion of our actual costs to transport all eligible students. Providing greater flexibility to redirect available dollars toward transportation would help bridge this significant deficit and stabilize our transit operations without diverting funds from direct instructional budgets.

- PGCPs currently spends approximately **\$150 million on transportation.**
- The State provides approximately **\$55 million**, including **\$18 million directed toward specialty buses (buses that transport students to high school specialty programs outside of their boundary schools).**
- PGCPs is exploring the use of **external transportation providers** as part of efforts to address transportation challenges.
- As a result, transportation expenditures could potentially increase from approximately **\$150 million to \$170–\$180 million.**

► Infrastructure

PGCPs continues to face **significant infrastructure needs** while operating within increasingly constrained budgets. Operation funds are among the few areas of unrestricted dollars so it is the easiest place to reduce; however, PGCPs cannot continue to cut from these areas without affecting essential services.

- **Increased flexibility in how available funds can be utilized** to address these areas would help absorb structural operating shortfalls and simultaneously fund essential facility, safety, instructional, and workforce modernization initiatives without further compromising essential services.

ONGOING PRIORITIES

Maintaining Local Board Autonomy

The Prince George's County Board of Education plays a vital role in governing Prince George's County Public Schools (PGCPS) and engaging the community and promoting participation by parents and other community members in the education process. A primary role of the Board is to develop policies which lead the school system. Legislation that mandates policies and other requirements limits the Board's decision-making authority, which ultimately impacts the Board's ability to engage the community.

The Board believes that it is essential for it to retain its decision-making authority in accordance with Section 4-101 of the Education Article of the Annotated Code of Maryland which provides that education matters that impact the counties shall be under the control of the county board of education.

The Prince George's County Board of Education **Supports:**

- The Board's governance of education policy which is fundamental to an effective public education system that promotes high standards of academic and fiscal accountability
- The Board's appointment authority for the Superintendent of Schools
- The Board's authority to govern its operation as a Board
- Continuation of local board authority over charter schools and to grant charters

The Prince George's County Board of Education **Opposes:**

- Legislation that reduces the autonomy of the Board and the Board's responsibility to determine Board policies
- Legislation that reduces the Board's governance, budgetary authority, and ability to respond to its constituency on issues under its authority
- Legislation that interferes with the Board's authority to negotiate a contract with its Superintendent

Implementation of the Blueprint

The Blueprint of Maryland's Future mandates significant amount of state funding to support the development and phase-in of required programs, such as Early Childhood Education, High-Quality and Diverse Teachers and Leaders, College and Career Readiness Pathways, Resources to Ensure that All Students are Successful, and Governance and Accountability. The state funding, however, is not sufficient to accomplish the mandated reforms. Increased funding is important as PGCPs struggles to budget for all personnel and operation expenses, and rising costs driven by inflation and staffing shortages.

The core structural intent of the Blueprint for Maryland's Future is to deliver targeted, supplemental resources to high-need populations via Student-Based Budgeting (SBB) formulas. However, the current framework risks compromising PGCPs's general funding model by operating under a flawed assumption: that special program staffing, such as IB, Science/Tech, Immersion, and Visual & Performing Arts, is naturally absorbed into a school's baseline SBB allocation.

The Prince George's County Board of Education Supports:

- Streamlined specific Blueprint programs to enhance operational flexibility and reduce targeted categorical funding
- Limiting the requirements that are attached to Blueprint funding
- More local control over Blueprint initiatives
- Mandates tied to instructional programming that include adequate funding and realistic implementation timelines
- Increased state support in math, including expanded professional learning opportunities, funding for dedicated math coaches, coaching resources, and math intervention options
- Further state analysis of National Board Certification (NBC) attainment to student outcomes with a focus on the impact for high-poverty schools

The Prince George's County Board of Education Opposes:

- Increased requirements attached to Blueprint funding
- Increased targeted categorical funding
- Reduced Blueprint funding
- Reduced Community Schools personnel funding

Adequate Funding

Adequate funding is critical to improving student performance and well-being, eliminating achievement and opportunity gaps, preparing students to be college and career ready, providing students and staff with safe learning environments, and delivering professional development programs that improve teacher quality.

Existing Foundation allocations are inadequate to sustain standard school operations. Consequently, school systems are forced to supplement Foundation dollars with Compensatory Education (Comp Ed) and Multilingual Learner (ML) funds to support basic operational needs and maintain compliance with the Minimum School Funding mandate. Furthermore, special education funding falls short of the amount required to fulfill legally mandated services for students with disabilities. To cover required program provisions, special education resources must be augmented by other funding streams, such as Comp Ed and ML.

State and local funding frequently does not reflect the increased costs to school systems for complying with new mandates. Subsequently, unfunded mandates require compliance without providing adequate funding to cover the costs of implementation. This creates a financial burden on local school systems, often forcing them to reallocate resources and cut programs that contribute to providing students an environment to thrive academically and personally.

Additionally, the possibility of lower federal allocations for Title I through Title IV grants is a major concern for all LEAs. Reduction or elimination of these funds would hinder the Board's ability to provide adequate and equitable programs and services for the students attending Prince George's County Public Schools.

The Prince George's County Board of Education **Supports:**

- Adequate funding to fully implement the Blueprint mandates
- Increased Per Pupil Foundation funding to directly address several key areas where current allocations fall short of our actual operational costs and unfunded needs:
 - Transportation Deficit: State categorical funding covers only a portion of our actual costs to transport all eligible students. Supplemental Foundation dollars would help bridge this significant deficit and stabilize our transit operations without diverting funds from direct instructional budgets.
 - Class Size Reduction: Investing extra per-pupil dollars directly into personnel would lower student-teacher ratios, creating more manageable environments for teachers and improving classroom outcomes.
 - HR & Recruitment Infrastructure: Enhanced funding would support competitive staffing strategies, streamline recruiting, and improve retention pipelines to address critical vacancies.
 - Safety & Security: Additional flexible funding would allow us to strengthen campus security infrastructure, update emergency response systems, and expand safety personnel across schools.

- Increased special education funding or differentiated funding that accounts for differences in the needs of students with disabilities
- Adjustments to Minimum School Funding reporting guidelines, permitting Local Education Agencies (LEAs) to submit aggregate reporting by school rather than itemizing per program per school, particularly given that most LEAs encounter shared challenges regarding inadequate foundation and special education funding
- Delayed implementation of the Time to Care Act
- Funding and resources to accompany new legislation
- Legislation transferring the operational oversight and financial responsibility of the Office of Integrity and Compliance (OIC) directly to Prince George's County

The Prince George's County Board of Education Opposes:

- Legislation that results in unfunded mandates
- Legislation that reduces funding that directly supports access to high-quality prekindergarten
- Legislation that restricts the use of contracted services or mandates additional state administrative responsibilities to contract for services needed to support the operation of the school system and remain in compliance with state and federal legal requirements
- Legislation that mandates that the school system act as a passthrough for state funding of local workforce development boards for middle and high school career counseling
- Tracking and reporting Blueprint expenditures by each Blueprint program vs. Blueprint expenditures by school
- Legislation that does not include a thorough analysis of implementation costs, staffing needs, or realistic timelines. Legislative mandates must be accompanied by appropriate funding and operational support
- Legislation that repeals limits on fees attorneys may charge or receive in an action of damages arising out of a claim or claims of sexual abuse of a minor
- Legislation that mandates the use of funds earmarked to educate our students to fund grants for non-profit organizations to support private daycare providers

Recruitment & Retention

PGCPS is committed to recruiting and retaining a diverse group of educators who exemplify excellence and inspire others to achieve greatness. The Board recognizes that attracting and retaining highly effective teachers is crucial to developing world-class talent in our students and providing every PGCPS student with a premier education. This education is defined by innovative, relevant, and accessible learning experiences that foster 21st century skills.

The Board also emphasizes the importance of legislation that provides incentives to attract and retain highly qualified educators, related service providers, and support staff, ensuring educational excellence and equity for all.

The Prince George's County Board of Education **Supports:**

- Legislation that would make June 15 the deadline for teachers to resign without being in breach of contract, which by doing this, LEAs would know at the beginning of the summer what vacancies needed to be filled and there is a greater chance of filling those vacancies earlier in the summer
- Legislation that allows students in the Education field to obtain students loans which if they work as a teacher for so many years following graduation, they will not have to pay back
- Legislation that authorizes certified driver trainers to administer the Commercial Driver's License (CDL) learning permit test to prospective bus drivers. Current MVA scheduling requirements creates delays in onboarding new bus drivers, which directly impacts PGCPS' ability to address driver shortages and maintain reliable service
- Legislation that creates expedited reciprocity and provisional Maryland credentials for qualified special education teachers, behavior analysts, school psychologists, speech-language pathologists, occupational therapists, and other shortage professionals who are already credentialed in another state; establish clear state processing timelines for shortage occupations

Curriculum and Instruction

The Maryland State Board of Education, rather than the legislature, are responsible for setting curriculum standards. The local board is responsible for selecting and implementing standards-based curriculum and selecting textbooks and instructional materials that align with local values and priorities. The Board supports local decision-making authority and believes that it is critical that the Board and the Superintendent maintain this authority to allow PGCPs' highly qualified staff to develop curriculum relevant to the needs of students attending PGCPs and the Board to review instructional materials with the input of the community.

The Prince George's County Board of Education **Supports:**

- Legislation that provides increased funding and supports for literacy instruction and interventions
- Legislation that provides budget allocations for increased staffing for mediation services, interventions and student assessment. Expanded responsibilities and growing complexity in these areas require dedicated personnel to ensure regulatory compliance, reduce process delays, and deliver timely support for student success
- Given the constrained federal funding available through Title II (Professional Development) and Title III (Multilingual Learners), state legislation prioritizing dedicated funding for these areas to ensure equitable educational outcomes (See Appendix B)
- Legislation that mandates targeting instructional programming that provides sufficient fiscal resources and realistic implementation schedules to ensure successful district compliance
- Additional funding to ensure equitable access to high-quality postsecondary opportunities, dual enrollment and industry-recognized credentials (See Appendix C)

The Prince George's County Board of Education **Opposes:**

- Legislation that requires LEAs to manage the complex oversight of private childcare providers without dedicated state funding and operational resources to provide support. Assigning this role to LEAs risks diluting the focus, funding, and capacity needed to deliver high-quality public prekindergarten programs and meet core priorities
- Legislation that holds LEAs liable for the actions of private providers. While LEAs can collaborate with private providers, they lack the legal authority and operational oversight to monitor or control their day-to-day operations
- Legislation that imposes non-instructional mandates on LEAs. Amid ongoing staffing shortages and operational challenges, LEAs must remain focused on their core mission: delivering high-quality education to students
- Legislation that mandates that PGCPs use funds dedicated to educate students attending PGCPs to support grants that support private daycare provider establishments

Special Education

PGCPS places a high priority on ensuring that students with disabilities receive high quality special education programs and instruction that meet the unique needs of each student. Funding for special education is a vital component of ensuring that all students, regardless of their abilities, have access to a high quality education. Access to appropriate funding allows schools to provide essential services and supports that improve educational outcomes for students with disabilities.

While the Individuals with Disabilities Education Act (IDEA) mandates that the federal government cover 40% of the costs for educating students with disabilities, federal funding practically covers only around 15%. This shortfall leaves the state and local government to cover the remaining costs.

Any reduction in special education funding could have a disproportionate fiscal impact because many special education costs are mandated and cannot simply be eliminated when funding is reduced. Reducing state funding would shift costs to the local jurisdiction or result in reductions of services in other areas of PGCPS. The special education funds that are received are essential to maintaining the personnel, programs, related services, specialized supports, and placements required to meet the individual needs of students with disabilities.

The Prince George's County Board of Education **Supports:**

- Protections and increases in funding to support high-quality special education services. Given the limited access to federal grant funding for students receiving special education services, it is critical that future legislation prioritize state funding to support equitable outcomes (See Appendix A)
- A joint state legislative resolution requiring the federal government to contribute 40% of the cost for educating students with disabilities
- Increases in the state's share of the total costs of non-public placements of students with disabilities
- A weighted special education funding formula that provides per-pupil allocations based on intensity, complexity, and level of support required to meet the individual needs of students with disabilities
- Targeting high workloads and administrative demands that are often responsible for increased special educator vacancies
- Incentives to attract highly qualified special education teachers, related service providers, and support personnel to ensure the provision of appropriate services

- Mandates that are accompanied by sustainable funding, reasonable implementation timelines, clear definitions, statewide infrastructure, and alignment with the Individuals with Disabilities Education Act (IDEA) and Maryland regulations
- Expanded Medicaid eligible services and a simplified statewide process for LEAs to identify, document, claim and recover every allowable federal Medicaid dollar for IEP and IFSP services
- The elimination of duplicative requirements and moving toward a single state reporting system

The Prince George's County Board of Education Opposes:

- Unfunded mandates to provide additional special services
- Duplicative mandates that divert limited special education resources from direct services to students
- Reduction in special education funding
- Any decisions that automatically find a student eligible for special education services based on a medical diagnosis, which does not align with the IDEA
- Any legislation that mandates services outside of the IEP team process

Multilingual Students

The September 2026 enrollment data indicates that 42% of the PGCPs student population was Hispanic/Latino. This percentage is significant and numerous complexities are involved for ensuring students develop a level of academic language proficiency which allows them to master the academic content.

The Prince George's County Board of Education Supports:

- Sufficient funding to tackle academic language proficiency challenges and develop support systems that meet the varied needs of multilingual learners (See Appendix B)
- Funding to expand access to counseling services, dedicated newcomer programs, integrated academic interventions designed to foster both language development and social-emotional growth, and professional development for teachers

The Prince George's County Board of Education Opposes:

- Reduction in funding for services for multilingual students
- Unfunded mandates

Student Support and Welfare

PGCPS strives to provide a safe environment for students that fosters a culture of care and a climate of mutual respect, cultural responsiveness, and attentiveness to the overall physical and psychological well-being of every student. A safe school environment promotes emotional well-being which is directly linked to better academic performance, increased motivation, and a positive attitude toward school.

Cultivating learning environments where all students develop the skills to make positive and healthy decisions that support personal well-being and constructive social behavior, and aligns with PGCPS key beliefs about students, learning, stakeholder responsibility, and the elements necessary to achieve equity and excellence in education.

The Prince George's County Board of Education **Supports:**

- Funding and resources to accompany any new legislation
- Funding to hire staff to provide the administrative support that is needed to provide the services to students from the variety of organizations that are a part of the Maryland Consortium on Coordinated Community Services
- Funding to increase the ratio of mental health clinicians to students so that we are more equitable in providing these services to students in all our schools, not just Community Schools
- Funding to support reductions in federal funding through the Title IV grant, which is used to provide mental health services to our students
- Legislation that holds parents who receive state assistance accountable for their child's attendance in school
- Funding to provide every school a restorative approaches coordinator and climate and culture coordinator to deliver the necessary professional development needed for staff to provide a safe and supportive learning environment for students
- Additional funding for more school psychologists to conduct the legally mandated assessments required through the IEP process to ensure that students with disabilities receive the appropriate special education services
- Establish state-level requirements for the credential-appropriate supervision, observation, and evaluation of professional school counselors, ensuring alignment with the structures used for other school-based helping professionals, such as psychologists, nurses, mental health clinicians, and pupil personnel workers

- Additional funding for addiction counselors to support students with drug addiction
- Budget enhancements for the provision of professional development outside of the school day for teachers, counselors, and for resources regarding behavioral health issues, Multi-Tiered System of Supports (MTSS) which is a COMAR mandate, restorative practices, de-escalation techniques, trauma-informed interventions, etc.

The Prince George's County Board of Education Opposes:

- Legislation mandating start times for students (earlier or later)
- Legislation attempting to address student safety concerns that imposes unfunded mandates on local boards of education
- Legislation that would prohibit or require certain disciplinary actions, such as various student suspensions, thereby limiting the local board's authority to ensure the safety of all students and staff
- Legislation that restricts or eliminates the ability of schools to contract for services
- Systems being mandated to provide students with Narcan which require continuous funding for initial and restock for expired supply

Construction and Facilities

Despite innovative solutions like the nation's first public school P3 program and the Built to Learn Act, PGCPs faces a substantial challenge in facility modernization. PGCPs requires **\$570 million annually** to ensure every student has a modernized seat. On average, PGCPs receives only **\$180 million per year** (state + county), resulting in an annual funding gap of \$390 million. The statewide school construction funding shortfall is reported by the Interagency Commission on School Construction (IAC) to be **\$500 million** short of the actual need. The initial \$8.5 billion plan (2016 estimate) to modernize all 200+ facilities is now estimated to cost **\$20 billion**.

Additionally, more than half of PGCPs's 200+ schools are over 40 years old, requiring essential repairs to ensure safe and effective learning environments. The average age of our buildings is **48 years**, making it the second oldest portfolio in Maryland. Essential repairs include making schools fully accessible, removing hazardous materials, fixing outdated HVAC systems, upgrading electrical systems, improving security features, correcting code violations, and replacing failing roofs and windows. Maintenance and building needs amount to **\$570 million per year**, but only an average of **\$180 million per year** is received. The **Facility Condition Index (FCI)** is **56.8%**, meaning the required fixes are equivalent to 56.8% of the cost to build a new facility.

The cost of designing, building, and renovating schools has significantly increased, but state funding formulas have not kept pace.

State funding for school construction must reflect modern costs. Without adjustments to cost-per-square-foot formulas and capital allocations, projects risk delays, cost overruns, or being scaled back, which negatively impacts students and educators.

The Prince George's County Board of Education **Supports:**

- The adoption of funding allocations and formulas that reflect true need and provide for equity, ensuring that a high-need district like PGCPs—with the second-largest student population and some of the state's oldest facilities—can compete fairly for resources
- Increased funding through the Aging Schools Program and targeted capital grants (The current \$1.2 million annually provided by the state in this category is inadequate for a district with so many aging buildings that must remain open and safe while awaiting full replacement or renovation.)
- Adjusted state funding formulas to reflect the true cost of modern construction to prevent project delays and ensure facilities are delivered as designed for the benefit of our students

Safe and Secure Environments for Students and Staff

Maintaining safe and secure learning and work environments for students and staff is critically important to student learning and workplace productivity. We seek sustained legislative support and expanded grant funding to invest in advanced security technology, enhanced infrastructure, and personnel to secure our schools and surrounding areas.

The Prince George's County Board of Education Supports:

- Continuation and expansion of the School Safety Grant Program and the Safe to Learn grant funding
- Funding for expanded advanced security technology and staffing
- Funding for the integration of security in modernization and Infrastructure
- Funding for enhanced pedestrian safety infrastructure and support staff coordination to ensure students have a secure journey to and from school

The Prince George's County Board of Education Opposes:

- Unfunded mandates

Sustainability

The Board of Education of Prince George's County (Board) acknowledges that actionable, cost effective solutions currently exist to reduce energy used by buildings and transportation managed by PGCPs. The Board is committed to generating renewable onsite energy sources at buildings, monitoring and reporting electricity used from renewable energy sources, replacing infrastructure and vehicles with zero emissions alternatives, and reducing food-related greenhouse gas emissions, among other solutions.

The Climate Change Action Plan (CCAP), created by a workgroup made of environmental experts, lawmakers, Board members, staff and students, reviews how PGCPs can make different decisions that will lessen the school system's impact on the environment and be more resilient to the negative effects of climate change. The CCAP documents progress to date in advancing climate action across three important broad topic areas: 1) advancing internal systems in PGCPs operations so that its systems and processes are as climate-friendly as possible; 2) reducing PGCPs contributions to greenhouse gas emissions; and 3) preparing PGCPs and the community for resiliency through impacts of a changing climate.

The Prince George's County Board of Education **Supports:**

- Funding to support the implementation of the Climate Change Action Plan (In the past, PGCPs relied on federal sources of funding, but now we will need to rely on state funding and available state grants.)
- Funding to support electric school buses and the electric infrastructure
- Funding for submetering/energy dashboards, which are critical in providing real-time energy monitoring and alerts to identify anomalies/overages before they become billable (Submetering/energy dashboards could reduce these costs significantly.)

Information Technology

Information technology plays a crucial role in enhancing the educational experience for students, improving administrative efficiency, and preparing learnings for a technology-driven world. Schools utilize IT across various aspects of education, from classroom learning to administrative tasks, helping to create more interactive, efficient, and accessible learning environments. State government support in IT for school systems is vital to building an equitable, secure, and future ready education system. Investments in infrastructure, professional development, cybersecurity, digital equity, and innovative technologies can aid schools in fully integrating IT into classrooms and administrative processes.

The Prince George's County Board of Education **Supports:**

- State level standardized technology agreements for LEAs to utilize when procuring software to ensure the safety and privacy of students and staff, and the protection of their data
- MSDE facilitating and organizing a repository of technology tools that have been evaluated for accessibility and provides the results of an accessibility assessment
- Adequate funding to support technology

Charter Schools

The Maryland Public Charter School Act of 2003 and the Public Charter School Improvement Act of 2015 established an alternative means within the existing public schools to provide innovated learning opportunities and creative educational approaches to improve student education. PGCPs offers a wide variety of specialty schools and programs that concentrate on providing instruction to students on a particular subject area utilizing specialized instructional methodologies. The Board acknowledges that public charter schools may provide opportunities for students beyond what PGCPs offers. The Board appreciates having the legal authority over charter schools and being the sole public charting entity for granting a charter; however, it is insistent that charter schools are required to comply with the same federal and state fiscal responsibility and accountability laws that apply to public schools.

The Prince George's County Board of Education Supports:

- High academic accountability for all charter schools
- Continuation of local board authority over charter schools and to grant charters
- Requirement for charter schools to comply with federal and state laws governing public schools, including fiscal accountability
- Employees of charter schools must be employees of the school system, including compensation and certification requirements consistent with other public schools
- Legislation that allows local school systems to set a due date for charter school applications to allow school districts adequate planning time to address financial, staffing, transportation, and scheduling needs
- Legislation to clarify ownership of charter school assets that have been purchased with public funds

The Prince George's County Board of Education Opposes:

- Increased funding allocations for charter schools that further exacerbate provisional funding inequities, creating systemic financial strain and operational imbalances between charter and traditional public schools
- Providing funding to public charter schools for eligible expenses associated with public charter school facilities
- Legislation that would limit the Board's primary chartering authority and weaken requirements for academic and fiscal accountability to the Board
- Legislation that creates blanket waivers for charter schools that releases charter schools from State law and the local board policies and the school system's administrative procedures



Special Education Funding Needs

APPENDIX A

1. Expansion of Autism Programs

- a. **Need:** \$5,433,761.12 annually (This is an increase of \$3,055,503.06.)
- b. **Action:** Fund the expansion of autism program classrooms, providing a therapeutic model with specialized instruction and behavior supports, including 30 teachers and 40 support staff.
- c. **Rationale:** Investment is urgently needed to address the substantial growth in the population of students with autism. The number of students with autism has grown from 1,617 in 2013 to 4,438 in 2026, representing a 174.5% increase of 2,821 students. Autism enrollment has risen by an average of 217 students per year and now represents 26.6% of the total special education population.
- d. **Alignment to Blueprint Pillars:** 2 and 4

2. Augmenting Early Childhood Services

- a. **Need:** \$2,071,960.28 annually (This is a decrease of \$389,404.97.)
- b. **Action:** This funding will support the creation of additional early childhood classrooms, which will fund 15 teachers and 10 support staff.
- c. **Rationale:** The need for early intervention and classroom space is expanding significantly, requiring immediate action to support young learners. Infants and Toddlers Program enrollment grew 20% (from 1,451 to 1,748), and Preschool Child Find referrals increased by 77% (from 412 to 729). Early childhood enrollment grew from 1,514 students in 2018 to 1,609 in 2025.
- d. **Alignment to Blueprint Pillars:** 1, 2, and 4

3. Intervention Teachers for Achievement Gaps and Inclusion

- a. **Need:** \$1,955,235.00 annually (This is an increase of \$46,880.66.)
- b. **Action:** This funding will support 15 intervention teachers to support students in general education settings, implement specially designed instruction (such as reading and math interventions and accommodations), and help close achievement gaps.
- c. **Rationale:** With a growing student population and a high rate of inclusion, more dedicated support is necessary to ensure success in general education settings. PGCPs's special education student population has increased by over 500 students in the last school year. 72.8% of these students receive special education services in general education classrooms.
- d. **Alignment to Blueprint Pillars:** 2 and 4

4. Enhancing Compliance and Teacher Support

- a. **Need:** \$3,210,731 annually (This is an increase of \$30,140.44.)
- b. **Action:** This funding is for adding Individualized Education Program (IEP) Facilitators at elementary schools. This investment directly addresses administrative burdens, case manager workloads, and strengthens the integrity of the special education process, leading to long-term cost efficiency.
- c. **Rationale:** Facilitators ensure accuracy, timeliness, and consistency in IEP development, which reduces the risk of findings, complaints, and costly corrective actions. These facilitators also strengthen compliance with federal and state special education requirements and reduce paperwork burdens on teachers, allowing them to focus more time on instruction and student support. This investment directly supports instructional quality, family engagement, and long-term cost efficiency.
- d. **Alignment to Blueprint Pillars:** 1, 2, and 4



Programs to Address Multilingual Students' Academic Achievement Challenges

1. Expansion of Multilingual Learner Family Engagement Team

- a. **Need:** \$305,037 annually
- b. **Action:** Fund the expansion of the Multilingual Learner Family Engagement Team to include three Coordinators for targeted support to schools and families, enhancing ML family engagement.
- c. **Rationale:** To support the over 33,000 families of MLs, implement a more robust ML family engagement team from one specialist to a team of four that would expand districtwide offerings and offer more regular support for schools to engage families of MLs. Currently, the English Language Development (ELD) Office has one ML family engagement specialist supporting over 33,000 MLs and their families across more than 200 schools.
- d. **Alignment to Blueprint Pillars:** 1, 2, 3, and 4

APPENDIX B

2. STAMP Testing for the Seal of Biliteracy for Multilingual Learners

- a. **Need:** \$100,000 annually to assess 12th-grade MLs; \$469,028 annually to assess 9th - 12th grade MLs.
- b. **Action:** Funding to provide native language testing for multilingual learners who have met the English expectation for the Seal of Biliteracy, to increase the number of multilingual learners earning the Seal of Biliteracy.
- c. **Rationale:** Given the number of multilingual learners across the district, it is recommended to expand access to dual-language programs for elementary students in schools with 50% or more of students who are native speakers of the same language. Expanding dual-language elementary programs by adding two new schools per year over the next five years, with the potential to continue growth beyond that timeline. Each program would begin with kindergarten and expand by one grade level annually, ensuring a strong foundation and continuity for students as they progress.
- d. **Alignment to Blueprint Pillars:** 2 and 3

3. Expansion of Immersion Programs Targeting Schools with High ELD Populations

- a. **Need:** \$3,637,238.38 over five years
- b. **Action:** Expanding dual-language elementary programs by adding two new schools per year over the next five years, with the potential to continue growth beyond that timeline. Each program would begin with kindergarten and expand by one grade level annually, ensuring a strong foundation and continuity for students as they progress.
- c. **Rationale:** Due to the large number of multilingual learners throughout the district, it is recommended to expand access to dual-language programs for elementary students in schools with 50% or more native speakers of the same language.
- d. **Alignment to Blueprint Pillars:** 2 and 3



Career and Technical Education – Dual Enrollment Post-College Career Readiness (CCR) Pathways

The Prince George's County Board of Education **Supports:**

- **Funding for the Expansion of Dual Enrollment Post-CCR Pathways**
 - **Need:** \$3.2 million annually
 - **Action:** This funding will support College and Career Readiness (CCR) pathways as the number of students achieving CCR continues to grow. Additional funding beyond existing Blueprint allocations is needed to ensure equitable access to high-quality postsecondary opportunities, dual enrollment and industry-recognized credentials, as current funding does not fully cover the increasing costs of these rigorous programs.
 - **Rationale:** The need for funding to support the Dual Enrollment Post-CCR pathway continues to grow as student participation increases and tuition costs vary among college and university partners. Participation has increased from 49% (3,249 of 6,530 eligible students) in SY25 to 53% (3,785 of 7,182 eligible students) in SY26. This growth, combined with varying tuition rates across partner institutions, requires additional funding to ensure all eligible students have equitable access to dual enrollment opportunities.
 - **Alignment to Blueprint Pillar:** 3

APPENDIX C

