



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

# **LEGISLATIVE PLATFORM**

**Policy and Governance Committee  
Superintendent Millard House II**

# **2025**



# Our Vision and Mission

## Leading With Vision

Our vision paints the image of a premier educational environment that values the rich uniqueness of who we are as we develop and equip life-long learners, leaders, empowered proponents of justice and prosperous communities to thrive in the global society:

A culturally responsive district developing distinguished learners, leaders, voices of social justice, and advocates for humanity for the world of today, tomorrow, and beyond.

## Mastering Our Mission

Our mission defines our purpose and the scope of our work. It communicates why we exist and what we hope to contribute to society:

Provide a transformative educational experience anchored by excellence in equity – developing 21st century competencies and enabling each student’s unique brilliance to flourish in order to build empowered communities and a more inclusive and just world.



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## PGCPS Leadership

Our Legislative Affairs team is comprised of the Office of Government Relations, the Superintendent, and the Board of Education.

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## Legislative Priorities

Prince George's County Public Schools (PGCPS) focus on securing increased funding for educational resources, facilities, and staff to enhance student learning and support services.

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## Ongoing PGCPS Issues

Ongoing issues for Prince George's County Public Schools (PGCPS) include challenges related to student performance, resource allocation, staff retention, and addressing equity in educational opportunities.

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Learn more about our legislative affairs  
[www.pgcps.org/govrelations](http://www.pgcps.org/govrelations)

# PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

## Power in Partnerships

On behalf of Prince George's County Public Schools (PGCPS) we collectively, want to express our deep appreciation for your continued support and advocacy on behalf of the children, families, and educators in our community. Your leadership and partnership have been instrumental in ensuring that our schools have the resources and opportunities they need to help students thrive. As you know, the success of our students is closely tied to the support we receive from local, state, and federal partners.

That said, there is more work to be done, and we need your continued leadership. As PGCPS continues to evolve, we face challenges in areas such as funding for school infrastructure, mental health services, technology access, and teacher retention. These areas are critical to ensuring that every student has the opportunity to succeed.

We invite you to deepen your partnership with PGCPS and stand with us as we work to create the best possible educational environment for our students. Your advocacy is essential as we pursue legislative solutions to these pressing challenges.

We understand the competing demands on your time and resources, but we firmly believe that an investment in education is an investment in the future of Prince George's County. Together, we can ensure that every child in our community can succeed, regardless of their background or circumstances.

Thank you once again for your steadfast commitment to our schools and our students. We look forward to continuing our partnership and working together to make Prince George's County Public Schools a model of excellence.



*Millard House II*  
Millard House  
Superintendent



*Lolita E. Walker*  
Lolita E. Walker  
Board Chair



*Jonathan Briggs*  
Jonathan Briggs  
Policy & Governance Chair

## About

# Government Relations

The Office of Government Relations, Compliance, and Procedures (OGRCP) is dedicated to identifying and engaging key stakeholders such as elected officials, government agencies, regulators, and advocacy groups. Building and maintaining these relationships is vital for influencing decisions and gaining support for PGCPs initiatives. The primary goal of

the Government Relations team at Prince George's County Public Schools (PGCPS) is to stay informed on legislative and regulatory changes that may affect the district. Our work involves conducting thorough research, developing strategic positions, and effectively communicating these stances to policymakers.

## Key Components:

- **Policy Advocacy**
- **Stakeholder Engagement**
- **Legislative Affairs**
- **Regulatory Affairs**
- **Issues Management**
- **Compliance and Ethics**

By staying ahead of emerging issues that could affect the PGCPS, the OGRCP adopts a proactive approach to identifying challenges and opportunities in an ever-evolving political and regulatory environment. Through active stakeholder engagement, participation in the political process, and a commitment to ethical principles, the OGRCP plays a crucial role in bridging the gap between the public and private sectors. This effort ultimately contributes to a more informed, responsive, and accountable system of governance.

Under the Chief of Staff Division, the OGRCP is dedicated to engaging with stakeholders, participating in the political process, and adhering to ethical principles.



Quincy Boyd, ED.M  
Chief of Staff  
Superintendent's Office



Robin Welsh, ESQ.  
Director  
Government Relations,  
Compliance and Procedures



Shelby McRae, APR  
Administrator  
Government Relations  
and Procedures

# 2025 Legislative Priorities



## 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. **To implement these reforms the Board is advocating for increased state funding and increased flexibility and more local control over the Blueprint's initiatives.**

Additionally, it is becoming increasingly difficulty to implement the Blueprint requirements when guidance from the AIB and MSDE is constantly changing and frequently delayed. **Thus, the Board is advocating for guidance from the AIB and MSDE regarding Blueprint requirements be provided up to 18 months prior to the deadline for meeting the requirements so that PGCPS is able to make the necessary operational adjustments to comply with the requirements.**





## School Safety and Security

Safety and security in our schools is PGCPS' highest priority because it is extremely important for the protection of students and staff, as well as essential for fostering an environment conducive to teaching and learning. The prevalence of school-related violence has underscored the importance of implementing safety measures such as emergency preparedness and training, communication and collaboration with county law enforcement to enhance our threat assessment response, in addition to infrastructure and technology upgrades. Funding for public school safety programs is essential to maintaining safe schools where students are more likely to engage in learning and achieve academic success.

Over the past years PGCPS has utilized the Maryland Safe to Learn Act grants to fund building security measures and school safety-related projects and services. During the 2024 school year PGCPS utilized this grant funding to purchase security enhancement devices for all of the high schools and several middle schools and has submitted another School Safety Grant this school year to cover the cost of additional security measures. **PGCPS is seeking support for legislative measures that continue and expand the Safe to Learn Act grant funding for school building security measures and to pay for staff to operate and monitor advanced security technology in the schools.**



# 2025 Legislative Priorities



## Construction and Facilities



The Board recognizes the need to reduce the school system’s environmental impact by building and operating its facilities in an environmentally responsible manner to create healthy places to learn and work and to preserve the environment for future generations. To achieve this, adequate funding is necessary to cover the cost of increases in construction and retrofitting costs driven by inflation and labor costs. Additionally, PGCPS faces the reality of having over half of their schools being at least 40 years old . These aging schools require infrastructure and facility repairs, replacement or upgrading of HVAC and ventilation systems, plumbing and electrical system overhauls, etc. To ensure that our schools are safe and healthy for our students and staff it is critical that PGCPS receives adequate funding to meet these challenges. **PGCPS is seeking support from the Prince George’s County delegation for legislative measures that continue and increase funding from the Aging School program; increase funding for school construction and renovation projects that is commensurate with modern-day costs of designing, building, renovating and maintaining high-quality learning environments. Increased funding in all areas addressed by climate action reform, such as: electric buses, climate friendly cleaning supplies, and solar energy, etc. and for school construction to implement climate change action projects when constructing a new school building is also needed. Furthermore, PGCPS is advocating for increased funding to provide additional space for CTE and full-day Prekindergarten programs.**





## Immunizations for Students New to the US

From July 1 to September 30th, PGCPS averages greater than 4,000 newcomer students in grades PreK -12. Newcomers are students born outside of the United States and have recently arrived in the country and are new to PGCPS. Due to a variety of challenges that the families of these students face, many of these students are not able to meet the immunizations requirements in time to be counted and funded as part of the Foundation Program resulting in millions of dollars of lost financial aid each year. Additionally, schools are required to exclude these students from receiving instructional services until the requirements are met. Because attending school is crucial, especially for these students, for equipping students with essential knowledge and skills that form the foundation for future academic and career success, the lack of attendance has the potential to negatively impact these students' success and achievement in school. PGCPS understands the importance of the immunization program when considering public health and will ensure that all students comply; however, the timeline is too short when considering the specific needs of these students and families.

**PGCPS supports legislation that would allow the date of the immunization appointment for a newcomer to be extended to no later than 45 days, following the date the student was temporarily admitted or retained.**

**PGCPS also advocates for providing PGCPS/LEAs ( who manage their own professional nurses and have school based clinic) independent avenues to secure the required vaccines to students to close the gap of immunization compliance in accordance with COMAR 10.06.04.03.**



# Ongoing PGCPS Priorities

## Local School Board Autonomy

Local Board autonomy and flexibility allows the Board of Education of Prince George's County (Board) to best balance educational practices, available resources to implement those practices, public input, and academic and financial accountability to respond to the unique needs and circumstances of its community.

The Board 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. The Board is the primary advocate for local, state, and federal funding to support the teaching and learning of students and efficient and effective school system administration.

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 educational matters that impact the counties shall be under the control of a county board of education.

### PGCPS 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

### PGCPS 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 and budgetary authority
- Legislation that interferes with the Board's authority to negotiate a contract with its Superintendent
- Legislation that creates unfunded mandates
- Any provision that requires PGCPS to award grants to non-profit organizations to support private daycare businesses

# Ongoing PGCPS Priorities

## Recruitment and 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. Ranked second in the state for Nationally Board Certified Teachers (NBCT), PGCPS is a leader in the field!

Teachers are supported with mentorship, monthly professional development, and a strong leadership pipeline to help advance their careers.

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.



### PGCPS supports:

- Funding to support the full cost of training staff on legislative mandated subjects
- Full funding for mandated teacher certification programs
- Programs developed in partnership with higher education that utilize new and prospective teachers' work in the classroom to meet certification requirement.
- Alternative pathways to teacher certification to aid in the recruitment of high quality and diverse candidates.

### PGCPS opposes:

- Unfunded mandates

## Our Teachers

**Third in the state for Nationally Board Certified Teachers. PGCPS leads the industry! Mentorship, monthly professional development and a robust leadership pipeline support teachers seeking to advance their careers.**

# Ongoing PGCPS Priorities

## Curriculum and Accountability

The State Board of Education, rather than legislative mandates, are responsible for setting curriculum standards, and assessment and grading requirements. 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 and assessments relevant to the needs of students attending PGCPS and the Board to review instructional materials with the input of the community.



### **PGCPS supports:**

- Legislation that allows for continued flexibility with grading
- Limiting the requirements that are attached to Blueprint funding
- More local control over Blueprint initiatives
- Removing the requirement that a portion of the GED exam be taken in English.

### **PGCPS opposes:**

- Requirements by the AIB, MSBE and MSDE that make PGCPS responsible for the administration of the financing, accountability or operation of private providers for publicly funded Prekindergarten
- Any legislation that mandates or prescribes curriculum and related unfunded mandates
- Any increase in state assessments requiring an increase in testing time for any given student
- Statewide controls over Student Information Systems
- Legislation that mandates that PGCPS be responsible for programs/activities outside of its instructional responsibilities

# Ongoing PGCPS Priorities

## Funding for Success

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. 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.

### Capital Improvement Program FY 2025 - 2030 Budget

FISCAL YEAR	BUDGET SOURCE				TOTAL
	STATE	COUNTY	OTHER [1]		
FY 2025	\$ 84,148,497	\$ 144,791,000	\$ 15,000,000	\$	243,939,497
FY 2026	86,571,000	150,248,000	15,000,000	\$	251,819,000
FY 2027	94,673,000	155,339,000	15,000,000	\$	265,012,000
FY 2028	63,500,000	158,164,000	15,000,000	\$	236,664,000
FY 2029	69,686,000	127,615,000	15,000,000	\$	212,301,000
FY 2030	52,292,000	137,081,000	15,000,000	\$	204,373,000
<b>TOTAL FUNDING</b>	<b>\$ 450,870,497</b>	<b>\$ 873,238,000</b>	<b>\$ 90,000,000</b>	<b>\$</b>	<b>1,414,108,497</b>

[1] Additional funding for Alternative Construction Financing (Public Private Partnership)

### PGCPS supports:

- Legislation that mandates that Prince George's County and not PGCPS fund the budget for the Office of Integrity and Compliance
- Funding and resources to accompany any new legislation and a careful study of the costs associated with new legislation
- Using funds appropriated for education solely for educational purposes
- Requiring the county government to submit an annual report to the state (AIB, MSBE, and General Assembly) on the

amounts and percentages of local revenues allocated to the school system budget

- Providing the school system the option to remove all or a portion of the Foundation Program funding from the 75% school-based funding allocation requirement
- Receiving funding for Tier II students in FY26

### PGCPS opposes:

- Diverting school funds appropriated by federal, state, and local government to fund private organizations

# Ongoing PGCPS Priorities

## MSDE Literacy Policy

As indicated in the Blueprint for Maryland's Future and the Ready to Read Act, it is the goal of the General Assembly that every student read at or above grade level by the end of grade 3. Maryland's Comprehensive K-3 Literacy Policy is designed to provide equitable, effective, and evidence-based instruction to all students, leading to increased literacy rates. Implementation requires consideration for the unique needs of students engaging in early literacy development and teachers who have the necessary knowledge and skills to provide core instruction aligned to the science of reading. Professional development is required to be provided for all general education, special education, and multilingual learner teachers, administrators, and other staff who support literacy instruction for students in Pre-Kindergarten through 3rd grade. Additional staffing for the provision of job embedded training for teachers and the implementation of intensive interventions may also be needed.



### PGCPS supports:

- Legislative measures that would require or provide incentives/subsidies to higher education Educator Preparation Programs to provide training to elementary education candidates on the science of reading
- Increased and continued funding for ongoing professional development of staff who provide literacy instruction for students in Pre-Kindergarten through 3rd grade
- Increased funding for additional staff to provide job-embedded training to Pre-Kindergarten through 3rd grade teachers and interventions to students who do not

read on grade level and need intensive interventions

### PGCPS opposes:

- Unfunded mandates



# Ongoing PGCPS Priorities

## Student 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 wellbeing which is directly linked to better academic performance, increased motivation, and a positive attitude towards school. Although the Board is committed to supporting the physical, social and emotional needs of students, sufficient funds as well as collaborative partnerships with county agencies is needed to support this expanded role of the public school system.



### **PGCPS supports:**

- Universal meals with provisions for composting and food waste reduction for students funded entirely by the State
- Funding to maintain the mental health resources and supports that are currently being provided with ESSER funds but due to the sunset of the ESSER funds will impact PGCPS ability to provide the same level of mental health resources and supports
- Funding to support a restorative approaches coordinator for each school and for the training of teachers to implement restorative approaches

- Additional funding for more professional school counselors, school psychologists and addiction counselors to improve the student to provider ratio
- Funding for the training of parents and students on the prevention of drug addiction
- Legislation that reduces barriers for students to access home and hospital programs responsibilities

### **PGCPS opposes:**

- Legislation that restricts or eliminates the ability of PGCPS to contract for services

# Ongoing PGCPS Priorities

## 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. While IDEA mandates that the federal government cover 40% of the costs for educating students with disabilities, in practice, federal funding only covers around 15%, leaving states and local governments to make up the shortfall. 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.



### PGCPS supports:

- Significant increases in funding to support high-quality special education services
- Increasing the State's share of the total costs of non-public placements of students with disabilities
- Incentives to attract highly qualified special education teachers, related service providers, and support personnel to ensure the provision of appropriate services

### PGCPS opposes:

- Unfunded mandates to provide special education services

## What is IDEA?

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.



# Ongoing PGCPS Priorities

## 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.



### **PGCPS supports:**

- Legislation that mandates that MSDE convene a working group to develop guidance to local school systems on the safe and effective use of artificial intelligence (AI), including but not limited to, academic integrity and plagiarism, acceptable and unacceptable uses of AI for students and teachers, student and staff data privacy and data security, etc.
- State level standardized Agreements for local school systems to utilize when procuring software to ensure the safety and privacy of students and educators and the protection of their data.

- State level accessibility evaluations for school systems to use to evaluate their technology tools for accessibility

### **Artificial Intelligence at PGCPS**

Artificial Intelligence (AI) is increasingly becoming a fundamental aspect of the educational landscape and our lives overall. Prince George's County Public Schools embraces machine learning, including AI for staff and students, through a measured approach that combines investigating ways AI can be a productive tool in the classroom and workplace, while maintaining students' safety through refined privacy policies and practices.

# Ongoing PGCPS Priorities

## Legislation Drafting

School systems need sufficient time to implement new laws and regulations for several reasons. First, schools must evaluate the resources—financial, human, and material—necessary to comply with these changes. This may involve purchasing new equipment, hiring additional staff, or reallocating current resources, all of which require careful planning and execution. If the law mandates new practices or tools, ample time is essential for purchasing, installing, and testing new systems, hiring staff if needed, and ensuring that all employees receive the appropriate training to carry out their new responsibilities. With adequate time, schools can also monitor the implementation and adjust as necessary. Rushed rollouts leave little room for correction, potentially leading to ineffective compliance and negatively impacting both staff and students.



**Adequate time allows for school systems to monitor the implementation and adjust as needed. Rushed rollouts leave little room for correction, which can result in ineffective application of the law or harm employees' work experiences and students' educational experiences.**

### PGCPS supports:

- A rule that would require local school systems to implement a bill no sooner than the beginning of the school year of the next calendar year
- A rule that education -related legislation that would mandate the adoption of new or amended state regulations or policies would not be required to be implemented by the school system until a reasonable time following final adoption of the new state regulation or policy

### PGCPS opposes:

- Legislation that contains requirements that conflict with existing legislation which the school system is also required to implement



# Ongoing PGCPS Priorities

## Federal Support of Public Education

Increased federal funding is crucial to help cover the rising costs associated with federally mandated educational programs, services, and other school initiatives. Without sufficient financial support, schools are left struggling to meet these obligations, which are essential for providing a quality education. The Board supports federal funding that comes with minimal regulatory constraints, allowing for flexibility in the allocation of resources to meet local needs. At the same time, the Board firmly opposes federal mandates that are either underfunded or impose excessive burdens on school systems, as these create financial strain and divert attention away from students' educational outcomes. Adequate funding must accompany any new requirements to ensure schools can effectively serve their students and maintain high standards of education.

### Budget Highlights

	FY 2023 Actual	FY 2024 Approved	FY 2024 Estimated	FY 2025 Proposed
<b>REVENUE</b>				
Board Sources	28,873,351	11,356,052	11,356,052	13,310,766
County Sources	848,098,685	943,054,800	943,054,800	958,797,572
Federal Sources	245,548,380	231,738,135	231,738,135	145,440,327
State Sources	1,332,787,826	1,555,057,494	1,555,057,494	1,597,914,887
Fund Balance - Prior Year	73,908,755	70,000,000	70,000,000	120,000,000
<b>Total Revenue:</b>	<b>\$ 2,529,216,997</b>	<b>\$ 2,811,206,481</b>	<b>\$ 2,811,206,481</b>	<b>\$ 2,835,463,552</b>

### PGCPS supports:

- The role of the federal government in education to supplement and support, rather than mandate, local efforts in education
- Additional federal funding to provide mental health services for students, staff and families
- All federal mandates being fully funded with federal dollars
- Fully funding IDEA by honoring its commitment to support the education of students with disabilities
- Funding to support school districts in ongoing efforts to respond to cybersecurity threats

- Federal assistance in educational technology funding for the E-Rate Program and reduce and simplify the paperwork and application requirements for E-Rate
- Funding to replace funding sources that have expired, such as ESSER funds
- State level accessibility evaluations for school systems to use to evaluate their technology tools for accessibility

### PGCPS opposes:

- Privatization of public education funding
- Federal efforts to prescribe how school districts implement apprenticeship programs

# Ongoing PGCPS Priorities

## 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, 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.



### **PGCPS 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 in order 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

### **PGCPS opposes:**

- 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

# PGCPS Program Highlight

## Preparing for a Bright Future

### What makes the PGCPS Career and Technical Education Programs unique?

Career and Technical Education (CTE) gives high school students the chance to get a head start on preparing for college and careers. CTE programs of study help students gain the skills, technical knowledge, academic foundation, and real-world experiences they need to prepare for high-skill, high-demand, and high-wage careers.

In CTE programs, students will learn how core school subjects like math, science, and writing are used in real-life. CTE students have the opportunity to participate in hands-on training in their chosen program and gain real-world experience through job shadows and internships. Many programs offer students the opportunity to earn nationally recognized certifications which they can use to get a job, help pay for college, or start a career straight out of high school.

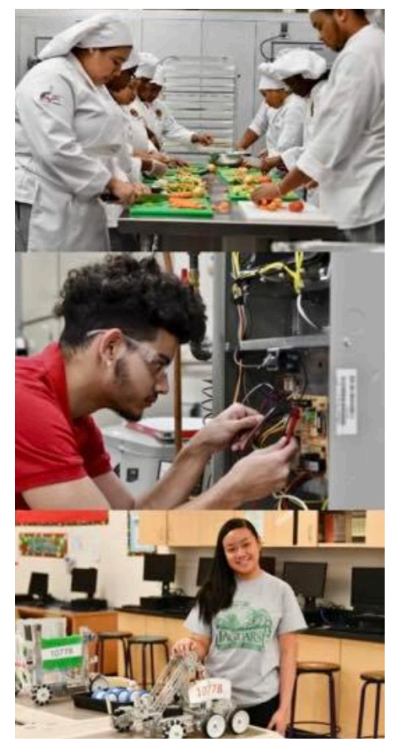


### Career Prepared

CTE provides high-quality instructional programs that will prepare students for college and careers by offering experiential learning, post-secondary credits and industry certifications. Students will gain technical and high-level academic skills, equipping them to be lifelong learners and contributing members of society.

While CTE was once viewed as an alternate path through high school, it is now interwoven into the fabric of learning and even acts as the crown jewel for some schools. These programs can be a huge draw for students looking to build more applicable job skills while they are in school or those looking for an engaging program that lets them get hands-on.

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.



# Thank You!

**On behalf of Prince George's County Public Schools (PGCPS), I would like to express my heartfelt gratitude for your unwavering support and dedication to our students, educators, and the broader community. Your commitment to education and your partnership with PGCPS plays an invaluable role in shaping the future of our youth.**

**Thanks to your efforts, we have been able to provide enriching academic experiences, innovative programs, and much-needed resources that empower our students to thrive both inside and outside the classroom. Your advocacy and contributions have made a lasting impact on the success and well-being of countless students across the county.**

**As we continue working together toward our shared goal of providing the best possible educational opportunities for all, we are confident that our collaborative efforts will lead to even greater achievements in the future.**





# 2025 LEGISLATIVE TOOLKIT

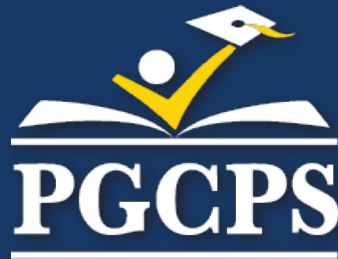
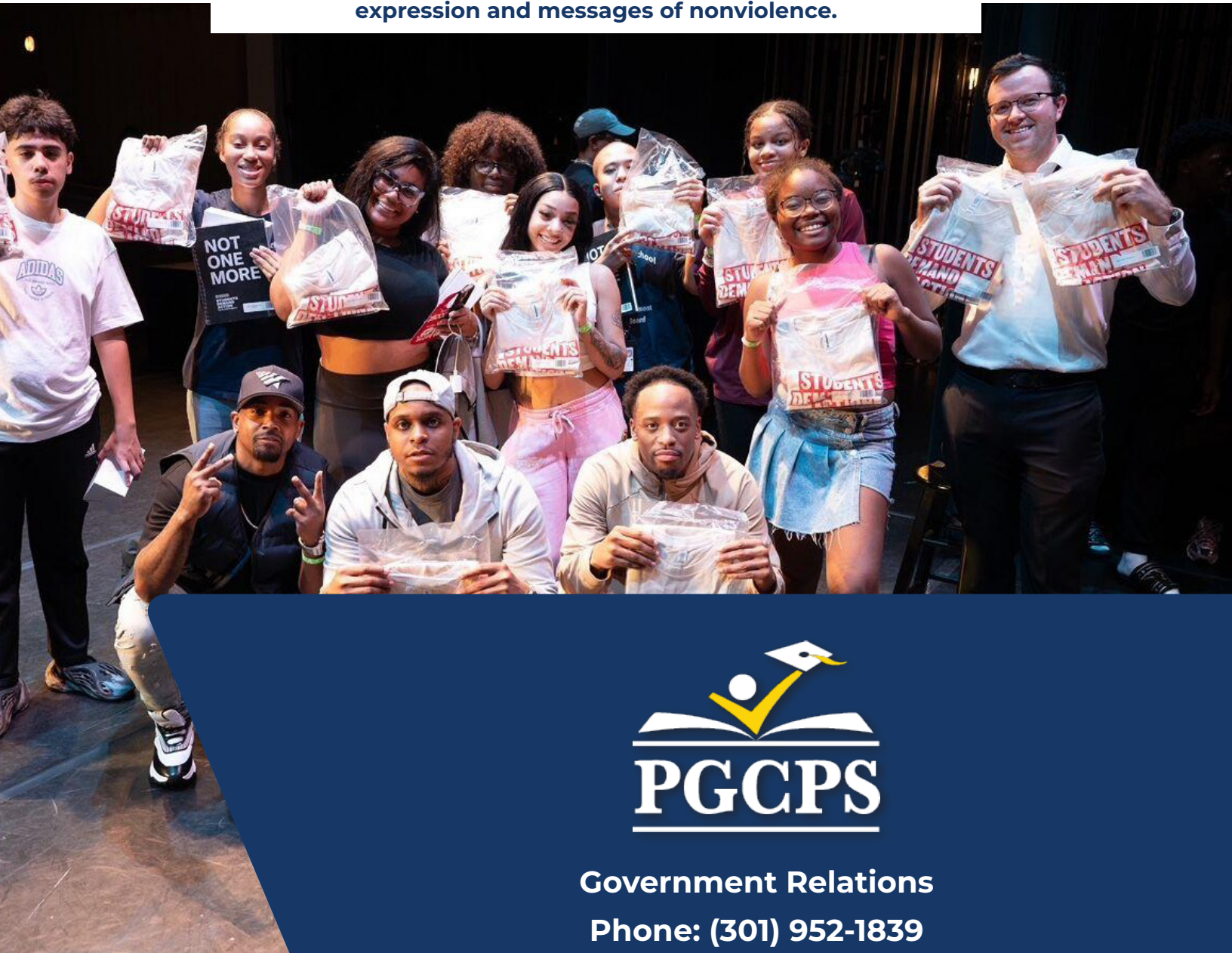


Please scan the QR code to Connect

[GovRelations@pgcps.org](mailto:GovRelations@pgcps.org)

# Empowering Prince George's Students

Over 300 high school students from Prince George's County gathered at the Bowie Center for Performing Arts for the Motivating OUR Future Concert Kickoff. Hosted by LiveLIVE and StaySOLID Youth Mental Health, in partnership with Bowie High School SGA and Students Demand Action, the event sought to inspire and uplift local students through music, self expression and messages of nonviolence.



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