Chapter 4

Office of Curriculum and Instructional Programs

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Office of Curriculum and Instructional Programs
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	FY 2012 BUDGET	FY 2012 CHANGE
POSITIONS					
Administrative	51.000	49.000	49.000	49.000	
Business/Operations Admin.					
Professional	659.600	667.280	667.280	681.780	14.500
Supporting Services	226.945	221.770	221.770	216.820	(4.950)
TOTAL POSITIONS	**937.545**	**938.050**	**938.050**	**947.600**	**9.550**
01 SALARIES & WAGES					
Administrative	$5,991,700	$6,367,395	$6,367,395	$6,339,332	($28,063)
Business/Operations Admin.					
Professional	51,987,602	51,751,861	51,751,861	56,365,080	4,613,219
Supporting Services	10,358,653	10,470,386	10,470,386	10,515,095	44,709
TOTAL POSITION DOLLARS	**68,337,955**	**68,589,642**	**68,589,642**	**73,219,507**	**4,629,865**
OTHER SALARIES					
Administrative					
Professional	2,112,844	2,759,881	2,762,959	1,835,105	(927,854)
Supporting Services	184,064	247,290	245,378	241,622	(3,756)
TOTAL OTHER SALARIES	**2,296,908**	**3,007,171**	**3,008,337**	**2,076,727**	**(931,610)**
TOTAL SALARIES AND WAGES	**70,634,863**	**71,596,813**	**71,597,979**	**75,296,234**	**3,698,255**
02 CONTRACTUAL SERVICES	**960,136**	**1,066,442**	**1,071,201**	**1,181,334**	**110,133**
03 SUPPLIES & MATERIALS	**1,818,776**	**2,558,034**	**2,555,712**	**2,440,612**	**(115,100)**
04 OTHER					
Staff Dev & Travel	268,837	359,967	360,012	326,466	(33,546)
Insur & Fixed Charges	2,021,678	2,284,984	2,285,365	2,065,930	(219,435)
Utilities					
Grants & Other	53,608	96,332	96,332	63,855	(32,477)
TOTAL OTHER	**2,344,123**	**2,741,283**	**2,741,709**	**2,456,251**	**(285,458)**
05 EQUIPMENT	**200,602**	**81,409**	**80,811**	**137,137**	**56,326**
GRAND TOTAL AMOUNTS	**$75,958,500**	**$78,043,981**	**$78,047,412**	**$81,511,568**	**$3,464,156**

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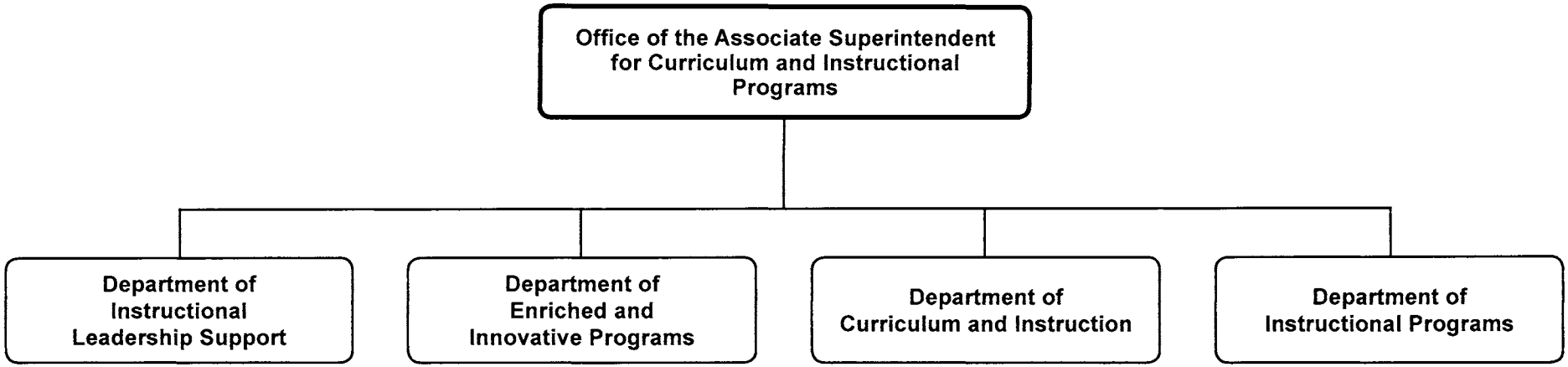
Office of Curriculum and Instructional Programs—Overview



F.T.E. Position 947.600

(Includes 662.055 school-based positions shown on K–12 charts.)

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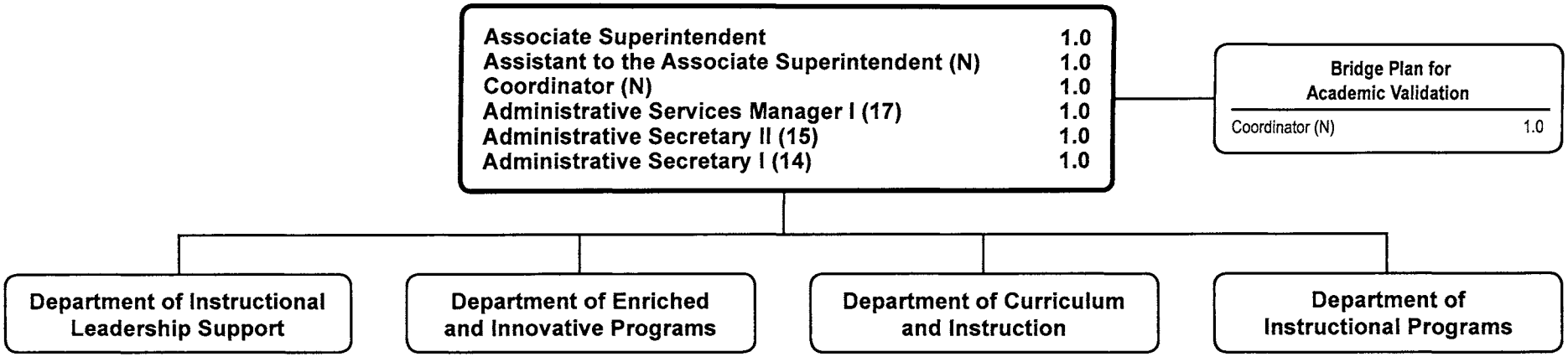
Office of the Associate Superintendent for Curriculum and Instructional Programs



F.T.E. positions 7.0

Office of Curriculum and Instructional Programs—211/144

Erick J. Lang, Associate Superintendent 301-279-3411

Mission

The mission of the Office of Curriculum and Instructional Programs (OCIP) is to provide innovative systemwide leadership for a unified approach to directly supporting schools; managing instructional programs, initiatives, and projects; developing and implementing curriculum, professional development, assessment, and instructional resources; and communicating and collaborating with internal and external stakeholders to prepare all students to learn without limits and to meet or exceed local, state, and federal assessment requirements.

Major Functions

OCIP has direct responsibility for leading the planning, development, and coordination of systemwide initiatives in curriculum, professional development, assessment, instructional programs, and extended day and extended year programs. OCIP collaborates with schools, other offices of the Montgomery County Public Schools (MCPS), and stakeholders to ensure that students and teachers have products, programs, initiatives, and services that provide MCPS students with access to unlimited postsecondary opportunities.

In FY 2010 the organizational structure was refined to create efficiencies within the departments and divisions and to utilize time in its priority work of providing direct support to schools and engaging in collaboration and communication with school-based staff members. Processes were developed to make it easier for schools to access support from OCIP staff, to more effectively utilize two-way communication in planning and decision making and to get feedback on programs, products, and services.

OCIP is composed of the following four departments: the Department of Curriculum and Instruction (DCI), the Department of Instructional Programs (DIP), the Department of Enriched and Innovative Programs (DEIP), and the Department of Instructional Leadership Support (DILS).

DCI is comprised of eight content areas which fall into two categories: Science, Technology, Engineering, and Mathematics and Arts and Humanities. In all eight content areas, DCI develops, selects, and revises Pre-K–12 MCPS curriculum, assessments, and instructional resources aligned with state, national, and international standards, as well as with the Seven Keys to College and Career Readiness. DCI promotes effective teaching and learning by supporting school-based staff members implementing MCPS curriculum, assessments, and instructional resources and by developing performance measures and proficiency standards to guide instructional decisions and monitor progress.

DIP consists of the Division of ESOL/Bilingual Programs, the Division of Early Childhood Programs and Services, Outdoor Education, Foundations, and School Library Media Programs. DIP provides leadership to design, develop, and facilitate rigorous programs that provide diverse student groups with learning opportunities to achieve their highest potential and strengthen family-school relationships by providing interpretation and translation services so that parents can access information and be a part of their children's education.

DEIP includes the Division of Accelerated and Enriched Instruction, the Division of Consortia Choice and Application Program Services, and the Elementary Integrated Curriculum Team. DEIP is leading the development of a unique integrated curriculum that will prepare elementary school students for a lifetime of learning. DEIP also is responsible for the elementary language immersion lottery, the middle school course expansion program, and high school signature and academy programs. DEIP coordinates the development of programs and instruction designed to increase student rigor and achievement; program review for the expansion of middle school courses to support the middle school reform effort; and the student instructional program planning and implementation process.

DILS provides direct support to schools to increase academic achievement for all students. This department includes the Directors of Instruction and Achievement for elementary, middle, and high schools who provide a direct communication link between OCIP and the schools. DILS also provides school leadership team professional development through the Staff Development Teacher Project Team. Staff members in this department coordinate and implement school-level reform efforts, organize and conduct instructional program reviews, coordinate and implement MCPS programs and initiatives, including SAT/ACT/PSAT/Advanced Placement/High School Assessment (HSA) support, coordinate curriculum updates, serve as the grading and reporting liaisons to schools and participate in Achievement Steering Committees in collaboration with the Office of School Performance.

Coordination of the Bridge Plan for Academic Validation, also resides in OCIP. Through this program, students, parents, and school staff members are provided the data, information, support, and opportunities to ensure that all students meet the HSA graduation requirement through a variety of options.

The focus of all departments, divisions, and units in OCIP is to provide direct support to schools and to ensure that all students have equitable access to the pathways encompassed in the Seven Keys to College Readiness through the products, services, and programs made available by this office.

Trends and Accomplishments

Curriculum, Instruction, and Assessment

The Department of Enriched and Innovative Programs is continuing with the development of a dynamic web-based Elementary Integrated Curriculum K-5 (EIC) that is aligned with the common core state standards and is designed to engage all students in learning. The EIC provides teachers with a single-source online instructional guide that shows connections among all subjects and builds on the existing content specific curriculum.

At the secondary level, staffs are in the process of migrating the existing secondary curriculum from the Online Curriculum Archive to the Online Learning Community (OLC) on

the *my*MCPS portal. Newly developed curriculum at this level includes physical education and world languages. Among other resources and professional development supports, a hybrid face-to-face and online version of the high school course National, State, and Local Government was developed to support students.

The web-based environment was designed to allow for the development and dissemination of curriculum and professional development and provides a venue for teachers to post lessons, instructional materials, and professional development resources.

Middle School Reform
Based on the recommendations of the Middle School Reform Report and as a result of the success of the Middle School Magnet Consortium, rigorous instructional programs were phased into all middle schools in FY 2010. In order to support instructional practices and to prepare students to be college and career ready, all middle schools receive a variety of resources. Professional development for teachers focuses on instructional strategies and interactive classroom technology to enhance instruction, as well as on planning lessons that promote and develop skills that enable students to connect learning across disciplines and apply knowledge to authentic situations. A critical component of the middle school reform is building leadership capacity among staff through participation in the Professional Learning Communities Institute and job-embedded professional development delivered through teacher leaders. Improved organizational structures that promote effective schedules for students and time for teachers to work collaboratively result in efficient use of time throughout the school day.

While the expansion of the Middle School Reform Initiative has been delayed due to budget constraints, the support provided to schools illustrates the commitment to provide all students with access to enriched, accelerated, and challenging instructional programs.

Career Pathway Programs and College Partnerships
Enrollment increased in Career Pathway Programs and partnerships were expanded to develop and implement over 30 programs and initiatives supported by MCPS and Maryland's postsecondary institutions. Support was provided for the implementation of programs such as Project Lead the Way which sponsored an advanced engineering program and a biomedical program. In addition, the National Academies of Finance, Information and Technology, and Hospitality and Tourism, allowed students to earn industry credentials and college credits. Secondary courses in career pathway programs include the Maryland State Curriculum for career development and the Maryland Technology Literacy Standards. Partnerships with businesses and higher education institutions were expanded to provide more opportunities for all students.

Online Learning—Student Online Courses
In collaboration with Office of the Chief Technology Officer (OCTO), a digital platform for developing and disseminating secondary curriculum, assessment, instruction, and professional resources was designed to support teachers' use of technology in the classroom. Teachers use this venue to collaborate with other teachers and to access universal design for learning resources to implement curriculum and instruction that meet the needs of a diverse student population.

Online Learning—Teacher Resources
All MCPS teachers have internet access to the new MCPS Curriculum Archive, which was launched in June 2008. The current documents, which include at least 40,000 pages previously published in notebooks, are housed centrally in the new archive. Work toward the ultimate goal—the development of an online collaborative web-based environment—is under way through a phased approach beginning with teachers as the customer. The effort is a joint project of OCIP and OCTO.

Major Mandates

In compliance with Montgomery County Board of Education (BOE) Policy IFA, Curriculum, which addresses the development, implementation, and monitoring of curriculum throughout the school system, OCIP ensures that the curriculum defines what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. In support of the implementation of state of Maryland School Assessment and HSA, OCIP provides schools with current information about best practices and access to resources that promote proficient and advanced performance for all students. OCIP is responsible for overseeing the alignment of its departments, divisions, and units to organize and optimize resources for improved academic success in support of the MCPS strategic plan.

Performance Measures

Monitor the work of OCIP by identifying and surveying stakeholder groups, analyzing and sharing data, and developing action plans for the continuous improvement of programs, products, and services provided by each department and unit in OCIP. These groups will include principals, teachers, and parents (Councils for Teaching and Learning, Curriculum Advisory Committee, Principal Advisory Groups, and Curriculum Advisory Assembly).

Budget Explanation
Office of Curriculum and Instructional Programs—211/144

The FY 2012 request for this office is $1,022,344, a decrease of $337,262 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—($20,180)
There is decrease of $20,180 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Office of Curriculum and Instructional Programs—211/144

Erick J. Lang, Associate Superintendent 301-279-3411

Realignment—($278,486)
The budget includes a technical realignment from the Office of Curriculum and Instructional Programs to the budget for High Schools. Specifically, $277,486 is realigned from professional part-time salaries to fund 3.0 teacher positions for the Bridge for Academic Validation program. These positions are used to score projects for high school students. There is also a realignment of $1,000 from stipends in the Bridge for Academic Validation program to the Elementary Schools budget.

Reductions—($38,596)
There is reduction of $5,600 budgeted for professional part-time salaries, $2,996 budgeted for supporting services part-time salaries, $20,000 budget for contractual services, $9,567 budgeted for instructional materials, and $433 budgeted for office supplies. These reductions will be managed through work reassignments and efficiency measures.

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Office of Curriculum and Instructional Programs - 211/144

Erick J. Lang, Associate Superintendent

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	11.000	7.000	7.000	**7.000**	
Position Salaries	$991,847	$723,095	$723,095	**$702,915**	($20,180)
Other Salaries					
Summer Employment					
Professional Substitutes		16,875	16,875	**15,875**	(1,000)
Stipends		16,875	16,875	**16,875**	
Professional Part Time		486,870	486,870	**203,784**	(283,086)
Supporting Services Part Time		5,174	5,174	**2,178**	(2,996)
Other		21,229	21,229	**21,229**	
Subtotal Other Salaries	438,599	547,023	547,023	**259,941**	(287,082)
Total Salaries & Wages	1,430,446	1,270,118	1,270,118	**962,856**	(307,262)
02 Contractual Services					
Consultants					
Other Contractual		52,600	52,600	**32,600**	(20,000)
Total Contractual Services	19,667	52,600	52,600	**32,600**	(20,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		27,334	27,334	**17,767**	(9,567)
Office		2,696	2,696	**2,696**	
Other Supplies & Materials		433	433		(433)
Total Supplies & Materials	5,717	30,463	30,463	**20,463**	(10,000)
04 Other					
Local Travel		6,425	6,425	**6,425**	
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,979	6,425	6,425	**6,425**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,457,809	$1,359,606	$1,359,606	**$1,022,344**	($337,262)

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Office of Curriculum and Instructional Programs - 211/144

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
	211 Office of Curriculum and Instructional Progra						
1	Associate Superintendent		1.000	1.000	1.000	**1.000**	
2	P Director I		2.000				
1	N Asst. to Assoc Supt		1.000	1.000	1.000	**1.000**	
1	N Coordinator		1.000	1.000	1.000	**1.000**	
1	17 Admin Services Manager I		1.000	1.000	1.000	**1.000**	
2	15 Administrative Secretary II		3.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
	Subtotal		**10.000**	**6.000**	**6.000**	**6.000**	
	144 Bridge for Academic Validation Program						
3	N Coordinator		1.000	1.000	1.000	**1.000**	
	Subtotal		**1.000**	**1.000**	**1.000**	**1.000**	
	Total Positions		**11.000**	**7.000**	**7.000**	**7.000**	

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Department of Instructional Leadership Support

Director II (Q)	**1.0**
Coordinator	**1.0**
Administrative Secretary III (16)	**1.0**

Reading and Reading Intervention

Supervisor (O)	1.0

Elementary School Instruction and Achievement

Director I (P)	1.0
Instructional Specialist (B–D)	2.0
Administrative Secretary II (15)	1.0

Middle School Instruction and Achievement

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B–D)	1.0
Administrative Secretary II (15)	1.0

High School Instruction and Achievement

Director I (P)	1.0
Instructional Specialist (B–D)	2.0
Administrative Secretary II (15)	1.0

Staff Development Teacher Project Team

Director I (P)	1.0
Instructional Specialist (B–D)	6.0
Administrative Secretary II (15)	1.0
Office Assistant IV (11)	1.0

F.T.E. Positions 25.0

Department of Instructional Leadership Support—216/214/652/960

Betty Collins, Director II 301-517-5017

Mission

The Department of Instructional Leadership Support (DILS) works collaboratively with school leaders and Montgomery County Public Schools (MCPS) offices to provide support and training for school administrators, leadership teams, and teacher leaders to ensure high quality instruction, so achievement is not predictable by race and all students are prepared for college and career success.

Major Functions

The department consists of the Instruction and Achievement unit for elementary, middle, and high schools; the Staff Development Teacher Project Team; and the Reading and Reading Intervention unit for Pre-K–12 Reading. The department works collaboratively within and among MCPS offices to develop and provide ongoing systemwide training and support for school leaders.

The directors for the Instruction and Achievement unit provide direct support to schools to increase academic achievement for all students. This unit is a direct link between the Office of Curriculum and Instructional Programs (OCIP) and schools. Staff members coordinate and implement school-level reform efforts, organize and conduct instructional program reviews, and participate in Achievement Steering Committees in collaboration with the Office of School Performance (OSP). Staff members provide direct instructional support to schools; coordinate and implement MCPS programs and initiatives, including SAT/ACT/PSAT/Advanced Placement (AP)/High School Assessment (HSA) support; coordinate curriculum updates, and serve as the grading and reporting liaisons to schools.

The Staff Development Teacher Project Team works with school staff development teachers (SDTs), other teacher leaders, and administrators to ensure the effective development, monitoring, and maintenance of professional learning communities as well as the development, implementation, and monitoring of professional development plans that are aligned with the school improvement plan. The specialists support principals and leadership teams in becoming effective collaborative decision-making bodies focused on teaching and learning by developing knowledge and skills related to effective teams, effective meetings, and effective processes for problem-solving and decision-making. The support is provided in order for all systems within the school organization to be as effective as possible. Specialists also work with schools to support school improvement plans including the Baldrige-guided school improvement process. Moreover, they collaborate with OSP in support of its vision and mission.

The Reading and Reading Intervention supervisor for Pre-K–12, works with school leadership teams to ensure that an effective reading program supports students in the continuous development of reading along a continuum of learning. A challenging and rigorous delivery of instruction provides opportunities for students to strategically use reading to demonstrate learning and practice independent reading necessary for becoming effective readers. Interventions are provided for students in need of additional support.

Trends and Accomplishments

The Instruction and Achievement Unit for Elementary, Middle, and High Schools

The Instruction and Achievement Unit continues to provide comprehensive reform efforts in teaching and learning, which have had a dramatic impact on student achievement. Components of the reform include a revised and strengthened curriculum, smaller class sizes, improved teacher training, frequent monitoring of student progress to adjust instruction, reading and mathematics intervention programs, increased parent involvement, and more after-school and summer learning opportunities. Beginning in FY 2006–2007, all elementary schools with kindergarten had full-day kindergarten programs.

In FY 2009, 65.5 percent of Grade 8 students successfully completed Algebra 1 or higher, which is an increase of 5.9 percentage points from FY 2008 and an increase of 22.5 percentage points since the baseline year of 2001. Trend data from FY 2001 through FY 2009 show African American and Hispanic groups demonstrated an increase in performance by 26 and 30 percentage points, respectively. Despite the gains, an achievement gap still exists. Middle schools are analyzing student performance to inform instruction and provide supports to students, monitoring instructional practices and course placement decisions, and identifying enrichment mathematics courses to increase enrollment and successful completion of all students with an emphasis on African American and Hispanic students.

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continuously focus on providing every student the opportunity to take the most rigorous coursework available while increasing overall student achievement on national and state assessments. Participation on the PSAT, SAT, and ACT continue to show gains. Enrollment in honors/AP courses continues to rise as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

Specific details about trends and accomplishments are provided in the elementary schools, middle schools, and high schools' mission statements.

The Staff Development Project Team

The Staff Development Project Team supports school-based SDTs and school leadership teams and plays a major role in systemic training on grading and reporting, middle school reform, and knowledge and skills related to shared leadership. The FY 2010 comprehensive SDT professional development plan provided for training and development which was differentiated in the following three key areas:

- Experience, level, needs, and interest
- Job-embedded support based on SDT and school need
- Content, process, and/or product of each training plan

Staff development specialists played a key leadership role in professional development related to several critical system priorities, including work on race and equity, Seven Keys to

Department of Instructional Leadership Support—216/214/652/960

Betty Collins, Director II 301-517-5017

College Readiness, middle school reform, standards-based grading and reporting, and comprehensive professional development programming, including evaluating professional development to determine impact on teaching and learning. The support plan for all SDTs is differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools. In addition, the plan provided for a consistent focus on developing, improving, and/or maintaining the repertoire of skills required to facilitate collaborative planning, decision-making, and data analysis as well as processes to develop effective school improvement plans supported by comprehensive professional development plans. Individual and/or group coaching and voluntary Skillbuilder sessions are designed to meet local school needs. SDT training and development consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum, and content. The comprehensive training and development plan for SDTs includes a number of opportunities for them to be together in professional learning communities of their own, organized by geographic cluster or by school level, in order for them to study together, share best practices, and support and coach each other as they refine their craft.

In addition to the training and development for SDTs, the Staff Development Project Team is responsible for training in which school leadership teams continue to participate in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with the Montgomery County Education Association and focusing on shared leadership and collaborative decision-making to improve teaching and learning. School leadership teams attend one or more of four distinct workshops focused on the specific needs of their school: (1) Shared Leadership: A Team Examination of Collaboration and Empowerment; (2) Effective School Leadership Teams; (3) Facilitation of Effective Meetings; and (4) Skillful Team Collaboration. To date, over 80 schools have completed over 130 SLTI workshops. Feedback from participants is consistently excellent.

Major Mandates

DILS is responsible for overseeing the alignment of its department, team, and units to organize and optimize resources for improved academic success in support of the MCPS strategic plan. DILS monitors the quality of each unit and team's efforts to meet its mandates as outlined below.

- OCIP is responsible for overseeing the alignment of its departments, divisions, and units to organize and optimize resources for improved academic success in support of the MCPS strategic plan. OCIP monitors the quality of each department, division, unit efforts to meet its mandates outlined in this plan.
- Federal and state funds provided by the Carl D. Perkins Career and Technical Education Act are used to improve Career Program Pathways that may be used as graduation requirements.
- The federal law, No Child Left Behind Act of 2001 (NCLB) requires all schools to demonstrate Adequate Yearly Progress as a whole school and for each of the NCLB subgroups.
- The Maryland State Department of Education (MSDE) requires annual Maryland School Assessments in reading and mathematics for students in Grades 3 through 8 and 10 and in science for students in Grades 5 and 8.
- In addition, MSDE requires that all students who are enrolled in Algebra 1; biology; English; and national, state, and local government take the HSA in each of these courses. Geometry recently was eliminated as an HSA course.
- NCLB contains specific requirements for the certification and qualifications of staff in both Title I and all other public schools.
- *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, has as one of its goals the creation of a positive work environment in a self-renewing organization.
- *Our Call to Action: Pursuit of Excellence*, Goal 2 addresses the development of an effective instructional program.
- The *Bridge to Excellence in Public Schools Act* is consistent with the federal NCLB law and requires that all students reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by FY 2013–2014.
- The National Staff Development Council and the Maryland Teacher Professional Development standards support the mandates of NCLB.
- Malcolm Baldrige Criteria for Performance Excellence is used by MCPS as its model for continuous improvement.

Additional mandates for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools, middle schools, and high schools mission statements.

Strategies

- Provide an instructional program that meets the needs of every student, results in every student attaining academic success, and closes the achievement gap
- Emphasize the use of preassessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators
- Emphasize challenging instruction and critical thinking skills in all curricular areas
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship
- Provide students with problem-solving experiences for successful living in a technological society
- Monitor the middle school initiative implementation in the Phase I and Phase II middle schools
- Implement the multiyear middle school reform action plan
- Monitor the Middle School Magnet Consortium (MSMC), the Middle Years Program, the International Baccalaureate program, magnet and center programs to identify the components that contribute to increased student achievement

Department of Instructional Leadership Support—216/214/652/960

Betty Collins, Director II 301-517-5017

- High school administrators and leadership teams continue to address the disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunch time tutoring and support, Grade 9 teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- Staff members in OCIP collaborate with colleagues and classroom teachers to promote literacy skills in all content areas. This includes supporting administrators and teachers to implement the READ 180 intervention program for students reading two or more years below grade-level.
- Plan for professional development that supports a rigorous and challenging instructional program for all students
- Design and provide training and development experiences that result in high quality teaching and learning
- Coordinate and facilitate the effective implementation of professional learning communities throughout MCPS
- Facilitate schools and offices in developing Baldrige-guided School Improvement plans
- Engage stakeholders in providing input and feedback related to training and development opportunities
- Differentiate training and development opportunities based on experience, expertise, school, and participant need

Additional strategies for the elementary, middle, and high school units of instruction and achievement are provided in the elementary schools, middle schools, and high schools mission statements.

Performance Measures

Performance Measure 1: Percent of teachers who indicated on the "Staff Development Teacher Survey" that they are satisfied (agree or strongly agree) with: (1) the professional supports provided by SDTs; (2) their professional interactions with SDTs; (3) the way SDTs foster professional learning communities in their schools; and (4) supports the use of data to improve instruction to meet students' needs.

	FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
(1)	88%	70%	80%
(2)	94%	97%	100%
(3)	87%	75%	87%
(4)	91%	85%	95%

Explanation: This measure provides information on the actual impact of the training and development supports provided to SDTs as they apply knowledge and skills in their schools. The training and development provided (including direct instruction as well as job-embedded coaching and other supports) is directly aligned with the SDT job description and performance standards. Through standardized surveys, SDTs collect feedback from the teachers in their buildings regarding the supports they provide.

Performance Measure 2: Percent of school leadership team members who strongly agreed or agreed that they were prepared to apply new learning to become more effective in their work.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
98%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through surveys, participants indicated the degree to which their knowledge was enhanced by the end of the two-day training. For schools that participate in workshops beginning in June 2010, follow-up in schools will be provided and actual implementation of practices will be measured and monitored.

Performance Measure 3: The performance measures for the Instruction and Achievement Unit: including the results of directly supporting schools to increase academic achievement for all students; coordinating and implementing the school-level reform efforts; organizing and conducting instructional program reviews; participating in Achievement Steering Committee with OSP; coordinating and implementing MCPS program initiatives, including SAT/ACT/PSAT/AP/ HSA support; and coordinating curriculum updates and serving as the grading and reporting liaisons to schools are reflected in the elementary, middle, and high schools performance measures.

Budget Explanation Department of Instructional Leadership Support—216/214/652

The FY 2012 request for this department is $2,894,902, a decrease of $153,591 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$21,530
There is an increase of $21,530 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—($56,216)
There are several technical realignments to align the budget with actual expenses for this department. There is a technical realignment of a 1.0 office assistant IV position and $44,816 from this budget to the Elementary Integrated Curriculum Team under the Department of Enriched and Innovative Programs (DEIP). There also is a realignment of $5,000 from stipends for the Staff Development Teacher Project Team to the budget for Elementary Schools. In addition, there is a realignment of $6,400 from local travel for the Staff Development Teacher Project Team to the Elementary Integrated Curriculum Team under DEIP to establish a local travel budget.

Other—($59,311)
There is a shift of a 0.5 instructional specialist position and $59,311 from the Staff Development Teacher Project Team to the Title IIA—Staff Development Teacher Project Team grant.

Reductions—($59,594)
There is reduction of a 0.5 partnership manager position and $40,394. The reduction of a 0.5 partnership manager position supports the Superintendent's Leadership Program. Alternative funding sources to maintain this program will be explored. There also is a reduction of $19,200 for professional part-time salaries used to support high school assessments. For FY 2012, this portion of high school assessments will be funded by the Bridge for Academic Validation program.

Budget Explanation
Title IIA–Staff Development Teacher Project Team—960

The FY 2012 request for this grant is $361,009, an increase of $81,790 from the current FY 2011 budget. An explanation of this change follows

Other—$81,790
There is a shift of a 0.5 other specialist position and $51,311 from the local Staff Development Teacher Project Team budget and $22,479 from the budget for employee benefits under the Department of Financial Services to this grant.

Project's Funding History

Sources	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$279,219	$279,219	$361,009
State			
Other			
County			
Total	$279,219	$279,219	$361,009

CONTENTS

Department of Instructional Leadership Support - 216/214/652

Betty Collins, Director II

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	20.500	24.500	24.500	**22.500**	(2.000)
Position Salaries	$1,300,219	$2,478,960	$2,478,960	**$2,355,969**	($122,991)
Other Salaries					
Summer Employment					
Professional Substitutes		53,622	53,622	**48,622**	(5,000)
Stipends		263,272	263,272	**263,272**	
Professional Part Time		78,533	78,533	**39,333**	(39,200)
Supporting Services Part Time		4,000	4,000	**4,000**	
Other					
Subtotal Other Salaries	76,617	399,427	399,427	**355,227**	(44,200)
Total Salaries & Wages	1,376,836	2,878,387	2,878,387	**2,711,196**	(167,191)
02 Contractual Services					
Consultants		6,500	6,500	**6,500**	
Other Contractual		62,454	62,454	**82,454**	20,000
Total Contractual Services	50,936	68,954	68,954	**88,954**	20,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		18,500	18,500	**18,500**	
Office					
Other Supplies & Materials		48,487	48,487	**48,487**	
Total Supplies & Materials	22,272	66,987	66,987	**66,987**	
04 Other					
Local Travel		34,165	34,165	**27,765**	(6,400)
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	9,563	34,165	34,165	**27,765**	(6,400)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,459,607	$3,048,493	$3,048,493	**$2,894,902**	($153,591)

CONTENTS

Department of Instructional Leadership Support - 216/214/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
	216 Department of Instructional Leadership Suppc						
2	Q Director II			1.000	1.000	**1.000**	
2	O Supervisor			1.000	1.000	**1.000**	
1	N Coordinator			1.000	1.000	**1.000**	
2	16 Administrative Secretary III			1.000	1.000	**1.000**	
2	11 Office Assistant IV			1.000	1.000		(1.000)
	Subtotal			**5.000**	**5.000**	**4.000**	**(1.000)**
	214 Directors of Instruction and Achievement						
2	P Director I		3.000	3.000	3.000	**3.000**	
2	O Supervisor			1.000	1.000	**1.000**	
2	BD Instructional Specialist			5.000	5.000	**5.000**	
3	BD Instructional Specialist		6.000				
2	24 Partnerships Manager		.500	.500	.500		(.500)
2	15 Administrative Secretary II		3.000	3.000	3.000	**3.000**	
	Subtotal		**12.500**	**12.500**	**12.500**	**12.000**	**(.500)**
	652 Staff Development Teacher Project Team						
2	P Director I		1.000	1.000	1.000	**1.000**	
3	BD Instructional Specialist		6.000	4.000	4.000	**3.500**	(.500)
2	12 Secretary			1.000	1.000	**1.000**	
2	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Subtotal		**8.000**	**7.000**	**7.000**	**6.500**	**(.500)**
	Total Positions		**20.500**	**24.500**	**24.500**	**22.500**	**(2.000)**

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Staff Development Teacher Project Team - 960

Sharon Hemphill, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)		2.000	2.000	**2.500**	.500
Position Salaries		$223,211	$223,211	**$282,522**	$59,311
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages		223,211	223,211	**282,522**	59,311
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		56,008	56,008	**78,487**	22,479
Utilities					
Miscellaneous					
Total Other		56,008	56,008	**78,487**	22,479
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total		$279,219	$279,219	**$361,009**	$81,790

CONTENTS

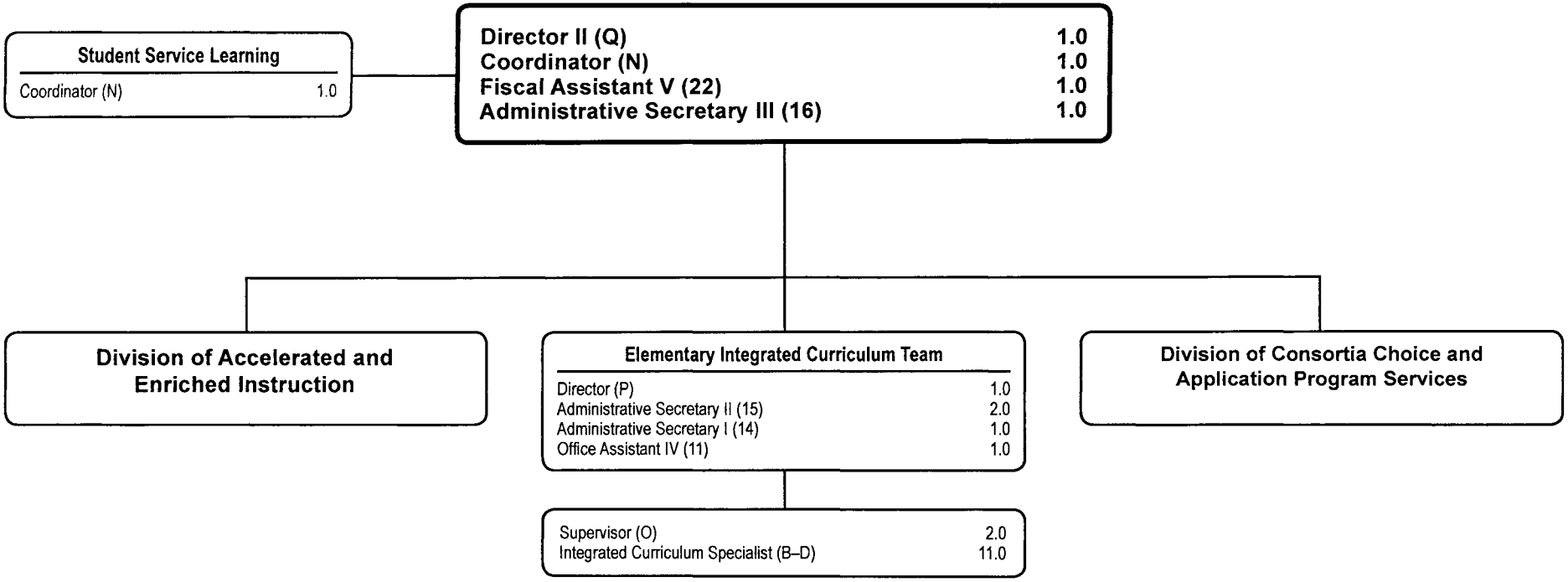
Staff Development Teacher Project Team - 960

Sharon Hemphill, Director I

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
3	BD Instructional Specialist			2.000	2.000	**2.500**	.500
	Total Positions			**2.000**	**2.000**	**2.500**	**.500**

CONTENTS

Department of Enriched and Innovative Programs



F.T.E. Positions 23.0

Department of Enriched and Innovative Programs—212/650/926

Martin Creel, Director II 301-279-8529

Mission

The mission of the Department of Enriched and Innovative Programs (DEIP) is to support the development, implementation, and monitoring of programs that enhance and accelerate instruction for all students.

Major Functions

DEIP aligns staff members and services that support the development and implementation of enriched and innovative programs. The department comprises the Elementary Integrated Curriculum Team (EICT), the Division of Accelerated and Enriched Instruction (AEI), the Division of Consortia Choice and Application Program Services (DCCAPS), and signature programs. Teams and divisions within the department manage a variety of functions. EICT is developing a unique integrated, online curriculum, aligned with the Common Core Standards that will prepare elementary school students for a lifetime of learning. AEI provides support, guidance, and best practices in identifying programming, and developing curriculum for students who have untapped potential as well as those working above grade level. DCCAPS facilitates student school choice processes in the Northeast Consortium, the Downcounty Consortium (DCC), and the Middle School Magnet Consortium (MSMC), as well as the implementation of countywide application program student recruitment and selection processes.

Through a collaborative process, DEIP coordinates the development of the integrated curriculum, programs, and instruction designed to increase student engagement and achievement, and monitors student participation and performance data to provide feedback to school-based and central services staff members on various programs. In addition, DEIP coordinates and monitors the development and implementation of program information, application, and enrollment processes, and has a department goal to increase access for all students to enriched and innovative programs. DEIP provides information to, and invites input from, all stakeholders in the development, implementation, and monitoring of enriched and innovative programs. DEIP supports principals and other school-based and central services staff members by providing relevant information and resources to assist in program development and implementation.

DEIP actively pursues grants and other external funding sources to support system priorities, federal mandates, and state initiatives. DEIP staff members serve as project managers on several program-related grants. DEIP provides content and program expertise to schools through school visits, on demand professional development, and staff consultations. As Montgomery County Public Schools (MCPS) continues to focus systemwide efforts on middle school improvement, DEIP is a major partner in research based course and program revisions to add rigor, challenge, and relevance to middle school instructional programs. Facilitation and program review of the implementation of the MSMC and middle school course expansion is an example of the department's collaborative support for middle school reform. DEIP program development focuses on innovative program development such as the science, technology, engineering, and mathematics initiative programs at Thomas S. Wootton High School.

DEIP collaborates with the Department of Curriculum and Instruction (DCI) and the Department of Instructional Leadership Support (DILS) in OCIP, and schools to implement a process, consistent with Board of Education (BOE) Policy IFA: *Curriculum*, for proposing and piloting courses in secondary schools. Course piloting process provides a single point of contact for schools, a communication plan to ensure clear and consistent messages to school and central office staff members, and support and training on the process for school staff members. Together DEIP, DCI, and DILS collaborate to ensure that MCPS high school course curricula align with state and national standards and prepare students for success on the High School Assessments (HSA), the Scholastic Aptitude Test, ACT, as well as Advanced Placement (AP), and International Baccalaureate courses.

Trends and Accomplishments

Building on the dynamic web-based, integrated kindergarten curriculum, the EICT is developing a unique integrated curriculum, aligned with the Common Core Standards, designed to engage all students in learning and provide teachers with a single-source online instructional guide that shows connections among all subjects and builds on the existing content specific curriculum. The EICT also identifies an instructional focus for critical and creative thinking skills as well as academic success skills that permeates all content instruction. The online instructional guide contains resources and tools that incorporate Universal Design for Learning principles that help teachers provide instruction that meets the needs of all students. The EICT supports the district implementation of the Seven Keys to College Readiness. The EICT is funded in part through a partnership with Pearson LLC, MCPS funds, and the federal Investing in Innovation (i3) Fund. MCPS was one of 49 applicants to win a coveted i3 grant and one of the only 11 school districts.

In collaboration with the Office of School Performance (OSP), AEI monitored and supported implementation of rigorous instruction in all schools. AEI coordinated the expansion and support of over 30 rigorous specialized programs including International Baccalaureate, secondary magnets, Gifted and Talented/Learning Disabled, and the Elementary Centers Program for the Highly Gifted. In FY 2010, AEI reviewed and revised the screening procedures for 10,500 Grade 2 students and piloted the Student Instructional Program Planning and Implementation (SIPPI) process in 31 geographically diverse elementary schools in the district. SIPPI is a systemwide initiative to ensure that every student is recommended for the most appropriate instruction and to ensure that every student has access to an advanced level of instruction.

DCCAPS implements the school choice process for eight high schools and three middle schools. Annually, more that 7,200 Grade 5 and 8 students participate in the Consortia Choice process, resulting in an average first-choice placement rate among the three Consortia of 89 percent for the 2010–2011 school year. An extensive marketing and communication

Department of Enriched and Innovative Programs—212/650/926

Martin Creel, Director II 301-279-8529

plan has resulted in a near-100 percent Choice Form return rate. This division also coordinates the application and selection process for countywide and regional magnet and center programs; and elementary immersion programs. More than 4,800 applications were reviewed for magnet and center program admissions, and approximately 780 immersion interest forms during the 2010–2011 school year. In addition, DCCAPS and AEI staff members provide resources and support to academy and signature programs in all high school and work collaboratively with schools and offices to ensure fidelity of implementation of enriched and innovative programs in 80 schools.

Major Mandates

- Implementation of BOE Policy IOA, *Gifted and Talented Education* and the Deputy Superintendent's Advisory Committee Report on Gifted and Talented Education
- Facilitation and monitoring of BOE funding for enriched and innovative programs
- Implementation and monitoring of the Elementary Integrated Curriculum
- Implementation and monitoring of the Middle School Magnet Consortium
- Implementation of BOE policy related to Consortia Choice processes
- Implementation of BOE policies ABA and ABC, which reaffirms the MCPS commitment to the role of parents and community, members as valued partners in their children's education and to promote and increase effective, comprehensive parental involvement
- Implementation of BOE Policy IFA: *Curriculum* (Goal 26, Provide an effective instructional program) which governs the development of curriculum, instruction, and assessments
- Implementation of the course expansion initiative for middle school reform

Strategies

- Provide support for the development and implementation of academy pathways and career and technology programs and courses
- Facilitate curriculum development, professional development, and the implementation of the choice process for the MSMC.
- Facilitate curriculum development, professional development, and the implementation of the application process for the Poolesville Magnet High School
- Facilitate the implementation of the Choice process in the Northeast and DCC
- Foster business, community, and higher education partnerships which support the work of DEIP
- Develop, coordinate, and implement gifted and talented instruction and programs
- Facilitate parent, student, staff, and community input to insure DEIP utilizes a collaborative work model
- Develop multiple means of facilitating parent outreach and communication as they relate to magnet, consortia, center, and special program educational opportunities for students
- Support special programs by coordinating funding, professional development, and the collection of data on programs and processes implemented by DEIP
- Monitor student readiness for college and career and provide appropriate acceleration and intervention programs to better prepare students for college and the workplace
- Implement the course proposal and enhanced program proposal process

Performance Measures

Performance Measure: Number of grade level integrated curricula available in a collaborative, online learning environment that align with state and/or national standards and provide models of challenge and support.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
1	2	3

Explanation: Curriculum developed by the EICT must align with the Common Core Standards and state content standards and national standards in order to improve the achievement of students in all *No Child Left Behind* groups.

Performance Measure: Each DEIP team/division will collect, analyze, and utilize feedback from 100 percent of community information meetings to improve communication with stakeholders and refine programs.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
100%	100%	100%

Explanation: DEIP divisions and units are responsible for sponsoring more than 40 information meetings annually related to special programs. Parent feedback is important to continuous improvement of programs, products, and services.

Budget Explanation Department of Enriched and Innovative Programs—212/650

The FY 2012 request for this department is $2,280,776, a decrease of $302,950 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—($406,545)
There is decrease of $406,545 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$103,595
There are several technical realignments for this department. There are two technical realignments; one to realign a 1.0 office assistant IV position and $44,816 from the Department of Instructional Leadership Support into this department, and the second to realign a 1.0 administrative

Department of Enriched and Innovative Programs—212/650/926

Martin Creel, Director II 301-279-8529

secretary I position and $52,379 from the Division of Accelerated and Enriched Instruction into this department. In addition, there is a technical realignment from the Staff Development Teacher Project Team of $6,400 for local travel to establish a travel account for the Elementary Integrated Curriculum Team in this department. There also is a realignment within the department of $1,195 from local travel to office supplies.

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Department of Enriched and Innovative Programs - 212/650/926

Martin M. Creel, Director II

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	28.000	21.000	21.000	**23.000**	2.000
Position Salaries	$714,749	$2,573,529	$2,573,529	**$2,264,179**	($309,350)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	92,424				
Total Salaries & Wages	807,173	2,573,529	2,573,529	**2,264,179**	(309,350)
02 Contractual Services					
Consultants					
Other Contractual		2,155	2,155	**2,155**	
Total Contractual Services	36,474	2,155	2,155	**2,155**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,422	4,422	**5,617**	1,195
Other Supplies & Materials					
Total Supplies & Materials	50,812	4,422	4,422	**5,617**	1,195
04 Other					
Local Travel		3,620	3,620	**8,825**	5,205
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	80,504	3,620	3,620	**8,825**	5,205
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$974,963	$2,583,726	$2,583,726	**$2,280,776**	($302,950)

CONTENTS

Department of Enriched and Innovative Programs - 212/650/926

Martin M. Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
	212 Dept of Enriched & Innovative Prgs						
2	Q Director II		1.000	1.000	1.000	**1.000**	
2	N Coordinator		2.000	2.000	2.000	**2.000**	
2	22 Fiscal Assistant V		2.000	1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	1.000	1.000	**1.000**	
	Subtotal		**6.000**	**5.000**	**5.000**	**5.000**	
	650 Elementary Integrated Curriculum Team						
2	Q Director II		1.000				
2	P Director I			1.000	1.000	**1.000**	
2	P Director I		1.000				
2	O Supervisor			2.000	2.000	**2.000**	
3	BD Instructional Specialist		14.000				
2	BD Elem Integrated Curr Spec			2.000	2.000	**11.000**	9.000
3	BD Elem Integrated Curr Spec			9.000	9.000		(9.000)
2	16 Administrative Secretary III		1.000				
2	15 Administrative Secretary II			2.000	2.000	**2.000**	
2	14 Administrative Secretary I					**1.000**	1.000
2	12 Secretary		2.000				
2	11 Office Assistant IV		1.000			**1.000**	1.000
	Subtotal		**20.000**	**16.000**	**16.000**	**18.000**	**2.000**
	926 Safe and Drug Free Schools						
2	BD Specialist, Subst Abuse Prev		1.000				
2	12 Secretary		1.000				
	Subtotal		**2.000**				
	Total Positions		**28.000**	**21.000**	**21.000**	**23.000**	**2.000**

CONTENTS

Division of Accelerated and Enriched Instruction

Director I (P)	**1.0**
Fiscal Assistant IV (18)	**1.0**
Data Management Coordinator (17)	**0.75**
Administrative Secretary II (15)	**1.0**

Accelerated and Enriched Instruction

Supervisor (O)	1.0
Instructional Specialist (B–D)	7.5
Administrative Secretary I (14)	1.0

F.T.E. Positions 13.25

Division of Accelerated and Enriched Instruction—237/234/236/238

Monique T. Felder, Director I 301-279-3163

Mission

The mission of the Division of Accelerated and Enriched Instruction (AEI) is to develop exemplary program models, instructional guidelines, curriculum components, and professional development in differentiated instruction to support students who are identified as Gifted and Talented (GT) or who have the motivation or potential to achieve at highest levels.

Major Functions

The division provides the program designs, recommended resources, professional development, and local school support required to implement challenging curriculum and instruction for students in all schools. It also provides staff, schools, and the community with updated information about current research, trends, and issues related to accelerated and enriched Instruction as well as successful practices and programs. In collaboration with the Office of School Performance (OSP), the team documents the status of accelerated and enriched program implementation in six K–12 clusters each year as required by Montgomery County Public Schools (MCPS) policy.

The division also designs and coordinates the identification and instructional programming recommendations for acceleration and enrichment systemwide, for GT/learning disabled (LD) programs, and the Program of Assessment, Diagnosis, and Instruction (PADI). PADI is a primary talent development program designed to nurture potential/unidentified talents in students whose strengths may be masked by socioeconomic, cultural, or linguistic differences. In 2010, staff members participated in the development of a new Elementary Integrated Curriculum (EIC) focused on the early development of critical thinking skills. AEI staff will continue to consult and collaborate with the EIC writing staff as curriculum is being developed for Grades 1–5. In collaboration with the Division of Consortia Choice and Application Program Services, AEI coordinates the selection, instructional program, and professional development for the Highly Gifted Centers, magnet, and special programs such as International Baccalaureate (IB).

Trends and Accomplishments

Much of the work of AEI has been in response to the increasing demand for accelerated and enriched instruction, especially at the elementary and middle school levels and the need for greater outreach to African American and Hispanic students who have been underserved by accelerated and enriched instruction in the past. Support in curriculum development and professional development has increased to ensure that teachers have appropriate materials and are prepared to deliver high-level instruction. Refining the process for monitoring program implementation has been vital to ensure accelerated and enriched instruction is available at all schools. Program expansion to serve students who have demonstrated a need that cannot be easily met at their local school and specific outreach to underserved populations has been in response to system and community concerns that all students have access to the most challenging programs.

Curriculum Support and Professional Development

To respond to the increased demand for accelerated and enriched instruction, AEI instructional specialists assist in curriculum development, offer professional development to school-based and central office staff, and directly support teachers, administrators, and schools. Currently, staff is supporting curriculum development in the elementary curriculum revision, and the development of advanced level courses in middle school English, science, and social studies. They are developing lessons and materials for 21st century online curriculum projects and oversee development and effective implementation of units of instruction for the IB Middle Years Program (MYP), the elementary Highly Gifted Centers and secondary magnets. Professional development includes training on developing critical thinking skills in the primary classrooms, the William and Mary Reading/Language Arts program, Junior Great Books, Jacob's Ladder reading programs, and courses for teaching highly able learners in reading and mathematics and GT/LD students in the regular education classroom. During the summer of 2010, AEI staff developed and facilitated two new CPD courses—Differentiating Instruction to Meet the Needs of All Learners and Teaching IB in MCPS, in an effort to increase teachers' capacity to meet the needs of all learners, including gifted and highly able learners. In 2009–2010, AEI provided direct support to 183 of 200 schools through school visits, on-site training, and through districtwide professional development. This represents an increase of 10 schools over 2008–2009.

Monitoring

Data show that systematic monitoring of challenging curriculum and assessments has had a significant impact on student access to accelerated curriculum. The number of students enrolling in Algebra 1 or higher by Grade 8 has risen to a record-setting 73.3 percent, or 7,716 students. In an effort to provide more timely data to schools and parents and to monitor the quality of program implementation in areas outside mathematics, AEI is working with the Office of School Performance (OSP) to identify the most helpful data points for monitoring purposes. AEI is collaborating with the Department of Curriculum and Instruction to develop additional advanced level literacy benchmarks. In addition, AEI will continue to provide quantitative and qualitative data to OSP and schools. AEI interprets these data, makes recommendations for instruction and school support and provides professional development based on these data.

Program Expansion

As school enrollment has grown over the last 14 years, MCPS has responded by expanding special programs, including the expansion of the elementary Centers for the Highly Gifted program from four to eight sites and the expansion of an upcounty middle school center program for the highly gifted. In August 2006, MCPS opened an upcounty high school program for students needing a high level of acceleration and enrichment at Poolesville High School (HS) including a humanities and science, mathematics, and computer science focus. Progress continues on the implementation of IB programs in MCPS. There are now eight authorized high school diploma programs, three middle/high school MYP,

two independent MYP, and the first authorized Primary Years program in Maryland. John F. Kennedy and Seneca Valley high schools are newly authorized IB World Schools and expect to graduate their first IB classes in 2012.

To meet community demand for more program offerings at the middle school level and to support schools impacted by poverty, MCPS formed the Middle School Magnet Consortium (MSMC). Comprised of three student-choice themed magnets, the MSMC expands the continuum of services available to students at the middle school level. All three schools offer an accelerated core curriculum in addition to their magnet specialty courses. Argyle Magnet School for digital design and development focuses on advanced information technology; A. Mario Loiederman offers a creative and performing arts focus, and Parkland provides students the opportunity to explore science through aerospace and robotic engineering. AEI staff members provide curriculum development, monitoring, and professional development guidance in collaboration with other system offices. Building on the recommendations of the Middle School Reform Report, and the success of the MSMC, MCPS continues to improve traditional GT offerings by implementing and revising advanced courses in English, science and world studies in all middle schools through middle school reform. AEI staff will continue to provide curriculum development, monitoring, and professional development guidance in collaboration with other system offices.

Outreach to Underserved Populations
All students in all schools benefit from a robust gifted and talented program, including students in Title I schools. In 2009, MSDE stated that local school systems could not use federal funds to "uniformally assign" specific positions to all Title I schools. MCPS districtwide teacher positions, including the GT Teachers can only be locally assigned by each Title I school. Schools were given the option of staffing a 0.5 GT teacher or to use the allocation in another capacity at the school. AEI continues to support all Title I schools, including those that selected to use Title I funds in a different manner to support students. Thirteen of 30 Title I schools used Title I funds to provide a 0.5 teacher to support gifted and talented instructional programs. This additional position has enabled these schools to provide upper level instruction previously not available and to create advocacy for students whose talents may be masked by language, poverty or experience. The number of students selected for center programs from Title I schools fell slightly from 58 students in 2008-2009 to 54 students in 2009-2010. GT teachers in Title I schools will continue to provide focus for developing the talents of all students, including those groups who are traditionally underrepresented in accelerated and enriched programs.

In an analysis of Grade 2 screening procedures for accelerated and enriched services, commonly referred to as global screening, there is a sharp disparity in the identification rate of African American and Hispanic students compared to Asian and White students. During the 2009–2010 school year, AEI staff, in collaboration with other system offices and school-based administrators, developed and piloted the Student Instructional Program Planning and Implementation process (SIPPI), which streamlines global screening, course placement, and articulation processes. This process provides a systematic approach for continuous identification and matching of student strengths with instruction and programs that support and extend these strengths. Included in the process is timely and more informative communication with parents, monitoring of student performance, and monitoring of implementation of services to assure that every child is recommended for and receives the most appropriate instruction. The successful PADI strategies were embedded in the new integrated kindergarten curriculum and will be embedded in the Grade 1 and 2 integrated curricula that are currently in development. This will support students before the identification process by revealing, developing, nurturing, and documenting strengths through a primary talent development plan. AEI staff developed and is facilitating professional development on Critical Thinking in the Primary Classroom as a means to further develop and nurture students' strengths before the identification process.

All AEI professional development plans include outreach to underserved populations as an objective for staff growth. Teachers and administrators participating in division professional development receive training on the masks of giftedness, such as income level and race, and providing differentiated instruction. During the 2010–2011 school, AEI staff will introduce two new professional development trainings that will further support underserved populations—Teacher Expectations and Student Achievement.

In collaboration with the Division of Consortium Choice and Application Program Services (DCCAPS), AEI continues to refine efforts for outreach and recruitment to the Centers for the Highly Gifted and secondary magnets, including application workshops and information mailed directly to student homes. The Options book, describing all MCPS application programs, was updated and made available in schools and on the MCPS website. In addition, applications for the Centers Program for the Highly Gifted continue to be mailed directly to the homes of all Grade 3 students. AEI staff collaborates with parent groups in dissemination of all materials through various meetings and Websites.

Additionally, AEI staff, in collaboration with the George B. Thomas, Sr. Learning Academy, Inc. (GBTLA) is engaging gifted children in challenging above grade-level science and math activities through the Young Scholars Program. The program meets on Saturdays, October through May, and is now in its second year. The Young Scholars Program is designed to increase access to rigorous instruction and coursework for a diverse population in the John F. Kennedy cluster.

Major Mandates

- The Board of Education Policy on *Gifted and Talented Education*, IOA, mandates the development of a continuum of programs and services to support challenging instruction Pre-K–12. AEI continues to work with curriculum supervisors in the Department of Curriculum

and Instruction on the development of these components and their integration in the curriculum revision process through instructional guide and assessment development and professional development.

- Policy IOA and COMAR require a process for identifying students for gifted and talented services. AEI coordinates and evaluates this process with OSP and Office of Shared Accountability.
- The Deputy Superintendent's Advisory Committee for Gifted and Talented Education and the Global Screening Project Team recommended increased parent outreach and student support for students traditionally underserved by magnet programs and local school accelerated and enriched instruction. AEI works with DCCAPS to expand outreach and refine application processes. Expansion of services in local programs is a goal in the monitoring process shared with OSP.
- Policy IOA requires that OCIP and OSP collaborate in the monitoring of gifted and talented program implementation in six K–12 clusters each year as school staffs continue to build their accelerated and enriched programs. These data are gathered through an ongoing monitoring process developed collaboratively by OCIP and OSP and aligned with MCPS policy and National Association for Gifted Children (NAGC) standards. Results each year are shared with cluster principals, community superintendents, and directors of school performance in order to establish cluster-wide initiatives and individual School Improvement Plan goals.
- MSDE, through the work of its Governor's Commission on Gifted and Talented Education, has made the effort to increase consistency of programming a statewide priority. The Maryland State Board of Education continues to support the recommendations of the commission including the use of the NAGC standards for program evaluation. All school systems in Maryland will be using the standards to assess their services for acceleration and enrichment. Indicators are provided to assess minimal through exemplary performance. In 2009, the Maryland State Board of Education approved Gifted and Talented Specialist certification and provided guidelines to counties related to this new certification. To date, cohort 1 consists of 15 MCPS teachers enrolled in the Gifted and Talented Specialist certification program at Towson University, which is in its second year of implementation; 22 teachers are registered for cohort 2, which will begin this fall. MCPS will continue to encourage staff to pursue such certification, thus providing a means to strengthen and provide leadership for accelerated and enriched instruction.

Strategies

- Support achievement of system goals as outlined In the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*
- Support system implementation of recommendations from the Deputy Superintendent's Advisory Committee for Gifted and Talented Education and the Global Screening Project Team
- Improve GT policy monitoring through alignment with the efforts of OSP to monitor schools
- Work with OSP to develop key school data to publish regarding GT implementation, including participation and performance of students in advanced courses
- Develop performance criteria to evaluate key school-based staff responsible for service delivery
- Review Policy IOA as data are collected on the expanded global screening and articulation processes. Develop new data points to improve monitoring and accountability of advanced level services provision
- Expand SIPPI systemwide to streamline instructional and GT identification, course placement, articulation, and monitoring processes
- Develop clear pathways to differentiated levels of service in reading/language arts/English, science, and social studies
- Review middle school humanities and math/science magnet instructional programs and make recommendations for improvement
- Review and revise PADI to serve a maximum number of schools in need of primary talent development services
- Infuse PADI strategies into the elementary integrated curriculum to serve a maximum number of students
- Review and revise the Wings Mentor Program to serve a maximum number of students
- Complete and implement the Highly Gifted Center curriculum and make revisions as appropriate
- Complete and implement the Middle School Magnet Consortium program and curriculum and make revisions as appropriate
- Develop a strategic plan for expansion and implementation of IB programs
- Provide differentiated professional development opportunities for implementing accelerated and enriched instruction
- Continue differentiated professional development opportunities for implementing accelerated and enriched instruction
- Continue differentiated training in Junior Great Books and the William and Mary, and Jacob's Ladder reading/language arts programs, to offer advanced training opportunities and study groups focusing on consistency of implementation, at both elementary and middle school levels through the instructional guides using the differentiated texts resources
- Expand the monitoring process for the required William and Mary and Junior Great Books reading/language arts programs and provide additional local school resources to support rigorous instructional programming for reading/language arts, grades Pre-K–5, and English grades 6–8

Division of Accelerated and Enriched Instruction—237/234/236/238

Monique T. Felder, Director I 301-279-3163

Performance Measures

Performance Measure: Percentage of school staff who reported AEI professional Development/training outcomes met or exceeded expectations.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
96%	97%	98%

Explanation: The division of Accelerated and Enriched Instruction provides professional development and local school support to classroom staff required to implement challenging curriculum and instruction for students in all schools.

Performance Measure: Number of students earning the International Baccalaureate (IB) Diploma.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
285	356	390

Explanation: MCPS has been building capacity in IB programs with the establishment of Middle Years Programs in multiple middle and high schools and the Primary Years Program at College Gardens ES. Eight IB Diploma Programs are now established. The final measure of their success is the number of students earning the diploma in Grade 12.

Budget Explanation Division of Accelerated and Enriched Instruction—237/234/236/238

The FY 2012 request for this division is $1,521,700, a decrease of $58,579 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$3,800
There is an increase of $3,800 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—($52,379)
There are several neutral budget realignments to address priority spending needs within this division. There is a decrease of $25,590 for professional part-time salaries, $3,000 for supporting services part-time salaries, $3,509 for travel, and $915 for dues, registrations and fees offset by increases for contractual services of $15,315, program supplies of $11,996, and substitutes of $5,703. Shifts for contractual services and program supplies are related to assessment services. In addition, there is a realignment of a 1.0 administrative secretary I position and $52,379 from this budget to the Elementary Integrated Curriculum Team under the Department of Enriched and Innovative Programs.

Reductions—($10,000)
There is reduction of $10,000 budgeted for office supplies.

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vision of Accelerated and Enriched Instruction - 237/234/236/238

Monique T. Felder, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	15.250	14.250	14.250	**13.250**	(1.000)
Position Salaries	$1,372,636	$1,376,845	$1,376,845	**$1,328,266**	($48,579)
Other Salaries					
Summer Employment					
Professional Substitutes		6,771	6,771	**12,474**	5,703
Stipends					
Professional Part Time		74,365	74,365	**48,775**	(25,590)
Supporting Services Part Time		5,000	5,000	**2,000**	(3,000)
Other					
Subtotal Other Salaries	95,977	86,136	86,136	**63,249**	(22,887)
Total Salaries & Wages	1,468,613	1,462,981	1,462,981	**1,391,515**	(71,466)
02 Contractual Services					
Consultants					
Other Contractual		34,500	34,500	**49,815**	15,315
Total Contractual Services	4,469	34,500	34,500	**49,815**	15,315
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		23,610	23,610	**13,610**	(10,000)
Other Supplies & Materials		38,004	38,004	**50,000**	11,996
Total Supplies & Materials	69,542	61,614	61,614	**63,610**	1,996
04 Other					
Local Travel		16,684	16,684	**14,675**	(2,009)
Staff Development		4,500	4,500	**2,085**	(2,415)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	11,162	21,184	21,184	**16,760**	(4,424)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,553,786	$1,580,279	$1,580,279	**$1,521,700**	($58,579)

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Division of Accelerated and Enriched Instruction - 237/234/236/238

Monique T. Felder, Director I

CAT		DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	P	Director I		1.000	1.000	1.000	**1.000**	
3	O	Supervisor		2.000	1.000	1.000	**1.000**	
2	BD	Instructional Specialist		4.500	7.500	7.500	**7.500**	
3	BD	Instructional Specialist		3.000				
2	18	Fiscal Assistant IV		1.000	1.000	1.000	**1.000**	
2	17	Data Management Coordinator		.750	.750	.750	**.750**	
2	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	14	Administrative Secretary I		2.000	2.000	2.000	**1.000**	(1.000)
	Total Positions			**15.250**	**14.250**	**14.250**	**13.250**	**(1.000)**

Division of Consortia Choice and Application Program Services

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B–D)	2.0
Consortium Enrollment Assistant (20)	1.0
Data Management Coordinator (17)	1.0
School Registrar (16)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	.75

F.T.E. Positions 8.75

Division of Consortia Choice and Application Program Services—213

Jeannie H. Franklin, Director I 301-592-2040

Mission

The mission of the Division of Consortia Choice and Application Program Services (DCCAPS) is to develop and facilitate the Consortia Choice, elementary language immersion, and application programs processes by providing direct services to students, families, and schools; and to support the program development monitoring, and evaluation of high school academy and signature programs.

Major Functions

The division was established to align all Consortia Choice, elementary language immersion, countywide magnet, and Highly Gifted Center (HGC) parent communication, student assignment, and appeal processes into one office. In addition, the division supports the program development, monitoring, and evaluation of high schools with signature and/or academy programs. The division works with school and parent stakeholders to communicate school and program options through information meetings, direct mail, websites, phone calls, publications, and individual meetings with parents. Staff members manage the Consortia student choice process, the selection process for countywide application programs, the elementary language immersion lottery processes; and the development, monitoring and evaluation of high school academy and signature programs beginning 2010–2011. The division is responsible for the enrollment of all new students in the three Middle School Magnet Consortium (MSMC) schools and the eight high schools that comprise the Northeast Consortium and the Downcounty Consortium.

Trends and Accomplishments

In FY 2010, DCCAPS processed 10,777 countywide magnet program applications, elementary immersion interest forms, and Choice forms for Consortia students. Approximately 2,107 students applied for the HGC. Division and school staff members processed 1,297 applications for the magnet and center programs located at Roberto W. Clemente, Eastern, and Takoma Park middle schools, as well as 1,442 applications for the Montgomery Blair High School Science, Mathematics, Computer Science magnet program; the Richard Montgomery High School International Baccalaureate Diploma program; and the Poolesville High School magnet program. DCCAPS also processed approximately 780 elementary immersion interest forms for the seven schools with elementary language immersion programs. DCCAPS staff members facilitate the application and selection processes for each of these programs. Staff members support parents and students who request information on various programs. In addition, staff members responded to approximately 615 appeals in FY 2010.

Annually, the division processes more than 7,200 Choice applications from Grades 5 and 8 students planning to attend a Northeast, Downcounty, and/or Middle School Magnet Consortia school. The Choice process allows students to rank their school preference based on a variety of variables including the signature, academy, or magnet program offered at each location. Approximately 666 out-of-Consortium students applied for the MSMC program. Throughout the 2009-2010 school year, Consortia staff members enrolled approximately 1,300 new students for Consortia schools, including approximately 200 students who had previously attended private or non-MCPS schools. The division facilitated 35 informational meetings and open houses. Division staff members also attended numerous Parent Teacher Association and community meetings to provide information on programs, schools, student assignment processes, appeal processes, and transportation. In addition, Consortia staff members facilitated the development of elementary and middle school Choice processes and magnet/academy program lessons, which are made available to counselors annually for use with student groups as students consider their school choices for middle and high school. For the elementary immersion programs, of the 780 students who participated in the lottery process, 699 students participated for the 220 available seats in K–Grade 1, and another 81 students entering Grades 2–5 participated for vacant seats made available through attrition.

Major Mandates

- Implement student assignment processes for seven elementary immersion programs, 11 Consortia schools, and 13 countywide application programs
- Serve as enrollment center for all new students who reside within the three Consortia
- Disseminate information to parents, students, and community members about Consortia, elementary immersion and countywide application programs
- Review and respond to Consortia, elementary language immersion, and countywide application program student assignment appeals
- Support and evaluate high school academy and signature programs

Strategies

- Develop and implement multiple strategies for providing parent outreach and communication, including meetings, publications, mailers, videos, telecommunications, and websites
- Provide information to parents in a variety of languages, including Chinese, French, Korean, Spanish, and Vietnamese
- Facilitate the student articulation process for consortium, elementary immersion, and countywide application programs
- Provide opportunities for parents and students to participate in informational meetings and open houses
- Collect data on the success of process implementation and modify the process based on data
- Monitor, support, and evaluate high school academy and signature programs
- Collaborate with parent and community groups to ensure customer needs are met

Division of Consortia Choice and Application Program Services—213

Jeannie H. Franklin, Director I 301-592-2040

- Collaborate with Residency and International Admissions, ESOL, Special Education, Pupil Personnel Workers, and Alternative Education staff members to provide opportunities for students to participate in Choice.
- Develop and annually upgrade the Choice lessons for implementation with students in Grades 5–8 to help them learn about the different program opportunities available at each school
- Collaborate, collect, and evaluate program effectiveness of the high schools with academy and/or signature programs

Performance Measures

Performance Measure: Number of students/families receiving adequate information about the Choice Process and programs.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
64%	72%	80%

Explanation: The percent of parents indicating on the Choice Form that they were provided enough information about the Choice process and its programs is a measure of informed parents and students.

Performance Measure: Percentage of African American and Hispanic students applying for a seat in one of the Centers for the Highly Gifted.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
23.5%	30%	37%

Explanation: The percent of African American and Hispanic students applying to the Center Program for the Highly Gifted is an indicator of the effectiveness of targeted communication and outreach processes.

Budget Explanation Division of Consortia Choice & Application Program Services—213

The FY 2012 request for this division is $829,167, a decrease of $2,943 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—($2,943)
There is decrease of $2,943 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$0
There are several realignments to address priority spending needs within this division. There is a decrease of $6,430 for travel, $2,250 for dues, registrations and fees, $1,050 for consultants, and $149 for equipment maintenance. These reductions are offset by increases of $6,697 for supporting services part-time salaries, $2,267 for office supplies, and $915 for consulting services.

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Div. of Consortia Choice & Application Prog. Svcs. - 213

Jeannie H. Franklin, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	9.750	8.750	8.750	**8.750**	
Position Salaries	$828,480	$803,875	$803,875	**$800,932**	($2,943)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		2,045	2,045	**8,742**	6,697
Other					
Subtotal Other Salaries	1,760	2,045	2,045	**8,742**	6,697
Total Salaries & Wages	830,240	805,920	805,920	**809,674**	3,754
02 Contractual Services					
Consultants		1,050	1,050		(1,050)
Other Contractual		1,459	1,459	**2,225**	766
Total Contractual Services	1,135	2,509	2,509	**2,225**	(284)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		8,751	8,751	**11,018**	2,267
Other Supplies & Materials					
Total Supplies & Materials	9,948	8,751	8,751	**11,018**	2,267
04 Other					
Local Travel		5,430	5,430	**5,000**	(430)
Staff Development		9,500	9,500	**1,250**	(8,250)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	7,123	14,930	14,930	**6,250**	(8,680)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	1,700				
Grand Total	$850,146	$832,110	$832,110	**$829,167**	($2,943)

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Div. of Consortia Choice & Application Prog. Svcs. - 213

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	P Director I		1.000	1.000	1.000	**1.000**	
3	O Supervisor		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		2.000	2.000	2.000	**2.000**	
2	20 Consortium Enrollment Asst		1.000	1.000	1.000	**1.000**	
2	17 Data Management Coordinator		1.000	1.000	1.000	**1.000**	
2	16 School Registrar		1.000	1.000	1.000	**1.000**	
2	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		1.750	.750	.750	**.750**	
	Total Positions		**9.750**	**8.750**	**8.750**	**8.750**	

CONTENTS

Department of Curriculum and Instruction

Director II (Q)	**1.0**
Coordinator (N)	**1.0**
Accountant (22)	**1.0**
Administrative Secretary III (16)	**1.0**
Administrative Secretary I (14)	**1.0**

Arts and Humanities

Pre-K–12 English

Supervisor (O)	1.0
Pre-K–12 Content Specialist (B–D)	5.0
Administrative Secretary I (14)	1.0

Pre-K–12 Social Studies

Supervisor (O)	1.0
Pre-K–12 Content Specialist (B–D)	3.0
Administrative Secretary I (14)	.5

Pre-K–12 World Languages

Supervisor (O)	1.0
Pre-K–12 Content Specialist (B–D)	2.0
Administrative Secretary I (14)	1.0

Pre-K–12 Fine Arts

Supervisor (O)	1.0
Coordinator (N)	1.0
Pre-K–12 Content Specialist (B–D)	2.0
Administrative Secretary I (14)	1.0

Online Learning and Partnerships

Pre-K–12 Online Learning

Supervisor (O)	1.0
Fiscal Assistant IV (18)	.8
Administrative Secretary II (15)	1.0

Pre-K–12 Partnerships

Coordinator (N)	1.0
Pre-K–12 Content Specialist (B–D)	1.0
Administrative Secretary I (14)	.5

Perkins Career and Technology Education Program

Fiscal Assistant IV (18)	.2
Administrative Secretary I (14)	1.0

Science, Technology, Engineering and Mathematics

Pre-K–12 Mathematics

Supervisor (O)	1.0
Pre-K–12 Content Specialist (B–D)	6.0
Administrative Secretary I (14)	1.0

Pre-K–12 Science and Engineering

Supervisor (O)	1.0
Coordinator (N)	1.0
Pre-K–12 Content Specialist (B–D)	5.0
Administrative Secretary I (14)	.5

Pre-K–12 Physical Education & Health

Supervisor (O)	1.0
Pre-K–12 Content Specialist (B–D)	2.6
Administrative Secretary I (14)	.5

Pre-K–12 Entrepreneurship, Finance, and Information Technology

Supervisor (O)	1.0
Coordinator (N)	1.0
Pre-K–12 Content Specialist (B–D)	1.0
Administrative Secretary I (14)	.5

F.T.E. Positions 55.1. In addition, there are 4.4 positions shown on K-12 charts in Chapter 1.

Department of Curriculum and Instruction—232/164/262/620/651/145/951

Betsy Brown, Director II 301-279-3350

Mission

The mission of the Department of Curriculum and Instruction (DCI) is to form partnerships and support schools by providing rigorous standards-based curriculum, assessments, instructional materials, career programs, access to post secondary education, and professional development resources aligned with state and national content/industry standards.

Major Functions

DCI is comprised of three teams. Two teams—Science, Technology, Engineering, and Mathematics (STEM), and Arts and Humanities—represent disciplines in eight major areas (English language arts, Entrepreneurship, fine arts, health and physical education, mathematics, science technology and engineering, social studies, and world languages). The third team—Online Learning and Partnerships—includes Perkins-funded programs, career and post-secondary partnerships, and online learning. All three teams in DCI support the nationally recognized reform effort in Montgomery County Public Schools (MCPS) to improve achievement of all students by providing a rigorous curriculum, comprehensive assessments, sound instructional practices, and professional development resources to promote effective teaching and learning. DCI coordinates the National Academies of Finance (AOF), Information Technology (AOIT), and Hospitality and Tourism (AOHT) as well as an advanced engineering program and a biomedical program sponsored by Project Lead the Way. DCI develops partnerships between MCPS and Maryland post-secondary institutions to facilitate a smooth transition from high school to college by increasing students' college awareness and readiness.

DCI produces secondary curriculum, assessment, instruction, and professional development resources in the Online Learning Community (OLC), a dynamic web-based environment that incorporates components of Universal Design for Learning (UDL) to ensure that all students have access to general education curriculum and are able to demonstrate their learning in a variety of ways. DCI designs and disseminates resources in the OLC to facilitate teacher collaboration and communication and to support implementation of MCPS curriculum. DCI evaluates and selects textbooks and instructional materials that align with MCPS curriculum based on state and national standards in order to prepare students for success on state assessments and later rigorous courses.

DCI provides direct support to schools, including participating on Achievement Steering Committees, Enhanced School Improvement Teams, and Instructional Program Review teams. DCI provides on-site technical assistance to administrators and teachers implementing school improvement plans and to improve achievement and to make Adequate Yearly Progress. DCI coordinates regular implementation meetings with resource teachers, reading specialists, content specialists, and mathematics content coaches; plans and delivers training sessions for teachers of all contents, career and technology teachers, and dual enrollment coordinators; and provides curriculum consultation and regular updates to school administrators and school counselors. DCI collaborates with the Department of Enriched and Innovative Programs in the Office of Curriculum and Instructional Programs (OCIP) to support development of the Elementary Integrated Curriculum and the Online Achievement Reporting System (OARS), in addition to college courses in high school and development of advanced course curricula, assessments, and instructional resources that support the Middle School Reform Initiative. DCI interacts with the Department of Instructional Leadership Support (DILS) in OCIP to design and deliver job-embedded online and face-to-face professional development on curriculum, assessment, and instruction, and supports DILS in facilitating implementation of the OARS.

In consultation with the Office of Shared Accountability (OSA), DCI develops or selects complete assessments and assessment items, and establishes performance standards and criteria to inform instructional and programmatic decisions, monitor student progress, and provide district accountability measures (e.g., formative, end-of-unit assessments, and semester final examinations). DCI collaborates with the Office of School Performance (OSP) to monitor fidelity of curriculum implementation. DCI collaborates with OSP and the offices of Special Education and Student Services (OSESS) and the Chief Technology Officer (OCTO) to develop products and procedures aligned with policy. This effort is designed to promote consistent practices within and among schools, and promote meaningful communication to parents, students, and the system about expectations for student achievement of MCPS curriculum.

DCI seeks and maintains partnerships with higher education and business to support student achievement by and beyond high school graduation. DCI provides information to and invites input and feedback from stakeholders in the development and review of products, programs, and services. DCI staff members meet with principals and with the Councils on Teaching and Learning; Curriculum Advisory Committees; Curriculum Advisory Assembly; Cluster Advisory Boards; the Montgomery County Collaboration Board for Career and Technology Education; Montgomery County Business Roundtable for Education; Junior Achievement; Montgomery County Council of Parent Teacher Associations; and the Montgomery County Region, Maryland Association of Student Councils. DCI seeks to identify effective practices in benchmark districts, analyzes current research, and consults regularly with representatives of state and federal agencies, higher education, and business.

Trends and Accomplishments

In Fiscal Year (FY) 2011, DCI reconfigured existing secondary curriculum documents in the Curriculum Archive as dynamic resources in the OLC, with the added feature of new online professional development resources. DCI developed and disseminated resources in additional secondary courses with new curriculum, instruction, assessment, and professional development resources in the same web-based environment. In FY 2011, DCI facilitated teacher communication and collaboration to encourage creating and posting original lessons and rating centrally- and teacher-developed lessons, instructional materials, and professional development resources. DCI developed new secondary curriculum in fine arts, information technology, and physical education and supported the development and implementation of the Elementary Integrated Curriculum (EIC)

and OARS. DCI developed an online version of the high school course National, State, and Local Government for credit recovery or High School Assessment (HSA) preparation/intervention and evaluated commercial online courses in other HSA-assessed courses. DCI expanded partnerships with business and higher education institutions to enhance student learning and global perspective. The department collected and analyzed data on enrollment in college level courses, including Gateway to College and dual enrollment programs to inform refinements. DCI collaborated with staff members in OCIP OSP, OSA, OCTO, and OSESS to support and monitor curriculum implementation and promoted teaching and learning through direct school support. In FY 2011, DCI managed 25 federal, state, organization, and foundation grants in support of system initiatives.

Curriculum and Professional Development
During FY 2011, DCI reviewed, revised, and disseminated secondary curriculum and professional development resources aligned with state and national content standards and industry certifications/licensures to provide models of instruction that challenge and support all students in preparation for college and careers. DCI developed and disseminated new curriculum and professional development resources in Grades 6–8 physical education. DCI reviewed and approved textbooks and instructional materials aligned with the new curriculum resources.

Comprehensive Career Pathway Programs, Career Clusters, and Career Academies
In FY 2011, DCI raised awareness and increased enrollment and completion rates for career pathway programs. The department expanded partnerships to develop and implement over 30 programs, activities, projects, or initiatives supported by both MCPS and Maryland's postsecondary institutions. DCI guided delivery of programs in schools around nationally accepted industry skills in career clusters. DCI supported high schools implementing programs such as Project Lead the Way, AOF, AOIT, and AOHT which allow students to earn industry credentials and college credits as they explore options for postsecondary education and careers. DCI revised secondary courses in career pathway programs to include the Maryland State Curriculum (SC) for career development and the Maryland Technology Literacy Standards.

Online Learning and Professional Development
DCI collaborated with staff members in OCIP and OCTO to populate a digital platform for developing and disseminating secondary curriculum, assessment, instruction, and professional development resources online. This dynamic environment supports teachers' use of technology in the classroom, UDL, collaboration among teachers, access to curriculum and instructional resources, and streamlined delivery systems. DCI managed three MCPS-developed online high school courses and developed a fourth HSA-assessed course, allowing students to earn credit required for graduation after the school day and during summer.

Direct School Support
DCI provided direct support to elementary, middle, and high school teachers and administrators by delivering on-site training, consultative services, and technical assistance related to implementing MCPS curriculum, assessments, and instructional resources. DCI staff participated on Achievement Steering Committees and Enhanced School Improvement Teams and Instructional Program Review teams to support school improvement plans. DCI also supported implementation of OARS, integrated curriculum, and current MCPS (non-integrated) curriculum in elementary grades and implementation of secondary OARS.

Interventions
In FY 2011, DCI evaluated and selected intervention products and collaborated with departments in OCIP and with staff in OSESS and OCTO to develop a one-stop shop Web resource to guide school decisions on intervention strategies and programs, based on student reading and mathematics performance data.

Implementation of Health Curriculum
DCI coordinated implementation of the comprehensive health education curriculum, in compliance with the Code of Maryland Administrative Regulations (COMAR) on Family Life and Human Development and HIV/AIDS Prevention Education §13A.04.18.04.

Grading and Reporting
During FY 2011, DCI collaborated with staff members in OCIP, OCTO, and OSESS to support implementation of a secondary Web-based grading and reporting tool and to support implementation of the elementary Online Achievement and Reporting System for Grades 1–5 in 25 elementary schools.

Continuous Improvement
DCI developed and communicated procedures for collecting input and feedback from internal and external stakeholders on products and services and made improvements based on stakeholder feedback. DCI developed procedures for evaluating the Common Core State Standards and for interacting with the Maryland State Department of Education (MSDE) to inform revision of MCPS secondary curriculum frameworks and to influence MSDE decisions about state curriculum and assessments.

Major Mandates

DCI operates in accordance with state regulations and two Board of Education policies governing system goals.

- Policy IFA: *Curriculum* (Goal 2: Provide an Effective Instructional Program) governs development of curriculum, instruction, and assessments
- Policy IKA: *Grading and Reporting* (Goal 1: Ensure Success for Every Student), requires the alignment of procedures for grading and reporting student achievement with MCPS curriculum and assessments
- Seven Keys to College Readiness
- Policy IIB, *Evaluation and Selection*, and MCPS Regulation IIB-RA, *Evaluation and Selection of Instructional Materials and Library Books*
- MCPS Regulation ISB-RA, *High School Graduation Requirements*
- MCPS curriculum and assessments must align with Maryland SC, HSA, and Maryland School Assessments (MSA)
- The Middle School Reform Initiative requires DCI to collaborate with other MCPS offices to support schools in their

Department of Curriculum and Instruction—232/164/262/620/651/145/951

Betsy Brown, Director II 301-279-3350

efforts to improve student achievement and preparation for careers

- COMAR governs implementation of health and technology education curriculum and instruction and the evaluation and selection of instructional materials in all content areas
- Carl D. Perkins Vocational and Technical Education Act governs implementation of career programs and college articulation agreements
- The *No Child Left Behind Act of 2001* requires MCPS to:
  1. Implement Maryland Technology Literacy Standards
  2. Provide interventions for students who are not meeting proficiency on the MSA or passing the HSA
  3. Provide support for schools identified for school improvement and corrective action

Strategies

- Provide direct, content-specific support to teachers and administrators to ensure that all students learn MCPS curriculum and succeed on external assessments and in a rigorous course trajectory that prepares them for college and career
- Disseminate existing secondary curriculum, assessments, instruction, and professional development resources in the OLC to provide models of effective practices that challenge and support all students
- Write or revise Pre-K–12 curriculum aligned with the SC, Common Core State Standards, and State and National Content Standards in STEM and in Arts and Humanities, including all disciplines within Career Preparation; English language arts; Entrepreneurship; fine arts; health and physical education; mathematics; science and engineering; social studies; and world languages
- Develop formative and summative assessments and select or develop assessment items to provide information guiding adjustments to instruction in order to prepare all students for success in rigorous courses and external assessments, including SAT and Advanced Placement (AP), International Baccalaureate (IB), and national industry credentialing examinations
- Communicate to students, parents, and staff members articulation agreements with colleges and universities that benefit students before and after high school graduation
- Increase enrollment in career pathway programs and technology education courses by building awareness among students, parents, and staff members of available options and by continuously improving career programs and communication processes
- Develop curriculum and instructional resources, design and deliver professional development, and provide direct support to schools to advance the Middle School Reform Initiative
- Identify research-based intervention products in mathematics and reading
- Collaborate with other offices, departments, and divisions to promote effective teaching and faithful implementation of MCPS curriculum and assessments; to support student success on MSA, HSA, SAT, AP, and IB examinations; and to promote consistent implementation of the grading and reporting policy in Grades 1–12

Performance Measures

Performance Measure: Number of new curriculum, instructional, and professional development resources aligned with state and/or national standards and providing models of challenge and support which are ready for dissemination and are posted in the OLC.

Number Courses with Instructional Guides Developed

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
75 (Grades Pre-K–12)	45 (Grades 6–12)	52

Number Secondary Courses with Instructional and Professional Development Resources Posted in Online Learning Community

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
	12	32

Explanation: Curriculum, instruction, assessment, and professional development resources must be disseminated digitally, in order to improve timeliness and quality of support provided to teachers implementing the curriculum. Digital dissemination encourages teacher collaboration and participation in resource development, while increasing DCI agility to revise curriculum and update instructional and professional development resources by facilitating collection, analysis, and application of feedback.

Performance Measure: Percentage of MCPS career pathway programs identified as high-performing based on enrollment and student performance data.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
85%	90%	95%

Explanation: Student enrollment and performance data for all MSDE-approved career pathway programs are compared annually with the Perkins Core Indicators of Performance benchmarks. These data are consolidated in a program quality index table, providing an overview of programs. High-performing career pathway programs exceed the state benchmarks in areas such as student success rates for the Algebra I and English 10 HSAs, industry and postsecondary credentialing examinations, completion of Algebra 2, and postsecondary experiences involving college and careers.

Department of Curriculum and Instruction—232/164/262/620/651/145/951

Betsy Brown, Director II 301-279-3350

Budget Explanation Department of Curriculum and Instruction—232/164/262/620/651

The FY 2012 request for this department is $6,714,591, a decrease of $941,947 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—($615,557)
There is decrease of $615,557 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$0
There are several realignments budgeted to address priority spending needs within this department. There is a decrease of $55,004 for program assessment supplies and $19,996 for assessment development services offset by increases for assessment scoring of $60,000 and materials of $15,000. Also, there is a decrease for consulting services of $29,945, $18,151 for supporting services part-time salaries, $6,800 for staff training, and $6,000 for travel for staff development. These are offset by increases for instructional materials of $33,797, professional part-time salaries of $29,472, local travel of $3,497, office supplies of $3,132, and $1,419 for contractual maintenance. In addition, $10,421 is realigned to this department from the Department of Enriched and Innovative Programs.

Reductions—($326,390)
There is a reduction of a vacant 1.0 instructional specialist position and $129,390. The position has not been filled and can be eliminated because the duties and responsibilities focused on the grading and reporting initiative that is now in place are no longer necessary. There also are reductions of $47,000 budgeted for professional part-time salaries, $142,000 for program supplies, and $8,000 for instructional materials used for assessments. The impact of the reductions will be minimized through the use of online resources and other process improvements.

Budget Explanation Perkins Vocational and Technical Education Program—145/951

The FY 2012 request for this program is $1,564,449, an increase of $5,467 over the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$5,467
There is an increase of $5,467 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—$0
Within the Perkins grant there are decreases in various accounts totalling $206,021, offset by corresponding increases in other accounts.

In addition, for the locally funded portion of the program, there is a decrease for professional part-time salaries of $29,719, instructional materials of $1,000, and registration, dues and fees of $1,000. These decreases are offset by an increase of $31,719 for a 0.5 administrative secretary position. This realignment was necessary to maintain the 5 percent administrative cap associated with the grant.

Project's Funding History

Sources	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$1,309,518	$1,309,518	$1,314,985
State			
Other			
County	249,464	249,464	249,464
Total	$1,558,982	$1,558,982	$1,564,449

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Dept. of Curriculum and Instruction - 232/164/262/620/651

Betsy Brown, Director II

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	65.400	54.400	54.400	**53.400**	(1.000)
Position Salaries	$6,672,091	$6,076,804	$6,076,804	**$5,331,857**	($744,947)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		6,800	6,800		(6,800)
Professional Part Time		372,961	372,961	**334,437**	(38,524)
Supporting Services Part Time		21,672	21,672		(21,672)
Other					
Subtotal Other Salaries	237,100	401,433	401,433	**334,437**	(66,996)
Total Salaries & Wages	6,909,191	6,478,237	6,478,237	**5,666,294**	(811,943)
02 Contractual Services					
Consultants		33,365	33,365	**3,000**	(30,365)
Other Contractual		61,400	61,400	**122,819**	61,419
Total Contractual Services	159,288	94,765	94,765	**125,819**	31,054
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		74,084	74,084	**99,881**	25,797
Office		29,412	29,412	**29,412**	
Other Supplies & Materials		941,939	941,939	**759,935**	(182,004)
Total Supplies & Materials	424,595	1,045,435	1,045,435	**889,228**	(156,207)
04 Other					
Local Travel		29,101	29,101	**30,250**	1,149
Staff Development		9,000	9,000	**3,000**	(6,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	27,974	38,101	38,101	**33,250**	(4,851)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	111,425				
Grand Total	$7,632,473	$7,656,538	$7,656,538	**$6,714,591**	($941,947)

CONTENTS

Dept. of Curriculum and Instruction - 232/164/651/262/620

Betsy Brown, Director II

CAT		DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	Q	Director II		1.000	1.000	1.000	**1.000**	
2	P	Director I		1.000				
2	O	Supervisor		10.000	9.000	9.000	**9.000**	
1	O	Supervisor		1.000				
2	N	Coordinator		6.000	4.000	4.000	**4.000**	
2	N	Coordinator		1.000	1.000	1.000	**1.000**	
2	BD	Instructional Specialist		20.100	1.000	1.000		(1.000)
3	BD	Instructional Specialist		13.500				
2	BD	Pre K-12 Content Specialist			26.600	26.600	**26.600**	
3	BD	Pre K-12 Content Specialist			1.000	1.000	**1.000**	
2	22	Accountant		1.000	1.000	1.000	**1.000**	
2	18	Fiscal Assistant IV		.800	.800	.800	**.800**	
2	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
2	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	14	Administrative Secretary I		7.000	7.000	7.000	**7.000**	
2	12	Secretary		1.000				
	Total Positions			**65.400**	**54.400**	**54.400**	**53.400**	**(1.000)**

CONTENTS

Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	5.600	5.600	**6.100**	.500
Position Salaries	$336,061	$319,512	$319,512	**$352,787**	$33,275
Other Salaries					
Summer Employment					
Professional Substitutes		23,193	23,193	**27,895**	4,702
Stipends		147,801	147,801	**61,330**	(86,471)
Professional Part Time		272,498	272,498	**293,560**	21,062
Supporting Services Part Time		8,933	8,933		(8,933)
Other					
Subtotal Other Salaries	363,772	452,425	452,425	**382,785**	(69,640)
Total Salaries & Wages	699,833	771,937	771,937	**735,572**	(36,365)
02 Contractual Services					
Consultants		24,420	24,420	**18,780**	(5,640)
Other Contractual		5,880	5,880	**880**	(5,000)
Total Contractual Services	26,703	30,300	30,300	**19,660**	(10,640)
03 Supplies & Materials					
Textbooks		6,000	6,000		(6,000)
Media					
Instructional Supplies & Materials		402,015	402,015	**417,252**	15,237
Office					
Other Supplies & Materials					
Total Supplies & Materials	336,874	408,015	408,015	**417,252**	9,237
04 Other					
Local Travel		5,530	5,530	**893**	(4,637)
Staff Development		112,770	112,770	**114,039**	1,269
Insurance & Employee Benefits		169,243	169,243	**154,949**	(14,294)
Utilities					
Miscellaneous		5,500	5,500	**3,970**	(1,530)
Total Other	277,854	293,043	293,043	**273,851**	(19,192)
05 Equipment					
Leased Equipment					
Other Equipment		55,687	55,687	**118,114**	62,427
Total Equipment	63,346	55,687	55,687	**118,114**	62,427
Grand Total	$1,404,610	$1,558,982	$1,558,982	**$1,564,449**	$5,467

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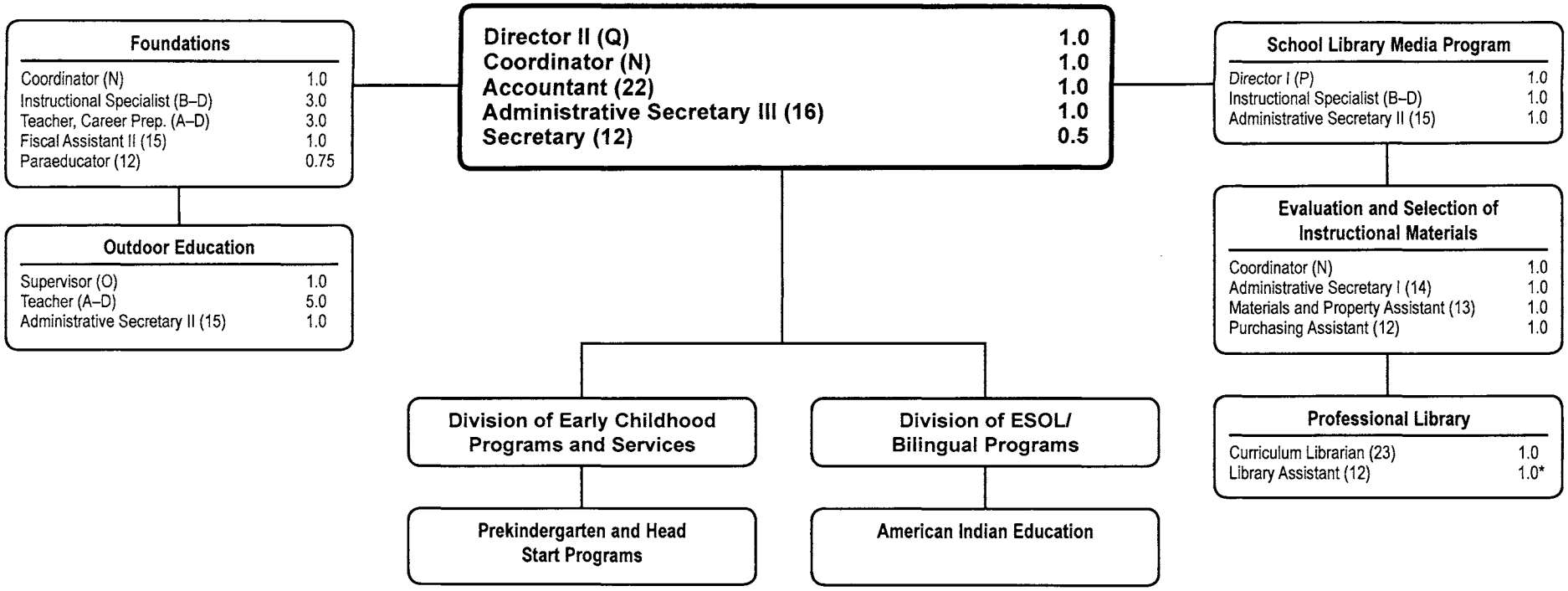
Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
3	AD Teacher	X	2.800	2.400	2.400	**2.400**	
2	18 Fiscal Assistant IV		.200	.200	.200	**.200**	
2	14 Administrative Secretary I		.500	.500	.500	**1.000**	.500
3	14 Administrative Secretary I		.500	.500	.500	**.500**	
3	12 Paraeducator	X	2.000	2.000	2.000	**2.000**	
	Total Positions		**6.000**	**5.600**	**5.600**	**6.100**	**.500**

Department of Instructional Programs



F.T.E. Positions 29.25

* Paid for by MCPS; supervised by the Universities at Shady Grove head librarian

Department of Instructional Programs—233/215/261/263/264/265

Ms. Sylvia K. Morrison, Director II 301-279-3297

Mission

The mission of the Department of Instructional Programs (DIP) is to collaborate with other offices, departments, divisions, and community partners to develop and implement high-quality, innovative programs and services that meet the needs of all Montgomery County Public Schools (MCPS) students and their families.

Major Functions

The department aligns staff and services to research-based program models that support the development and implementation of instructional programs to improve student achievement. DIP staff collaborates with the schools and offices of the MCPS, parents, and community stakeholders to provide quality programs and services, in compliance with federal, state, and local mandates, such as the *No Child Left Behind Act of 2001* (NCLB Act), Title III of the *Elementary and Secondary Education Act*, and Maryland's *Bridge to Excellence in Public Schools Act* and in alignment with the goals and continuous improvement efforts as described in *Our Call to Action: The Pursuit of Excellence*, the strategic plan for MCPS 2010–2015. Programs and services provided by DIP enhance the school system's capacity for differentiated services and rigorous instructional programming for students served through the divisions and units of: 1) Early Childhood Programs and Services (DECPS); 2) English for Speakers of Other Languages (ESOL)/Bilingual Programs; 3) Foundations; 4) the Outdoor and Environmental Education Programs (OEEP); and 5) School Library Media Programs (SLMP). In addition to program development and implementation, this department, in consultation with other MCPS offices, designs and implements training for school system staff that supports instructional practices and helps teachers identify students' strengths and achievement needs. DIP provides the community with a rich source of integrated support services for families. The goal of these integrated services is to ensure students can access and participate in rigorous, high-quality instructional programs that will help ensure their school success.

While supporting equity of access to rigorous instructional programs and resources, the department assists in tailoring curriculum implementation to diverse learners' needs. The combination of these five programs under a single department allows for the knowledge transfer of successful practices within each program and the integration of services to support students at critical transitions in their schooling. Essential to this goal is increased collaboration within the Office of Curriculum and Instructional Programs (OCIP), and also with the Office of School Performance (OSP), the Office of Special Education and Student Services (OSESS), and the Department of Family and Community Partnerships.

The divisions and units within the department manage a variety of functions. The DECPS provides high-quality early education programs and services that promote young children's school readiness and the development of the foundational knowledge and skills necessary for academic success. The division collaborates with schools, OSESS, the Montgomery County Collaboration Council for Children, Youth and Families, and within OCIP to coordinate services for young children that focus on family literacy and mathematics by building the skills of parents, caregivers, and licensed child care providers and by targeting resources to support children's healthy development and readiness for kindergarten.

The Division of ESOL/Bilingual Programs provides instructional resources, assessments, counseling, and parent outreach services including translation and interpretation support that enable English Language Learners (ELL) and Native American students to demonstrate successful academic performance across all curricular areas in compliance with Title III of the NCLB Act and Maryland's *Bridge to Excellence Act*. The division helps ensure the implementation of a rigorous standards-based ESOL curriculum, which Includes teaching ELL the skills and cultural background necessary to function successfully in general education classes. Bilingual counseling services provide bilingual and cross-cultural counseling, as well as crisis intervention to ELL and their families who are in the process of adjusting to a new school, community, and country.

Foundations, a collaborative program between MCPS and the local business community, offers students state-of-the-art technologies and supports education, training, and preparation for a full range of careers within the automotive, construction, and information technology industries. The Foundations Office has developed programs with established credentials that allow students to select rigorous and relevant courses that are connected to student interest and supportive of achieving industry certifications. The program serves in excess of 1,000 students yearly. All Foundations students are eligible to earn 3 to 16 articulation credits with local colleges.

OEEP use the outdoor environment as an integrating context for robust student learning. MCPS curriculum based experiences at outdoor education sites engage students in authentic field investigations that specifically target the Maryland State Department of Education (MSDE) science and social studies indicators while nurturing the development of an awareness of and appreciation and concern for the natural environment.

The SLMP unit leads the integration of information literacy into the content curriculum to maximize student learning in two ways: 1) building capacity of library media staff to provide for teaching and learning of digital, visual, textual, and technological literacy and 2) collaborating with other MCPS staff and students, community, business partners, and institutions of higher education to access and use high quality and innovative resources and technologies. The Evaluation and Selection Unit ensures the development of culturally diverse collections of print, nonprint, and electronic resources that support curriculum implementation. The Professional Library Resource Center at the Universities at Shady Grove supports workforce excellence initiatives through staff research and development services.

Department of Instructional Programs—233/215/261/263/264/265

Ms. Sylvia K. Morrison, Director II 301-279-3297

Trends and Accomplishments

MCPS has had a long tradition of commitment to providing additional resources to serve targeted student populations, including those for whom English is a new language, homeless children, and others at risk of academic failure or not meeting their full potential. A large body of scientific evidence suggests that participation in quality preschool and early school programs lead to higher levels of academic success in later years. School Library Media Programs will continue to work with media specialists to ensure integration of information literacy skills into all curricular areas. Outdoor Education will expand its current services to ensure all students have access to the meaningful instruction provided by the staff. DIP provides leadership and support to each of its divisions and units in addressing the issues necessary to provide quality programming and to support continuous improvement for all students.

- Implemented a full-day Head Start model for 33 classrooms in 29 schools.
- Actively engaged with MSDE, the Montgomery County Council, agencies, and child care providers in the implementation and monitoring of a universal prekindergarten plan for Montgomery County.
- Supported the ongoing development of ESOL services in response to Title III of the NCLB Act of 2001 to provide for the language acquisition needs of all students and schools in the Montgomery County community.
- Reviewed the services of the Language Assistance Services Unit to provide translation services in Spanish, Chinese, Vietnamese, Korean, and French, and implemented the roll out of translation management and communication systems.
- Expanded a program for older high school-aged students with interrupted or no formal education focused on English language acquisition and entry level job skills.
- Increased student participation in Foundations programs to more than 1,000 students at Clarksburg, Damascus, Gaithersburg, Rockville, Seneca Valley, and Thomas Edison high schools.
- Renovated and sold 51 vehicles during the 2009–2010 school year through the Automotive program, finished building the 37th house through the Construction program and began the building process for the 38th student built house, and refurbished and sold 157 desktop computers through the Information Technology program.
- Presented more than $30,000 in scholarships and awards to students in the Foundations programs.
- Provided outdoor field experiences to more than 24,000 MCPS students in Outdoor and Environmental Education Programs: 10,000 students in the Grade 6 residential outdoor education program on three campuses, and 14,000 students in day-only programs offered at all grade levels.
- Collaborated with the Chesapeake Bay Foundation, the Montgomery County Department of Environmental Protection, the Maryland-National Capital Park and Planning Commission, Maryland Association for Environmental and Outdoor Education Association, MSDE, Audubon GreenKids, and various local agencies to provide professional development courses and seminars in environmental education for over 500 teachers and school leaders
- Provided curricular support and resources to promote effective classroom instruction while extending and enhancing outdoor environmental education at the home school site.
- Collaborated with the MSDE to update and revise Maryland State Curriculum Standards for School Library Media Programs Pre-K-12.
- Shared and analyzed results of an online assessment of information literacy skills in Grades 5, 8, and 11 with library media specialists in collaboration with the Office of Shared Accountability to promote and support program improvement.
- Planned, developed, and implemented 13 online professional development opportunities titled Standards in Action via webinar technology for library media staff to learn effective strategies for implementing the Maryland State Curriculum Standards for School Library Media Programs and to incorporate innovative uses of technology into their instructional programs.

Major Mandates

- Title III of the NCLB Act mandates services fostering the achievement of ELL and funding for bilingual and immigrant education programs.
- Title IV of the 1972 Indian Education Act authorizes the Indian Education-Formula Grant Program.
- Students with Limited English Proficiency (LEP) or ELL are protected by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Maryland's *Bridge to Excellence in Public Schools Act* mandates public schools to provide access to prekindergarten services for low-income four-year olds.
- The Maryland Model for School Readiness requires that all kindergarten students must be screened each fall to determine their level of school readiness to be in compliance with local and state goals.
- Code of Maryland Administrative Regulations (COMAR) 13A.05.04.01 requires that all students and staff have access to a comprehensive school library media program that includes certified library media personnel and support professionals to support the schoolwide educational program.
- Implementation of the Environmental Education By-Law (COMAR 13A.04.17) and the Chesapeake Bay 2000 Agreement through outdoor experiences for students, professional development opportunities for teachers, and other resources provided by Outdoor and Environmental Education Programs
- Implementation of MSDE policies and regulations and supervision of automotive, construction, and network operation programs within MCPS
- Facilitation of partnerships among schools and business, community, and higher education

Department of Instructional Programs—233/215/261/263/264/265

Ms. Sylvia K. Morrison, Director II 301-279-3297

Strategies

- Provide support for the development, implementation, and refinement of academic continuum for ESOL students, early childhood programs, outdoor and environmental education programs, School Library Media programs, and Foundations as part of the students' instructional program
- Monitor student readiness for kindergarten and continue to improve prekindergarten and early childhood instructional initiatives
- Collaborate with the Office of Communications and Family Outreach to facilitate parent outreach and communication related to Early Childhood, ESOL, and outdoor education programs and related services for students and families
- Coordinate and monitor the collection of achievement and customer feedback data on all programs, services, and processes implemented by DIP and its divisions and units
- Foster community, non-profit and for profit business, and higher education partnerships, which support the work of DIP and its divisions and programs
- Monitor student readiness for college and career to ensure programs prepare students for higher education opportunities and the workplace
- Facilitate partnerships with the institutions of higher education, the research community, and the business community to ensure the most effective program practices
- Facilitate the integration of information literacy skills into the content areas; promote the vertical articulation of these skills through assessment; and provide quality print and online collections of library media materials that are accessible to all students and staff to support teaching and learning
- Facilitate the integration of K–12 environmental literacy In Grades K–12

Performance Measurements

Performance Measure: Increase the number of students assessed for Information literacy skills achievement.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
8118	15,000	30,000

Explanation: In 2010, SLMP conducted an online assessment of Information literacy skills to establish baseline data in Grades 3, 5, and 11. Staff will continue to work with library media specialists to analyze student performance data from the online assessments to monitor curriculum implementation, to design professional development sessions for school library media specialists and teachers, and to provide continuous improvement support for local school programs with the goal of enhancing student achievement.

Performance Measure: Increase participation rate of students in the Grade 6 Outdoor Education Residential Program.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
86.7	88.2%	90.8

Explanation: Over a five year period, OEEP has developed specific strategies for increasing student participation in the Grade 6 residential program for all schools. These strategies include specific suggestions for increasing participation in schools with a greater percentage of students receiving free or reduced meals. Staff will analyze student participation data and teacher feedback, and work directly with local schools to develop and implement additional strategies, with the goal of providing an outdoor and environmental education experience for every Grade 6 student.

Performance Measure: Increase the number of students who attain industry certifications/credentialing and/or earn college credits in Foundations Program.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
60%	65%	70%

Explanation: In collaboration with the business community, school-based and other central services staff, the Foundations Office will monitor student certification, credentialing, and college credit, and analyze feedback from all business and community partners to improve, revise, and increase the relevancy of the curriculum.

Budget Explanation Department of Instructional Programs—233/215/ 261/263/264/265

The FY 2012 request for this department is $2,969,422, an increase of $40,402 over the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$40,402
There is an increase of $40,402 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—$0
There are several realignments to address priority spending needs within this department. There is a decrease of $1,000 for other program costs and $750 for contractual maintenance expenses and a corresponding increase for office supplies. Also, there is a decrease of $1,015 for local travel expense and $500 for contractual maintenance expenses with an offsetting increase for office supplies of $1,315 and supporting services part-time salaries of $200 in the Foundations Program. There is a decrease of $9,026 for contract food costs and $1,883 for building rental expenses with an offsetting increase for contract nursing services of $10,080, instructional materials of $795 and supporting services part-time salaries of $34 in the Outdoor Education Program.

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Department of Instructional Programs - 233/215/261/263/264/265

Sylvia K. Morrison, Director II

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	30.250	29.250	29.250	**29.250**	
Position Salaries	$2,682,824	$2,489,849	$2,489,849	**$2,530,251**	$40,402
Other Salaries					
Summer Employment		1,592	1,592	**1,592**	
Professional Substitutes					
Stipends					
Professional Part Time		6,379	6,379	**6,379**	
Supporting Services Part Time		7,617	7,617	**7,851**	234
Other					
Subtotal Other Salaries	14,173	15,588	15,588	**15,822**	234
Total Salaries & Wages	2,696,997	2,505,437	2,505,437	**2,546,073**	40,636
02 Contractual Services					
Consultants					
Other Contractual		286,653	286,653	**284,574**	(2,079)
Total Contractual Services	245,790	286,653	286,653	**284,574**	(2,079)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		10,312	10,312	**11,107**	795
Office		30,903	30,903	**33,968**	3,065
Other Supplies & Materials		65,000	65,000	**65,000**	
Total Supplies & Materials	110,832	106,215	106,215	**110,075**	3,860
04 Other					
Local Travel		9,183	9,183	**8,168**	(1,015)
Staff Development		2,000	2,000	**2,000**	
Insurance & Employee Benefits		16,532	16,532	**16,532**	
Utilities					
Miscellaneous		3,000	3,000	**2,000**	(1,000)
Total Other	24,543	30,715	30,715	**28,700**	(2,015)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$3,078,162	$2,929,020	$2,929,020	**$2,969,422**	$40,402

CONTENTS

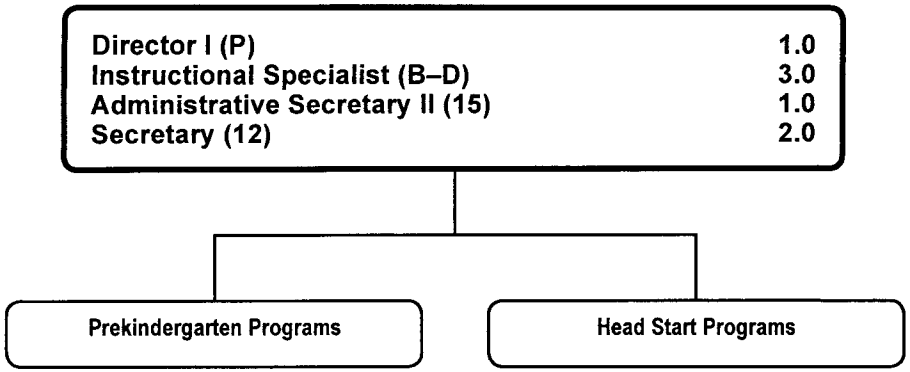
Department of Instructional Programs - 233/215/261/263/264/265

Sylvia K. Morrison, Director II

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
	233 Department of Instructional Programs						
2	Q Director II		1.000	1.000	1.000	**1.000**	
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	22 Accountant		1.000	1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	1.000	1.000	**1.000**	
2	12 Secretary		.500	.500	.500	**.500**	
	Subtotal		**4.500**	**4.500**	**4.500**	**4.500**	
	215 Foundations						
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist			3.000	3.000	**3.000**	
3	BD Instructional Specialist		3.000				
3	AD Teacher, Career Preparation	X	3.000	3.000	3.000	**3.000**	
2	15 Fiscal Assistant II		1.000	1.000	1.000	**1.000**	
3	12 Paraeducator	X	.750	.750	.750	**.750**	
	Subtotal		**8.750**	**8.750**	**8.750**	**8.750**	
	261 Outdoor Education						
2	O Supervisor		1.000	1.000	1.000	**1.000**	
3	AD Teacher	X	5.000	5.000	5.000	**5.000**	
2	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
	Subtotal		**7.000**	**7.000**	**7.000**	**7.000**	
	263 School Library Media Program						
2	P Director I		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		2.000	1.000	1.000	**1.000**	
2	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
	Subtotal		**4.000**	**3.000**	**3.000**	**3.000**	
	264 Eval & Selec of Instruct Materials						
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
2	13 Materials & Property Asst		1.000	1.000	1.000	**1.000**	
2	12 Purchasing Assistant		1.000	1.000	1.000	**1.000**	
	Subtotal		**4.000**	**4.000**	**4.000**	**4.000**	
	265 Professional Library						
2	23 Curriculum Librarian		1.000	1.000	1.000	**1.000**	
2	12 Library Assistant		1.000	1.000	1.000	**1.000**	
	Subtotal		**2.000**	**2.000**	**2.000**	**2.000**	
	Total Positions		**30.250**	**29.250**	**29.250**	**29.250**	

CONTENTS

Division of Early Childhood Programs and Services



F.T.E. Positions 7.0

Division of Early Childhood Programs and Services—235

Janine G. Bacquie, Director I 301-230-0691

Mission

The mission of the Division of Early Childhood Programs and Services (DECPS) is to provide comprehensive, research-based services to young children, ensuring their school success through partnerships with families, schools, and the community.

Major Functions

DECPS directs and coordinates the Montgomery County Public Schools (MCPS) prekindergarten, kindergarten, Head Start, and Judith P. Hoyer Early Child Care and Family Education and Enhancement Programs (Judy Centers) and ensures compliance with federal, state, and local mandates including the *No Child Left Behind Act of 2001* (NCLB Act), Maryland's *Bridge to Excellence in Public Schools Act* of 2002, Maryland Model for School Readiness Initiative (MMSR), Improving Head Start for School Readiness Act of 2007, *Our Call to Action: Pursuit of Excellence*, the strategic plan for MCPS 2010–2015, and the MCPS Early Success Performance Plan (ESPP). Division staff confers regularly with the United States Department of Education and the Maryland State Department of Education (MSDE) on the implementation of initiatives, including the MMSR, the Age of School Entry requirements, and the Judith P. Hoyer legislation governing the Gaithersburg and Silver Spring Judy Center programs. Staff members collaborate routinely with program supervisors and instructional specialists in the Department of Curriculum and Instruction to align early childhood programs and services with the curriculum. Staff also collaborates with the Department of Instructional Leadership Support to support early childhood teachers and paraeducators implementation of system initiatives.

The division will continue its work with the Department of Family and Community Partnerships and the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs, and other MCPS offices and county agencies to increase family and community involvement and collaboration. Efforts that support the MCPS Early Childhood Initiative and Congress to implement a coordinated early childhood education and support system for children birth through age 5, including engagement and collaboration with families, child care providers, county agencies, business partners, and health care providers continue to be fully implemented. Linking services that focus on family literacy provides skill building for parents and caregivers, and targets resources to ensure children's healthy development and academic and social readiness for kindergarten. These services will continue to receive priority attention and implementation. Ongoing DECPS partnerships for grant proposals and research support the study of prekindergarten program models and determine new ways to increase achievement.

Trends and Accomplishments

The DECPS focuses on coordination and collaboration among MCPS offices, county agencies, state officials, local lawmakers, and community partners to maximize the efficient allocation of early childhood resources to schools and communities for the purpose of improving student achievement and closing the achievement gap. Outreach to an increased number of child care providers and the expansion of Judy Center early childhood program partners has continued to reach additional families previously underserved in Montgomery County.

In response to the Board of Education's academic priority to develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative, an early childhood program initiative was formulated in November 1999 as part of the strategic plan. The enhancement of prekindergarten instruction and the implementation of a focused and challenging kindergarten program are major components of the ESPP. The curriculum reflects the Maryland content standards in all subject areas including art, music, and physical education. Prekindergarten and kindergarten curriculum instructional guides provide a comprehensive and consistent literacy-based program based on content standards with specific expectations of what students should know and be able to do in reading, writing, and mathematics. The curriculum concentrates on building students' background knowledge, oral language, foundational literacy, and mathematics skills.

Beginning in 2009, DECPS and the Office of Special Education and Student Services have worked to provide more opportunities for preschool children with special needs to be placed in the least restrictive environments. This partnership will continue to align programs and services for children with special needs. Shared professional development opportunities for all prekindergarten, Head Start, and preschool special education teachers will continue to ensure curriculum alignment.

The comprehensive kindergarten program is designed to provide all students with a rich, literacy-based program that maximizes their development in the early years and ensures they enter Grade 1 with the knowledge and skills necessary for academic success. The division continues to provide direct instructional support for teachers in the full-day program in all schools. During the 2009–2010 school year, a new integrated kindergarten curriculum was introduced. The revised curriculum is focused on the development of critical and creative thinking skills that are necessary for student success in the 21st century and ensures that students receive a rich foundation in all content areas. The curriculum is presented in an online environment. DECPS specialists work with schools on an ongoing basis to provide direct support to teachers as they begin to implement the revised curriculum.

DECPS also manages state mandated early childhood initiatives. DECPS provides yearly updates to kindergarten teachers to ensure inter-rater reliability and accurate completion of the Maryland Model for School Readiness (MMSR) assessment. Beginning in FY 2011, the MMSR assessment is being administered via a web-based platform. DECPS provided support to staff to facilitate this transition to online reporting. DECPS also manages the Early Entrance to Kindergarten (EEK) process. DECPS also implements outreach programs to inform the child care community and private preschools about EEK and the MCPS kindergarten program in general.

Division of Early Childhood Programs and Services—235

Janine G. Bacquie, Director I 301-230-0691

DECPS continues to provide direct support for elementary schools in order to manage the screening, entrance process, and placement of students, according to the state mandated Early Entrance to Prekindergarten, kindergarten, and First Grade Code of Maryland Administrative Regulations (COMAR) concerning Age of School Entry. We continue to meet the *Bridge to Excellence in Public Schools Act of 2002*, providing full-day kindergarten programs in all schools, as well as serving an increasing number of income-eligible prekindergarten children in our programs.

The Silver Spring Judy Center (SSJC) serves approximately 400 children birth through age 5 in the Rolling Terrace Elementary School community. All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation. One child care partner program, CentroNia, became fully accredited in FY 2010 by MSDE. Three additional child care centers that partnered with the SSJC are pursuing MSDE accreditation in FY 2011. Throughout the school year, an average of 60 families participate in a weekly toddler "Play and Learn" parent-child literacy activities held at the SSJC and the Department of Health and Human Services/ Takoma East Silver Spring Center. Other accomplishments include an increase of services for families and children in the Preschool Education Program (PEP) at Montgomery Knolls Elementary School, Family Literacy Learning Parties held onsite, and early identification screening conducted with Montgomery County Infants and Toddlers Program and the Child Find Clinic. SSJC also provided a weekly after-school tutoring program with the Commonweal Foundation serving 35 students—15 were kindergarten students. In addition, the University of Maryland Extension Program became a partner this year and provided nutrition education classes for parents.

The Gaithersburg Judy Center (GJC) serves approximately 638 children in the Rosemont, Summit Hall, and Washington Grove elementary school communities. The program collaborates with child care partners and continues to receive the distinction of MSDE early childhood accreditation. The GJC is committed to its many partnerships, including the City of Gaithersburg, with the mutual goal of serving Gaithersburg families with children birth to age 5 to promote school readiness. Over the past few years, the number of parents that have participated in family involvement events has increased from 581 to 619. These events promote education and school readiness throughout the year, including "Family Literacy Learning Parties" and weekly toddler "Literacy Play and Learn" parent-child activities, English classes for ESOL parents, and various other parent education and support programs.

Major Mandates

- COMAR 13A.08.01.01B requires that any child who resides In Maryland attend a public or nonpublic kindergarten program regularly during the school year before entering the first grade.
- COMAR 13A.08.01.02, Age for School Attendance, identifies the age of children entering prekindergarten, kindergarten, and Grade 1 for all public schools.
- Beginning in FY 2001, MSDE implemented the MMSR Initiative, a statewide assessment program to measure and monitor school readiness of students entering kindergarten.
- Full-day kindergarten for all students and the provision of a prekindergarten experience for all low income children whose parents request it, is mandated by the Maryland's *Bridge to Excellence in Public Schools Act of 2002*.
- Judith P. Hoyer legislation requires that 11 state component high-quality standards be met at all statewide Judy Centers.
- MCPS Regulation JEB-RB, Early Entrance to Prekindergarten, kindergarten, and First Grade, sets forth the guidelines for early school entrance.

Strategies

- Support school staff with the implementation of the prekindergarten and kindergarten curricula and program components, the MCPS formative assessments, the MMSR, and the analysis of student data for instructional planning
- Collaborate with county, state officials, lawmakers, and community partners to implement the Montgomery County Early Childhood Initiative and the Montgomery County Early Care and Education Congress mission to coordinate services for children ages birth to 5 years provided by child care providers, teachers, parents, public and private agencies, and other caregivers
- Continue to plan and implement federal- and state-funded early childhood grant projects serving families and children birth to 5 years of age
- Actively participate in and support countywide efforts in the Montgomery County Early Childhood Initiative, Montgomery County Council Universal Preschool Implementation Work Group, and Commission on Child Care

Performance Measurements

Performance Measure: Percentage of MCPS prekindergarten students that consistently demonstrate full readiness in literacy and mathematics as measured by the Early Childhood Observation Record (ECOR).

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
80%	82%	84%

Explanation: The ECOR is an authentic, performance-based assessment instrument used to record observational data three times annually. ECOR assesses key outcomes in seven domains including language and literacy and mathematics. Foundational literacy skills measured by the ECOR include: oral language, phonological awareness, print concepts, alphabetic knowledge. Foundational mathematics skills measured by ECOR include: number concepts, geometry and spatial relations, and patterns.

Division of Early Childhood Programs and Services—235

Janine G. Bacquie, Director I 301-230-0691

Performance Measure: Percentage of kindergarten students who meet or exceed end-of-year benchmark in text reading.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
91%	92%	93%

Explanation: The benchmark was raised from a Level 3 to a Level 4 in FY 2009. If students reach the end-of-year benchmark in text reading, they are more likely to be reading on grade level at the end of Grade 2.

Performance Measure: Increase the number of parents actively accessing Judy Center services for children ages birth through 3.

Gaithersburg Judy Center:

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
160	196	220

Explanation: Families of children in this age range are provided with a variety of comprehensive early childhood services that support their children's cognitive and social-emotional development

Silver Spring Judy Center:

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
149	160	175

Explanation: The birth to 3 years of age population is not enrolled formally in the MCPS school-aged program. The Judy Center program actively recruits this population in order to help ensure school readiness and language acquisition.

Budget Explanation
Division of Early Childhood Programs and Services—235

The FY 2012 request for this division is $712,456, a decrease of $3,259 from the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—($3,259)
There is decrease of $3,259 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$0
There is a realignment of $1,585 from contractual services to professional part-time salaries.

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Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	7.000	**7.000**	
Position Salaries	$611,510	$632,307	$632,307	**$629,048**	($3,259)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		19,200	19,200	**20,785**	1,585
Supporting Services Part Time		16,000	16,000	**16,000**	
Other					
Subtotal Other Salaries	17,673	35,200	35,200	**36,785**	1,585
Total Salaries & Wages	629,183	667,507	667,507	**665,833**	(1,674)
02 Contractual Services					
Consultants		10,000	10,000	**10,000**	
Other Contractual		2,125	2,125	**540**	(1,585)
Total Contractual Services	406	12,125	12,125	**10,540**	(1,585)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		22,151	22,151	**22,151**	
Office		1,965	1,965	**1,965**	
Other Supplies & Materials					
Total Supplies & Materials	21,208	24,116	24,116	**24,116**	
04 Other					
Local Travel		9,467	9,467	**9,467**	
Staff Development		2,500	2,500	**2,500**	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	6,110	11,967	11,967	**11,967**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$656,907	$715,715	$715,715	**$712,456**	($3,259)

CONTENTS

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	P Director I		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		2.000	3.000	3.000	**3.000**	
3	BD Instructional Specialist		1.000				
2	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	12 Secretary		2.000	2.000	2.000	**2.000**	
	Total Positions		**7.000**	**7.000**	**7.000**	**7.000**	

CONTENTS

Prekindergarten and Head Start Programs

Supervisor (O)	1.0
Education Services Specialist (B–D)	1.0
Instructional Specialist (B–D)	2.0
Parent Involvement Specialist (A–D)	1.0
Teacher, Special Education (A–D)	1.0
Accountant (22)	1.0
Fiscal Assistant II (15)	1.0
Data Systems Operator II (15)	1.0
Administrative Secretary I (14)	1.0
Registrar (13)	1.0
Office Assistant II (9)	2.0

Prekindergarten Programs

Psychologist (B–D)	1.55
Social Worker (B–D)	1.55
Speech Pathologist (B–D)	5.4
Social Services Assistant (13) (12 mo)	.7
Social Services Assistant (13) (10 mo)	9.9

Head Start Program

Psychologist (B–D)	1.15
Social Worker (B–D)	1.15
Speech Pathologist (B–D)	4.8
Social Services Assistant (13) (12 mo)	4.3
Social Services Assistant (13) (10 mo)	5.6

F.T.E. Positions 49.10

(In addition, there are 129.690 school-based positions shown on K–12 charts)

Prekindergarten/Head Start Programs—294/297/296/932/966

Janine Bacquie, Director I 301-230-0691

Mission

The mission of the Division of Early Childhood Programs and Services' Prekindergarten/Head Start Unit (pre-K/Head Start) programs is to provide comprehensive, research-based services to young children that foster and support their school success through partnerships with families, schools, and the community.

Major Functions

The MCPS prekindergarten programs, including Head Start, ensure that young children possess the readiness skills to be successful in kindergarten, and in later school years, in support of the Montgomery County Public Schools (MCPS) Early Success Performance Plan as documented in *Our Call to Action: Pursuit of Excellence*—The Strategic Plan for the Montgomery County Public Schools 2008–2012, Bridge to Excellence in Public Schools Act of 2002, and Improving Head Start for School Readiness Act of 2007.

Prekindergarten/Head Start programs provide intensive, full- and part-day, research-based, literacy-focused instructional programs for children that also include parent involvement, lunch, health, transportation, and social services. The prekindergarten program serves children from low-income families who are eligible for the Free and Reduced-price Meals System (FARMS). Children enrolled in Head Start classes reside in families who meet federal poverty income-eligibility guidelines, and receive all federally-mandated Head Start services in the daily instructional program. Children in prekindergarten and Head Start programs participate in physical education, art, and music classes as integral parts of the instructional program. Two Head Start classes are located in community-based sites in order to give parents options for full-day/full-year services; there are two four-hour Head Start classes for children with special needs. Collaborative efforts with the Office of Special Education and Student Services have continued the operation of inclusive prekindergarten programs and provided more opportunities for 4-year-old students with special needs to participate in general prekindergarten classes.

In FY 2008, 13 classes located in Title I schools began providing full-day programming and services for 260 Head Start students. Title I funds support the extended day for students and additional instructional materials. In FY 2010, 21 classes located in 19 schools will provide full-day programming for 420 Head Start students. The full-day program offers the benefit of increased time and intensity of instruction to implement a rigorous reading and mathematics curriculum, and support social skills development. Ongoing training has been provided for both teachers and paraeducators in the full-day Head Start classes to ensure consistency and fidelity in the instructional delivery of the prekindergarten curricula.

In collaboration with the Department of Curriculum and Instruction, the Office of Organizational Development, and principals, the unit monitors the implementation of the pre-K standards-based curriculum designed to prepare young children for success in kindergarten and later school years. High-quality, literacy-rich learning environments integrate all areas of development: cognitive, social, and emotional. Instruction focuses on developing children's skills in mathematics, science, social studies, art, music, technology, and physical education.

Children are assessed using the MCPS Assessment Program Prekindergarten Reading and Mathematics and the Early Childhood Observation Record (ECOR). These assessments provide common data points that identify student performance levels, monitor student progress, and guide classroom instruction.

The prekindergarten program emphasizes the importance of building strong relationships with families to enhance their ability to support and foster their child's kindergarten readiness skills, as reflected in the MCPS Strategic Plan goal of strengthening family/school relationships. Since parents/guardians are a child's first teachers, parent training is an important element in refining the family's skills in working with their children. Parent workshops encompass a wide variety of topics including child development, literacy, mathematics and science enhancement, wellness, and technology and are conducted during the day, evenings, and Saturdays to accommodate the schedules of as many parents as possible.

Division leadership has continued to enhance and expand existing partnerships with community programs and agencies, such as the Montgomery County Collaboration Council for Children, Youth and Families; the Montgomery County Department of Public Libraries; Montgomery County Volunteer Center, Community Action Agency; the Montgomery County Department of Health and Human Services; and other community-based organizations. In collaboration, the division works toward improved outcomes for Montgomery County's youngest learners and their families.

Trends and Accomplishments

MCPS staff members participate in both the Early Childhood Education Committee of the Montgomery County Collaboration Council for Children, Youth and Families and the Head Start Grant Operations Committee. In order to recruit income-eligible children to pre-K/Head Start, recruitment activities will continue to include Saturday and evening registration opportunities to meet the needs of working families.

The pre-K/Head Start Unit executes a comprehensive recruitment plan with many community stakeholders. The plan engages the community at large through print advertisements; radio, television, participation in community forums and events; collaboration with agencies such as Women, Infants, and Children (WIC), community clinics, social services agencies, public libraries, and ethnic and community agencies in an effort to recruit more families into the program.

Data have shown that children who have participated in prekindergarten programs generally enter kindergarten better prepared than comparable peers who have not had a similar prekindergarten experience. The MCPS full-day kindergarten longitudinal study documented that on all measures

Prekindergarten/Head Start Programs—294/297/296/932/966

Janine Bacquie, Director I 301-230-0691

of reading performance, ESOL and FARMS students who attended both pre-K/Head Start followed by full-day kindergarten, outperformed their peers who also had attended full-day kindergarten but did not attend pre-K or Head Start.

In keeping with the strategic plan and the mandates of Maryland's Bridge to Excellence in Public Schools Act of 2002, MCPS implements a comprehensive prekindergarten instructional program that serves at-risk, income-eligible 4-year-old children while attempting to prevent the occurrence of an achievement gap. The major mandates and strategies for the unit, listed below, are aligned closely with the strategic plan.

Major Mandates

- Provide access to prekindergarten services to all 4-year-old children of low-income families by 2007, as mandated by the Maryland's Bridge to Excellence in Public Schools Act of 2002.
- Implement the Head Start program in accordance with the federal Head Start Program Performance Standards—the detailed regulations and procedures that govern program operations per the Improving Head Start for School Readiness Act of 2007.
- Implement the early entrance to prekindergarten process per Code of Maryland Administrative Regulations, and Board of Education Policy JEB and accompanying Regulation JEB-RB, Early Entrance to Prekindergarten, Kindergarten, and First Grade.

Strategies

- Continue to implement a locally-funded prekindergarten program that includes support elements of the federally-funded Head Start program, including parent outreach services and education.
- Provide a variety of parent training opportunities for all parents that support and foster their children's foundational literacy and mathematics skills, as well as other domains of development.
- Implement wide-ranging recruitment strategies to identify and enroll income-eligible children.
- Provide challenging and rigorous literacy-based educational programs that equip students with the skills needed to master MMSR outcomes and ensure readiness for kindergarten.
- Conduct classroom visits that ensure teachers differentiate classroom instruction for all students; utilize appropriate assessment tools to monitor student progress; and keep parents informed of their children's progress and development.

Performance Measures

Performance Measure: Percentage of MCPS prekindergarten students who consistently demonstrate full readiness as measured by the ECOR.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
80%	81%	83%

Explanation: The ECOR is an authentic, performance-based assessment instrument used to record observational data three times annually. ECOR assesses key outcomes on the following dimensions of learning and development: personal and social development, physical well-being and motor development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts.

Performance Measure: The percentage of pre-K/Head Start families participating in family literacy, mathematics training, or other family skill building activities.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
74%	76%	78%

Explanation: Monthly evening, as well as Saturday, training events provide parents with strategies to foster and support children's learning in areas such as reading, writing, and conversing.

Performance Measure: The number of pre-K/Head Start families who access social services and program supports to assist their families and work toward self-sufficiency.

FY 2009 Actual	FY 2010 Estimate	FY 2011 Recommended
82%	85%	87%

Explanation: Parents who participate in self sufficiency activities, such as adult education, and access critical family social service support help to ensure successful home learning environments for their children and support their healthy growth and development. The family is the principal influence on the child's development and is considered a direct program participant. Parent engagement, involvement, and learning are critical elements of the MCPS prekindergarten and Head Start programs.

Prekindergarten/Head Start Programs—294/297/296/932/966

Janine Bacquie, Director I 301-230-0691

Budget Explanation Prekindergarten/Head Start Programs—294/296/297/932

The current FY 2011 budget for these programs is changed from the budget adopted by the Board of Education on June 9, 2010. The Head Start grant funding is $1,912 lower than originally budgeted for in FY 2011. The change is included in supporting services part-time salaries.

The FY 2012 request for these programs are $13,458,246, an increase of $664,621 over the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$675,308
There is an increase of $675,308 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—$0
There is a realignment which reduces the budget for parent activities by $10,948, employee benefits by $2,637, and field trips by $1,680, offset by an increase for instructional materials of $15,265.

Other—($10,687)
There is a reduction of a 0.3 paraeducator position and $10,687.

Project's Recent Funding History

	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$3,435,318	$3,433,406	$3,433,406
State			
Other			
County	$8,770,019	$8,777,019	$9,441,640
Total	$12,212,337	$12,210,425	$12,875,046

Budget Explanation IDEA—Early Intervening Service (ARRA) Project—966

The FY 2012 budget for this program is $0, a decrease of $583,200 from the current FY 2011 budget as the funding for this grant was only for two years, FY 2010 and FY 2011. An explanation of this change follows:

Other—($583,200)
The FY 2011 budget includes $583,200 for the IDEA–Early Intervening Services (ARRA) grant project. Funds are used to support the Middle School Extended Day/Year Program. Local funding of $318,707 is required to maintain this important program. As a result, this amount is shifted to the Middle Schools budget to fund professional part-time salaries in the amount of $295,099 and to the employee benefits budget in the Department of Financial Services in the amount of $23,608. There is a net budget reduction of $264,493.

Project's Recent Funding History

	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$583,200	$583,200	$0
State			
Other			
County			
Total	$583,200	$583,200	$0

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Prekindergarten/Head Start Programs - 294/296/297/932

Janine G. Bacquie, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	171.650	179.085	179.085	**178.785**	(.300)
Position Salaries	$10,788,579	$10,545,107	$10,545,107	**$11,209,728**	$664,621
Other Salaries					
Summer Employment					
Professional Substitutes		74,535	74,535	**64,535**	(10,000)
Stipends					
Professional Part Time		15,311	15,311	**10,000**	(5,311)
Supporting Services Part Time		129,622	127,710	**119,622**	(8,088)
Other					
Subtotal Other Salaries	167,461	219,468	217,556	**194,157**	(23,399)
Total Salaries & Wages	10,956,040	10,764,575	10,762,663	**11,403,885**	641,222
02 Contractual Services					
Consultants		41,273	41,273	**41,273**	
Other Contractual		7,778	7,778	**7,778**	
Total Contractual Services	42,497	49,051	49,051	**49,051**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		132,307	132,307	**156,492**	24,185
Office		16,962	16,962	**21,162**	4,200
Other Supplies & Materials		101,737	101,737	**86,737**	(15,000)
Total Supplies & Materials	194,123	251,006	251,006	**264,391**	13,385
04 Other					
Local Travel		28,564	28,564	**22,886**	(5,678)
Staff Development		15,673	15,673	**11,338**	(4,335)
Insurance & Employee Benefits		1,002,661	1,002,661	**1,050,316**	47,655
Utilities					
Miscellaneous		81,862	81,862	**54,234**	(27,628)
Total Other	1,056,859	1,128,760	1,128,760	**1,138,774**	10,014
05 Equipment					
Leased Equipment					
Other Equipment		18,945	18,945	**18,945**	
Total Equipment	18,285	18,945	18,945	**18,945**	
Grand Total	$12,267,804	$12,212,337	$12,210,425	**$12,875,046**	$664,621

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Prekindergarten/Head Start Programs - 294/297/296/932

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
	294 Prekindergarten/Head Start Programs						
2	O Supervisor		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		2.000	2.000	2.000	**2.000**	
2	BD Education Services Spec		1.000	1.000	1.000	**1.000**	
2	AD Parent Involvement Specialist		1.000	1.000	1.000	**1.000**	
3	AD Teacher, Special Education	X	1.000	1.000	1.000	**1.000**	
2	22 Accountant		1.000	1.000	1.000	**1.000**	
2	15 Data Systems Operator II		1.000	1.000	1.000	**1.000**	
3	15 Fiscal Assistant II		1.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
2	13 Registrar		1.000	1.000	1.000	**1.000**	
3	9 Office Assistant II		2.000	2.000	2.000	**2.000**	
	Subtotal		**13.000**	**13.000**	**13.000**	**13.000**	
	297 Prekindergarten						
7	BD Social Worker		1.450	1.555	1.555	**1.555**	
3	BD Psychologist		1.450	1.555	1.555	**1.555**	
3	BD Speech Pathologist	X	5.000	5.400	5.400	**5.400**	
3	AD Teacher, Prekindergarten	X	47.000	50.500	50.500	**50.500**	
7	13 Social Services Assistant	X	9.200	9.900	9.900	**9.900**	
7	13 Social Services Assistant		.700	.700	.700	**.700**	
3	12 Paraeducator - Pre-K	X	35.550	38.175	38.175	**37.875**	(.300)
	Subtotal		**100.350**	**107.785**	**107.785**	**107.485**	**(.300)**
	296 Head Start/Local						
3	AD Teacher, Head Start	X	8.900	8.900	8.900	**8.900**	
7	13 Social Services Assistant		3.300	3.300	3.300	**3.300**	
3	12 Paraeducator Head Start	X	9.700	9.700	9.700	**9.700**	
	Subtotal		**21.900**	**21.900**	**21.900**	**21.900**	
	932 Head Start						
7	BD Social Worker		1.150	1.150	1.150	**1.150**	
3	BD Psychologist		1.150	1.150	1.150	**1.150**	
3	BD Speech Pathologist	X	4.800	4.800	4.800	**4.800**	
3	AD Teacher, Head Start	X	11.700	11.700	11.700	**11.700**	
7	13 Social Services Assistant	X	5.600	5.600	5.600	**5.600**	
7	13 Social Services Assistant		1.000	1.000	1.000	**1.000**	
3	12 Paraeducator Head Start	X	11.000	11.000	11.000	**11.000**	
	Subtotal		**36.400**	**36.400**	**36.400**	**36.400**	
	Total Positions		**171.650**	**179.085**	**179.085**	**178.785**	**(.300)**

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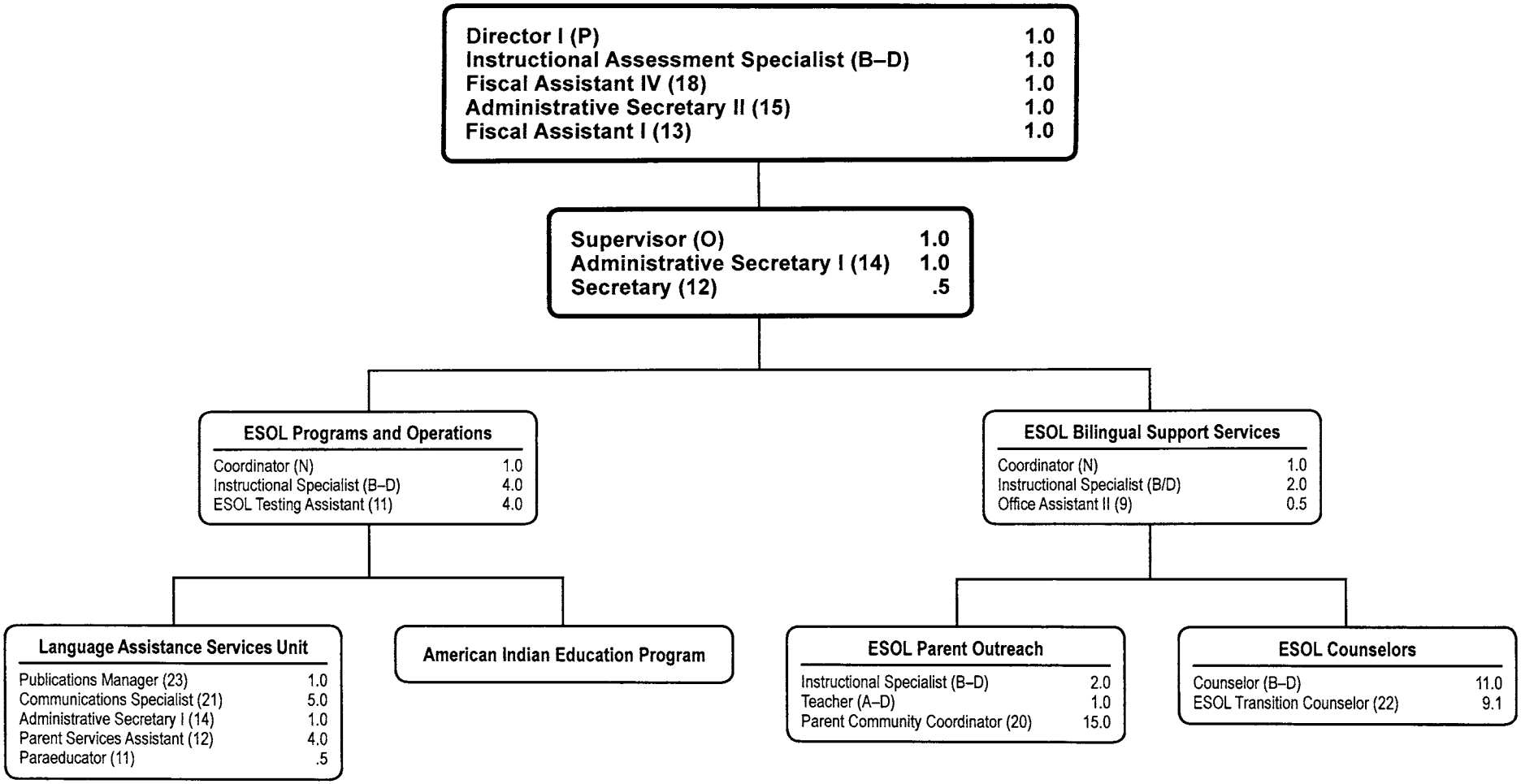
IDEA - ARRA Early Intervening Services - 966

Janine G. Bacquie, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		540,000	540,000		(540,000)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	411,299	540,000	540,000		(540,000)
Total Salaries & Wages	411,299	540,000	540,000		(540,000)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials	199,566				
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		43,200	43,200		(43,200)
Utilities					
Miscellaneous					
Total Other	30,493	43,200	43,200		(43,200)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$641,358	$583,200	$583,200		($583,200)

CONTENTS

Division of ESOL/Bilingual Programs



F.T.E. Positions 596.065
(Includes 526.465 positions
shown on K–12 charts)

Division of ESOL/Bilingual Programs—239/903/927

Dr. Karen C. Woodson, Director I 301-230-0670

Mission

The mission of the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs is to provide high-quality instruction, assessment, counseling, and parent outreach activities that enable English Language Learners (ELL) and Native American students to demonstrate successful academic performance across all curricular areas.

Major Functions

The Division of ESOL/Bilingual Programs develops, coordinates, and supports efforts to enhance the academic opportunities and the academic performance of ELL and Native American students by focusing all division functions on instruction, assessment, professional development, counseling, and parent outreach.

The development and implementation of a rigorous ESOL curriculum based on the Maryland State Department of Education (MSDE) ESOL Content Standards, and aligned to the reading and writing standards in the Montgomery County Public Schools (MCPS) reading/language arts curriculum, provides ELL with high quality, direct, systematic English language development instruction. The ESOL instructional program helps ELL acquire the English language skills and cultural background necessary to function successfully in general education classes. ELL who have had little or no previous schooling benefit from intensive basic skills and language instruction.

Bilingual and cross-cultural counseling provides additional support to enable ELL to succeed academically by assisting students with the process of acculturation. Regular individual counseling and group guidance sessions with ELL, as well as crisis intervention for ELL who are in the process of adjusting to a new school and community environment, assist ELL in bolstering their academic performance by easing socio-cultural challenges. In high schools with ESOL students, the Division of ESOL/Bilingual Programs collaborates with the School Counseling Unit to build the capacity of school counseling staff to effectively serve all students, including those enrolled in the ESOL program.

Efforts to support academic success are enhanced by the division's parent outreach program and are coordinated closely with the Department of Family and Community Partnerships staff to ensure a consistent and collaborative approach to parent and family issues. This program minimizes linguistic and cultural barriers so that ELL parents can learn how to support their children's education. The parent outreach program also provides interpretation services so that parents can understand and actively participate in meetings and activities at their respective schools.

The Language Assistance Services Unit (LASU) provides professional translation and interpretation services in multiple languages using various media to address the need to communicate essential information to our rapidly growing linguistically diverse community. The LASU also offers simultaneous interpretation services for large-scale events in schools and central offices, as well as school system-sponsored activities and community forums.

The American Indian Education Program (AIEP) assists Native American students in improving academic achievement by providing after-school activities for Native American students. These efforts focus on valuing their cultural heritage, tutoring and college counseling sessions, and opportunities for parents to become active participants in their children's education.

Trends and Accomplishments

The number of students enrolled in ESOL programs increases each year. In FY 2010, enrollment exceeded the projected figure of 17,000 by 669 students, for a total of 17,669 students. The distribution by grade level continues to follow the pattern established over the past few years with the highest concentration of ESOL students at the prekindergarten and lower elementary grades. Students in Prekindergarten to Grade 2 make up 73 percent of the elementary ESOL enrollment and 57 percent of the total ESOL enrollment. Although born in the United States, most of these children have lived in non-English-speaking environments and come to school with very limited English language skills. In addition, many of them lack the basic oral language foundation in their own language that is a prerequisite for developing reading and writing skills in any language. The FY 2011 ESOL enrollment projection is 17,450 and reflects expected enrollment of 13,750; 1,350; and 2,350 ESOL students at the elementary, middle, and high school levels, respectively.

The scope and sequence of the ESOL curricula are designed to deliver explicit, systematic, standards-based English language development instruction for ESOL students, enabling the ESOL teacher to meet the varying English language proficiency (ELP) levels of the students. The curricula provide the meaningful context, vocabulary, and language structures that help ESOL students meet Annual Measureable Achievement Objective targets in ELP, while supporting their ability make Adequate Yearly Progress (AYP) in both reading and mathematics, as required by the *No Child Left Behind Act* (NCLB) of 2001.

To meet federally mandated Annual Measurable Achievement Objectives, the Pre-K–12 MCPS ESOL curricula have been written to align with the content standards in the newly adopted Maryland English language proficiency state curriculum. ESOL curriculum resources have been implemented for beginning, intermediate, and advanced ESOL students in grades Pre-K–Grade 5, as well as intermediate and advanced ESOL students in Grades 6–12. In FY 2010, MCPS implemented the Milestones program to accelerate the development of academic English for beginning level ESOL students at the secondary level. Additionally, MCPS has written and implemented a newcomer English language development curriculum for ESOL students who are newly arrived to the United States.

ESOL instructional staff facilitated various types of professional development for both ESOL and non-ESOL staff in

FY 2010. One of these professional development efforts included offering the ESOL for Leaders course to school leaders to build their capacity to support and monitor effective school-based ESOL instructional programs that comply with local, state, and federal mandates. In FY 2011, ongoing professional development for ESOL teachers on ESOL curriculum and program implementation will continue to be provided on a regular basis. To build the capacity of high school content teachers to meet the language and content needs of ESOL students, MCPS ESOL staff has established a partnership with the University of Maryland Baltimore County to offer a new professional development program, Secondary Teacher Education and Professional Development Training (STEP T) for English language learners (ELL). STEP T for ELL is a research-based, federally funded professional development program that will provide high school teachers with the critical knowledge and skills to effectively engage ESOL students in the content areas of mathematics, science, and social studies. Plans also are underway to build the capacity of middle school content teachers to meet the language and content needs of ESOL students by piloting the use of the research-based Sheltered Instruction Observation Protocol professional development model in select middle schools.

Students Engaged in Pathways to Achievement (SEPA) is a career-based instructional program designed for Spanish-speaking high school ESOL students who are at least 18 years of age, have experienced interrupted and/or limited formal education, and, due to their age and significant schooling gaps, are unable to meet MCPS graduation requirements by age 21. The SEPA program provides a critical academic pathway that enables students to continue their education while developing essential work-readiness, English language, and literacy skills. First launched in FY 2008 at Wheaton High School, SEPA now accepts students from 16 comprehensive high schools throughout Montgomery County. The SEPA students receive ESOL classes, mathematics, and reading at their high schools and classes in a selected career program pathway at the Thomas Edison High School of Technology. SEPA students also participate in a four-week SEPA Career Exploration Summer Program that offers hands-on experience in various career programs and previews essential content and skills students need to be successful at the Thomas Edison High School of Technology. Throughout the year, students receive comprehensive academic and counseling support, including the support of bilingual paraeducators and an ESOL Transition Counselor. Families receive extensive parent outreach services, including parent support during parent meetings and conferences, and home visits. The SEPA instructional specialist provides ongoing curriculum and professional development support for instructional staff and facilitates collaboration among schools, offices, and families throughout the student referral, screening, and monitoring processes. Staff, student, and parent/guardian communication and collaboration is extensive and ongoing.

Overall reading Maryland School Assessment (MSA) scores for the limited English proficient (LEP) subgroup have shown consistent improvement in the percentage of students performing at proficient and advanced levels in Grades 5–8 for the past three years (2008–2010). However, the percentage of LEP students performing at proficient and advanced levels on the reading MSA in Grades 3 and 4 has decreased in 2010, with the gap between LEP and all students widening.

Overall, mathematics MSA scores for the LEP subgroup have shown consistent improvement in the percentage of students performing at proficient and advanced levels over two of the past three years (2008–2009). However, the percentage of LEP students performing at proficient and advanced levels on the mathematics MSA in Grades 4–8 decreased in 2010. ESOL central office staff will continue to support schools and collaborate with staff in various offices to provide professional development for ESOL and content teachers regarding effective instructional practices for ESOL students.

High School Assessment (HSA) data for the LEP subgroup in Algebra, Biology, and Government reveal sporadic improvement at each grade level in the percentage of students passing over the past two years (2009-2010). In grade 10, the percent of students in the LEP subgroup passing the Biology and Government HSA increased, while the percent of students in the LEP subgroup passing the English and Algebra HSA decreased, with the gap between the LEP subgroup and all students widening. In grade 11, the percent of students in the LEP subgroup passing the Biology and the Algebra HSA increased. However, the percent of LEP students passing the Government and English HSA has decreased, with the gap between LEP students and all students widening on the English HSA. Finally, grade 12 results for the LEP subgroup indicate a decrease in the number of LEP students passing each HSA, a trend that mirrors the a trend that mirrors the performance of all students in the state of Maryland.

The ESOL counselors provide counseling services from a multicultural perspective to ESOL students so that the students can achieve academically. ESOL counselors provide individual and group counseling sessions to help ESOL students adjust to a new social and cultural environment. The counselors align their work to the counseling standards in the MCPS Professional Growth System for counselors. Through ongoing collaboration with the Department of Student Services, the ESOL counselors continue to work closely with school-based counselors to help ELL students adapt to their new school and community environment. Over 9,200 counseling service contacts were provided to ESOL students and families in FY 2010.

The ESOL parent outreach team collaborates with MCPS offices and community-based organizations to provide workshops and training to ELL parents to help them communicate with school staff so that they can become involved with their children's education. Title III of the NCLB Act mandates that parents remain informed of school activities and of their children's progress in a language that they understand. In FY 2010, ESOL parent community coordinators and parent specialists, in addition to providing direct, multilingual services to parents, collaborated with the Department of Family and Community Partnerships to ensure a consistent and

collaborative approach to parent outreach and family issues. The number of collaborative partnerships with MCPS offices, community organizations, and other county agencies, such as the Montgomery County departments of police, public libraries, and health and human services, has continued to flourish in FY 2010. Parent training and support was provided to more than 7,100 parents/guardians of ESOL students in MCPS through various detailed workshops and meetings in FY 2010.

In FY 2010, the MCPS Language Assistance Services Unit (LASU) translated more than 1,041 documents consisting of 2,677 pages into 13 different languages to communicate essential systemwide information relating to curriculum, instruction, health, and safety. The translations enable schools and offices to provide vital information to parents to support academic achievement. The MCPS LASU works closely with various units in the Office of Communications and Family Outreach (OCFO) to provide information to the community in English and our five other most commonly-spoken languages in a consistent and timely fashion.

In FY 2010, interpreters were scheduled by LASU parent assistants to provide services for 6,431 out of 7,316 requests in 63 languages to support schools and MCPS offices in their work with parents and to provide students with equal access to educational services. The LASU provided simultaneous interpretation equipment for 150 MCPS events. The Language Line was used by schools and offices to obtain a total of 86,412 minutes of interpretation services in 41 languages for 11,233 interactions, primarily telephone calls and ad hoc visits to schools by parents.

The Office of Indian Education of the United States Department of Education continues to provide funding for the AIEP. This funding is allocated based on the number of identified eligible Native American students, which in Montgomery County has remained fairly stable at between 78–82 students since 1991.

Major Mandates

- Under the federal *Elementary and Secondary Education Act*, funding for bilingual and immigrant education programs has been consolidated into Title III, part of the NCLB Act. The law requires school districts to notify parents if their children are eligible for English language services and allows parents to remove their children from LEP programs. Additionally, LEP students are required to demonstrate proficiency in English language acquisition and academic content. The law requires districts to provide appropriate accommodations for LEP students on the assessments of academic content knowledge in reading and mathematics. Title III also requires districts to provide appropriate training for non-ESOL teachers in the methodologies and strategies that make instruction comprehensible for ELL. Additionally, Title III mandates that information to parents be provided in a language that they understand.
- Title IV of the 1972 Indian Education Act authorizes the Indian Education Formula Grant Program, which is designed to meet the educational and cultural needs of American Indian students.
- Two federal statutes protect LEP or ELL students: the Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Under Title VI, LEP students must be offered an educational program that takes affirmative steps to rectify English-language deficiency so the students can participate in the general education program. These students may not be placed in special education merely because of LEP. In addition, parents must be notified of school activities in a language they can understand. The Equal Opportunity Act of 1974 reaffirms the right of LEP students to equal educational opportunities and imposes on state and local school systems an affirmative obligation to overcome the language barriers confronting LEP students.

Strategies

- Provide training, including job-embedded training, for all ESOL instructional staff on the implementation of ESOL curricular and instructional program
- Provide training for ESOL and non-ESOL classroom teachers and administrators on strategies to differentiate instruction and improve the academic achievement of ELL
- Monitor the achievement of ELL receiving ESOL services in English language development and all content areas through the work of the ESOL Achievement Specialist
- Coordinate with the Office of School Performance (OSP) and other offices in the Office of Curriculum and Instructional Programs (OCIP) to provide services to schools with the greatest need and provide explicit assistance in developing collaborative models among school leadership teams for working with ELL
- Collaborate with staff from other core subject areas to ensure a meaningful alignment of the ESOL and non-ESOL curricula, as well as to embed ESOL strategies in core content curricula
- Work with the Office of Shared Accountability to ensure continued successful administration and reporting of results on the state-mandated assessment of ELP
- Collaborate with the Office of the Chief Technology Officer to develop data management systems that accurately Identify ELL and disaggregate groups of ELL to monitor progress and increase program accountability
- Coordinate services with OSP; OSESS; the Division of Academic Support, Federal and State Programs; the Division of Early Childhood Programs and Services; and the OCFO for clusters and communities needing greater outreach to parents who have limited proficiency in English
- Conduct workshops that will increase student awareness of American Indian culture and heritage in order to provide educational opportunities for American Indian students
- Collaborate with the School Counseling Unit to improve the current model to provide school-based ESOL counseling services in all high school ESOL centers and middle

schools with Multidisciplinary Educational Training and Support programs

- Involve parents in both the cultural and academic education of their children by recruiting them to assist with a variety of events and tasks during the school year
- Maintain well qualified, full-time translators and clerical staff for the LASU in the Division of ESOL/Bilingual Programs to increase the capacity to provide professional translation services to schools and offices in a variety of media, including Web, print, and television. Coordinate the work of part-time and contract interpreters to provide language access for parents to participate fully in their children's education.

Performance Measures

Performance Measure: Percentage of ESOL students progressing toward ELP as measured by the state-mandated assessment of ELP.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
76%	78%	80%

Explanation: The state-mandated ELP assessment is used by MSDE to determine the percent of ELL progressing toward proficiency in English. The 2010 target was 58%.

Performance Measure: Percentage of ESOL students achieving ELP as measured by the state-mandated assessment of ELP.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
20%	21%	22%

Explanation: The state-mandated ELP assessment is used by MSDE to determine the percent of ELL expected to attain proficiency in English. The 2010 target was 16%.

Performance Measure: Percentage of ESOL students performing at proficient and advanced levels on the MSA in reading/language arts as measured by reading/language arts MSA scores.

	FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
Grade 3	73.4%	75.4%	77.4%
Grade 4	77.5%	79.5%	81.5%
Grade 5	78.9%	80.9%	82.9%
Grade 6	50.8%	52.8%	54.8%
Grade 7	54.0%	56.0%	58.0%
Grade 8	48.0%	50.0%	52.0%

Explanation: ESOL students, regardless of ELP, must achieve AYP in reading/language arts to satisfy the mandates of the NCLB Act. A student enrolled in his/her first full academic year in a U.S. school will meet student participation requirements in reading MSA by taking the ELP assessment. To prepare ESOL students to meet this requirement, the MCPS strategic plan requires that all ESOL curricula be aligned to the MSDE and MCPS content standards in reading/language arts. Students who have exited LEP services have their scores on reading/language arts assessment included (with the identified LEP subgroup) in LEP AYP calculations for the two years following their exit from ESOL instructional services.

Performance Measure: Percentage of ESOL students performing at proficient and advanced levels on the MSA in mathematics as measured by MSA mathematics scores.

	FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
Grade 3	74.7%	76.7%	78.7%
Grade 4	77.5%	79.5%	81.5%
Grade 5	67.2%	69.2%	71.2%
Grade 6	59.6%	61.6%	63.6%
Grade 7	42.5%	44.5%	46.5%
Grade 8	30.5%	32.5%	34.5%

Explanation: ESOL students, regardless of ELP, meet student participation requirements in mathematics by taking the MSA in mathematics in his/her first full academic year in a U.S. school. However, schools are not required to include this score when determining AYP. All ESOL students must achieve AYP in mathematics to satisfy the mandates of the NCLB Act beginning in their second year of attendance in a U.S. school. To prepare ESOL students to meet this requirement, the MCPS strategic plan requires that mathematics curricula contain strategies and activities that address the language needs of ELL. Students who have exited LEP services have their scores on the MSA in mathematics included (with the identified LEP subgroup) in LEP AYP calculations for the two years following their exit from ESOL instructional services.

Budget Explanation Division of ESOL and Bilingual Programs—239/927

The FY 2012 request for this division is $47,736,678, an increase of $5,055,607 over the current FY 2011 budget. An explanation of this change follows.

Continuing Salary Costs—$4,468,826
There is an increase of $4,468,826 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Growth—$706,827
There is an increase of $949,905 and 19.0 teacher positions due to the expansion of the ESOL program from 17,900 students to 18,650, an increase of 750 students. There is also a corresponding increase for textbooks of $9,503 and

instructional materials of $14,017. There is a decrease of $174,982 and 3.5 teacher positions and $91,616 and 3.50 paraeducator positions due to the decrease in the METS program from 410 students to 345, a decrease of 65 students.

Realignment—($1,000)
There are several budget neutral realignments to align the division's budget with actual expenses. There is a decrease of $234,036 for employee benefits, $10,925 for instructional materials for nonpublic schools, $9,715 for instructional materials, $6,101 for instructional equipment for nonpublic schools, $2,319 for travel for nonpublic schools, and $766 for position salaries. There also are decreases for a 0.5 ESOL testing assistant position and $22,145, and a 0.75 ESOL paraeducator position and $24,329.

These reductions are offset by increases for contractual services of $72,767, professional part-time salaries of $43,085, supporting services part-time salaries of $34,002, contractual services of $2,636, student transportation of $2,183, employee benefits of $1,961, audit fees of $766, a 0.2 ESOL transition counselor position and $11,861, 1.5 ESOL parent community coordinator positions and $103,084, summer employment for program development of $20,304, and substitutes of $17,687.

In addition, $1,000 for substitutes is realigned to the budget for Elementary Schools.

Other—$12,008
Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by $16,287. There is a decrease of a 1.0 IT systems specialist position and $76,002, and $8,492 for consultants, offset by an increase of a 1.0 publication manager position and $71,723, and $8,492 for contractual services.

Reductions—($131,054)
In FY 2011, 1.5 parent community coordinator positions were created in the Title III Limited English Proficiency grant through a realignment of funds. Therefore, 1.5 vacant parent community coordinator positions and $125,124 can be reduced from the FY 2012 budget in local funding. In addition, there is a reduction of a vacant 0.1 ESOL transition counselor position and $5,930. This reduction is not anticipated to have an impact on current service levels.

Project's Recent Funding History

Sources	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$3,388,305	$3,388,305	$3,388,305
State			
Other			
County	$39,292,766	$39,292,766	$44,348,373
Total	$42,681,071	$42,681,071	$47,736,678

Budget Explanation
Title VI—American Indian Education Project—903

The current FY 2011 budget for this project is changed from the budget adopted by the Board of Education on June 9, 2010. The change is a result of additional revenue received totaling $5,343. This increase is included in professional part-time salaries of $3,078, consultants of $1,400, student transportation of $439, instructional equipment of $381, and professional development of $45.

The FY 2012 request for this project is $29,028, the same as the current FY 2011 budget.

Project's Recent Funding History

Sources	FY 2011 Projected 7/1/10	FY 2011 Received 11/30/10	FY 2012 Projected 7/1/11
Federal	$23,685	$29,028	$29,028
State			
Other			
County			
Total	$23,685	$29,028	$29,028

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ESOL / BILINGUAL PROGRAMS - 239/927

	FY 2010 Actual	FY 2011 Budget	FY 2012 Budget	Staffing Allocation Guidelines
Elementary				
Students	13,943	14,200	15,000	41.5 : 1
Teachers	302.7	340.0	360.0	
Paraeducators				
Middle				
Students	1,384	1,350	1,450	35.5 : 1
Teachers	47.7	34.4	37.5	
Paraeducators				
High School				
Students	2,337	2,350	2,200	30.4 : 1
Teachers	84.6	59.8	55.3	
Resource Teachers		18.0	18.0	
Transition Teachers		2.0	2.0	
SEPA teachers			0.4	
Paraeducators	19.5	18.0	18.0	
Elementary-METS				
Students	49	90	60	
Classes	6	6	4	
Teachers	6.0	6.0	4.0	
Paraeducators	4.5	4.5	3.0	0.75 per class
Middle-METS				
Students	100	130	120	
Classes	10	9	8	
Teachers	10.0	9.0	8.0	
Paraeducators	7.5	7.5	6.0	0.75 per class
High School-METS				
Students	196	190	165	
Classes	14	12	11	
Teachers	7.0	6.0	5.5	
Paraeducators	7.0	6.0	5.5	0.5 per class

Note: METS enrollment is included in grade level enrollment figures. Staffing allocations are calculated separately.

Elementary School Staffing Allocations: 15,000 students - 60 METS students = 14,940 students/41.5:1 = 360 teachers

Middle School Staffing Allocations: 1,450 students - 120 METS students = 1,330 students/35.5:1=37.5 teachers

High School Staffing Allocations: 2,200 students - (165 METS students * .5 (half day program)) = 2,117.5/30.4:1=69.7 - (.8 x 18) = 55.3 teachers

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Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	572.745	585.215	585.215	**596.065**	10.850
Position Salaries	$42,038,959	$40,346,548	$40,346,548	**$45,431,053**	$5,084,505
Other Salaries					
Summer Employment		147,959	147,959	**168,263**	20,304
Professional Substitutes		63,276	63,276	**79,963**	16,687
Stipends					
Professional Part Time		65,017	65,017	**108,102**	43,085
Supporting Services Part Time		25,998	25,998	**60,000**	34,002
Other					
Subtotal Other Salaries	371,953	302,250	302,250	**416,328**	114,078
Total Salaries & Wages	42,410,912	40,648,798	40,648,798	**45,847,381**	5,198,583
02 Contractual Services					
Consultants		8,492	8,492		(8,492)
Other Contractual		415,366	415,366	**502,210**	86,844
Total Contractual Services	365,436	423,858	423,858	**502,210**	78,352
03 Supplies & Materials					
Textbooks		187,337	187,337	**213,127**	25,790
Media		21,494	21,494	**10,569**	(10,925)
Instructional Supplies & Materials		334,082	334,082	**338,384**	4,302
Office		525	525	**525**	
Other Supplies & Materials					
Total Supplies & Materials	367,627	543,438	543,438	**562,605**	19,167
04 Other					
Local Travel		55,855	55,855	**55,855**	
Staff Development					
Insurance & Employee Benefits		996,973	996,973	**764,898**	(232,075)
Utilities					
Miscellaneous		5,970	5,970	**3,651**	(2,319)
Total Other	809,303	1,058,798	1,058,798	**824,404**	(234,394)
05 Equipment					
Leased Equipment					
Other Equipment		6,179	6,179	**78**	(6,101)
Total Equipment	5,846	6,179	6,179	**78**	(6,101)
Grand Total	$43,959,124	$42,681,071	$42,681,071	**$47,736,678**	$5,055,607

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Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

CAT		DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	P	Director I		1.000	1.000	1.000	**1.000**	
2	O	Supervisor			1.000	1.000	**1.000**	
3	N	Coordinator		1.000	1.000	1.000	**1.000**	
3	N	Coordinator		1.000	1.000	1.000	**1.000**	
3	BD	Instruct Assessment Spec		1.000	1.000	1.000	**1.000**	
2	BD	Instructional Specialist			8.000	8.000	**8.000**	
3	BD	Instructional Specialist		8.000				
3	BD	Counselor	X	11.000	11.000	11.000	**11.000**	
3	AD	Central Off Teacher		1.000	1.000	1.000	**1.000**	
3	AD	Teacher, ESOL	X	441.900	456.870	456.870	**472.370**	15.500
3	AD	Teacher, ESOL Resource	X	20.200	20.200	20.200	**20.200**	
3	25	IT Systems Specialist		1.000	1.000	1.000		(1.000)
1	23	Publications Manager					**1.000**	1.000
3	22	ESOL Transition Counselor		9.000	9.000	9.000	**9.100**	.100
3	21	Comm Spec/Web Producer		5.000	5.000	5.000	**5.000**	
3	20	Parent Community Coord		16.500	15.000	15.000	**15.000**	
2	18	Fiscal Assistant IV		.300	1.000	1.000	**1.000**	
1	18	Fiscal Assistant IV		.700				
2	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	14	Administrative Secretary I		2.000	2.000	2.000	**2.000**	
2	13	Fiscal Assistant I		1.000	1.000	1.000	**1.000**	
3	13	ESOL Testing Assistant		4.500	4.500	4.500	**4.000**	(.500)
2	12	Secretary			.500	.500	**.500**	
3	12	Parent Services Assistant		4.000	4.000	4.000	**4.000**	
3	11	Paraeducator - ESOL	X	41.145	38.645	38.645	**34.395**	(4.250)
2	9	Office Assistant II		.500	.500	.500	**.500**	
	Total Positions			**572.745**	**585.215**	**585.215**	**596.065**	**10.850**

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American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		6,176	9,254	**9,254**	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	8,100	6,176	9,254	**9,254**	
Total Salaries & Wages	8,100	6,176	9,254	**9,254**	
02 Contractual Services					
Consultants		4,000	5,400	**5,400**	
Other Contractual		4,972	8,331	**8,331**	
Total Contractual Services	7,335	8,972	13,731	**13,731**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		7,572	5,250	**5,250**	
Office					
Other Supplies & Materials					
Total Supplies & Materials	5,660	7,572	5,250	**5,250**	
04 Other					
Local Travel					
Staff Development			45	**45**	
Insurance & Employee Benefits		367	748	**748**	
Utilities					
Miscellaneous					
Total Other	656	367	793	**793**	
05 Equipment					
Leased Equipment					
Other Equipment		598			
Total Equipment		598			
Grand Total	$21,751	$23,685	$29,028	**$29,028**	