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*FY 2027 Board of Education Proposed Operating Budget Q & A
Questions from Prince George's County Council
Budget and Policy Analysis Division*

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*Prince George’s County Council
Budget and Policy Analysis Division*

**BOARD OF EDUCATION
Prince George’s County Public Schools
FY 2027 Budget Review
Operating Budget
First Round Questions**

We are submitting a request for budgetary information to facilitate an efficient and effective budget review and reporting process. Please respond to the questions and complete the following tables with the appropriate information. In some cases, we have populated the tables with available known data. If the tables need to be re-sized or modified to accommodate additional information, please feel free to do so.

SECTION I. BUDGET

REVENUE

1. Discuss the federal, State and County legal requirements outlined in the Fiscal Highlights section on page 13.

PGCPS has mandatory costs that are required by law and support contract commitments. These costs cover employee negotiated contracts for compensation, state retirement and leave obligations, Blueprint legislation mandates, and other essential support. The increase in mandatory costs for FY 2027 totals \$150,374,259 as outlined in the Superintendent’s Proposed Budget. Please see the breakdown below:

EXPENDITURES	FTE Change	Amount Change	Total Budget
FY 2026 Revised Operating Budget	19,985.13		2,958,673,629
<u>Mandatory Costs:</u>			
Employer Obligations:			
Compensation Negotiated Commitments	-	95,176,209	
	0.00	\$ 95,176,209	
Internal Services and Other Essential Support:			
Other Post Employment Benefit Liability (OPEB)	-	15,000,000	
Salary Lapse Adjustment		40,000,000	
Workforce Development Partnerships (Blueprint Mandate)	-	198,050	
	0.00	\$ 55,198,050	
Total Mandatory Costs	0.00		150,374,259

2. What is the plan for maintaining continuity of funding for the most essential services considering anticipated financial shortfalls over the next fiscal year?

Our plan to maintain continuity of essential services amid anticipated fiscal shortfalls is grounded in prioritization, stabilization, and disciplined cost management—building on the significant step already taken to reduce approximately \$148 million from the budget.

The district will continue to protect core, student-facing services, including classroom instruction, special education, student health and safety, and transportation. Critical school-based and centrally managed positions will remain prioritized to ensure uninterrupted school operations.

To manage the gap, PGCPS will strategically use one-time resources where appropriate, while avoiding long-term reliance on temporary funds. Additional savings will come from phasing back non-essential spending, delaying new initiatives, and tightening central office and contractual costs. We will also leverage vacancy management and attrition to minimize staffing impacts, while aligning resources more closely with enrollment trends and student needs.

Overall, the approach ensures that—even after cutting \$148 million—PGCPS remains focused on sustaining essential services for students while making targeted, responsible adjustments elsewhere.

REVENUE - FEDERAL SOURCES

3. Identify and quantify any known or anticipated operational or fiscal impacts the proposed federal changes or other action taken or being considered by the federal government may have on the PGCPS’s programs and operations.

The table below quantifies the federal funding and potential impact to PGCPS if proposed federal changes are implemented:

Fund Type	FY26 Approved	% of Federal Funding	FY27 Proposed	% of Federal Funding
Federal Grants				
Federal Formula Grant Program (Passthrough MSDE)	\$ 82,973,930	60%	\$ 72,544,574	62%
Special Education - (Passthrough MSDE)	\$ 30,031,458	22%	\$ 30,121,319	26%
Special Education - Medicaid Reimbursement	\$ 13,770,238	10%	\$ 6,000,000	5%
Other Special Education Grants	\$ 3,485,767	3%	\$ 3,709,255	3%
JROTC -Federal Share	\$ 1,493,466	1%	\$ 1,621,077	1%
Competitive Grants	\$ 3,084,819	2%	\$ 770,000	1%
Other Federal Restricted Grants	\$ 2,641,615	2%	\$ 2,641,412	2%
Total Federal Funds	\$ 137,481,293	100%	\$ 117,407,637	100%

Current executive orders have dismantled the U.S. Department of Education transferring many of its core functions and operations to other federal agencies such as the U.S. Department of Labor and Health and Human Services. Downsizing staff has also been a part of this shift that could also later include a new oversight framework that would potentially consolidate federal formula entitlement grants that are pass-through awards to states. PGCPS will continue to monitor these and other developments from updates provided by the Maryland State Department of Education.

4. Discuss the decrease in 'Federal Restricted Grants' (Superintendent's FY 2027 Requested Budget Book, page 27). What programs did these grants fund?

The net decrease of (\$20m) in Federal Restricted Grants Revenue in the FY2027 Requested Budget is driven by a projected decrease in Title I Part A., grant (\$5.5m); in addition to estimated reductions of multi-year carryover for federal Entitlement Grants (\$4.6m), Medicaid (\$7.7m), EPA School Bus Rebate Program (\$2.0m), and other discretionary federal programs (\$0.2m).

REVENUE - STATE SOURCES

5. Identify and quantify any known or anticipated operational or fiscal impacts that the proposed Maryland State budget or other action taken or being considered by the Maryland General Assembly may have on PGCPS's programs and operations.

The proposed FY27 Maryland State budget and actions under consideration by the Maryland General Assembly present several fiscal and operational impacts to PGCPS.

State budget legislation (HB 390 / SB 282) is designed to address a significant state deficit and includes constrained growth in education funding, limiting anticipated increases in state aid. In addition, proposed Blueprint for Maryland's Future adjustments—including potential per-pupil funding changes and program delays—could result in tens of millions in reduced or deferred funding to local school systems, including PGCPS.

Several bills may further impact revenues and costs. SB 311 (Blueprint revisions) may shift the timing and distribution of funding for high-need students. SB 350 (open enrollment) introduces potential enrollment and funding volatility as dollars follow students across jurisdictions. SB 712 (FTE count changes) could alter how enrollment is calculated, creating uncertainty in state aid projections. HB 1204

(Education Savings Accounts) could divert public education funding to nonpublic options, reducing available resources.

Additionally, SB 863 / HB 1013 - Prince George's County Special Education Service Delivery, Transparency, and Accountability Act establishes a new local mandate requiring expanded special education staffing, enhanced reporting, and oversight. While primarily impacting FY28 and beyond, it is expected to create ongoing costs in the millions annually, adding to the district's structural fiscal pressures.

Overall, these proposals constrain revenue growth, introduce funding uncertainty, and increase cost obligations—requiring PGCPs to maintain a cautious, stability-focused financial plan while continuing to prioritize essential student services.

REVENUE - BOARD SOURCES

6. Discuss the 'Restricted' Board Sources. What programs do these fund, and what accounts for the 23% increase? (Superintendent's FY 2027 Requested Budget Book, page 28).

The increase of 23% in the FY27 Restricted Board Sources is driven by forecasted estimates for future mini-grants and carryover from private organizations and foundations that have continued prior years of deferred revenue balances.

REVENUE - COUNTY CONTRIBUTION

7. Explain the \$50.1 million requested above the minimum contribution requirement in FY 2027 (Superintendent's FY 2027 Requested Budget Book, page 26).

To bridge this structural deficit and pivot from crisis management to sustainable operations, we are requesting a total of \$50 million from the County, allocated into two distinct categories:

- \$17 Million to Restore Financial Stability: This exact amount is required to close the essential services shortfall. It ensures we can meet our mandatory obligations without defaulting on contracts or triggering catastrophic service failures.
- \$33 Million to Fund Strategic Accelerants: Survival alone is not a sustainable long-term strategy. This portion of the request is dedicated to targeted investments and "accelerants" that will drive future efficiency, modernize our infrastructure, and improve community outcomes. Funding

these accelerants now will reduce our long-term reliance on emergency county funding in the future.

In short, the \$50.1 million above the minimum requirement is a "stabilization" request. It bridges the gap between the bare minimum required by law and the actual cost of doing business, honoring compensation agreements, and protecting classroom instruction.

8. Discuss the \$4.6 million 'Restricted' County Contribution listed under 'Unrestricted.' What programs are funded with this allocation? (Superintendent's FY 2027 Requested Budget Book, page 28).

The minimum local share of the Blueprint Programs, totaling \$4,626,073 in Restricted County Contribution, is allocated across three specific programs: College Career Ready (\$2,507,138), Career Ladder Grant (\$2,056,845), and Blueprint Coordinator Grant (\$62,093).

9. Discuss the \$3.9 million in 'Restricted' - 'County Restricted Other Agencies' listed under 'Unrestricted.' What programs are funded with this allocation? (Superintendent's FY 2027 Requested Budget Book, page 28).

The \$3.9 million designated as Restricted - County Restricted Other Agencies funds the following initiatives:

- JROTC Local Cost Share (\$3.7 million): This amount covers the portion of instructor salaries and fringe benefits not fully financed by the federal minimum instructor pay formula.
- Adolescent Single Parenting Grant (\$185,000): Awarded by the County Department of Social Services, this grant supports pregnant and parenting teenagers. Its goal is to mitigate the risk of future child abuse and neglect by enhancing parenting skills, boosting self-esteem, facilitating career exploration and job readiness, and ultimately lowering subsequent pregnancy rates.

REVENUE - FUND BALANCE

10. In FY 2026, \$95 million was budgeted for the Fund Balance. Is this amount expected to be expended entirely by the end of the fiscal year? If not, provide the amount estimated to remain within the Fund Balance (Superintendent's FY 2027 Requested Budget Book, page 23).

Government Accounting Standards Board Statement Number 54 (GASB 54) is the primary guidance for fund balance reporting. This statement highly regulates the reporting of fund balance, clarifies precisely how balances must be designated to specific purposes, and establishes fund balance classifications.

Below is the General Fund Balance as of June 30, 2025, (displayed within in the GASB 54 categories):

- Restricted: \$0
- Non-spendable: \$5,706,922 (for non-capital inventories and prepaid expenses)
- Committed: \$0
- Assigned: \$175,025,392 (assigned to the “use of fund balance” amount that is included in the FY26 Approved Operating Budget to close the gap between revenues and expenditures, open encumbrances as of June 30, 2025, future specific one-time expenses, and special project funds)
- Unassigned: \$35,957,360

Per a statement by the Government Finance Officers Association (GFOA), “GFOA at a minimum, that general-purpose governments, regardless of size, maintain unrestricted budgetary fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures.”

Based on this standard, PGCPS is well below the recommended level of unrestricted fund balance (consisting of assigned and unassigned fund balances). The June 30, 2025 unrestricted general fund balance of \$210.9 million equates to 0.86 months of expenditures. An additional \$282 million would be required to meet the two-month best practice.

The FY27 anticipated fund balance will include the additional use of fund balance proposed in the FY 2027 Board of Education Budget of \$25 million. The Use of Fund Balance for FY 2027 represents year five of the plan to use fund balance through FY 2029 in order to sustain the salary increases in the previous negotiated agreements. In addition, funds assigned for future use will be set aside to stabilize the projected cost of increasing salaries resulting from more recent negotiated agreements with our labor partners. Furthermore, a portion of the fund balance is

anticipated to be assigned for encumbrances and unassigned use with a continued increase towards the two-month best practice standard.

PGCPS expects to fully utilize the allocated \$95 million for operating costs and strategic initiatives. However, PGCPS will require an additional \$38 million from the school system's fund balance to cover unexpected personnel budget pressures. This shortfall is due to a lower-than-projected salary lapse, meaning the anticipated savings from vacant positions were less than planned. This lower lapse is a direct result of PGCPS's successful, aggressive hiring campaign, which resulted in higher-than-projected staffing and a corresponding increase in salary and benefits obligations sooner than budgeted. The \$38 million will compensate for this budget deficit caused by the successful hiring efforts.

EXPENDITURES

11. Discuss the increases/decreases in Major Expenditure categories noted in the proposed operating budget (Superintendent's FY 2027 Requested Budget Book, page 32).

Administration

The FY 2027 Proposed Budget for the category of Administration provides for a decrease of (\$5.9) million primarily because of an increase in salaries and wages due to negotiated contract agreements, a reduction in salary lapse appropriation and offset by an increase in indirect cost recovery from both restricted and non-operating funds.

Mid-Level Administration

The FY 2027 Proposed Operating Budget for the category of Mid-Level Administration provides for an increase of \$8.8 million primarily because of an increase in salaries and wages due to negotiated contract agreements.

Instructional Salaries and Wages

The FY 2027 Proposed Budget in the category of Instructional Salaries and Wages increased in the amount of \$10.8 million primarily due to negotiated salary increases for instructional staff offset in a reduction of wages allocated for temporary and part-time staff.

Textbooks and Supplies

The FY 2027 Proposed Budget in the category of Textbooks and Supplies decreased in the amount of (\$8.6) million primarily due to a reduction in funds allocated for supplies and materials.

Other Instructional Costs

The category of Other Instructional Costs provided an increase of \$10.8 million mainly supporting contracted services to support and stabilize classrooms and a focus on early childhood learning

Special Education

The category of Special Education had an increase of \$22.5 million in the FY 2027 Proposed Budget. This increase provided for an initiative to increase staff and support staff in this area, as well as the negotiated salary increases for all staff. Additionally, it provided contracted services increases and day-to-day programs that will support a directive to focus on legal compliance, close service gaps, and reduce costly out-of-district placements

Student Personnel Services

The FY 2027 Proposed Budget in the category of Student Personnel Services decreased by (\$13.5) million mostly in contracted services relating to school based health clinics and a reduction in part-time wages associated with this category.

Student Health Services

The FY 2027 Proposed Budget in the category of Student Health Services increased by \$830,173 mostly in full time wages associated with negotiated salary increases.

Transportation

The FY 2027 Proposed Budget in the category of Transportation decreased by (\$2.1) million as a result of increased salaries and wages due to negotiated contract increases offset by a reduction in contracted services associated with this category.

Operation of Plant

The FY 2027 Proposed Budget in the category of Operation of Plant operations increased by \$10.1 million as a result of negotiated salary increases and increased appropriation set aside for utilities systemwide.

Maintenance of Plant

The FY 2027 Proposed Budget in the category of Maintenance of Plant realized reductions in the amount of (\$12.2) million mainly from reduced allocation in contracted services and supplies and materials for projects that were transferred to the CIP budget offset by negotiated salary increases for employees in this category.

Fixed Charges

The FY 2027 Proposed Budget in the category of Fixed Charges increased by \$16.0 million as a result of \$15 million set aside for the annual OPEB contribution and increases in employee benefits including Life Insurance which realized a rate increase when the RFP was awarded in FY 26.

Community Services

The FY 2027 Proposed Budget in the category of Community Services decreased by (\$1.6) million as a result of reduced allocation in restricted funds for Supplies and Materials.

12. Discuss the increase in 'Special Education' from \$170,861,235 in FY 2026 budget to \$201,550,384 in FY 2027 proposed budget and the decrease from 'Curriculum and Instruction'. (Superintendent's FY 2027 Requested Budget Book, page 34). Are these changes related? How will this loss of funding in curriculum and instruction affect PGCPS?

The FY 2027 proposed budget for the Department of Special Education reflects an overall increase due to rising costs associated with meeting federal and state-mandated services for students with disabilities. This increase is largely driven by several factors including the continued growth in the number of special education students requiring services, shortages of special education teachers and related service providers, and increased reliance on contracted services to meet requirements outlined in students' Individualized Education Plan (IEPs). In addition, costs associated with specialized placements, transportation, and other related services have continued to rise.

The decrease from Curriculum and Instruction is mainly driven by the ending of the ESSER III, Transitional Supplemental Instruction, and the ARP Tutoring and Supplemental Instruction grants in addition to a revalidation of carryover estimates from the Title II & Title III entitlement grants. Estimates for grant

allocations will be revalidated during the application submission process to ensure critical needs for students and staff are met in accordance with grant requirements.

The decrease from Curriculum and Instruction is mainly driven by the ending of the ESSER III, Transitional Supplemental Instruction, and the ARP Tutoring and Supplemental Instruction grants in addition to a revalidation of carryover estimates from the Title II & Title III entitlement grants. Estimates for grant allocations will be revalidated during the application submission process to ensure critical needs for students and staff are met in accordance with grant requirements.

13. Goal 3 emphasizes the importance PGCPs is placing on Workforce (\$1,088,500 increase) and Operational Excellence (\$4,246,964 increase). Discuss the expected organizational improvements in these areas due to increased funding.

Discuss the proposed decrease of \$18,855,667 in funding for student services under the 'School Support & Leadership category' (FY 2027 Superintendent's Proposed Budget, p. 35). What are the anticipated effects of this loss of funding?

PGCPs is strategically reallocating general operating expenses to maximize the use of Community School funds. Specifically, we propose shifting the funding for Pupil Personnel Workers and School-based Health Centers to the Community Schools budget for all eligible sites. We anticipate no impact to services rendered to students. Additional reductions include seven (7) vacant positions (\$485,830) and discretionary funds (\$3,398,395). We anticipate being able to sustain critical programs to students though personnel may shift to manage slightly larger caseloads. We will continue to seek grant funding for program components previously supported through discretionary funding where possible.

Office of Innovation and Performance

14. Discuss the significance of the Office of Innovation and Performance. What tasks are they performing outside of the scope of other offices?

Please see linked [Innovation and Performance Area Brief](#).

Curriculum and Instruction

15. Discuss the cuts made to the restricted funds of Salaries and Wages, and what effect this will have on the school system. (Superintendent’s FY27 Proposed Budget Book).

The reductions made to the restricted funds of salary and wages is a result of both the Transitional Supplemental Instruction and the ARP Tutoring and Supplemental Instruction grants ending in addition to a revalidation of carryover estimates from the Title II & Title III entitlement grants in the part-time areas of workshops, other stipends, hourly instruction, substitutes, and pay for instructional second assignments. Grant estimates will be revalidated during the application submission process to meet the critical needs for students and staff in accordance with grant requirements.

Instructional and Operational Support

16. For FY27, the proposed budget for Lease/Purchases – Non-Energy is \$9,132,652. In FY26, this figure was \$2,493,009 whereas in FY25 this figure was \$33,646,537 (Superintendent’s FY27 Proposed Budget Book, pg. 139). Discuss the variance in this item. Is this something that is expected to change on a year-to-year basis?

The decrease between FY25 and FY26 is due to the early payoff in FY 25 of the remaining four years of the FY 25 Lease Purchase Agreement (LPA). The increase between FY26 and FY27 is due to the increase in the principal. This can change based on early payoffs, the principal amount and/or the interest rate in effect for the fiscal year.

	FY25 Actual	FY26 Revised	FY 27 Proposed
Budget Amount	\$7,099,376	\$2,493,009	\$9,132,652
Amount Paid/Projected	\$33,646,537	\$2,493,009	\$9,132,652
Principal	\$33,155,838	\$11,643,510	\$31,211,334
No. of Yrs Paid/Budgeted	5	1	1

Special Education

17. Discuss the increase from \$14,214,306 to \$30,637,796 in 'Contracted Services Total'. (Superintendent's FY 2027 Requested Budget Book, page 144).

The FY 2027 proposed budget for contracted services within the Department of Special Education reflects an overall increase primarily due to ongoing shortages of certified special education teachers and related service personnel in prior years. These staffing shortages, combined with annual increases in student enrollment, have placed a significant strain on the district's ability to fully meet the service requirements outlined in students' Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).

As a result, service delivery in both comprehensive and specialized programs has been impacted. Additional funding was necessary to supplement staffing capacity through contracted services in order to meet federal and state mandates, mitigate legal exposure, and ensure that students with disabilities receive equitable access to instruction and related services.

Specialty Programs and the Arts

18. Discuss the decrease from \$1,286,893 to \$194,774 in 'Classroom Equipment/Furniture' (Superintendent's FY 2027 Requested Budget Book, page 149).

The decrease in Classroom Equipment/Furniture is due to the mandated targeted budget cuts. The budget reductions, totaling \$148M, is a necessary, system-wide adjustment to address projected financial shortfalls, not a change in priorities. This significant cut will impact the district's ability to replace aging furniture and acquire updated equipment, hindering the maintenance of modern learning environments.

ESSA & Title I

19. Discuss the decrease from \$3,892,442 to \$397,044 in 'Instructional Contracted Services (Superintendent's FY 2027 Requested Budget Book, page 159). How will this affect services under the Title I Act?

The decrease from \$3,892,442 to \$397,044 in Instructional Contracted Services is a portion of a preliminary forecasted estimated decrease to the overall projected FY2027 Title I funding level. Federal grant funding level estimates are usually received during the reconciliation portion of the budget development process. Award levels will be revalidated at that time as well as grant application

preparation which will ensure all the approved activities and initiatives for services to students in the Title I Program are covered. This projected reduction should have no impact on services to Title I students and families.

Other Fixed Charges

Technology Integration & Support (FY 2026 to FY 2027 Proposed)

20. Discuss the increase from no funding allocated to \$297,697 in 'Retirement/Pension - Teachers.' (Superintendent's FY 2027 Requested Budget Book, page 225).

In prior fiscal years, Retirement/Pension - Teachers, was budgeted centrally in the CFO cost center for all non-grant employees. However, in order to meet Blueprint Mandates going forward, a decision was made to allocate funding for this line item directly to the cost center level to which the employee's salary is charged.

Building Services

21. Discuss the \$1.5 million increase in 'Service Worker' from FY2025 to FY2027 (Superintendent's FY 2027 Requested Budget Book, page 246).

The \$1.5M increase in sub-object, 5252-Service Worker between the FY 2025 actual and the FY 2027 proposed is a result of negotiated wage increases for both FY 2026 and FY 2027 and a high number of vacancies in FY 2025 in this sub-object, (19.5 as of May, 2025 within this division.

22. Funding for contracted services has been decreasing over the past couple Fiscal Years (FY25-FY27). Discuss the projects that fall under these services. (Superintendent's FY 2027 Requested Budget Book, page 247).

Contracted services primarily address the maintenance and repair needs of the division's aging facilities. These projects include electrical repairs and upgrades, roofing maintenance and replacement, plumbing services, HVAC system repairs and servicing, grounds maintenance, carpentry work, and other on-demand repair services that arise throughout the year. Given the age and condition of many buildings, these services are critical to ensuring safe, functional, and code-compliant learning environments for students and staff.

In addition to general maintenance, contracted services funding also supports specialized work such as asbestos abatement and indoor air quality services. These services are particularly important for health, safety, and regulatory compliance. The budget further includes software services for the division's work order management system, which helps track, prioritize, and efficiently manage

maintenance requests across facilities. Finally, trash collection services are included under contracted services, ensuring consistent sanitation and operational continuity across all school sites.

Although funding levels have decreased, these contracted services remain essential to maintaining building integrity, addressing health and safety requirements, and supporting day-to-day operations across the school division. However, we plan to use capital funding to supplement the shortfall.

Area Associate Superintendents

23. Discuss the \$647,679 budget for 'Summer Program Assignment' (decrease from \$3,949,066 budget in FY 2026). (Superintendent's FY 2027 Requested Budget Book, page 270).

During the FY 2027 Proposed extract, the amount of \$3,167,675 was not captured for the Summer, Evening, Saturday School office, which falls under the Area 3 office. The reason is that we wanted to ensure that the payroll costing and benefits were correct before the extract. The amount of \$3,167,675 will be captured in the FY 2027 Approved book, which will increase the total from \$647,679 to \$3,815,354.

24. Discuss the \$2,078,866 budget for '2nd Assignment - Instructional' (increase from \$1,472,083 budget in FY 2026). (Superintendent's FY 2027 Requested Budget Book, page 270).

Starting on July 1, 2025 the total approved budget for "2nd Assignment - Instructional" was \$2,478,402. For the Summer Evening Saturday School office, they started the school year with \$2,017,749 (\$1,217,749 for Virtual Evening Program and \$800,000 for Educational Online Program). Due to the system-wide budget reduction that occurred in November of 2025, the budget was revised to \$1,472,083. The majority of the reductions occurred within the office of Summer, Evening, Saturday School. During the budget reductions in November, \$573,756 were reduced from the Virtual Evening Program and \$372,748 were reduced from the Educational Online Program. There were also small reductions in the Area 2 Office, Area 3 office, Online Campus and International High School at Largo. The cost drivers for the increase of the FY 2027 Proposed budget, from the FY 2026 revised are adding back \$272,748 to the Educational Online Program, \$216,720 to the Virtual Evening Program, and \$116,891 to Area 2 Office for Summer Schedulers, which all are needed to support the expenses for each program to pay the employees.

Student Services

25. Discuss the increase from \$74,035 to \$137,671 in '2nd Assignment - Instructional' (Superintendent's FY 2027 Requested Budget Book, page 276).

According to the FY27 Budget Reduction guidance, only \$72,260 is allocated for 2nd Assignment - Instructional, which is consistent with the amount currently reflected in the FY2026 budget. This indicates no planned increase in funding for this line in FY2027.

26. Discuss the decrease from \$13,062,852 to \$8,027,304 in 'Other Admin/Professionals/Specialists' (Superintendent's FY 2027 Requested Budget Book, page 276).

According to the FY27 Budget Reduction guidance, a total reduction of \$485,830 is associated with seven vacant positions, reflecting the planned savings for FY2027. Based on this, the difference between the FY2026 budget and the Proposed FY2027 Budget is expected to be \$485,830.

27. Discuss the decrease from \$4,402,975 to \$773,333 in 'Technical Contracted Services' (Superintendent's FY 2027 Requested Budget Book, page 276).

The Technical Contracted Services line reflects the proposed annual costs to operate seven School-Based Clinics as approved by the Board. According to the FY27 Budget Reduction guidance, the FY2027 proposed budget should reflect a total of \$2,726,969 for this line to properly fund the clinics.

28. Since FY25, Staff Development Supplies have seen a massive decline in funding. Discuss this decrease and what these covers (Superintendent's FY 2027 Requested Budget Book, page 277).

In order to comply with the budget reduction guidance, Student Services eliminated all funding allocated for Staff Development Supplies to meet the required reduction target.

ONE-TIME COSTS

29. Delineate any one-time costs (if applicable) and their value included in the Superintendent's FY 2027 Requested Budget Book.

There are no one-time costs included in the Superintendent's Requested Budget for FY 2027.

SECTION II. EMPLOYEES

PGCEA EXPERIENCE LEVEL

30. Provide the average and median PGCEA staff experience level, by school, for all schools within the School System for the current school year.

Please see the linked [PGCEA Staff Experience Level by School](#).

LABOR NEGOTIATIONS

31. Discuss the status of negotiations with each union. For those union contracts without finalized negotiations, note the anticipated date when those negotiations will be finalized. Additionally, detail the cost-of-living adjustments (COLA) and/or merit increase funding within the Board of Education’s FY 2026 Requested Budget for ratified negotiated contracts only by completing the chart below:

Union	Current Contract Ends	FY 2026 Step/COLA Carryover Cost	FY 2027 Step Increase	FY 2027 COLA	FY 2027 Board Certified Stipends	Totals
ASASP II	June 30, 2028		4,654,956	3,024,383		\$7,679,339
ASASP III	June 30, 2028		2,528,332	1,322,767		\$3,851,099
SEIU	June 30, 2027	276,403	*	*		\$276,403
ACE/AFSCME	June 30, 2026	2,022,201	5,859,552	10,590,524	3,277,117	\$21,749,394
PGCEA	June 30, 2028		14,987,561	34,009,397	6,547,184	\$55,544,142
Non-represented			558,069	487,183		\$1,045,252
Totals		\$2,298,604	\$28,588,470	\$49,434,254	\$9,824,301	\$90,145,629

*Negotiations in progress

TEACHER PENSIONS AND OTHER POST-EMPLOYMENT BENEFITS (OPEB)

32. Detail the cost of teacher pensions for FY 2027. Also, provide any details of an increase in cost over the FY 2026 amount.

The FY 2027 Proposed budget provides an increase of \$851,527 for teacher pensions leaving a total appropriation at \$61.2 million. This increase is primarily due to a rate increase passed on to LEA’s for FY 26. Notification of actual amounts was not received as of the development of the FY 2027 Proposed Budget. Once notification has been received, adjustments will be made accordingly, if needed.

33. Provide and discuss the details of the last actuarial review for Other Post-Employment Benefits (OPEB). Include in the discussion the total OPEB liability and the funding budgeted for OPEB in the Board of Education’s FY 2027 Requested Budget.

As of June 30, 2025, our Net OPEB Liability \$2.7 billion. Note that the overall OPEB liability is \$3.0 billion, less the relatively small plan fiduciary net position of \$297.4 million.

We have been funding OPEB with \$15M per year; however, this may not be enough in light of the huge Net OPEB Liability, and the fact that health benefits continue to rise every year.

For FY 2027, due to budget constraints, we budgeted the minimum of \$15M. More information regarding OPEB is available in the [PGCPS FY2025 ACFR](#) Note 9.

TEACHER RETIREMENT & RESIGNATIONS

34. Provide the number of teachers eligible for retirement over the next five years (FY 2026, FY 2027, FY 2028, FY 2029, and FY 2030). Detail and discuss the School System’s plan to negate the impact of these employees' retirement.

	Cummulative Total				
	FY25	FY26	FY27	FY28	FY29
Years Service Retirement Total	225	308	419	577	700
Age Service Retirement Total	752	938	1,143	1,370	1,632
	977	1,246	1,562	1,947	2,332

The cumulative attrition data projects a steady and significant increase in employee separations across the five-year period from FY25 through FY29. Beginning with 977 separations in FY25, the cumulative total is projected to grow to approximately 1,355 by FY29.

Succession planning to negate the impact include:

- **Retention as an Organizational Stabilizer:** Strengthen workforce belonging and continuity through professional learning, employee engagement, and workplace conditions that encourage talented staff to remain and thrive within the organization.
- **Proactive Recruitment Pipeline:** Strengthen partnerships with local universities and teacher preparation programs to build a consistent

pipeline of new educators, ensuring vacancies created by retirements are anticipated and filled promptly.

- **Grow-Your-Own Programs:** Expand initiatives that develop and certify current paraprofessionals, instructional assistants, and support staff into teacher roles, leveraging institutional knowledge already present within PGCPs.
- **Succession Planning:** Implement structured mentorship programs that pair veteran teachers with early-career staff to preserve instructional expertise, best practices, and institutional knowledge before retirement separations occur.
- **Retention Incentives:** Encourage highly experienced teachers to extend their careers and seek leadership roles or obtain National Board Certification, which compensates teachers above the standard salary.
- **Workforce Analytics and Forecasting:** Continue to use retirement eligibility data to project anticipated vacancies by school, subject area, and grade level, enabling HR to recruit proactively rather than reactively.

35. What percentage of teachers and administrators (assistant/vice principals and principals) resigned from their positions in FY 2025? Provide percentages by position category. Were the total number of retirements for employees belonging to PGCEA and to ASASP II more than expected? What are the projections for attrition percentages for FY 2025 and the summer of FY 2026 (July 2026 to September 2026)?

FY 2025 Resignations				FY 2025 Retirements
Bargaining Unit	Total Number of Employees	Number Separated	Percentage	Total Number of Retirement
ASASP II Principals and Assistant Principals	584	10	1.71%	2
PGCEA (All)	9953	464	4.66%	86
PGCEA (Teacher of Record Only)	7674	390	5.08%	64

PGCEA (all members) saw 346 separations out of 9,953 employees (4.66%), while Teachers of Record specifically had 390 separations out of 7,674 employees

(5.08%). ASASP II Principals and Assistant Principals had 10 separations out of 584 employees (1.71%).

The retirement numbers appear relatively modest and may actually be lower than anticipated given the size and seniority of both bargaining units. This could suggest that while many employees are retirement-eligible, a significant number are choosing to remain.

Using a five-year historical average of attrition rates, PGCPs projects an overall attrition rate of 10.21% for FY 2026. This projection accounts for anticipated resignations, retirements, and transfers consistent with historical trends.

TEACHER TURNOVER

36. Provide the teacher turnover rate, by school, for all schools within the School System during FY 2025 and for FY 2026 as of March 1, 2026.

Please see linked [PGCEA Turnover Rates](#). PGCPs defines PGCEA Teacher of Record (TOR) as PGCEA staff assigned as classroom teachers. This includes ROTC Instructors, Elementary Classroom Teachers, and Secondary Classroom Teachers.

Non-Teacher of Record (Non-TOR) employees are not assigned to teach and grade students' performance. They are excluded from turnover figures. Excluded positions include: Speech Therapists, Mentor Teachers, ROTC Instructors, Teacher Trainers, School Psychologists, Pupil Personnel Workers, International Student Specialists, Program Specialists, Reading Specialists, Reimbursable Personnel, Testing Coordinators, Social Service Workers, Resource Teachers, Audiologists, Instructional Program Coordinators, Outreach Teachers, Other Classroom Teachers, Elementary Classroom Teachers, Secondary Classroom Teachers, Media Specialists, Guidance Counselors, Occupational Therapists, and Physical Therapists.

We define employee turnover as the number of full-time and part-time staff who leave a specific school for any reason including separation from the district, promotions, voluntary and involuntary transfers.

- a. Discuss the primary reasons for teacher turnover.

The top primary reasons for teacher turnover are:

- Resignations (Home Responsibility being the leading resignation reason)
 - Voluntary Transfers
 - Involuntary Transfers
- b. Discuss turnover reasons for any school with turnovers higher than 10% and what actions PGCPS has taken to reduce high turnover in the most affected schools.

The turnover reasons for any school with turnovers higher than 10% are:

- Resignations
- Voluntary Transfers
- Involuntary Transfers

The actions that have been taken to reduce high turnover in the most affected schools are:

- Targeted Recruitment and Staffing: Prioritize filling vacancies in high-turnover schools through dedicated recruitment efforts, including job fairs, university partnerships, and grow-your-own pipelines that focus specifically on hard-to-staff schools and subject areas.
- Leadership Development and Support: Provide targeted coaching and professional development for principals, assistant principals and teachers in high-turnover schools.

LEAVE PAYOUT

37. Detail the amount budgeted in the Board of Education’s FY 2027 Requested Budget for leave payouts.

The FY 2027 budget includes \$ 5.9 million for terminal leave payouts. This amount is based upon projections of estimated costs for employees leaving the system during FY 27. Terminal leave payouts are not deferred by the system. They are booked as the employee leaves the system and the expense is incurred at that time.

UNFILLED POSITIONS

38. Provide a summary of unfilled positions by expenditure category and job name as of March 1, 2026. The summary should detail the number of positions and the dollar amount of savings through the aforementioned date.

Please see the linked [Summary of Vacant Positions](#) (as of March 6, 2026).

a. Also, summarize the efforts undertaken to fill vacant positions by category.

In general, cross-cutting strategies for All Categories include:

- Reduce time-to-hire by streamlining the application, screening, and onboarding process.
- Conduct stay interviews and exit interviews to better understand why positions turn over and what would improve retention.
- Expand employee referral incentive programs.
- Ensure HR Partners are proactively managing requisitions and communicating transparently with hiring managers.
- Continue to post and add to the workforce dashboard to monitor vacancy trends in real time and intervene early.
- Continue district-wide job fairs with on-the-spot conditional offers for high-volume vacancy categories.

Category 201 – Central Office & Administrative Support

- Focus recruiting efforts on IT talent pipelines, including partnerships with local county government youth programs and current students interested in IT careers.

Category 202 – School-Based Administration & Support

- Develop a robust internal leadership pipeline by identifying high-performing teachers and instructional staff ready for Assistant Principal and Principal roles.
- Establish a district's grow-your-own administrative residency program.
- Partner with local university educational leadership programs to recruit graduate candidates.
- Ensure the AP selection process is transparent, equitable, and timely to avoid losing qualified internal candidates to other districts.

Category 203 – Instructional Staff

- Expanding grow-your-own teacher preparation partnerships with HBCUs and regional universities.
- Recruiting internationally for shortage areas.
- Accelerating the hiring timeline so offers are extended earlier in the academic year.
- Leveraging retired educators for in a temporary capacity or contract basis.
- Reviewing paraprofessional-to-teacher pathways to convert internal talent into classroom roles.

Category 206 – Special Education

Special education vacancies – particularly Speech Therapists, Resource Teachers, and Paraprofessional Educators – require targeted strategies:

- Partner with university speech-language pathology and special education programs for clinical placement pipelines.
- Offer competitive internship compensation for college students.
- Explore contracted or agency-based staffing to fill gaps in the near term while permanent candidates are recruited.
- Develop a paraprofessional-to-resource teacher pathway program.

Category 207 – Student Support Services

- Strengthen partnerships with schools of social work and counseling programs to build a candidate pipeline for School Social Worker and Pupil Personnel Worker roles.
- Explore grant funding to support additional Community School Coordinator positions in high-need schools.

Category 208 – Health Services

- Partner with nursing schools and healthcare systems for recruitment pipelines.
- Offer competitive pay to attract School Registered Nurses, as competition with hospitals and healthcare providers is significant.
- Consider a float pool of per diem nurses to cover gaps while permanent positions are filled.

Category 209 – Transportation

- Launch targeted CDL driver recruitment campaigns, including paid CDL training programs for new hires.
- Partner with community organizations and workforce development programs to recruit Bus Driver candidates from underemployed populations.
- Consider offering retention bonuses for current drivers to reduce turnover.
- Review scheduling and route assignments to maximize efficiency with current staffing levels while vacancies are addressed.

Category 210 – Facilities & Security

- Partner with workforce development and vocational training programs to recruit Cleaners, Safety & Security Assistants, and Night Foremen.
- Consider tiered incentives for hard-to-fill shift positions such as night cleaners and security monitors.
- Review compensation for security roles against neighboring jurisdictions to ensure competitiveness.

Category 211 – Maintenance & Trades

- Build apprenticeship pipelines in partnership with local trade unions and vocational schools for Electricians, Plumbers, HVAC Mechanics, and Carpenters.
- Consider offering competitive wages benchmarked against the private construction sector, where competition for skilled trades workers is intense.
- Enhance a grow-your-own trades apprenticeship program that recruits from the career academy high schools and some support staff.

Category 213 – Food Services

- Offer flexible part-time scheduling to attract candidates balancing other commitments

- Develop an internal promotion pathway from Food Services Assistant to Food Service Manager or another support position such as bus driver or paraprofessional
- Targeted outreach in communities near schools with the highest vacancy rates

Category 215 – Planning & Construction

- Recruit Project Managers and Planners through architecture, engineering, and construction industry networks
- Consider partnering with university urban planning and construction management programs
- Benchmark compensation against the private sector and local government agencies, as competition for planning and project management talent is significant

Category 301 – Fleet/Automotive Services

- Partner with vocational and trade schools for Automotive Mechanic pipelines.
- Develop apprenticeship opportunities for entry-level Trades Helper and Automotive Service Attendant roles.
- Benchmark mechanic compensation against private auto service employers in the region.

TEACHER ABSENCES

39. Compare average monthly teacher absences for the past 5 years (2026 to date, 2025, 2024, 2023, and 2022).

2022	Hours	Days	2023	Hours	Days	2024	Hours	Days	2025	Hours	Days	2026	Hours	Days	Monthly Hours Averages	Monthly Days Averages
Jul	6740	898.66	Jul	17186.13	2292.23	Jul	2829.25	377.23	Jul	3059.5	407.92	Jul	3243.5	432.47	6611.676	881.702
Aug	13719.63	1831.29	Aug	35272.13	4709.16	Aug	20474.01	2730.05	Aug	19781	2637.48	Aug	20499	2735.74	21949.154	2928.744
Sep	87848.98	11720.37	Sep	101710.8	13564.25	Sep	82751.68	11039.34	Sep	80089.6	10679.62	Sep	74301.38	9925.2	85340.478	11385.756
Oct	131672.83	17562.97	Oct	127273.2	16972.11	Oct	107513.1	14336.12	Oct	101440.7	13526.94	Oct	160080.7	21375.78	125596.112	16754.784
Nov	152194.26	20295.9	Nov	137858.3	18385.01	Nov	121545.3	16207.62	Nov	160880.3	21458.63	Nov	102620.7	13701.79	135019.75	18009.79
Dec	179226.78	23907.69	Dec	167451.3	22332.07	Dec	156091.9	20829.33	Dec	98335.06	13111.86	Dec	87020.31	11617.7	137625.056	18359.73
Jan	122841.25	16380.03	Jan	124786.6	16644.71	Jan	89674	11966.52	Jan	59260.13	7902.14	Jan	84770.19	11328.22	96266.426	12844.324
Feb	132046.78	17617.94	Feb	134502.1	17934.9	Feb	121959.6	16271.93	Feb	114338.2	15248.51	Feb	66382.36	8864.62	113845.828	15187.58
Mar	151588.03	20213.64	Mar	132444.5	17662.43	Mar	132274.4	17643.15	Mar	124763.9	16638.48	Mar	58987.14	7875.94	120011.592	16006.728
Apr	112437.47	14998.14	Apr	83268.83	11105.48	Apr	78899.08	10521.56	Apr	91651.19	12221.03				91564.1425	12211.5525
May	163191.01	21764.37	May	137725.8	18367.13	May	188073	25081.52	May	177361.1	23651.05				166587.7225	22216.0175
Jun	175943.06	23464.45	Jun	113895.4	15188.71	Jun	57583.08	7678.32	Jun	78988.75	10533.46				106602.5825	14216.235
Totals	1429450.08	190655.45	Totals	1313375	175158.19	Totals	1159668	154682.69	Totals	1109949	148017.12	Totals	657905.3	87857.46		
Averages	119120.84	15887.95417	Averages	109447.9	14596.51583	Averages	96639.03	12890.22417	Averages	92495.79	12334.76	Averages	73100.59	9761.94		

SECTION III. STUDENTS

PUPIL POPULATION

Refer to the Chart on page 16 of the Superintendent's FY 2027 Requested Budget Book.

40. Discuss the 2,362-student increase in "Extended School Year Services for Students with Disabilities." What accounts for this significant increase (95.6%)? In last year's budget, an estimated increase from 2,177 to 4,308 students never materialized in actual enrollment. This year, PGCPS projects enrollment at 4,832 in SY 2027. Please provide how PGCPS arrives at this calculation.

The projected increase of 2,362 students (95.6%) in Extended School Year (ESY) Services reflects the total number of students determined eligible to receive ESY through the Individualized Education Program (IEP) process. Each year, the Department of Special Education compiles and provides the total number of eligible students to the Budget Office based on IEP team determinations across the district. Eligibility decisions are made in accordance with federal and state requirements to ensure that students with disabilities who require services beyond the traditional school year to maintain critical skills are appropriately identified.

At the time enrollment projections are developed, the Department of Special Education cannot determine with certainty how many eligible students will ultimately attend ESY. Therefore, planning must be based on the total number of students deemed eligible. It is important to note that there is consistently a difference between the number of students eligible to attend and the number who actually enroll and participate. While we must operationally prepare for all eligible students, funding associated with ESY is proportionate to actual student attendance.

As reflected in prior years, although eligibility projections increased significantly, actual enrollment did not reach the full projected eligible count. The same methodology is used for SY 2027, resulting in a projected eligibility of 4,832 students. The Budget Office allocates funding to Special Education based solely on the number of students who actually attend the program, not the total number deemed eligible. This approach ensures fiscal responsibility while maintaining readiness to serve all students whose IEP teams determine ESY services are necessary.

41. Discuss the 470-student increase in "Home and Hospital Teaching." What accounts for this significant increase (1068.2%)? In last year's budget, an estimated increase from 69 to 542 students never materialized in actual enrollment, and

enrollment decreased to 44 students. This year, PGCPs is projecting enrollment at 514 in SY 2027. Please provide how PGCPs arrives at this calculation.

Home and Hospital Teaching (HHT) is the most restrictive environment a student can receive. As explained each year, home and hospital teaching is approved based on the type (physical or emotional condition) of referral submitted for a student. If the student is approved, they are counted as an "enrollment". We are required to provide the "enrollment" count each year as of September 30.

Typically, by the September 30 count, the only students approved for home and hospital are students with illnesses that were expected to be terminal and are rendered physically unable to enter the school setting from the start of school or previous school year. That is why the "enrollment" number is usually low by the annual enrollment reporting date (September 30).

As the school year progresses, the actual number of students served by the Office of Home and Hospital Teaching is much higher. Here is the annual breakdown over the last 3 school years by June 30. The total number below includes the number of referrals processed for students with physical conditions and emotional conditions and includes initial and reverification.

- 2022-2023 547 students
- 2023-2024 513 students
- 2024-2025 489 students

Most K-12 children and youth do not face illnesses that would preclude them from school for more than 20 days. HHT is here to support those whose needs can only be met in the most restrictive setting.

To date, the office has processed 317 referrals, 246 referrals have been approved, 42 have been denied, 8 received a delayed decision due to issues with the submitted referral, and 21 are pending a decision to be rendered within 10 days.

As referrals are approved by the Office of Health Services or the Office of Psychological Services, the approval number goes up throughout the year. It continues to be our hope in the Office of Home & Hospital Teaching that children and youth in our schools continue to be well, so they are educated in the least restrictive environment, which for most children and youth is the school setting.

PRE-KINDERGARTEN AND KINDERGARTEN

SERVICES FOR CHILDREN UNDER FIVE

42. List the programs, program types, and program capacity that PGCPs currently has for children under five.

For FY27 PGCPs will offer the following programs for children under five:

<p align="center">Prekindergarten Four-years-old by Sept. 1 SY 2026-2027 4120 Seats</p>	<p align="center">Montessori Three/Four-years-old by Sept. 1 SY 2026-2027 352 Seats</p>	<p align="center">Preschool Special Education Accepts all students with IEPs</p>
<p>Priority Placement:</p> <ul style="list-style-type: none"> • Meets the income eligibility guidelines • Registered with the McKinney Vento Program (homeless) • Demonstrates developmental delays or is at risk for developmental delays as identified by an IEP placement 	<ul style="list-style-type: none"> • Lottery based • Three Montessori Schools (Prekindergarten-8th grade) • Entry at three/four years old or with prior accredited Montessori experience • Three-year-olds attend half-day 	<ul style="list-style-type: none"> • Infant and Toddlers • Autism • Intensive Needs • Special Education • Parent-Infant Program • Community-Based Services

43. Provide a list of pre-kindergarten sites by school. As part of your response, detail the number of pre-kindergarten classroom offerings at each site, the student capacity for the program, the program type, and if the site is a full or half-day Pre-kindergarten program. Also, indicate if the location is an anticipated new site offering for school year 2027.

See the linked [2025-2026 PGCPs List of Prekindergarten and Preschool Program Sites by School](#).

a. Among these, how many seats are allocated to Special Education?

Please see link above.

44. Discuss the Blueprint-mandated Pre-Kindergarten expansion and PGCPs’s timeline for implementation.

Under the Maryland Blueprint for Education, eligible private providers must account for at least 30% of state-funded prekindergarten slots in each county by FY2027. The proportion of eligible private provider prekindergarten slots must

increase by 10 percentage points each school year until the 2028–2029 school year, when eligible private providers must account for at least 50% of state-funded prekindergarten slots in each county, and maintain that level thereafter.

For the 2025–2026 school year, Prince George’s County Public Schools (PGCPS) has partnered with the following private providers to offer 408 prekindergarten seats for eligible three- and four-year-old children, expanding access to prekindergarten across the county:

- Above and Beyond Schoolhouse Family Child Care (Bowie)
- EasterSeals Head Start (Camp Springs)
- *Montgomery County applicant/MSDE grant recipient with seats in Prince George’s County*
- Family Child Care Alliance of Maryland (ASPIRE PreK- 16 Family Child Care Providers)
- Firm Foundation (Temple Hills)
- Future Leaders (Brandywine)
- Greenbelt Children’s Center (Greenbelt)
- Ideal Child Care (District Heights)
- Monarch Preschool College Park (College Park)
- Perfect Harmony II (Camp Springs)
- Reid Temple Christian Academy (Glenn Dale)
- Seela Kids (Capitol Heights)
- Themba Creative Learning Center (Lanham)

Because Prince George’s County did not meet the requirement that 20% of state-funded prekindergarten slots be provided by private providers, a waiver was submitted to the Accountability and Implementation Board (AIB).

To increase private provider participation, PGCPS has partnered with WestEd to provide grant-writing assistance to support private providers applying for the Maryland State Department of Education (MSDE) Prekindergarten Expansion Grant. These efforts aim to increase the number of private provider seats in the county in alignment with Blueprint requirements for the 2026–2027 school year. MSDE is expected to begin awarding these grants on July 1, 2026.

In addition to expanding partnerships with private providers, for the 2026–2027 school year, PGCPS will expand prekindergarten programming at its two newly opening school buildings: Glenridge Elementary School and Templeton Elementary School. Each school will add an additional 20 prekindergarten seats to its program, increasing the PGCPS prekindergarten capacity by 40 seats total.

ELEMENTARY SCHOOL STUDENTS

ELEMENTARY SCHOOL BENCHMARK ASSESSMENTS

45. Provide elementary school benchmark assessment results by school and demographic/service category.

Please see links below:

[Elementary School Benchmark Assessment results by school and demographic/service category for Reading/English/Language Arts](#)

[Elementary School Benchmark Assessment results by school and demographic/service category for Mathematics](#)

46. Discuss the results and PGCPs' plan to address any issues or concerns.

Prince George's County Public Schools (PGCPS) is committed to improving student performance in reading and math through high-quality instruction, targeted interventions, and data-driven decision-making. The district provides personalized math instruction using adaptive digital tools like DreamBox Math, Lexia Core 5 (Reading) and I-Ready (Reading), alongside small-group and on-demand tutoring through Amplify, Carnegie Learning, and Brainfuse Tutoring. Teachers receive professional development to integrate linguistic support for multilingual learners and implement best practices for students with disabilities. Regular data monitoring ensures that interventions are timely and effective.

In literacy, PGCPS has transitioned to a structured literacy approach aligned with the Science of Reading. The implementation of mCLASS DIBELS 8th Edition in grades K-3 helps identify early literacy gaps, while Lexia Core5 provides targeted support for students needing additional intervention. Instruction is aligned with Maryland College and Career Ready Standards, and ongoing professional development ensures teachers implement research-based literacy strategies effectively.

PGCPS follows a three-tiered support model, providing universal instruction, small-group interventions, and individualized support based on student needs. Regular data reviews and collaborative planning help refine instructional strategies, ensuring interventions are responsive and effective. Additional instructional supports for multilingual learners and students with disabilities are embedded within the curriculum. The district also uses Speak Agent to support students' mathematical language development in grades 4-5.

MIDDLE SCHOOL STUDENTS

MIDDLE SCHOOL BENCHMARK ASSESSMENTS

47. Provide elementary school benchmark assessment results by school and demographic/service category.

Please see links below:

[Middle School Benchmark Assessment results by school and demographic/service category for Reading/English/Language Arts](#)

[Middle School Benchmark Assessment results by school and demographic/service category for Mathematics](#)

48. Discuss the results and PGCPs' plan to address any issues or concerns.

Prince George's County Public Schools (PGCPS) remains committed to improving student performance in reading and mathematics at the middle school level by implementing research-based strategies, targeted interventions, and ongoing progress monitoring. During the 2024-2025 school year, the district is strengthening its support systems to ensure all students, including Multilingual Learners and Students with Disabilities, receive high-quality instruction and the necessary resources to meet grade-level benchmarks.

In mathematics, PGCPS continues to enhance instructional practices by integrating linguistic support for multilingual learners and providing targeted professional development for educators. The district utilizes IXL as an intervention to address skill gaps and practice targeted, standards-based skills, and Speak Agent to support students' mathematical language development. It also conducts learning walks to address instructional challenges and ensure best practices are implemented effectively. The Department of Special Education remains focused on teacher coaching, administrator training, and collaboration with school-based math leaders to strengthen math instruction for students with disabilities.

To provide differentiated support, PGCPS follows a tiered intervention model. Core instruction is grounded in evidence-based curricula and instructional strategies that promote deep mathematical understanding for all students. For students requiring additional support, small-group interventions through Carnegie Learning and math fluency courses offer targeted instruction outside of the core classroom. These interventions typically occur two to four times per week for 10 to 15 weeks, allowing students to build foundational skills in a structured setting. For students significantly below grade level, i-Ready Math provides individualized instruction aligned with IEP goals and specific areas of need.

Through ongoing data analysis and formative assessments, teachers adjust instructional strategies to ensure students receive timely and effective support.

In literacy, PGCPs is focused on closing achievement gaps in reading and writing by refining intervention strategies and expanding access to targeted support. The district actively monitors intervention usage and student progress, working closely with schools to maximize the impact of available resources. Quarterly progress monitoring ensures that diagnostic assessments and growth data drive instructional decisions. To strengthen students' writing skills, PGCPs continues to leverage Brainfuse tutoring services, providing personalized, on-demand support that aligns with curriculum standards. This tailored approach helps students refine their writing through individualized feedback, strategy reinforcement, and skill-building exercises that enhance their overall literacy development. Additional support for Multilingual Learners and Students with disabilities included embedded curriculum scaffolds and professional development.

Many schools also offer a Reading/Writing Enrichment course for selected students who need additional support, using programs such as Lexia Power Up and Read 180.

HIGH SCHOOL STUDENTS

HIGH SCHOOL BENCHMARK ASSESSMENTS

49. Provide elementary school benchmark assessment results by school and demographic/service category.

Please see links below:

[High School Benchmark Assessment results by school and demographic/service category for Reading/English/Language Arts](#)

[High School Benchmark Assessment results by school and demographic/service category for Mathematics](#)

50. Discuss the results and PGCPs' plan to address any issues or concerns.

Prince George's County Public Schools (PGCPs) remains committed to improving student performance on high school reading and math benchmarks through targeted interventions, data-driven instruction, and ongoing professional development. For the 2024-2025 school year, the district is refining its approach to mathematics and literacy instruction to ensure that all students, including Multilingual Learners and Students with Disabilities receive the necessary support to succeed.

Recognizing the diverse needs of high school students, the district has expanded its intervention efforts by offering Algebra I support courses, targeted professional development, and course restructuring to integrate linguistic support. For Multilingual Learners, the High School Mathematics and ELD teams have updated instructional strategies in the Applications in Mathematics course, ensuring that newcomers receive both content and language development support. The two teams continue to collaborate on curriculum enhancements that embed linguistic scaffolds tailored for multilingual learners within high school math classrooms. Additionally, learning walks help identify and address instructional challenges specific to newcomer students. The Department of Special Education is also providing teacher coaching and administrator training to strengthen math instruction for students with disabilities. The district provides small-group and on-demand tutoring through Carnegie Learning and Brainfuse Tutoring. Additionally, IXL is used as an intervention tool to address skill gaps and provide targeted, standards-based practice, while Speak Agent supports the development of students’ mathematical language and communication skills.

In literacy, the district is addressing reading and writing proficiency through revision of curriculum-based writing assessments, a “Read Now” initiative focused on building student stamina with reading and increasing their prior knowledge. Both are strategies that support sound written responses. Achieve 3000 is a computer-adaptive supplemental program that builds skills in reading comprehension and writing. Additionally, Quill, an adaptive writing support platform, is integrated into the curriculum to support students' mastery of writing and language standards. Additional support for Multilingual Learners and Students with disabilities included embedded curriculum scaffolds and professional development.

OTHER STUDENT-RELATED QUESTIONS

STUDENT ATTENDANCE AND TRUANCY

- 51. Discuss the current attendance rate at all middle and high schools and how this compares to school years 2025, 2024, and 2023.

The attendance rate at middle schools is down from SY25, but the change is very small. On the other hand, the high schools have shown a small increase compared to last school year.

Attendance Rate	2023	2024	2025	2026
Middle School	92.3	92.5	93.8	93.6
High School	87.4	87.3	88.8	89.1

52. Provide truancy data for each middle and high school.

Please see links below:

[Middle School Truancy \(SY26\)](#)

[High School Truancy \(SY26\)](#)

53. Discuss the status of PGCPS' efforts regarding truancy. In your response, provide any available data showing each intervention's effectiveness.

School attendance is a persistent challenge faced by school districts nationwide. While PGCPS develops annual targets and strategies to boost student attendance, this year has seen a heightened focus and increased accountability from both the County Executive and Interim Superintendent, who have prioritized truancy reduction as a major goal (a "Big Rock"). In response, PGCPS has enhanced its [Truancy Reduction Plan](#) surrounding Five Overarching Priorities

The primary goal is a 3% reduction in chronic absenteeism across the district by June 30, 2026; with incremental decreases in the next two years (6% in FY27; 9% in FY28). This goal builds on previous successes: a 2.23% reduction in SY 2024 and a 2.51% reduction in SY 2025.

- **Systemic Attendance Goal (Priority 1):** Actions completed in SY 25 include developing a district-wide attendance tagline, updating the PGCPS attendance website, and launching the Race to 10 - Attendance Challenge. SY 26 actions like drafting a Back to School parent letter and creating a PSA with County Leaders are completed or in-progress. Monthly, we receive data from the Office of Monitoring and Accountability on our progress towards meeting the desired goals.
- **Accurate Daily Attendance (Priority 2):** Actions are In-Progress to ensure principals assign an Assistant Principal to oversee attendance entry, ensure training for staff, and provide monthly attendance reports to Instructional Directors. A new daily attendance entry analytics report has been created to improve how this data is monitored.
- **Partnerships (Priority 3):** Collaboration with the Business Partnerships Office is Completed. Establishing the County Truancy Collaborative Meeting and continuing to extend the Attendance Conversation to partners are In Progress.
- **Systemic Strategy (Priority 4):** Proactive measures such as holding parent conferences for habitually truant students and early outreach to parents are

complete. Ongoing actions include promoting daily attendance, utilizing robocalls for daily absences, and school teams making contact after three unexcused days.

CHARTER SCHOOLS

54. Provide the *last available* Charter School Per-Pupil Allocation Formula. Do charter schools have a higher per-pupil rate than non-charter schools?

The Charter School Per Pupil Allocation (PPA) is determined utilizing the Blueprint funding formula in conjunction with Commensurate Funding for other unrestricted revenue sources. Consequently, the PPA is unique to each charter school, predicated upon the characteristics of the enrolled students. The SY25-26 Charter School Per Pupil Allocation Formula, including the calculated average per pupil amount, is presented below. On average, charter schools typically possess a higher PPA than traditional schools. This outcome is primarily due to the fact that charter schools receive 100% of their calculated revenue, based on projected enrollment, minus the administrative fee. Traditional schools receive the residual portion of revenue, which is based on actual eligible enrollment, subsequent to the deduction of locked resources, centrally managed resources, and central office supports.

Category	Description	Number of Identified Students	Dollars Per Eligible Student	Funds Allocated
Foundation	Base funding received for every eligible student	7,098	\$9,162	\$ 65,034,147
Compensatory Education	Additional funding received on top of foundation for economically disadvantaged students (FARMS)	3,058	\$7,842	\$ 23,980,836
Comparative Wage Index	Additional funding received on top of foundation based on regional cost differences in educating students for regions with higher than average cost of living.	7,098	\$559	\$ 3,970,409
Multilingual Learner (ML)	Additional funding received on top of foundation for students whose primary language at home is other than English	209	\$9,041	\$ 1,889,569
Prekindergarten Tier 1	Funding received for all 3 and 4 year olds from low income families (up to 300% of the federal poverty level or homeless youth	0	\$14,473	\$ -
Prekindergarten Tier 2	Funding received for all other 4 year olds from families with incomes between 300-600% of the federal poverty level	0	\$13,442	\$ -
Special Educaton *	Additional funding received on top of foundation for students with disabilities	522	\$9,503	\$ -
Sub-Total FY 2027 Blueprint Revenue to Charter Schools				\$ 94,874,961
Transportation		7,098	\$405	\$ 2,874,690
Total FY 2027 Blueprint & Transportation Revenue to Charter Schools				\$ 97,749,651
2% Administrative Fee				\$ (1,954,993)
Grand Total FY 2027 Blueprint & Transportation Revenue to Charter Schools				\$ 95,794,658
Average Per Pupil				\$ 13,496

*Special Education support to charter schools are covered by the district, therefore, the special education revenue is not allocated to charter schools. It is important to note, there are special education costs above the Blueprint SPED revenue level which are partially offset with additional grant and misc. revenue resources (Transition Grant, Interest Income, and Federal Impact Aid). Charter schools are held harmless from all additional overages above unrestricted special education revenue and additional grant and miscellaneous revenue levels.

FREE AND REDUCED MEALS (FARMS)

55. Provide free and reduced meal participation percentages for each early childhood center, elementary, middle, and high school within the County for school years 2025 and 2026.

Please see links below:

[SY24-25 Free and Reduced-Price Eligibility](#)

[SY25-26 Free and Reduced-Price Eligibility](#)

56. Provide the number of schools currently participating in the Community Eligibility Provision and the Identified Student Percentage of eligible children at each school.

PGCPS has a total of 137 schools currently participating in Community Eligibility Provision due to Suitland HS operating in two locations (Suitland Proper & Suitland Extended).

Please see linked [Identified Student Percentage by Site](#).

GRADUATION STATISTICS

57. Provide the most current Maryland State Department of Education (MSDE) graduation statistics for each Prince George's County high school and the County. Discuss in detail how these rates compare to the statistics for school years 2025, 2024, 2023, and 2022.

Please see linked [Graduation Rate Comparison \(SY22-25\)](#).

- a. Discuss the reason for low graduation rates (less than 70%) for each school listed.

High Point, Northwestern, Potomac

- Chronic Absenteeism: Students who miss school often fall behind academically, which can lead to disengagement and increase the likelihood of dropping out.
- Academic Difficulties: Struggles in core subjects like math and reading can undermine confidence and make students more likely to leave school early.
- Economic Challenges: Financial hardship, limited access to learning resources, or family responsibilities can pull students away from school.

- **Insufficient Support Systems:** A lack of parental involvement, counseling services, or targeted academic interventions can leave students without the guidance they need to succeed.
 - **Mental Health Barriers:** Issues such as anxiety, depression, or stress can affect students' focus, engagement, and persistence in school.
 - **Disciplinary Consequences:** Harsh or frequent suspensions and expulsions can disrupt learning and contribute to early school exits.
 - **Limited Engagement and Relevance:** Students who do not see connections between schoolwork and their interests or future goals may lose motivation to complete high school.
 - **High Mobility:** Frequent school transfers due to family instability, foster care, or homelessness disrupt continuity and impede academic progress.
 - **Language and Communication Challenges:** English Language Learners (ELLs) may face barriers to understanding coursework, which can slow academic progress.
 - **Lack of College and Career Pathways:** Without clear postsecondary or career options, students may struggle to see the value of completing high school.
- b. Discuss efforts to increase graduation rates at each school listed above. In your response, provide any available data showing each intervention's effectiveness.
- **Cohort Tracker** – Enhanced monitoring of student progress.
 - **12th Grade Professional Learning Communities (PLC)** – Created a collaborative learning culture with results oriented approaches.
 - **Credit Recovery Programs** – Expanded opportunities for students to retake failed classes through the Educational Online Program, Evening Virtual Program, and Summer School.
 - **Student Withdrawal Assistance Teams** – Provided guidance to reduce dropout rates.

GRADUATION STATISTICS - STUDENT GROUPS

58. Provide graduation statistics for all student groups for which data is maintained, including ESOL/ELL, Latino, Special Education, and Title I.

STUDENT GROUP	Total # in Group	# of DIPLOMAS	GRAD RATE %
All Students	10964	8660	78.99
American Indian or Alaska Native	37	33	89.19
Asian	326	282	86.5
Black or African American	5543	4802	86.63
Hispanic/Latino of any race	4624	3188	68.94
Native Hawaiian or Other Pacific Islander	21	18	85.71
White	305	246	80.66
Two or more races	108	91	84.26
Students with Disabilities	931	637	68.42
English Learner	2113	1264	59.82
Free/Reduced Meals	5679	4408	77.62
Title I	2645	1903	71.95
ADA/504	268	242	90.3
Students with Disabilities - Exited	330	280	84.85
Redesignated Limited English Proficient	1972	1768	89.66
Homeless	70	55	78.57
Foster Care	21	13	61.9
Military Connected	64	57	89.06
Economically Disadvantaged	4853	3886	80.07
Gifted and Talented	928	898	96.77

- a. Discuss the reason for low graduation rates (less than 70%) for each group listed above.

High Point, Northwestern, Potomac

- Chronic Absenteeism: Students who miss school often fall behind academically, which can lead to disengagement and increase the likelihood of dropping out.
- Academic Difficulties: Struggles in core subjects like math and reading can undermine confidence and make students more likely to leave school early.
- Economic Challenges: Financial hardship, limited access to learning resources, or family responsibilities can pull students away from school.
- Insufficient Support Systems: A lack of parental involvement, counseling services, or targeted academic interventions can leave students without the guidance they need to succeed.
- Mental Health Barriers: Issues such as anxiety, depression, or stress can affect students' focus, engagement, and persistence in school.
- Disciplinary Consequences: Harsh or frequent suspensions and expulsions can disrupt learning and contribute to early school exits.
- Limited Engagement and Relevance: Students who do not see connections between schoolwork and their interests or future goals may lose motivation to complete high school.
- High Mobility: Frequent school transfers due to family instability, foster care, or homelessness disrupt continuity and impede academic progress.
- Language and Communication Challenges: English Language Learners (ELLs) may face barriers to understanding coursework, which can slow academic progress.

- Lack of College and Career Pathways: Without clear postsecondary or career options, students may struggle to see the value of completing high school.
- b. Discuss efforts to increase graduation rates for each group listed above. In your response, provide any available data showing each intervention's effectiveness.
- **Cohort Tracker** – Enhanced monitoring of student progress.
 - **12th Grade Professional Learning Communities (PLC)** – Created a collaborative learning culture with results-oriented approaches.
 - **Credit Recovery Programs** – Expanded opportunities for students to retake failed classes through the Educational Online Program, Evening Virtual Program, and Summer School.
 - **Student Withdrawal Assistance Teams** – Provided guidance to reduce dropout rates.

STUDENT DROPOUT STATISTICS

59. Provide student dropout rates for all student groups for which data is maintained, including ESOL/ELL, Latino, Special Education, and Title I.

STUDENT GROUP	Total # in Group	# of Dropouts	Dropout Rate %
All Students	10964	1747	15.93
American Indian or Alaska Native	37	3	8.11
Asian	326	34	10.43
Black or African American	5543	498	8.98
Hispanic/Latino of any race	4624	1150	24.87
Native Hawaiian or Other Pacific Islander	21	2	9.52
White	305	48	15.74
Two or more races	108	12	11.11
Students with Disabilities	931	138	14.82
English Learner	2113	690	32.65
Free/Reduced Meals	5679	885	15.58
Title I	2645	534	20.19
ADA/504	268	20	7.46
Students with Disabilities - Exited	330	40	12.12
Redesignated Limited English Proficient	1972	124	6.29
Homeless	70	6	8.57
Foster Care	21	3	14.29
Military Connected	64	3	4.69
Economically Disadvantaged	4853	598	12.32
Gifted and Talented	928	20	2.16

- a. Discuss the reason for low graduation rates (less than 70%) for each group listed above.

- **Chronic Absenteeism:** Students who miss school often fall behind academically, which can lead to disengagement and increase the likelihood of dropping out.
- **Academic Difficulties:** Struggles in core subjects like math and reading can undermine confidence and make students more likely to leave school early.
- **Economic Challenges:** Financial hardship, limited access to learning resources, or family responsibilities can pull students away from school.
- **Insufficient Support Systems:** A lack of parental involvement, counseling services, or targeted academic interventions can leave students without the guidance they need to succeed.
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- **Lack of College and Career Pathways:** Without clear postsecondary or career options, students may struggle to see the value of completing high school.

b. Discuss efforts to increase graduation rates for each group listed above. In your response, provide any available data showing each intervention's effectiveness.

- **Cohort Tracker** – Enhanced monitoring of student progress.
- **12th Grade Professional Learning Communities (PLC)** – Created a collaborative learning culture with results-oriented approaches.
- **Credit Recovery Programs** – Expanded opportunities for students to retake failed classes through the Educational Online Program, Evening Virtual Program, and Summer School.
- **Student Withdrawal Assistance Teams** – Provided guidance to reduce dropout rates.

CLASS SIZE

60. Provide the average class size by school, grade, and schoolwide for each school within the System.

Please see the [Average by Grade by School Report](#).

SECTION IV. PROGRAMS AND OPERATIONS

FY 2025 ANNUAL COMPREHENSIVE FINANCIAL REPORT

61. The [FY 2024 Management Letter](#) (page 1) noted Cash Reconciliation deficiencies that were reidentified in the [FY 2025 Management Letter](#) (see image below). This previously occurred in the FY 2023 Management Letter as well. Is this error to be anticipated on a yearly basis? What steps is PGcps taking to rectify these audit findings and ensure the risks are mitigated, and incidents do not reoccur?

Cash Reconciliation

CLA noted that the Cash Payroll Garnishment had a variance difference of \$385,285; in addition, CLA noted that the Cash Payroll Account had unaccounted reconciling items totaling \$531,669. Although the variances were not material to the financial statements, variances within the reconciliation could allow errors to exist and go undetected.

We recommend that all the bank accounts be reconciled monthly to the general ledger and suspicious reconciling items be promptly investigated and adjusted with adequate explanations.

While the variance was not material to the financial statements, we understand that such discrepancies may create a risk if errors go undetected. In response, we are conducting an internal review and are holding weekly meetings with Payroll, IT, HR, and Budget departments to identify the root cause of the issue. We are reviewing and correcting costing on element links and other system-related configurations and processes that may be contributing to the unreconciled differences. Based on our findings, we believe the variance is primarily related to payroll costing errors within our system and that payments to employees are not being affected by the costing issues. We are committed to resolving these issues in FY 2026, along with implementing appropriate controls to ensure accurate reconciliation of the payroll accounts going forward.

SPECIALTY PROGRAMS

62. Provide a listing of specialty school program locations by school and detail the student capacity for each and the associated Board of Education's FY 2027 Requested Budget for each location.

Please see the linked [Listing of Specialty Programs](#).

CAREER ACADEMY PROGRAMS

63. Provide a listing of career academy program locations by school and detail the student capacity for each and the associated Board of Education's FY 2027 Requested Budget for each location.

Please see the linked [Career and Technical Education Capacity Chart](#) for program capacity.

ALTERNATIVE SCHOOLS

64. List the number of alternative schools in the County, the programs each offers, and their capacity.

The County has two non-traditional programs for high school students and middle school students, as well as an Online Campus Program:

1. Non-Traditional Program North (Grades 9-12) with a capacity of 292, serving the northern end of the county, and Non-Traditional Program South (Grades 9-12) with a capacity of 120, serving the southern end of the county. Both programs offer flexible scheduling, core and elective classes, ESOL, SPED support, Career and Technology Education (Electrical, Automotive, Business), socio-emotional learning, mental health services, and restorative practices.
2. Non-Traditional Program Middle (Grades 6-8) with a capacity of 230, providing developmentally responsive learning, socio-emotional engagement, advisory programs, and career readiness.
3. Online Campus in the County offers a flexible and innovative learning environment for students in grades 6-12, with a capacity of 350 students. It combines asynchronous and synchronous learning to provide access to courses not available at traditional schools and supports students pursuing homeschooling or non-traditional learning. The program is especially beneficial for students balancing school with work or those dealing with anxiety or bullying, as it offers a more comfortable and personalized learning space.

Key features include flexible pacing, access to specialized courses, support for socio-emotional needs, and remote counseling services. The program is designed to help students overcome barriers to learning, ensuring equitable access and personalized support.

BEFORE AND AFTERCARE

65. Discuss before- and after-care opportunities provided by PGCPS. List the programs, types, costs, and capacity currently available. Are there any plans for expansion at new or existing locations?

PGCPS does not directly operate before and aftercare programs. Instead, the school system partners with approved vendors to provide these services when there is documented community interest. The current vendors include AlphaBEST, Champions, Sanbridge Early Learning Centers, and the YMCA.

These four vendors provide before and aftercare services at approximately 70 PGCPs sites. In order to open or sustain a program, vendors typically require interest from approximately 30 families per site. There are current plans to request capacity increases at the following schools: Barack Obama, Benjamin Foulis, Colin Powell, John Hanson, Longfields, and University Park.

Additionally, the Office of Accreditation and Licensing is in the process of developing a new Request for Proposal (RFP) for before and aftercare services. The new RFP is expected to be released in Fall 2026, as the current RFP expires on June 30, 2027. We are also seeking input from principals about expanding services at other sites for the new RFP.

Please see the linked [FY27 PGCPs Vendor Managed Child Care Programs](#).

RELOCATABLE CLASSROOMS

66. Provide the number of relocatable classrooms and capacity located at each school within the School System.

Please see the linked [Temporary Classroom by School](#).

COMMUNITY PARTNERSHIPS

67. List community partnerships by school for all schools within the School System. Include any partnerships with federal, State, or County agencies.

Please see linked [Executive Summary Listing of Partners](#).

COMMUNITY SCHOOLS

68. Discuss the community schools within the School System, their location in the County, and the programs and services offered at each location. Provide the Community Schools Assessments for each school that has one.

The Community School Model is a national model where schools serve as the hub of the community providing both academic and social-emotional support for students and their families. As defined by the Coalition of Community Schools, "A Community School is a public school - the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life."

PGCPS Office of Community School's (OCS) goal is to help ensure students and their families are resilient, successful, ready to learn, and are prepared to be involved in their community. Please see the below links regarding the Community School locations and Needs Assessments:

[Community School Listing](#)

[Needs Assessments Cohort 1-5](#)

[Community Schools Needs Assessment Cohort 6](#)

[Community Schools Needs Assessment Reports, Cohort 7 - SY2026](#)

[Programs and Services](#)

PARTNERSHIPS WITH NON-PROFITS

69. Discuss any partnerships or programs PGCPS currently holds with non-profits and other non-County agencies. Include any measurable successes or drawbacks to date.

We have seen several successes with organizations like Capital Area Food Bank (food insecurity), Brighter Bites (food insecurity), and Because I Can (coding). These organizations have made tremendous impact across several community schools and have been able to spread their impact throughout the system over time. To support organizations with border impact to provide our schools with more approved choices, several of these organizations have participated in our RFP process to facilitate spending with more ease. This promises to be a significant success in how we manage relationships moving forward.

We have an ongoing approved major partnership with the PullUp fund that provides In-Kind services to schools and offices across PGCPS through its subsidiary businesses such as Heart of America (HOA), etc. an example of this work: in SY26, HOA renovated and reimaged 47 media center spaces (45 in schools and 2 in central offices for staff) totaling over 5 million dollars worth of construction, book installations, computers, 3D printers, desks, chairs, reading corner sofas, etc. The impact for schools is projected to be improved outcomes for students in literacy; improved attendance; and improved climate and culture. The impact for staff is projected to be improved professional technical proficiency;

increased access to technology and communication tools; and improved climate and culture.