CHAPTER 4

Office of Curriculum and Instructional Programs

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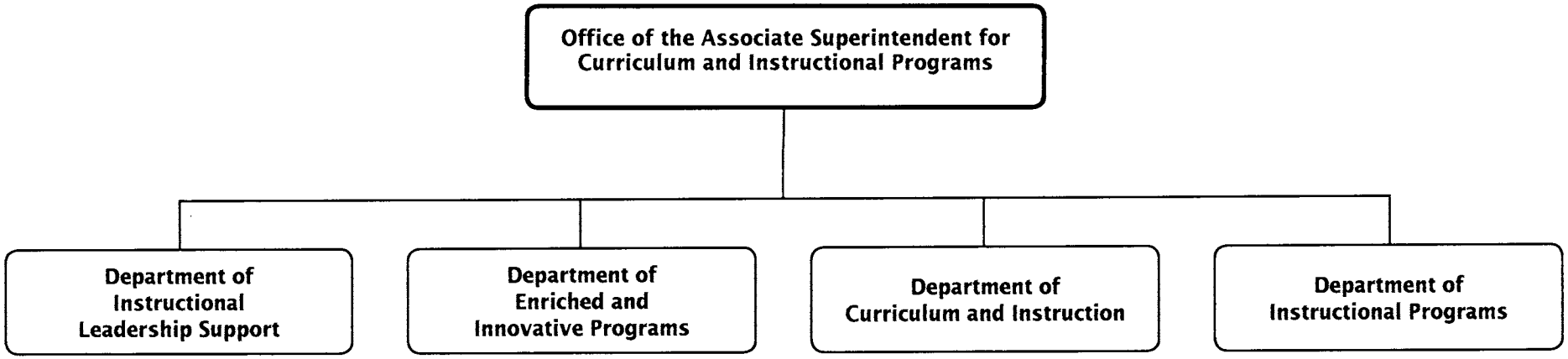
Office of Curriculum and Instructional Programs
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	FY 2013 BUDGET	FY 2013 CHANGE
POSITIONS					
Administrative	49.000	47.000	48.000	48.000	
Business/Operations Admin.					
Professional	667.280	679.580	679.580	691.980	12.400
Supporting Services	221.770	213.745	213.745	212.195	(1.550)
TOTAL POSITIONS	**938.050**	**940.325**	**941.325**	**952.175**	**10.850**
01 SALARIES & WAGES					
Administrative	$6,336,355	$6,116,519	$6,231,999	$6,368,096	$136,097
Business/Operations Admin.					
Professional	53,232,110	52,845,558	52,845,558	57,467,546	4,621,988
Supporting Services	10,105,687	10,255,793	10,255,793	10,171,695	(84,098)
TOTAL POSITION DOLLARS	**69,674,152**	**69,217,870**	**69,333,350**	**74,007,337**	**4,673,987**
OTHER SALARIES					
Administrative					
Professional	2,207,890	1,657,840	1,657,840	1,360,628	(297,212)
Supporting Services	216,477	280,492	280,492	261,513	(18,979)
TOTAL OTHER SALARIES	**2,424,367**	**1,938,332**	**1,938,332**	**1,622,141**	**(316,191)**
TOTAL SALARIES AND WAGES	**72,098,519**	**71,156,202**	**71,271,682**	**75,629,478**	**4,357,796**
02 CONTRACTUAL SERVICES	**977,581**	**1,180,464**	**1,180,464**	**1,196,835**	**16,371**
03 SUPPLIES & MATERIALS	**2,052,771**	**2,315,777**	**2,315,777**	**2,045,646**	**(270,131)**
04 OTHER					
Local/Other Travel	275,693	330,117	332,013	296,549	(35,464)
Insur & Employee Benefits	2,183,059	2,065,930	2,065,930	1,979,391	(86,539)
Utilities					
Miscellaneous	49,993	61,109	61,109	326,351	265,242
TOTAL OTHER	**2,508,745**	**2,457,156**	**2,459,052**	**2,602,291**	**143,239**
05 EQUIPMENT	**139,329**	**137,137**	**137,137**	**134,226**	**(2,911)**
GRAND TOTAL AMOUNTS	**$77,776,945**	**$77,246,736**	**$77,364,112**	**$81,608,476**	**$4,244,364**

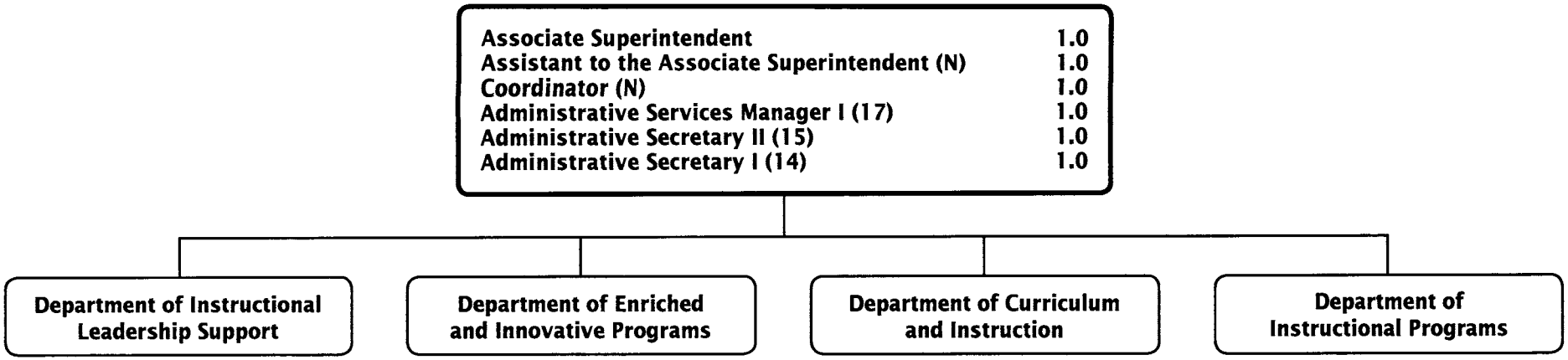
Office of Curriculum and Instructional Programs—Overview



F.T.E. Position 952.175

(Includes 673.465 school-based positions shown on K–12 charts.)

Office of the Associate Superintendent for Curriculum and Instructional Programs



F.T.E. positions 7.0

Office of Curriculum and Instructional Programs—211

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 curricula, professional development, assessment, instructional programs, and middle school extended-day and extended-year programs. OCIP collaborates with schools, other offices of 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 and career opportunities. The office is structured to ensure 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. Specific processes are utilized to make it easier for schools to access support from OCIP staff, to more effectively maintain 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 nine content areas which fall into two categories: Science, Technology, Engineering; and Mathematics and Arts and Humanities. In all nine content areas, DCI develops, selects, and revises Pre-K–12 MCPS curriculum, assessments instruction, and professional development resources aligned with state, national, and international standards, the Common Core State Standards, and 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 the MCPS Curriculum 2.0 that will prepare elementary school students for a lifetime of learning. DEIP also is responsible for the elementary language immersion lottery, magnet selection process, consortia lotteries, and high school signature and academy programs. DEIP coordinates the development of programs and instruction designed to increase student rigor and achievement; highly gifted centers, secondary magnets, and accelerated and enriched instruction; 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 that provide a direct communication link between OCIP and the schools. DILS also provides school leadership 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, and coordinate and implement MCPS programs and initiatives, including SAT/ACT/PSAT/Advanced Placement/ High School Assessment (HSA) support. In addition, they 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 DILS. 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 and Career Readiness through the products, services, and programs made available by this office.

Trends and Accomplishments

Curriculum, Instruction, and Assessment
DEIP is continuing with the development of a dynamic web-based MCPS Curriculum 2.0 that is aligned with the Common Core State Standards (CCSS) and is designed to engage all students in learning. The MCPS Curriculum 2.0 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, staff continues to redesign the existing secondary curriculum to provide dynamic online curriculum, instruction, assessment, and professional development resources in the Instruction Center (IC) on the *myMCPS* portal. The migration process includes aligning secondary courses with CCSS.

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 Fiscal Year (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, particularly in Science, Technology, Engineering, and Mathematics, business, and education. Partnerships with postsecondary institutions, local businesses, national organizations, and government agencies have been developed to implement initiatives designed to prepare students for college and careers. Support was provided for the implementation of programs such as Project Lead the Way which sponsors an advanced engineering program and a biomedical program. Career and technology education programs of study allowed students to earn industry credentials and college credit. Students from all 25 high schools also participated in college courses while still in high school. Secondary courses in career pathway programs address the Maryland State Curriculum for career development and the Maryland Technology Literacy Standards.

Online Learning—Student Online Courses
In 2010–2011, MCPS offered 38 sections of online Comprehensive Health Education and six sections of online Foundations of Technology. The courses were developed by MCPS and were taught by MCPS teachers trained as online instructors. During that timeframe, more than 1,000 students completed a MCPS online course. The online courses combine mandatory face-to-face sessions with interactive online content and online learning communities.

Online Learning—Teacher Resources
All MCPS teachers have access to the online 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 archive. In FY 2011, the IC was launched and is a collaborative web-based environment available through *myMCPS*. It was developed through a joint project with OCIP and the Office of the Chief Technology Officer to provide curriculum information, resources, lessons, and online professional development. Through the IC, teachers can share resources, plan collaboratively, and provide feedback on the existing resources.

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

OCIP will monitor its performance 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

The FY 2013 request for this office is $718,036 a decrease of $15,044 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$4,956
There is an increase of $4,956 for continuing salary costs to reflect step or longevity increases for current employees.

Efficiencies and Reductions—($20,000)
There are reductions in the Office of the Associate Superintendent for part-time salaries of $15,000 and contractual services of $5,000. These reductions can be made based on prior year spending trends.

Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

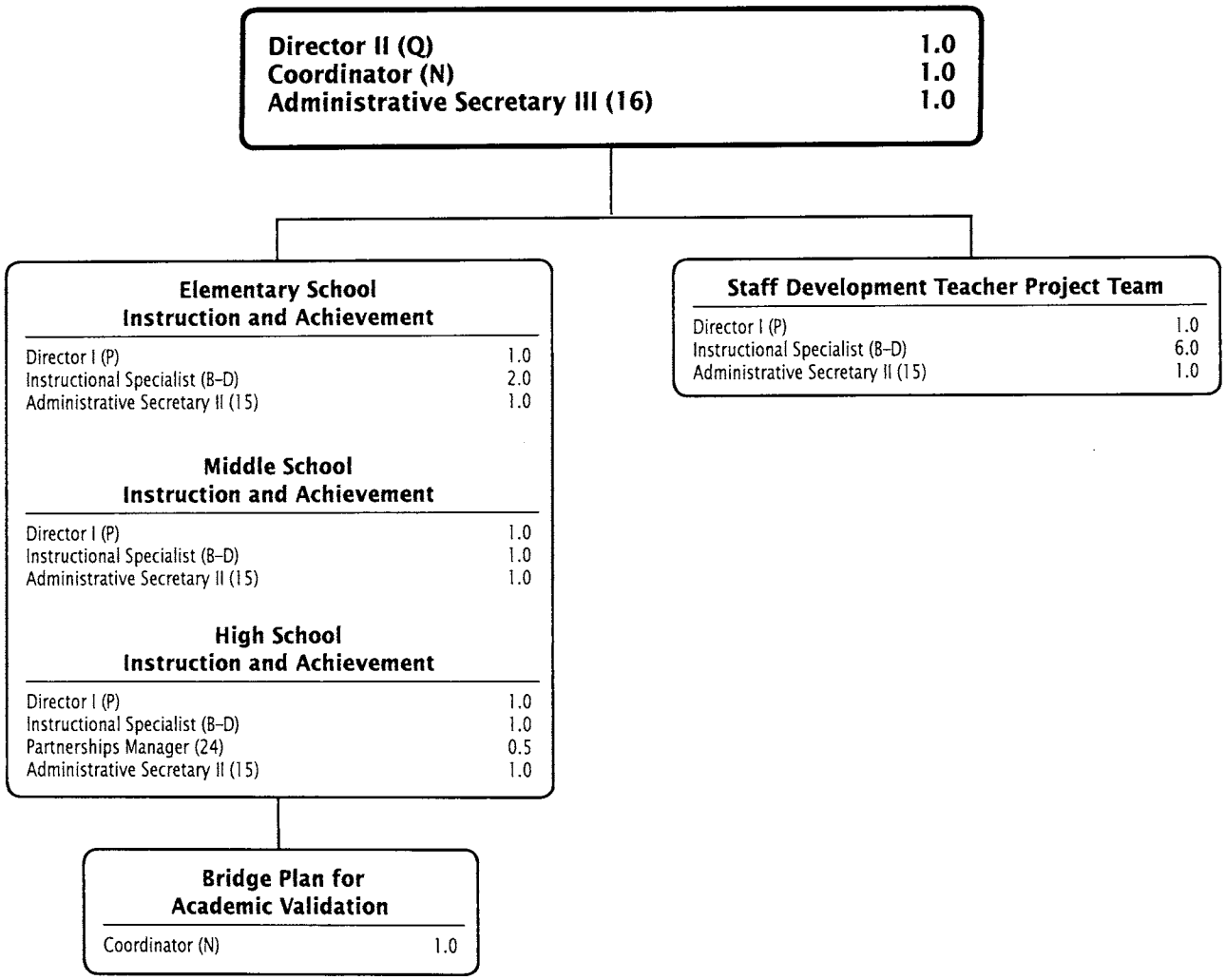
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	6.000	6.000	**6.000**	
Position Salaries	$599,490	$602,775	$602,775	**$607,731**	$4,956
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		28,319	28,319	**13,319**	(15,000)
Supporting Services Part Time		50,178	50,178	**50,178**	
Other					
Subtotal Other Salaries	65,955	78,497	78,497	**63,497**	(15,000)
Total Salaries & Wages	665,445	681,272	681,272	**671,228**	(10,044)
02 Contractual Services					
Consultants					
Other Contractual		32,600	32,600	**27,600**	(5,000)
Total Contractual Services	41,497	32,600	32,600	**27,600**	(5,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		2,696	2,696	**2,696**	
Other Supplies & Materials		10,767	10,767	**10,767**	
Total Supplies & Materials	12,137	13,463	13,463	**13,463**	
04 Other					
Local/Other Travel		5,745	5,745	**5,745**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,077	5,745	5,745	**5,745**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$721,156	$733,080	$733,080	**$718,036**	($15,044)

Office of Curriculum & Instructional Programs - 211

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
1	Associate Superintendent		1.000	1.000	1.000	**1.000**	
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		1.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I		1.000	1.000	1.000	**1.000**	
	Total Positions		**6.000**	**6.000**	**6.000**	**6.000**	

Department of Instructional Leadership Support



F.T.E. Positions 22.5

Department of Instructional Leadership Support—216/214/652/960/144

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 that 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 Bridge Plan. 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 and participate in Achievement Steering Committees in collaboration with the Office of School Performance (OSP). Staff members provide direct instructional leadership support to schools; coordinate and implement MCPS programs and initiatives, including M-STAT, Maryland School Assessments (MSA), 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 (SDT) Project Team works with school-based SDTs, other teacher leaders, and administrators to ensure the effective development, monitoring, and maintenance of professional learning communities. In addition, they ensure that the development, implementation, and monitoring of professional development plans 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 the school improvement process including the development, implementation, and monitoring of Baldrige-guided school improvement processes. Moreover, they collaborate with OSP in support of its vision and mission.

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 the adoption of the internationally-driven core curriculum, smaller class sizes, improved teacher training to strengthen effective first instruction, 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 2011, 62.8 percent of Grade 8 students successfully completed Algebra 1 or higher. This is a decrease of 0.9 percentage points from FY 2010 and an increase of 19.8 percentage points since the baseline year of 2001. A gap of at least 37 percentage points exists between the performances of African American and Hispanic students in comparison to their White and Asian peers. Middle schools continue to review student data to increase enrollment and successful completion of Algebra 1 by the end of Grade 8 with an emphasis on African American and Hispanic students. Schools also analyze individual student performance data to inform instruction and to identify and implement supports to students. Extended year programs for students are available through enrichment courses in mathematics. Observation data of mathematical instructional practices is also used to determine the professional development needs of teachers.

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.

The Staff Development Teacher Project Team

The SDT Project Team supports school-based SDTs and school leadership teams and plays a major role in systemic training on system initiatives such as grading and reporting, Curriculum 2.0, race and equity, and knowledge and skills related to shared leadership. The FY 2011 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, the Seven Keys to 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 Skill builder 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 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, more than 90 schools have completed more than 135 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:

- 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 Maryland State Department of Education (MSDE) requires annual MSAs in reading and mathematics for students in Grades 3 through 8 and Grade 10 and in science for students in Grades 5 and 8.
- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan which incorporates the federal and state performance goals.
- In *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, Goal 4 addresses 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 *No Child Left Behind (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.
- Learning Forward 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 professional development for administrators and teacher leaders at Principal Curriculum Update meetings.
- 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.
- Monitor the middle school initiative implementation in the Phase I and Phase II middle schools.
- Staff members in OCIP monitor the Middle School Magnet Consortium (MSMC), the Middle Years Program, the International Baccalaureate program, and magnet and center programs to identify the components that contribute to increased student achievement.
- 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.

- 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 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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
99%	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 2: Percent of school leadership teams that demonstrated effective application of the knowledge and skills from SLTI to their work as a leadership team.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
100%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through an examination of authentic artifacts and/or observation of the leadership team, the degree to which they are implementing the new knowledge and skills is assessed.

Budget Explanation
Department of Instructional Leadership Support—216/214/652/144

The current FY 2012 budget for the Department of Instructional Leadership Support is changed from the budget adopted by the Board of Education on June 16, 2011. The change is the result of a realignment of a 1.0 supervisor position and $118,826 from this department into the Department of Curriculum and Instruction. There also is a realignment of a 1.0 supervisor position and $115,480 and $1,816 for local travel mileage reimbursement into this department from the budget for Middle Schools.

The FY 2013 request for this department is $3,115,487, an increase of $211,821 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($14,548)
There is a decrease of $14,548 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—($0)
There is a technical realignment in the School-Based Instruction and Achievement unit from part-time salaries of $18,679 and instructional materials of $8,000 to contractual services.

Other—$285,685
Due to a change in funding for the Title II A, Improving Teacher Quality Grant, there is a shift of 2.5 instructional specialist positions and $285,685 from the Staff Development Teacher grant project to the locally-funded budget.

Efficiencies and Reductions—($59,316)
There is a reduction in the budget for the Department of Instructional Leadership Support for part-time salaries of $4,000. There also is a reduction in the School-Based Instruction and Achievement Unit for instructional materials of $1,500. These reductions can be made based on prior year spending trends. There is a reduction in the Staff Development Team budget of a 1.0 office assistant position and $44,816. To the extent possible, the responsibilities of this position will be performed by remaining administrative support staff. There are also reductions in the Bridge for Academic Validation program for substitutes of $2,000, part-time salaries of $4,000, and stipends of $3,000. These reductions can be made based on prior year spending trends.

Budget Explanation
Title II A, Improving Teacher Quality Grant, Staff Development Teacher Project—960

The FY 2013 request for this budget is $0, a decrease of $361,009 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$3,163
There is an increase of 3,163 for continuing salary costs to reflect step or longevity increases for current employees.

Grant Shift—($364,172)
Based on a projected revenue decrease of $361,009, all project expenditures must be shifted to the locally-funded department budget. This consists of a shift of 2.5 instructional specialist positions and $364,172, including continuing salary costs.

Project's Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$361,009	$361,009	$0
State			
Other			
County			
Total	$361,009	$361,009	$0

Department of Instructional Leadership Support - 216/144/214/652

Betty Collins, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	25.500	22.000	22.000	**23.500**	1.500
Position Salaries	$2,355,978	$2,283,654	$2,287,308	**$2,513,629**	$226,321
Other Salaries					
Summer Employment					
Professional Substitutes		120,810	120,810	**118,810**	(2,000)
Stipends		139,500	139,500	**136,500**	(3,000)
Professional Part Time		166,798	166,798	**144,119**	(22,679)
Supporting Services Part Time		4,000	4,000	**21,229**	17,229
Other		21,229	21,229		(21,229)
Subtotal Other Salaries	616,035	452,337	452,337	**420,658**	(31,679)
Total Salaries & Wages	2,972,013	2,735,991	2,739,645	**2,934,287**	194,642
02 Contractual Services					
Consultants		5,168	5,168	**5,168**	
Other Contractual		82,454	82,454	**109,133**	26,679
Total Contractual Services	76,494	87,622	87,622	**114,301**	26,679
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		18,500	18,500	**9,000**	(9,500)
Office					
Other Supplies & Materials		27,558	27,558	**27,558**	
Total Supplies & Materials	33,699	46,058	46,058	**36,558**	(9,500)
04 Other					
Local/Other Travel		28,445	30,341	**30,341**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	13,933	28,445	30,341	**30,341**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$3,096,139	$2,898,116	$2,903,666	**$3,115,487**	$211,821

Department of Instructional Leadership Support - 216/144/214/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	216 Department of Instructional Leadership Suppc						
2	Q Director II		1.000	1.000	1.000	**1.000**	
2	O Supervisor		1.000				
1	N Coordinator		1.000				
2	N Coordinator			1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	1.000	1.000	**1.000**	
2	11 Office Assistant IV		1.000				
	Subtotal		**5.000**	**3.000**	**3.000**	**3.000**	
	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**	
	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	**1.000**	
2	BD Instructional Specialist		5.000	4.000	4.000	**4.000**	
2	24 Partnerships Manager		.500	.500	.500	**.500**	
2	15 Administrative Secretary II		3.000	3.000	3.000	**3.000**	
	Subtotal		**12.500**	**11.500**	**11.500**	**11.500**	
	652 Staff Development Teacher Project Team						
2	P Director I		1.000	1.000	1.000	**1.000**	
3	BD Instructional Specialist		4.000	3.500	3.500	**6.000**	2.500
2	15 Administrative Secretary II			1.000	1.000	**1.000**	
2	12 Secretary		1.000				
2	11 Office Assistant IV		1.000	1.000	1.000		(1.000)
	Subtotal		**7.000**	**6.500**	**6.500**	**8.000**	**1.500**
	Total Positions		**25.500**	**22.000**	**22.000**	**23.500**	**1.500**

Staff Development Teacher Project Team - 960

Denise DeFiore, Director I

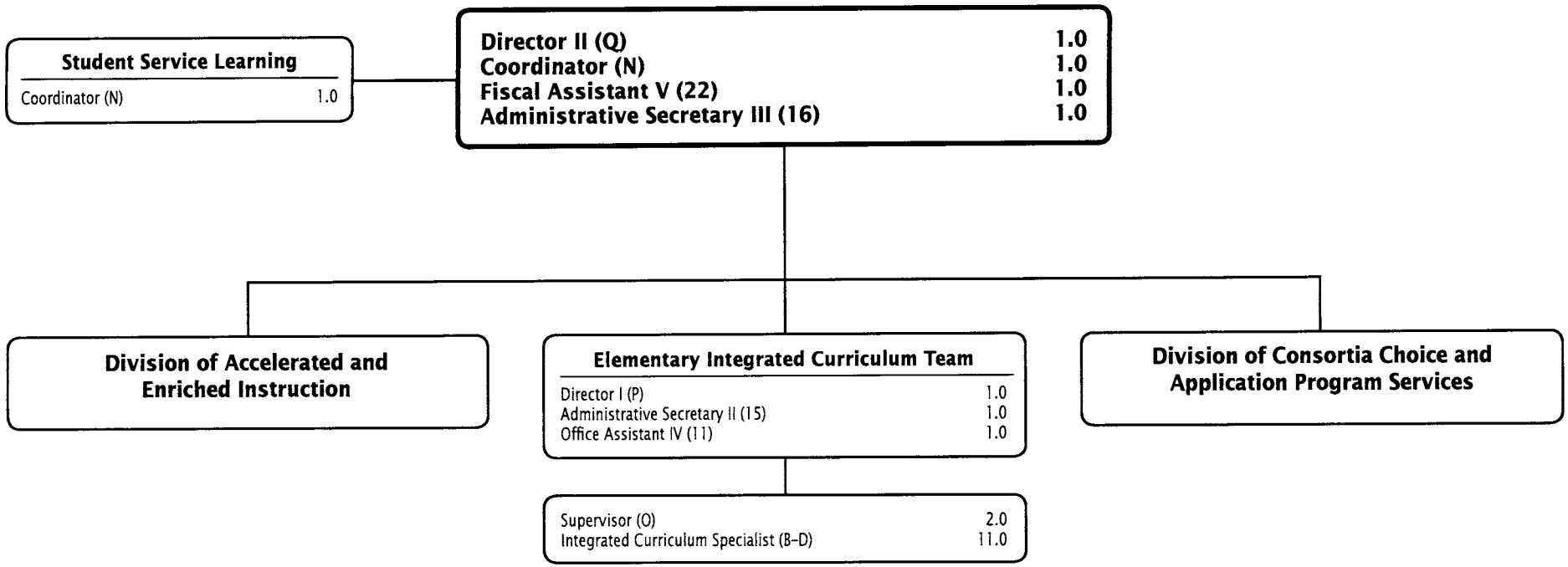
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	2.000	2.500	2.500		(2.500)
Position Salaries	$421,757	$282,522	$282,522		($282,522)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	421,757	282,522	282,522		(282,522)
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/Other Travel					
Insur & Employee Benefits		78,487	78,487		(78,487)
Utilities					
Miscellaneous					
Total Other	139,627	78,487	78,487		(78,487)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$561,384	$361,009	$361,009		($361,009)

Staff Development Teacher Project Team - 960

Denise DeFiore, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
3	BD Instructional Specialist		2.000	2.500	2.500		(2.500)
	Total Positions		**2.000**	**2.500**	**2.500**		**(2.500)**

Department of Enriched and Innovative Programs



F.T.E. Positions 21.0

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), signature programs, and Student Service Learning (SSL). 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 collaborates with the Department of Curriculum and Instruction (DCI), 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. The 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, and designed to engage all students in learning to 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 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 than 7,200 students in Grades 5 and 8 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 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.

MCPS students continue to find meaningful service-learning opportunities in school courses, school-sponsored clubs and in preapproved community organizations. Their service contributions to their schools and communities are impressive. Records indicate that 2,628 students in Grades 6, 7, and 8, had met the student service learning (SSL) graduation requirement of 75 hours by June 20, 2011. More than 1,830 high school graduates earned Certificates of Meritorious Service from the Maryland State Department of Education and MCPS. The June 30, 2011, accumulated system wide data revealed that over 5,408,901.5 hours of service had been contributed by MCPS students in their secondary careers.

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 Curriculum 2.0.
- Implementation and monitoring of the Middle School Magnet Consortium.
- Implementation of BOE guidelines 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,* 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 center and magnet programs.
- 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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
2	3	4

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 2011 Actual	FY 2012 Estimate	FY 2013 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—212/650/926

The FY 2013 request for this department is $2,336,964, an increase of $100,591 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$152,970
There is an increase of $152,970 for continuing salary costs to reflect step or longevity increases for current employees.

Efficiencies and Reductions—($52,379)
A 1.0 administrative secretary I position and $52,379 is eliminated from the budget. To the extent possible, the responsibilities of this position will be performed by remaining administrative support staff.

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

Martin M. Creel, Director II

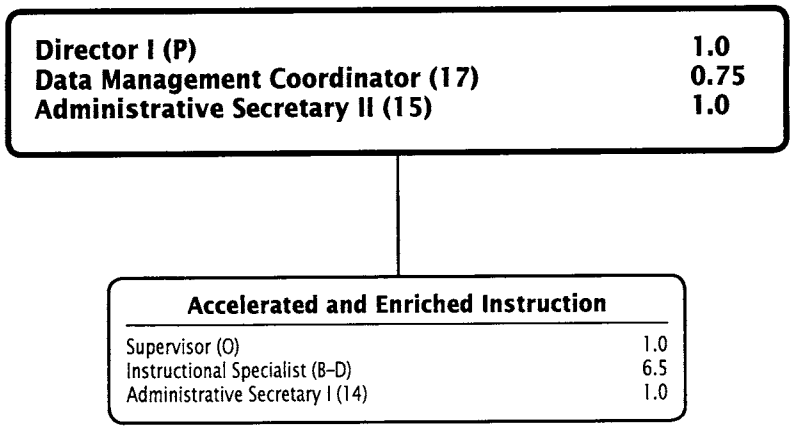
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	21.000	22.000	22.000	**21.000**	(1.000)
Position Salaries	$2,337,929	$2,219,776	$2,219,776	**$2,320,367**	$100,591
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	37,672				
Total Salaries & Wages	2,375,601	2,219,776	2,219,776	**2,320,367**	100,591
02 Contractual Services					
Consultants					
Other Contractual		2,155	2,155	**1,240**	(915)
Total Contractual Services	28,100	2,155	2,155	**1,240**	(915)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,617	5,617	**6,532**	915
Other Supplies & Materials					
Total Supplies & Materials	7,188	5,617	5,617	**6,532**	915
04 Other					
Local/Other Travel		8,825	8,825	**8,825**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	9,134	8,825	8,825	**8,825**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$2,420,023	$2,236,373	$2,236,373	**$2,336,964**	$100,591

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

Martin M. Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 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		1.000	1.000	1.000	**1.000**	
2	16 Administrative Secretary III		1.000	1.000	1.000	**1.000**	
	Subtotal		**5.000**	**5.000**	**5.000**	**5.000**	
	650 Elementary Integrated Curriculum Team						
2	P Director I		1.000	1.000	1.000	**1.000**	
2	O Supervisor		2.000	2.000	2.000	**2.000**	
2	BD Elem Integrated Curr Spec		2.000	11.000	11.000	**11.000**	
3	BD Elem Integrated Curr Spec		9.000				
2	15 Administrative Secretary II		2.000	1.000	1.000	**1.000**	
2	14 Administrative Secretary I			1.000	1.000		(1.000)
2	11 Office Assistant IV			1.000	1.000	**1.000**	
	Subtotal		**16.000**	**17.000**	**17.000**	**16.000**	**(1.000)**
	Total Positions		**21.000**	**22.000**	**22.000**	**21.000**	**(1.000)**

Division of Accelerated and Enriched Instruction



F.T.E. Positions 11.25

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 2011, staff members participated in the development of the new Elementary Integrated Curriculum (EIC) which 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 of the EIC, 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. During the summer of 2011, AEI staff developed and facilitated two new CPD courses as well—Responsive Teaching in the Elementary Classroom and IB Level 2. Like the 2010 CPD courses, these courses were designed to increase teachers' capacity to meet the needs of all learners, including gifted and highly able learners. In 2010–2011, AEI provided direct support to 190 of 200 schools through school visits, consultations, onsite training, and through districtwide professional development. This represents an increase of seven schools over 2009–2010.

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 was 71. 6 percent or 7,499 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 continues to work 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 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 from 54 students in 2009–2010. to 61 students in 2010–2011. 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 2010–2011 school year, AEI staff, in collaboration with other system offices and school-based administrators, continued to pilot 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 MCPS Curriculum 2.0, formally referred to as the Elementary Integrated Curriculum (EIC). 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 2011–2012 school year, AEI staff will introduced two new professional development trainings that will further support underserved populations—Responsive Teaching and Digging Up Potential.

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 (YSP). The YSP is designed to increase access to rigorous instruction and coursework for diverse populations. YSP is currently being piloted in the John F. Kennedy cluster. The program meets on Saturdays, October through May, and is now in its third year. A Grade 5 class will be added this year, thus the program will serve students in Grades 3, 4, and 5.

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 Code of Maryland Regulations (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 clusterwide 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. The MCPS/Towson University program will begin its fourth year this fall. Cohort 1 consists of 15 MCPS teachers completing either an endorsement in Gifted and Talented Education or a full Masters degree with a concentration in Gifted Education. This first cohort will be completed by summer 2012. Cohort 2 consists of 22 MCPS teachers who are beginning their second year in the program in September 2011. 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.
- Monitor the implementation of the Highly Gifted Center curriculum and make revisions as appropriate.
- Monitor the implementation of 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.

Performance Measures

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
98.5%	99%	99.5%

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
320	375	400

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 2013 request for this division is $1,240,570, a decrease of $123,203 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($123,203)
There is a decrease of $123,203 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—($0)
There are various technical realignments between line items that are budget neutral overall. These are necessary to align the budget with current spending patterns.

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

Monique T. Felder, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	14.250	11.250	11.250	**11.250**	
Position Salaries	$1,248,574	$1,170,339	$1,170,339	**$1,047,136**	($123,203)
Other Salaries					
Summer Employment					
Professional Substitutes		12,474	12,474	**11,221**	(1,253)
Stipends					
Professional Part Time		48,775	48,775	**46,775**	(2,000)
Supporting Services Part Time		2,000	2,000	**4,908**	2,908
Other					
Subtotal Other Salaries	72,210	63,249	63,249	**62,904**	(345)
Total Salaries & Wages	1,320,784	1,233,588	1,233,588	**1,110,040**	(123,548)
02 Contractual Services					
Consultants					
Other Contractual		49,815	49,815	**50,850**	1,035
Total Contractual Services	34,695	49,815	49,815	**50,850**	1,035
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		50,000	50,000	**50,000**	
Office		13,610	13,610	**16,881**	3,271
Other Supplies & Materials					
Total Supplies & Materials	59,509	63,610	63,610	**66,881**	3,271
04 Other					
Local/Other Travel		16,760	16,760	**12,799**	(3,961)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	13,173	16,760	16,760	**12,799**	(3,961)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,428,161	$1,363,773	$1,363,773	**$1,240,570**	($123,203)

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

Monique T. Felder, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 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		7.500	6.500	6.500	**6.500**	
2	18 Fiscal Assistant IV		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	1.000	1.000	**1.000**	
	Total Positions		**14.250**	**11.250**	**11.250**	**11.250**	

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)	0.50

F.T.E. Positions 8.5

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. 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 2011, DCCAPS processed approximately 12,023 countywide magnet program applications, elementary immersion interest forms, and Choice forms for Consortia students. Approximately 2,118 students applied for the HGC. Division and school staff members processed 1,732 applications for the magnet programs located at Roberto W. Clemente, Eastern, and Takoma Park middle schools, as well as 2,009 applications for the Montgomery Blair High School Science, Mathematics, and Computer Science magnet program; the Richard Montgomery High School International Baccalaureate Diploma program; and the Poolesville High School magnet program. DCCAPS also processed approximately 886 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 476 appeals in FY 2010.

The division processed 5,278 Choice applications from Grades 5 and 8 students planning to attend a Northeast, Downcounty, 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 2010–2011 school year, Consortia staff members enrolled approximately 1,551 new students for Consortia schools, including approximately 284 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 886 students who participated in the lottery process, 782 students participated for the 234 available seats in K–Grade 1, and another 104 students entering Grades 2–5 participated for vacant seats made available through attrition.

Major Mandates

- Implement student assignment processes for all seven elementary immersion programs, 11 Consortia schools, and 13 countywide application programs.
- Serve as an enrollment center for all new students who reside within the boundaries of 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 consortia, 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.
- 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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
83.9%	90%	100%

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
26.8%	32%	45%

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 2013 request for this division is $805,612, a decrease of $26,498 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($2,068)
There is a decrease of $2,068 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—($60)
Realignments are budgeted to address priority spending needs within this division. There is a realignment of $790 from local mileage reimbursement and $19 from office supplies to fund part-time salaries of $749. In addition $60 is being realigned to the Department of Financial Services to fund the benefits associated with the part-time salaries.

Efficiencies and Reductions—($24,370)
There is a reduction of a .25 administrative secretary I position and $17,370. There also is $7,678 for related benefits shifting to the budget for the Department of Financial Services. To the extent possible, the responsibilities for this position will be performed by remaining administrative support staff. There also are reductions for part-time salaries of $4,000 and office supplies of $3,000. These reductions can be made based on prior year spending trends.

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

Jeannie H. Franklin, Director I

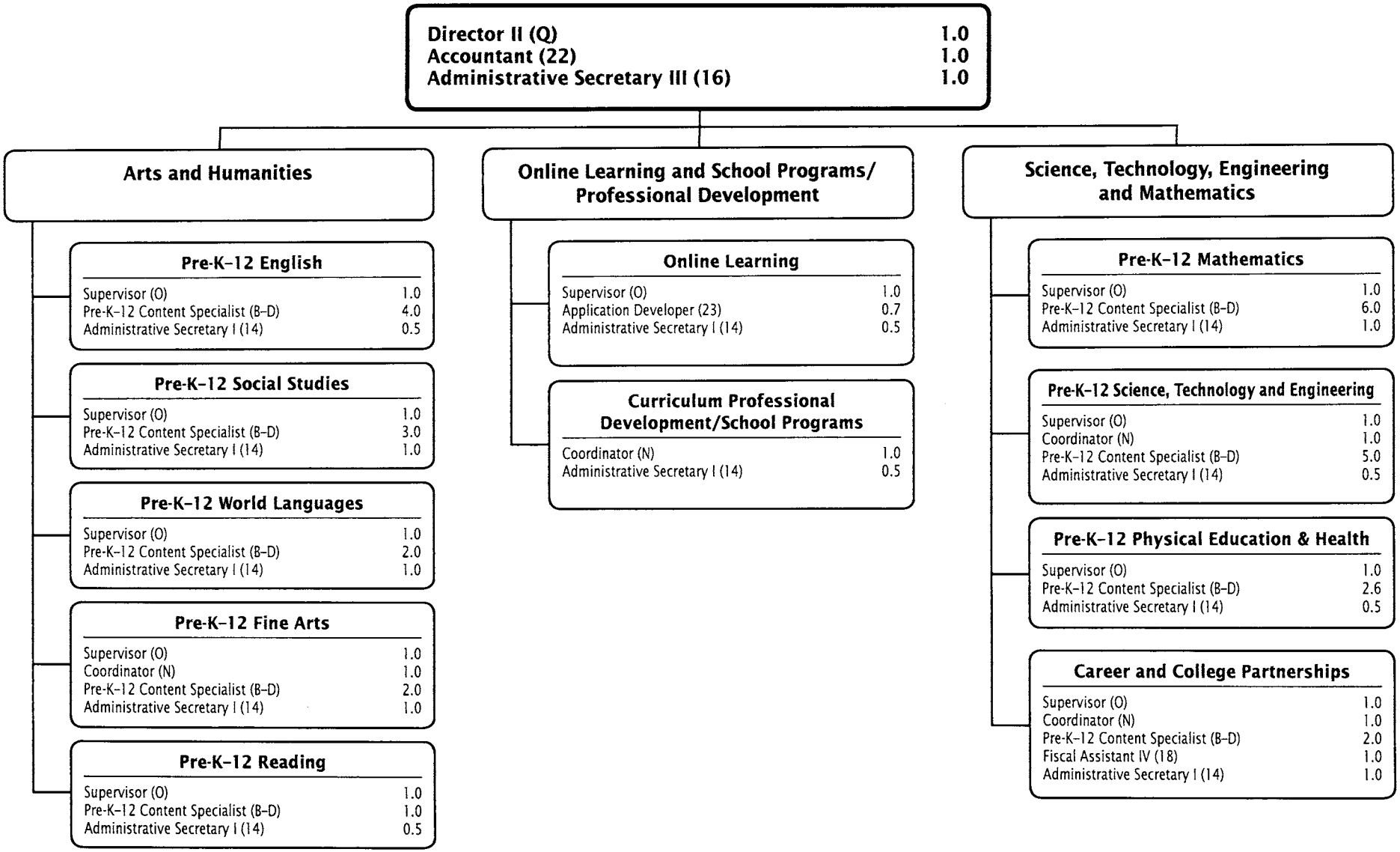
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	8.750	8.750	8.750	**8.500**	(.250)
Position Salaries	$798,018	$803,875	$803,875	**$784,437**	($19,438)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		8,742	8,742	**5,491**	(3,251)
Other					
Subtotal Other Salaries	2,045	8,742	8,742	**5,491**	(3,251)
Total Salaries & Wages	800,063	812,617	812,617	**789,928**	(22,689)
02 Contractual Services					
Consultants					
Other Contractual		2,225	2,225	**2,225**	
Total Contractual Services	1,881	2,225	2,225	**2,225**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,018	11,018	**7,999**	(3,019)
Other Supplies & Materials					
Total Supplies & Materials	9,909	11,018	11,018	**7,999**	(3,019)
04 Other					
Local/Other Travel		6,250	6,250	**5,460**	(790)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	5,181	6,250	6,250	**5,460**	(790)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$817,034	$832,110	$832,110	**$805,612**	($26,498)

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

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 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		.750	.750	.750	**.500**	(.250)
	Total Positions		**8.750**	**8.750**	**8.750**	**8.500**	**(.250)**

Department of Curriculum and Instruction



F.T.E. Positions 54.3 (includes .7 F.T.E. in Perkins grant. 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 promote student achievement by supporting schools, partnering with strategic stakeholders, and providing research-based curriculum, assessments, instructional materials, career and college readiness programs, and professional development aligned with the Common Core State Standards (CCSS), and other state and national content or industry standards.*

Major Functions

DCI's major functions—curriculum and assessment, school support and programs, professional development, and administration—interconnect to promote effective teaching and learning. DCI is comprised of two teams—Science, Technology, Engineering, and Mathematics (STEM) and Arts and Humanities—representing eight major disciplines (English language arts, fine arts, health and physical education, mathematics, reading, science technology and engineering, social studies, and world languages). Perkins-funded career programs and college partnerships, and online learning for students and staff are implemented by staff members on each of the two teams to provide innovative and effective products and services efficiently.

DCI promotes improved achievement of all students by supporting schools and by developing rigorous curriculum, comprehensive assessments, sound instructional practices, and targeted professional development resources. 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 Montgomery County Public Schools (MCPS) and Maryland postsecondary institutions to facilitate the transition from high school to college and careers. The department develops and manages online high school courses for MCPS students and online curriculum resources for MCPS staff.

Curriculum and Assessment—DCI produces and posts secondary curriculum, assessment, and instruction resources in the Instruction Center (IC) on the *myMCPS* portal, 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 online resources to facilitate teacher collaboration and communication and to support implementation of MCPS curriculum. DCI evaluates and selects textbooks and instructional materials that align with the CCSS and other state and national standards in order to prepare students for success on state and national assessments/certifications as well as increasingly more challenging courses and experiences. DCI develops materials for and supports training of instructors in the George B. Thomas Learning Academies and extended day and year programs. DCI collaborates with the Department of Enriched and Innovative Programs (DEIP) in the Office of Curriculum and Instructional Programs (OCIP) to support development of Curriculum 2.0 and the Online Achievement Reporting System (OARS), in addition to college courses in high school.

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 staff about expectations for student achievement of MCPS curriculum.

School Support and Programs—DCI provides direct support to schools to build the capacity of instructional leaders and staff to promote effective teaching and learning. DCI identifies and articulates effective instructional strategies to engage students in thinking about and applying critical concepts, and develops tools to guide school staff members' efforts to increase motivation and achievement of all students. DCI provides job-embedded guidance to all schools upon request and supports school improvement through on site technical assistance and participation in Achievement Steering Committees and Enhanced School Improvement Teams. DCI evaluates materials, strategies, practices, and programs for math and reading interventions and coordinates their implementation. DCI supervises language immersion programs in elementary and middle schools, assisting staff and developing translated instructional materials and assessments aligned with MCPS curriculum. DCI collaborates with DEIP in OCIP to support implementation of college-level courses in high school as well as elective and advanced courses for the Middle School Reform Initiative. DCI collaborates with the Department of Instructional Leadership Support (DILS) in OCIP to support implementation of the Middle School Reform and OARS Initiatives. DCI manages Perkins-funded career pathway programs in 25 high schools and Thomas Edison High School of Technology, and coordinates partnerships with business, government, and postsecondary institutions to promote college and career readiness of MCPS graduates. DCI

also manages choral and instrumental music programs in all elementary and secondary schools, coordinating repair and distribution of music instruments, and managing local and state music festivals and competitions.

Professional Development—DCI creates and posts online professional development resources in the IC on *myMCPS*, provides required and voluntary curriculum implementation professional development for classroom teachers in a variety of formats—face-to-face, multimedia, and web-based—in a variety of venues—summer training sessions; after-school and school-day workshops; preservice; and twice-yearly training meetings for elementary art, music, and physical education teachers. DCI provides face-to-face professional development to instructional leaders through principal curriculum update meetings; administrator professional learning community meetings; administrative and supervisory meetings; M-Stat Team meetings; and summer and monthly implementation meetings with resource teachers, reading specialists, content specialists, mathematics content coaches, career and technology teachers, and dual enrollment coordinators. DCI develops and implements continuing professional development courses for teacher certification as required by the Maryland State Department of Education (MSDE), provides program workshops required by the Code of Maryland Regulations (COMAR), and designs and implements New Educator Orientation Training. DCI collaborates with DEIP to design and deliver professional development on Curriculum 2.0.

Administration—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 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. DCI liaises with MSDE and provides updates to the Board of Education and the public on curriculum, assessment, instruction, professional development, career programs, and online learning.

Curriculum and Assessment Trends and Accomplishments

In Fiscal Year (FY) 2012, DCI redesigned 15 existing secondary curriculum documents in five content areas—originally posted in the Curriculum Archive—as dynamic new curriculum instruction and assessment resources in the IC on *myMCPS* with new online professional development resources. DCI developed new curriculum, instruction, assessment, and professional development resources in nine courses in fine arts, world languages, science, and career-related courses, for a total of 36 secondary courses with full resources in the IC. DCI developed a world languages curriculum framework and incorporated the CCSS into the English and mathematics curriculum frameworks, which were approved by the Board of Education. 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 or revised high school final examinations in computer sciences, English, mathematics, science, social studies, and world languages and collaborated with the Department of Materials Management and OSA to distribute the examinations, administration directions, scoring guides, and rubrics to 63 secondary schools each semester during the school year and summer school sessions. DCI reviewed and approved textbooks, instructional materials, and interventions aligned with the new curriculum resources.

School Support and Programs

DCI provided direct support to elementary, middle, and high school teachers and administrators by delivering onsite 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 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.

DCI expanded partnerships with business and higher education (e.g. information technology industry, Montgomery College, and University Systems of Maryland) to enhance student learning and global perspective. The department collected and analyzed data on MCPS high school student enrollment in college-level courses, including Gateway to College and dual enrollment programs, to inform program refinements. DCI promoted teaching and learning through direct school support and collaborated with staff members in OCIP OSP, OSA, OCTO, and OSESS to support and monitor curriculum implementation. In FY 2012, DCI managed 25 federal, state, organization, and foundation grants in support of system initiatives.

Comprehensive Career Pathway Programs

In FY 2012, DCI raised awareness about increased enrollment and completion rates for career pathway programs in 11 career clusters. The department expanded partnerships to develop and implement over 30 projects or initiatives supported by both MCPS and Maryland postsecondary institutions. DCI supported high schools implementing these programs as well 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, as well as national industry standards.

Online Learning
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, allowing students to engage in online instruction after the school day or during the summer to earn credit required for graduation.

Interventions
In FY 2012, DCI evaluated and selected intervention products and collaborated with departments in OCIP and with staff in OSESS and OCTO to develop resources to guide school decisions on intervention strategies and programs, based on student reading and mathematics performance data.

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

Grading and Reporting
During FY 2012, DCI collaborated with staff members in OCIP, OCTO, and OSESS to support implementation of a secondary web-based grading and reporting tool, OARS, and to support implementation of the elementary OARS 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 CCSS and for interacting with 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—

- CCSS in English language arts/literacy and mathematics, adopted by the state Board of Education;
- Policy IFA: *Curriculum and Regulation* IFA-RA: *Curriculum* (Goal 2: Provide an Effective Instructional Program) governs development of curriculum, instruction, and assessments;
- Policy IKA: *Grading and Reporting and Regulation* IKA-RA: *Grading and Reporting* (Goal 1: Ensure Success for Every Student), requires the alignment of procedures and processes 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 Regulation IKC-RA: Grade Point Averages (GPA) and Weighted Grade Point Averages (WGPA);
- MCPS curriculum and assessments must align with Maryland state curriculum (SC), High School Assessment (HSA), and Maryland School Assessments (MSA);
- the Middle School Reform Initiative requires DCI to collaborate with other MCPS offices to support schools in their efforts to improve student achievement and preparation for college and careers;
- COMAR governs implementation of curriculum and instruction and the evaluation and selection of instructional materials in all content areas, as well as specific program requirements in comprehensive health education; and
- *Carl D. Perkins Vocational and Technical Education Act* govern 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 with external assessments and a rigorous course trajectory that prepares them for college and career.
- Redesign existing and develop new secondary curriculum, assessment, instruction, and professional development resources in the IC to provide models of effective practices that challenge and support all students.
- Write or revise Pre-K–12 curriculum aligned with the SC, CCSS, and state and national content standards in STEM and in Arts and Humanities, including all disciplines within career preparation; English language arts; fine arts; health education; mathematics; physical education; reading; science technology and engineering; social studies; and world languages.
- Select or develop formative and summative assessments or 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.
- Design and deliver professional development on curriculum and instruction to varied audiences, in varied formats, and in varied venues.
- 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 instruction 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.
- Collaborate with other offices and departments to develop EIC and deliver professional development on implementation.

Performance Measures

Performance Measure: Number of existing curriculum, instruction, and assessment resources that are aligned with state and/or national standards and provide models of challenge and support, which are posted in the Curriculum Archive in the Instructional Center (IC) on *myMCPS*.

Number of Secondary Courses with Instructional Guides Developed and Posted as Static Files in the Curriculum Archive in the IC

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
75	82	82

Number of Secondary Courses with Dynamic, Multimedia Curriculum, Instruction, Assessment, and Professional Development Resources Posted in IC

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
12	36	60

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.

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

The current FY 2012 budget for the Department of Curriculum and Instruction is changed from the budget adopted by the Board of Education on June 16, 2011. The change is the result of a technical realignment of a 1.0 supervisor position and $118,826 from the Department of Instructional Leadership into this department.

The FY 2013 request for this department is $6,183,257, a decrease of $705,415 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($400,064)
There is a decrease of $400,064 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Efficiencies and Reductions—($305,351)
There is a reduction for instructional materials of $25,000. There also are reductions in the Department of Curriculum and Instruction-Program Assessments for assessment development stipends of $66,450 and instructional materials of $213,901. These reductions can be made based on prior year spending trends.

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

The FY 2013 request for this program is $1,360,355 a decrease of $201,744 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($47,877)
There is a decrease of $47,877 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—($25,188)
There is a technical realignment from part-time salaries of $78,357 to fund a .7 Application Developer position, $25,188 for benefits, and $654 for instructional materials. The $25,188 for benefits is shifted to the budget for the Department of Financial Services.

Other—($128,679)
Due to a cut in the funding for the Perkins Vocational and Technical Education grant it is necessary to cut the program by $128,679. This is in addition to the reductions for continuing salary costs and the amount realigned out of this budget. These reductions are taken in part-time salaries of $82,623, office supplies of $2,000, stipends of $9,980, local travel mileage reimbursement of $1,203, dues, registrations and fees of $21,910, equipment of $2,911, and benefits of $8,052.

Project's Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$1,314,985	$1,314,985	$1,142,086
State			
Other			
County	$ 247,114	$ 247,114	$ 218,269
Total	$1,562,099	$1,562,099	$1,360,355

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

Betsy Brown, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	54.400	51.400	52.400	**52.400**	
Position Salaries	$5,143,678	$5,503,127	$5,614,953	**$5,214,889**	($400,064)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		287,437	287,437	**209,873**	(77,564)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	93,468	287,437	287,437	**209,873**	(77,564)
Total Salaries & Wages	5,237,146	5,790,564	5,902,390	**5,424,762**	(477,628)
02 Contractual Services					
Consultants		3,000	3,000	**3,000**	
Other Contractual		122,819	122,819	**140,819**	18,000
Total Contractual Services	94,814	125,819	125,819	**143,819**	18,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		636,763	636,763	**415,014**	(221,749)
Office		29,412	29,412	**29,412**	
Other Supplies & Materials		161,038	161,038	**137,000**	(24,038)
Total Supplies & Materials	801,078	827,213	827,213	**581,426**	(245,787)
04 Other					
Local/Other Travel		33,250	33,250	**33,250**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	22,884	33,250	33,250	**33,250**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$6,155,922	$6,776,846	$6,888,672	**$6,183,257**	($705,415)

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

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
2	Q Director II		1.000	1.000	1.000	**1.000**	
2	O Supervisor		9.000	9.000	10.000	**10.000**	
2	N Coordinator		4.000	3.000	3.000	**3.000**	
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		1.000				
2	BD Pre K-12 Content Specialist		26.600	26.600	26.600	**26.600**	
3	BD Pre K-12 Content Specialist		1.000	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				
2	14 Administrative Secretary I		7.000	7.000	7.000	**7.000**	
	Total Positions		**54.400**	**51.400**	**52.400**	**52.400**	

Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

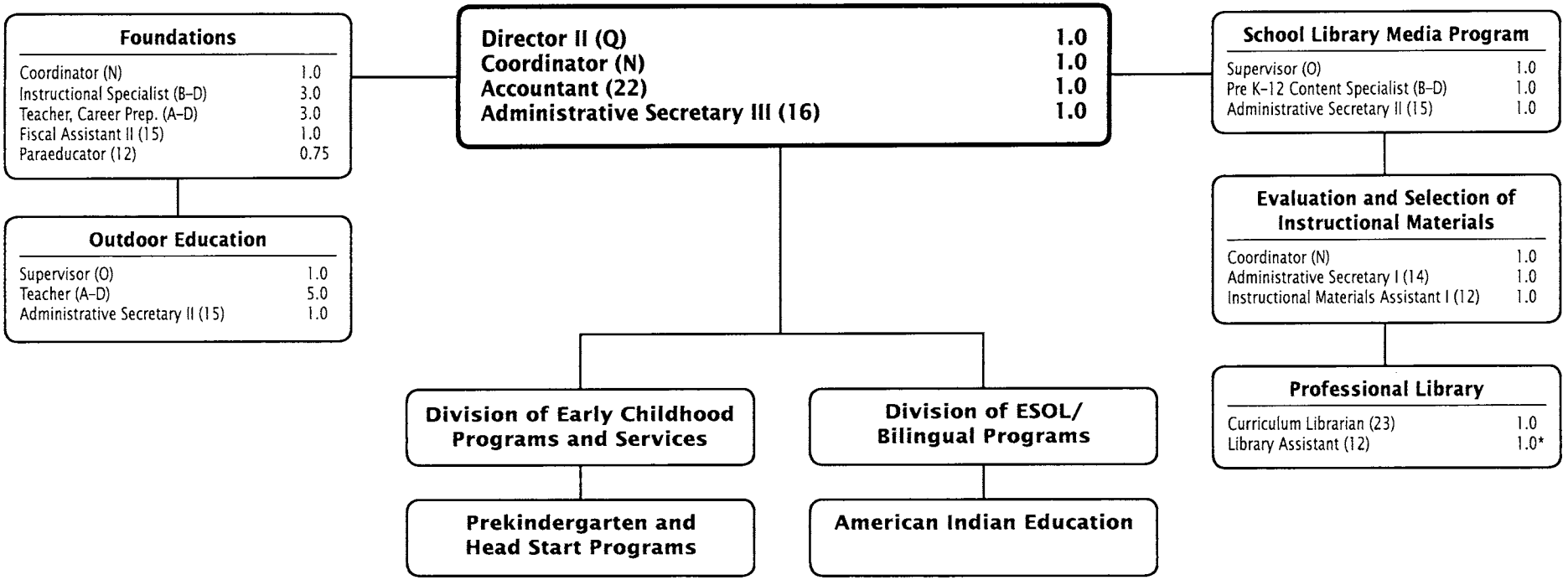
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	5.600	5.600	5.600	**6.300**	.700
Position Salaries	$287,440	$350,437	$350,437	**$355,075**	$4,638
Other Salaries					
Summer Employment					
Professional Substitutes		27,895	27,895	**27,895**	
Stipends		61,330	61,330	**51,350**	(9,980)
Professional Part Time		293,560	293,560	**132,580**	(160,980)
Supporting Services Part Time					
Other					
Subtotal Other Salaries	404,244	382,785	382,785	**211,825**	(170,960)
Total Salaries & Wages	691,684	733,222	733,222	**566,900**	(166,322)
02 Contractual Services					
Consultants		18,780	18,780	**18,780**	
Other Contractual		880	880	**880**	
Total Contractual Services	21,094	19,660	19,660	**19,660**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		405,252	405,252	**409,306**	4,054
Office		2,000	2,000		(2,000)
Other Supplies & Materials		10,000	10,000	**8,000**	(2,000)
Total Supplies & Materials	417,940	417,252	417,252	**417,306**	54
04 Other					
Local/Other Travel		114,932	114,932	**90,419**	(24,513)
Insur & Employee Benefits		154,949	154,949	**146,897**	(8,052)
Utilities					
Miscellaneous		3,970	3,970	**3,970**	
Total Other	278,848	273,851	273,851	**241,286**	(32,565)
05 Equipment					
Leased Equipment					
Other Equipment		118,114	118,114	**115,203**	(2,911)
Total Equipment	117,740	118,114	118,114	**115,203**	(2,911)
Grand Total	$1,527,306	$1,562,099	$1,562,099	**$1,360,355**	($201,744)

Perkins Vocational and Technical Education Program - 145/951

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
3	AD Teacher	X	2.400	2.400	2.400	**2.400**	
2	23 Applications Developer I					**.700**	.700
2	18 Fiscal Assistant IV		.200	.200	.200	**.200**	
2	15 Administrative Secretary II			1.000	1.000	**1.000**	
2	14 Administrative Secretary I		.500				
3	14 Administrative Secretary I		.500				
3	12 Paraeducator	X	2.000	2.000	2.000	**2.000**	
	Total Positions		**5.600**	**5.600**	**5.600**	**6.300**	**.700**

Department of Instructional Programs



F.T.E. Positions 28.75

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

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* 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 2011–2016. 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) 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 post-secondary education and a full range of careers within the automotive, construction, and information technology industries. The Foundations Office has developed programs with established industry credentials that allow students to select rigorous and relevant courses that are connected to student interest and supports the attainment of 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 models the utilization of the outdoor environment as an integrating context for robust student learning through two channels: 1) providing MCPS curriculum-based experience at outdoor environmental education sites that engage students in authentic field investigations that target Maryland State Department of Education (MSDE) environmental education indicators while nurturing awareness, appreciation, and stewardship of the natural environmental; and 2) building capacity of MCPS educators to teach environmental education using the outdoors as a classroom at the local school site.

The SLMP unit develops, monitors, and supports 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.

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. Accomplishments includes the following:

- Implemented a full-day Head Start model for 21 classrooms in 19 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, Blake, Seneca Valley, and Thomas Edison high schools.
- Foundations program students renovated and sold 58 vehicles during the 2010–2011 school year through the Automotive program; finished building the 38th house through the Construction program and began the building process for the 39th student built house; and refurbished and sold 205 desktop computers through the Information Technology Foundation program.
- Presented more than $30,000 in scholarships and awards to students in the Foundations programs.
- Construction Trades Foundation continues to sponsor a construction management program that allows students to attend Montgomery College for no cost.
- Foundations programs facilitated the attainment of hundreds of college credits through the college articulation agreements.
- Automotive, Construction, and Information Technology Foundation students earned in excess of 600 industry certifications during the 2010–2011 school year.
- The Foundations Office continues to partner with the Department of Maintenance. This partnership allows students and teachers to work during the summer months to complete various construction and building projects throughout Montgomery County schools.
- Foundations programs provided students with opportunities that facilitated the achievement of more than 6,000 Student Service Learning (SSL) hours that satisfied the SSL graduation requirement.
- The Construction Trades Foundation celebrated its 35th year of partnering the local business community with MCPS, and dedicated the 38th house to be designed, constructed, and marketed by students.
- Collaborated with the MSDE to develop the indicators for the new Curriculum Standards for Environmental Education and developed the tool by which local school systems will certify that they have a Pre-K–12 comprehensive environmental education program.
- Provided outdoor field experiences to more than 21,000 MCPS students in OEEP: 10,000 students in the Grade 6 residential outdoor environmental education program on three campuses, and 11,000 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, University of Maryland, Montgomery College 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 the integration of outdoor environmental education opportunities at the home school site.
- Assisted several schools in the two-year process to become certified as Maryland Green Schools.
- Collaborated with school-based library media specialists to administer an online assessment of information literacy skills in Grades 3, 6, and 9 to promote and support program improvement. In collaboration with the Office of Shared Accountability, study results from the 2009–2010 school year assessments were published in a report titled, Outcome Evaluation of the Library Media Program on Information Literacy Skills.
- Supported and collaborated with the Department of Curriculum Instruction and the Department of Enriched and Innovative Programs integrate information literacy skills into the Elementary Integrated Curriculum and secondary social studies curriculum.

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 4-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 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.
- COMAR regulations 13A.04.17.01 and 13A.03.02 require that students have access to a Pre-K–12 comprehensive environmental education curriculum that includes outdoor environmental experiences for students and professional development in environmental education for teachers.
- 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.

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, nonprofit 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 and promote the development of school library media program action plans to support each school's School Improvement Plan.
- Facilitate the integration of K–12 environmental literacy in Grades K–12.
- Facilitate the teaching of environmental education at all levels—Pre-K–12.
- Create a Continuing Professional Development course for elementary and secondary teachers that will focus on using the outdoor environment to teach the MCPS curriculum.
- Develop a website, Go Green, that will provide resources to support teachers who wish to increase their environmentally friendly activities and use of the outdoors as a classroom for environmental education.
- Develop partnerships with non-formal providers that will connect schools to local environmental resources.

Performance Measurements

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
12,992	15,000	30,000

Explanation: In 2010, SLMP conducted an online assessment of information literacy skills in Grades 3, 6, and 9 to analyze student performance data, 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. Staff members continue to work with library media specialists to analyze data from a variety of assessment tools in order to inform their practice in working with classroom teachers to integrate information literacy skills into the instructional program.

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
88.8%	90.5%	91.4%

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 are for the purpose of increasing participation in schools that have a greater percentage of students receiving free or reduced price meals. Staff continues to 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 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 2011 Actual	FY 2012 Estimate	FY 2013 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 2013 request for this department is $3,013,008, an increase of $129,544 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$154,134
There is an increase of $154,134 for continuing salary costs to reflect step or longevity increases for current employees.

Realignment—($0)
There are various technical realignments between line items that are budget neutral overall. These are necessary to align the budget with current spending patterns.

Efficiencies and Reductions—($24,590)
There are reductions in the Foundations Program for contractual lease/maintenance services for office equipment of $1,500, office supplies of $800, and local travel mileage reimbursement of $700. These reductions can be made based on prior year spending. There is also a reduction in School Library Media Programs for the library assistant position of $21,590. This reduction represents the lower salary associated with the hiring of a new library assistant at the Universities of Shady Grove.

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

Sylvia K. Morrison, Director II

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	29.250	28.750	28.750	**28.750**	
Position Salaries	$2,563,762	$2,444,293	$2,444,293	**$2,576,837**	$132,544
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		7,851	7,851	**15,859**	8,008
Other					
Subtotal Other Salaries	24,667	15,822	15,822	**23,830**	8,008
Total Salaries & Wages	2,588,429	2,460,115	2,460,115	**2,600,667**	140,552
02 Contractual Services					
Consultants					
Other Contractual		284,574	284,574	**273,146**	(11,428)
Total Contractual Services	226,798	284,574	284,574	**273,146**	(11,428)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		7,815	7,815	**7,815**	
Office		37,260	37,260	**36,880**	(380)
Other Supplies & Materials		65,000	65,000	**65,000**	
Total Supplies & Materials	104,687	110,075	110,075	**109,695**	(380)
04 Other					
Local/Other Travel		10,168	10,168	**10,968**	800
Insur & Employee Benefits		16,532	16,532	**16,532**	
Utilities					
Miscellaneous		2,000	2,000	**2,000**	
Total Other	12,539	28,700	28,700	**29,500**	800
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$2,932,453	$2,883,464	$2,883,464	**$3,013,008**	$129,544

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

Sylvia K. Morrison, Director II

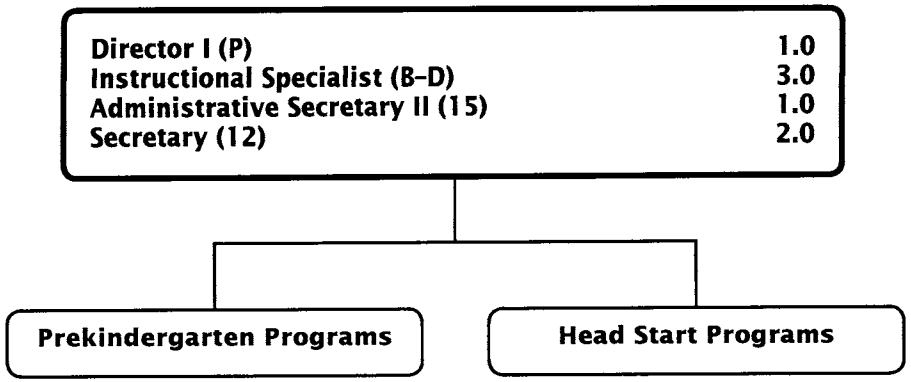
CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	233	**Department of Instructional Programs**						
2	Q	Director II		1.000	1.000	1.000	**1.000**	
2	N	Coordinator		1.000	1.000	1.000	**1.000**	
2	22	Accountant		1.000	1.000	1.000	**1.000**	
2	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
2	12	Secretary		.500				
	Subtotal			**4.500**	**4.000**	**4.000**	**4.000**	
	215	**Foundations**						
2	N	Coordinator		1.000	1.000	1.000	**1.000**	
2	BD	Instructional Specialist		3.000	3.000	3.000	**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				
2	O	Supervisor			1.000	1.000	**1.000**	
2	BD	Instructional Specialist		1.000	1.000			
2	BD	Pre K-12 Content Specialist				1.000	**1.000**	
2	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
	Subtotal			**3.000**	**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	14	Instruct Materials Asst II			1.000	1.000	**1.000**	
2	13	Materials & Property Asst		1.000				
2	12	Purchasing Assistant		1.000	1.000			
2	12	Instruct Materials Asst I				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**	

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

Sylvia K. Morrison, Director II

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
	265 Professional Library						
2	12 Library Assistant		1.000	1.000	1.000	**1.000**	
	Subtotal		**2.000**	**2.000**	**2.000**	**2.000**	
	Total Positions		**29.250**	**28.750**	**28.750**	**28.750**	

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, Head Start, Kindergarten, and Judy Centers and ensures compliance with federal, state, and local mandates including the *No Child Left Behind Act of 2001*; 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; the Judith P. Hoyer Legislation; 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 Head Start Performance Standards, the MMSR Assessment, 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 provide assistance with the implementation of system initiatives.

The division will continue its work with the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs, the Department of Family and Community Partnerships, and other MCPS offices and county agencies to increase family and community involvement and collaboration. Efforts that support the MCPS Early Childhood Initiative and Montgomery County's Early Care and Education Congress to implement a coordinated early childhood education and support system for children birth through age 5, including engagement and collaboration with the MSDE, Montgomery County Council, families, child care providers, county agencies, business partners, and health care providers, continue to be fully implemented. Linking services that focus on family literacy provide skill building for parents and caregivers and target 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, offsetting disproportionality, 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 highly impacted 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 division's work, within the context of the ESPP, has emerged as a national example of a successful "Prekindergarten–Grade 3" model and has led to numerous site visits to MCPS early childhood programs from national foundations, educational leaders, and other school systems.

The Prekindergarten curriculum provides 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 2007, DECPS and the Division of Preschool and Related Services staff members 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. 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. Data collected on end-of-year text level reading indicates that 91.6 percent of kindergarten students met or exceeded the Level 4 reading benchmark. During the 2009–2010 school year, a new integrated kindergarten curriculum was introduced. As of FY 2012, all kindergarten classrooms will utilize the curriculum. The revised curriculum is aligned with the Common Core State Standards with a focus 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 available via a web-based platform that allows teachers to access and plan for instruction online and to upload and share

curriculum resources. DECPS specialists work with schools on an ongoing basis to provide direct support to principals and teachers as they implement the revised integrated curriculum.

DECPS also manages state mandated early childhood initiatives. DECPS provides annual professional development to kindergarten teachers to ensure inter-rater reliability and accurate completion of the MMSR assessment measuring student readiness upon kindergarten entry. Beginning in FY 2011, the MMSR assessment was via a web-based platform. DECPS provided support to staff to facilitate this transition to online reporting. For the 2010–2011 school year, MMSR data indicated that 74 percent of kindergarten students entered kindergarten fully ready. This figure represents a significant increase from the 61 percent of students who were rated fully ready at entry in 2001 when MMSR assessment data was first collected statewide.

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

DECPS implements outreach programs to inform the child care community and private preschools about age-of-entry and the MCPS kindergarten program. Similar outreach programs are provided for parents as well. DECPS staff work with all elementary schools to ensure a consistent systemwide Kindergarten Orientation Program, providing materials for administrators and parents.

The Silver Spring Judy Center Unit (SSJC) provides comprehensive early childhood services to approximately 427 children, birth through age 5 and their families, in the Rolling Terrace Elementary School (RTES) community. All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation, per the MSDE Quality Early Learning Standards. The SSJC added an accredited family child care partner program to its partnership this year. The early childhood classes at RTES were accredited in 2011 and received highly favorable commendations. Throughout the school year, an average of 70 families participates 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, 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 partnered with the Commonweal Foundation to provide a weekly after-school tutoring program serving 35 young students. Montgomery County Housing Partnership was added as a new partner in 2011 and has conducted educational enrichment programs in the SSJC attendance area, including a "Literacy Play and Learn" group and after-school tutoring.

The Gaithersburg Judy Center Unit (GJC) provides comprehensive early childhood services for approximately 577 children and their families in the Rosemont, Summit Hall, and Washington Grove elementary school communities. The program supports affiliated community child care programs and continues to receive the distinction of early childhood accreditation, per the MSDE Quality Early Learning Standards. The GJC is committed to its many partnerships, including the City of Gaithersburg, and Family Services Agency Inc., the child care community, and many others, 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 continue to promote education and school readiness throughout the year, including Family Literacy Learning Parties, Hannen Literacy Training, Fatherhood Initiative Activities, weekly toddler "Literacy Play and Learn" parent-child activities, English classes for ESOL parents, and various other parent education and support programs. The GJC developed the first ever intergenerational partnership program, pairing young children and their parents with Forest Oak Senior Center volunteers for interactive literacy activities. MCPS won a statewide Judith Hoyer Foundation Award in 2008 for this project, identifying this as a model partnership for Judy Centers across the state.

In August 2010, the Pre-K Now, a Pew Center on the States Campaign, published an early childhood case study that was disseminated nationwide, entitled Lessons in Early Learning: Building an Integrated Pre-K–12 System in Montgomery County Public Schools. It highlighted MCPS' work over several years at integrating high-quality early learning across the system as part of our overall reform strategy that "provided more children with a critical early learning foundation and linking the skills gained in pre-K with the later grades to significantly strengthen college readiness." They went on to cite the high level of collaboration and partnership with the early childhood community at large and identified MCPS' pre-K and early childhood programs as a model for the nation. In December 2010, the Foundation for Child Development also published a case study, Lessons for Pre-K–3rd from MCPS, highlighting MCPS best practices for integrating early childhood education and creating a well aligned, comprehensive high-quality

program in the early grades. This information has been used by school systems, foundations, and governmental agencies to promote early childhood programming nationwide.

The Office of Shared Accountability published evaluation studies of the impact and benefits of the full-day programs for our children in Head Start programs and went on to further establish the efficacy of increasing time, frequency, and intensity of services for highly impacted preschool-aged students, resulting in increased achievement and a decreased need for special education services in the kindergarten year. Copies of these reports have circulated through the National Head Start Association as well as were cited by Congress in support of the Head Start Reauthorization Act.

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 the 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 12 state component high-quality standards are met at all statewide Judy Centers. This also includes continued attainment of MSDE accreditation of Judy Center Early Childhood Programs per the MSDE Quality Early Learning Standards.
- MCPS Regulation JEB-RB, *Early Entrance to Prekindergarten, Kindergarten, and First Grade*, sets forth the guidelines for early school entrance to meet the COMAR Age of Entry requirement of establishing and managing an early entrance process.
- Implement the Head Start program in accordance with the federal Head Start Program Performance Standards—the detailed regulations that govern program operations per the *Improving Head Start for School Readiness Act of 2007*.

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 and 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, health care professionals, 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.
- 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.
- Continue to engage in outreach to the community to disseminate information about school readiness to families with children birth to age 5, about the MCPS prekindergarten and kindergarten programs and Judy Center Unit programs.

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
80%	81%	82%

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, and alphabetic knowledge. Foundational mathematics skills measured by ECOR include: number concepts, geometry and spatial relations, and patterns.

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

Gaithersburg Judy Center

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
190	200	210

Explanation: Families of children ages birth to 5 are provided with a variety of comprehensive early childhood services that support their children's cognitive and social-emotional development. The center's programs for children ages birth through 3 years are highly attended and at capacity.

Silver Spring Judy Center:

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
168	190	210

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 parents of very young children population in order to help ensure school readiness and language acquisition.

Budget Explanation
Division of Early Childhood Programs and Services—235

The FY 2013 request for this division is $679,509, a decrease of $25,456 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($7,206)
There is a decrease of $7,206 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—($18,250)
There is a reduction for consultants of $10,000, part-time salaries of $5,250, and local travel mileage reimbursement of $3,000. These reductions can be made based on actual spending trends.

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	7.000	**7.000**	
Position Salaries	$637,684	$632,307	$632,307	**$625,101**	($7,206)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		20,785	20,785	**20,785**	
Supporting Services Part Time		5,250	5,250		(5,250)
Other					
Subtotal Other Salaries	19,309	26,035	26,035	**20,785**	(5,250)
Total Salaries & Wages	656,993	658,342	658,342	**645,886**	(12,456)
02 Contractual Services					
Consultants		10,000	10,000		(10,000)
Other Contractual		540	540	**540**	
Total Contractual Services	420	10,540	10,540	**540**	(10,000)
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	2,389	24,116	24,116	**24,116**	
04 Other					
Local/Other Travel		11,967	11,967	**8,967**	(3,000)
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	4,161	11,967	11,967	**8,967**	(3,000)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$663,963	$704,965	$704,965	**$679,509**	($25,456)

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
2	P Director I		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		3.000	3.000	3.000	**3.000**	
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**	

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)	**1.0**

Prekindergarten Programs

Psychologist (B-D)	1.655
Social Worker (B-D)	1.655
Speech Pathologist (B-D)	5.6
Social Services Assistant (13) (12 mo)	.7
Social Services Assistant (13) (10 mo)	10.2

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 48.81

(In addition, there are 132.300 school-based positions shown on K-12 charts)

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

Janine G. 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 ensuring 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 MCPS 2011–2016, Bridge to Excellence in Public Schools Act of 2002,* and *Improving Head Start for School Readiness Act of 2007.*

Prekindergarten/Head Start Unit programs provide intensive, full- and half-day, research-based, literacy-focused instructional programs for children as well as 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) program. Children enrolled in Head Start classes reside with families who meet federal poverty income-eligibility guidelines, and receive all federally mandated Head Start services. Children in prekindergarten and Head Start programs participate in physical education, art, and music classes as an integral part of the instructional program. There are 2 four-hour Head Start classes for children with additional needs. Collaborative efforts with the Division of Preschool and Related Services have continued the operation of inclusive prekindergarten program models and increased the 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 and provide additional instructional materials for students. In FY 2011, 21 classes located in 19 schools provided full-day programming for 420 Head Start students. In FY 2012, full-day Head Start will be offered in 17 classrooms. 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. Instructional specialists provide direct support 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, 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 early learning environments integrate all areas of development: cognitive; social; and emotional to enhance the development of the whole child. 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 inform 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 component in augmenting the family's skills in working with their children. Parent workshops focus on a 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; 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 and most vulnerable learners and their families.

Trends and Accomplishments

MCPS staff members participate in the Montgomery County Early Care and Education Congress, the Head Start Operations Committee, and the Montgomery County Child Care Commission. 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 involving many community stakeholders. The plan effectively engages the community through a variety of methods including: print advertisements; radio and, television; participation in community forums and events; successful collaboration with agencies such as Women, Infants, and Children, community

clinics, social services agencies, and public libraries; and ethnic and community agencies in an effort to recruit income-eligible families into the program.

Data have shown that children who have participated in prekindergarten programs generally enter kindergarten better prepared than peers who have not had a similar prekindergarten experience. The MCPS full-day kindergarten longitudinal study documented that on all measures 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 implementing strategies to prevent disproportionality and 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 and implement prekindergarten services for all 4-year-old children of low-income families, 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 that govern program operations per the *Improving Head Start for School Readiness Act of 2007.*

Strategies

- Continue to implement a locally-funded prekindergarten program that integrates the support elements of the federally-funded Head Start program, including parent outreach services and education.
- Provide a variety of 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 comprehensive recruitment strategies to identify and enroll income-eligible children.
- Provide, in collaboration with principals, challenging and rigorous literacy-based educational programs that equip students with the skills needed to ensure their readiness for kindergarten.
- Conduct recurring classroom visits to ensure fidelity of implementation of the curriculum; especially supporting teachers to differentiate classroom instruction for all students; utilize assessment tools appropriately to monitor student progress; and regularly inform parents 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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
80%	81%	82%

Explanation: The ECOR is an authentic, performance-based assessment instrument used to record observational data three times annually. ECOR assesses 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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
74%	75%	76%

Explanation: Evening, as well as Saturday, training events provide parents with strategies to promote and support children's learning in areas such as reading, writing, and science.

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
82%	83%	84%

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

Budget Explanation Prekindergarten and Head Start Programs—294/297/296/293/932

The current FY 2012 budget for Prekindergarten and Head Start Programs is changed from the budget adopted by the Board of Education on June 16, 2011. The change is the result of a technical realignment from the Prekindergarten Program to the Head Start Program for substitutes of $2,069.

The FY 2013 request for these programs is $13,394,405, an increase of $1,008,306 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$804,027
There is an increase of $804,027 for continuing salary costs to reflect step or longevity increases for current employees.

Other—$274,242
There is an increase in funding related to the new Community Montessori Charter School of $274,242 for three additional Prekindergarten classes. There also is a shift in the budget for instructional materials of $37,406 from the local Head Start Program budget to the grant budget.

Efficiencies and Reductions—($69,963)
There are reductions in Prekindergarten Programs for instructional materials of $21,813, food of $8,000, field trips of $6,000, parent activities of $3,000, and part-time salaries of $1,369. There also are reductions for part-time salaries of $16,025, office supplies of $5,000, local travel mileage reimbursement of $4,000, contractual maintenance of $2,000, and substitutes of $2,756. These reductions can be made based on prior year spending trends.

Prekindergarten/Head Start Programs - 294/293/296/297/932/966

Janine G. Bacquie, Director I

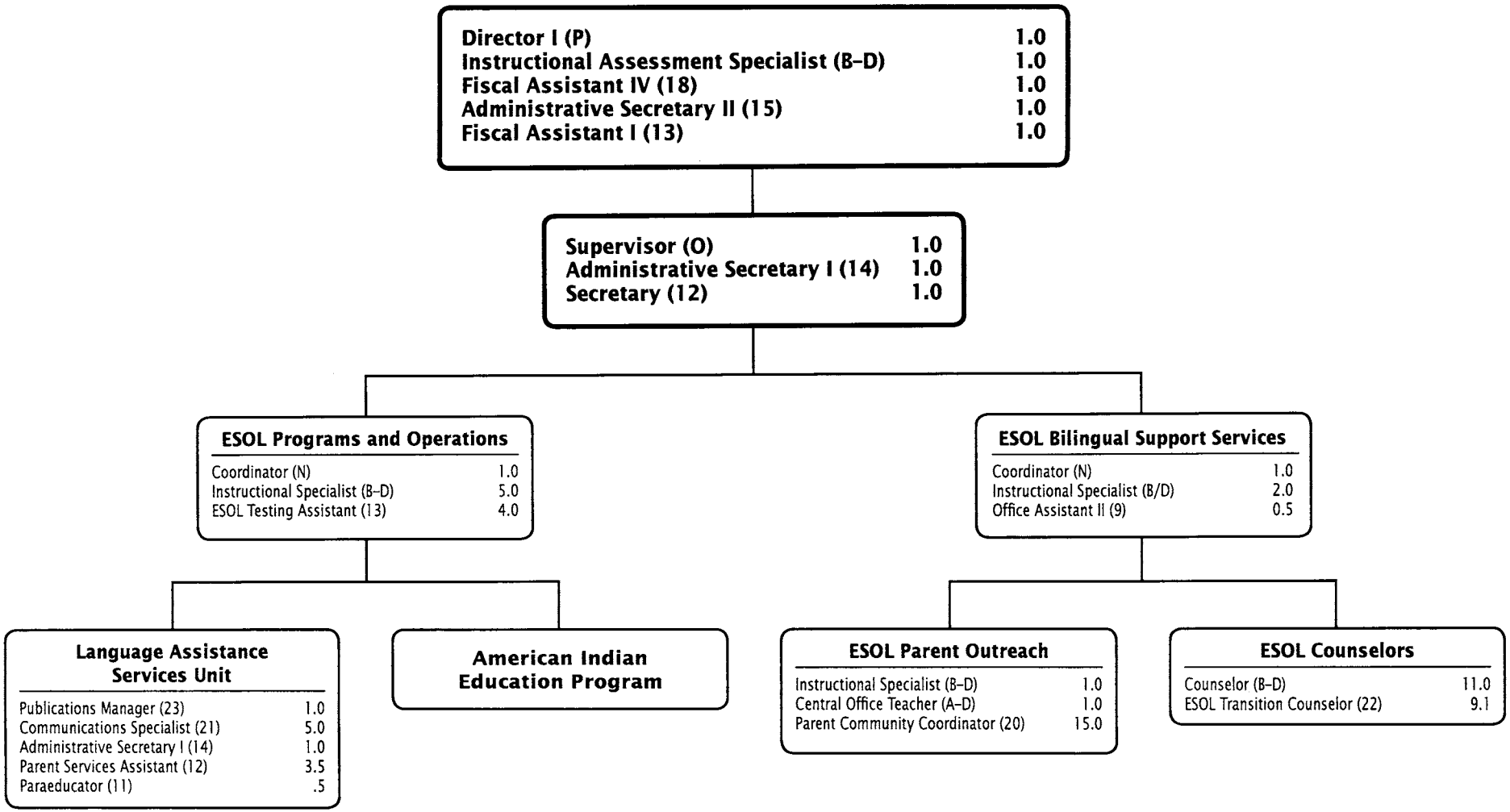
Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	179.085	181.110	181.110	**181.110**	
Position Salaries	$11,101,676	$10,709,329	$10,709,329	**$11,513,356**	$804,027
Other Salaries					
Summer Employment					
Professional Substitutes		66,604	66,604	**63,848**	(2,756)
Stipends					
Professional Part Time		10,000	10,000	**10,000**	
Supporting Services Part Time		121,242	121,242	**103,848**	(17,394)
Other					
Subtotal Other Salaries	740,099	197,846	197,846	**177,696**	(20,150)
Total Salaries & Wages	11,841,775	10,907,175	10,907,175	**11,691,052**	783,877
02 Contractual Services					
Consultants		41,735	41,735	**41,735**	
Other Contractual		7,778	7,778	**5,778**	(2,000)
Total Contractual Services	44,775	49,513	49,513	**47,513**	(2,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		158,472	158,472	**136,659**	(21,813)
Office		6,962	6,962	**1,962**	(5,000)
Other Supplies & Materials		105,353	105,353	**97,353**	(8,000)
Total Supplies & Materials	248,688	270,787	270,787	**235,974**	(34,813)
04 Other					
Local/Other Travel		34,224	34,224	**30,224**	(4,000)
Insur & Employee Benefits		1,050,316	1,050,316	**1,050,316**	
Utilities					
Miscellaneous		55,139	55,139	**320,381**	265,242
Total Other	1,188,302	1,139,679	1,139,679	**1,400,921**	261,242
05 Equipment					
Leased Equipment					
Other Equipment		18,945	18,945	**18,945**	
Total Equipment	21,011	18,945	18,945	**18,945**	
Grand Total	$13,344,551	$12,386,099	$12,386,099	**$13,394,405**	$1,008,306

Prekindergarten/Head Start Programs - 294/293/296/297/932/966

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 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**	
2	15 Fiscal Assistant II			1.000	1.000	**1.000**	
3	15 Fiscal Assistant II		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**	
2	9 Office Assistant II			1.000	1.000	**1.000**	
3	9 Office Assistant II		2.000				
	Subtotal		**13.000**	**12.000**	**12.000**	**12.000**	
	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**	
	297 Prekindergarten						
7	BD Social Worker		1.555	1.655	1.655	**1.655**	
3	BD Psychologist		1.555	1.655	1.655	**1.655**	
3	BD Speech Pathologist	X	5.400	5.600	5.600	**5.600**	
3	AD Teacher, Prekindergarten	X	50.500	52.000	52.000	**52.000**	
7	13 Social Services Assistant	X	9.900	10.200	10.200	**10.200**	
7	13 Social Services Assistant		.700	.700	.700	**.700**	
3	12 Paraeducator - Pre-K	X	38.175	39.000	39.000	**39.000**	
	Subtotal		**107.785**	**110.810**	**110.810**	**110.810**	
	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		**179.085**	**181.110**	**181.110**	**181.110**	

Division of ESOL/Bilingual Programs



F.T.E. Positions 606.365
(Includes 536.765 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 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 2011, enrollment exceeded the projected figure of 17,450 by 1,285 students, for a total of 18,735 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 71 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 2012, ESOL enrollment projection is 18,230 and reflects expected enrollment of 14,500; 1,450; and 2,300 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 developed to align with the Maryland content and ELP state curricula. ESOL curriculum resources have been created or adopted for beginning, intermediate, and advanced ESOL students in Grades Pre-K–12. At the end of FY 2011, MSDE adopted the World-Class Instructional Design and Assessment (WIDA) ELP standards. This will focus ESOL curriculum development

efforts in FY 2012 on collaborating with the Elementary Integrated Curriculum Team as well as revising the secondary ESOL curriculum resources for the Online Learning Community to ensure alignment to the WIDA standards.

ESOL instructional staff facilitated various types of professional development for both ESOL and non-ESOL staff in FY 2011. One of these professional development efforts included offering the ESOL for School Leaders webinar series to build the capacity of school leaders to support the academic success of ESOL students and effectively monitor school-based ESOL instructional programs that comply with local, state, and federal mandates. In 2011, MCPS piloted the Secondary Teacher Education and Professional Training (STEP T) for English Language Learners (ELL) Program, a research-based professional development program that provided high school teachers with the critical knowledge and skills to effectively engage ESOL students in the content areas of mathematics, science and social studies in all high schools. In FY 2012, ongoing professional development for ESOL teachers and non-ESOL staff will be provided as schools transition to the new WIDA ELP standards.

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 Montgomery County Public Schools (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 all 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. In FY 2012, the SEPA instructional specialist will continue to provide 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 will continue to be extensive and ongoing during the school year.

The Multidisciplinary Educational Training and Support (METS) program is designed to meet the linguistic and academic needs of ELL who have had limited or no previous schooling or significant schooling gaps due to interrupted or disrupted education. Students enrolled in the METS program receive instruction in developing English language proficiency and basic literacy and academic skills. Students also receive instruction and support to facilitate adjustment to both the academic and social school environment. The purpose of the METS program is to develop English language proficiency and literacy while providing the instruction and support with academics that will help narrow students' educational gaps and facilitate articulation to non-METS classes. In response to declining METS enrollment trends over the past two years, there are two fewer elementary and three fewer middle school METS sites, resulting in a total of three elementary and seven middle school METS sites in FY 2012. At the high school level, METS students are being served in their home ESOL centers, resulting in METS support available at 13 high schools.

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 (2009–2011). The percentage of LEP students performing at proficient and advanced levels on the reading MSA in Grades 3 and 4 has increased in 2011, with the gap between LEP and all students revealing a slight decrease.

Overall Grade 3 mathematics MSA scores for the LEP subgroup have shown consistent improvement in the percentage of students performing at proficient and advanced levels for the past three years (2009–2011). In Grades 6–8, there has been an increase in the number of LEP students performing at proficient and advanced levels on the mathematics Middle School Assessment (MSA), with the gap between LEP and non-LEP students narrowing in 2011. Grades 4 and 5 mathematics MSA results continue to reveal challenges for the LEP subgroup, since the number of LEP students performing at proficient and advanced levels shows a declining trend for the past three years (2009–2011), with the gap between LEP students and non-LEP students widening. ESOL central office staff will continue to provide direct support to schools and collaborate with staff in the mathematics department 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 results at each grade level in the percentage of

students passing over the past three years (2009–2011). In Grade 10, the percent of students in the LEP subgroup passing the Biology, Government, and English HSA decreased, while the percent of students in the LEP subgroup passing the Algebra HSA remained about the same. While the gap between the LEP subgroup and all students widened in 10th grade Biology, Government, and English, the gap between the LEP subgroup and all students remained about the same in 10th grade Algebra. In Grade 11, the percent of students in the LEP subgroup passing the Government and the English HSA increased, with a slight decrease in the gap between the LEP subgroup and all students on both assessments. However, the percent of LEP students passing the Biology and Algebra HSA decreased, with the gap between LEP students and all students widening on both assessments. Finally, Grade 12 results for the LEP subgroup indicate an increase in the number of LEP students passing the Biology, Algebra, and Government HSA, with the gap between the LEP subgroup and all students narrowing. Results from the English HSA reveal minimal growth and a widening of the gap between the LEP subgroup and all students.

The ESOL counselors provide counseling services from a multicultural perspective to ESOL students so that 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 support the academic needs of ELL by addressing acculturation, reunification, and attendance issues. More than 10,600 counseling service contacts were provided to ESOL students and families in FY 2011.

The ESOL parent outreach team collaborates with MCPS offices and community-based organizations to provide workshops and training to ELL parents to help them access MCPS and community resources. They also facilitate home-school communication which enables parents to communicate with school staff and work together to improve educational outcomes for their children. 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 2011, ESOL parent outreach staff, 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 2011. Parent training and support was provided to more than 7,600 parents/guardians of ESOL students in MCPS through various detailed workshops and meetings in FY 2011.

In FY 2011, the MCPS Language Assistance Services Unit (LASU) translated more than 797 documents consisting of 2,089 pages into 10 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 2011, LASU staff scheduled interpreters to provide services for 7,092 out of 8,326 requests in 44 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 371 MCPS events. The Language Line was used by schools and offices to obtain a total of 89,580 minutes of interpretation services in 46 languages for 11,188 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 and 95 students since 1991, with the present enrollment at 86 students. The activities provided by this program to our Native American students include tutoring in mathematics and reading as well as exploration of post-secondary educational options.

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 the ESOL curriculum resources and instructional program.
- Provide training for all ESOL instructional staff on the implementation of the WIDA ELP standards and testing process and protocol.
- 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 improve program accountability in the district.
- Coordinate services with OSP; OSESS; the Division of Academic Support, Federal and State Programs; the Division of Early Childhood Programs and Services; and OCFO for clusters and communities needing greater outreach to parents who have limited proficiency in English.
- Conduct workshops as needed to increase student awareness of American Indian culture and heritage in order to provide educational opportunities for American Indian students.
- Collaborate with the School Counseling Services Unit to improve the current model to provide school-based ESOL counseling services in all high school ESOL centers.
- 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 in collaboration with the Editorial, Graphics and Publication Services (EGPS).
- Coordinate the work of part-time and contract interpreters to provide language access for parents to participate fully in their children's education and become an active participant in school meetings and other activities.

Performance Measures

Performance Measure: Percentage of ESOL students progressing toward English Language Proficiency (ELP) as measured by the state-mandated assessment of ELP.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
70.4%	72.4%	74.4%

Explanation: The state-mandated ELP assessment is used by MSDE to determine the percent of ELL progressing toward proficiency in English. The 2011 target was 60%.

Performance Measure: Percentage of ESOL students achieving English Language Proficiency (ELP) as measured by the state-mandated assessment of ELP.

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
19.3%	21.3%	23.2%

Explanation: The state-mandated ELP assessment is used by MSDE to determine the percent of ELL expected to attain proficiency in English. The 2011 target was 17%.

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
Grade 3	76.6%	78.6%	80.6%
Grade 4	80.2%	82.2%	84.2%
Grade 5	79.2%	81.2%	83.2%
Grade 6	61.2%	63.2%	65.2%
Grade 7	57.4%	59.4%	61.4%
Grade 8	48.6%	50.6%	52.6%

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 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
Grade 3	78.5%	80.5%	82.5%
Grade 4	77.1%	79.1%	81.1%
Grade 5	66.5%	68.5%	70.5%
Grade 6	56.7%	58.7%	60.7%
Grade 7	47.3%	49.3%	51.3%
Grade 8	35.8%	37.8%	39.8%

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/ Bilingual Programs—239/927

The FY 2013 request for this division is $48,732,245, an increase of $4,252,471 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$3,613,405
There is an increase of $3,613,405 for continuing salary costs to reflect step or longevity increases for current employees.

Enrollment—$639,066
There is an increase of $639,066 and 12.4 teacher positions due to the expansion of the ESOL program from 18,650 students to 19,250, an increase of 600 students. There is also a corresponding increase for textbooks of $7,728 and instructional materials of $11,400.

Realignment—$0
A .5 parent services position assistant and $23,612 is realigned to a .5 secretary position. This change will align the budget with actual operations.

Other—$15,307
Applying an inflation factor of 3 percent increases the budget for textbooks and instructional materials by $15,307. There also is a shift of a .2 ESOL parent community coordinator position and $18,619 and contractual services of $226,637 from the local Division of ESOL/Bilingual Programs budget to the grant budget.

Efficiencies and Reductions—($15,307)
There is a reduction of $15,307 by eliminating a projected 3 percent inflationary adjustment for textbooks and instructional materials. As prices increase, this reduction will reduce the amount of supplies that may be purchased.

Project's Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$ 3,388,305	$ 3,388,305	$ 3,609,452
State			
Other			
County	$41,091,469	$41,091,469	$45,122,793
Total	$44,479,774	$44,479,774	$48,732,245

Budget Explanation
Title VI-American Indian Education Project—903

The FY 2013 request for this project is $29,028, the same as the current FY 2012 budget.

Project's Recent Funding History

	FY 2012 Projected 7/1/11	FY 2012 Received 11/30/11	FY 2013 Projected 7/1/12
Federal	$29,028	$29,028	$29,028
State			
Other			
County			
Total	$29,028	$29,028	$29,028

ESOL / BILINGUAL PROGRAMS - 239/927

	FY 2011 Actual	FY 2012 Budget	FY 2013 Budget	Staffing Allocation Guidelines
Elementary				
Students	15,079	14,950	15,500	41.7 : 1
Teachers	338.4	358.1	370.3	
Paraeducators				
Middle				
Students	1,496	1,450	1,500	35.5 : 1
Teachers	34.4	37.9	39.4	
Paraeducators				
High School				
Students	2,207	2,200	2,200	30.4 : 1
Teachers	59.8	56.1	55.8	
Resource Teachers	18.0	18.0	18.0	
Transition Teachers	2.0	2.0	2.0	
SEPA teachers		0.4	0.4	
Paraeducators	18.0	18.0	18.0	
Elementary-METS				
Students	52	50	60	
Classes	6	3	3	
Teachers	6.0	3.0	3.0	
Paraeducators	4.5	2.3	2.3	0.75 per class
Middle-METS				
Students	100	105	100	
Classes	9	7	6	
Teachers	9.0	7.0	6.0	
Paraeducators	7.5	5.3	4.5	0.75 per class
High School-METS				
Students	123	125	130	
Classes	12	13	13	
Teachers	6.0	6.4	6.4	
Paraeducators	6.0	6.5	6.5	0.5 per site
Special Centers				
Students	50	50	50	
Teachers	1.6	1.6	1.6	

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

Elementary School Staffing Allocations: 15,500 students - 60 METS students
= 15,440 students/41.7:1 = 370.3 teachers

Middle School Staffing Allocations: 1,500 students - 100 METS students
= 1,400 students/35.5:1= 39.4 teachers

High School Staffing Allocations: 2,200 students - (130 METS students * .5 (half day program))
= 2,135/30.4:1=70.23 - (.8 x 18) = 55.8 teachers

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	585.215	593.965	593.965	**606.365**	12.400
Position Salaries	$42,178,166	$42,215,436	$42,215,436	**$46,448,779**	$4,233,343
Other Salaries					
Summer Employment		168,263	168,263	**168,263**	
Professional Substitutes		79,963	79,963	**79,963**	
Stipends					
Professional Part Time		108,102	108,102	**108,102**	
Supporting Services Part Time		60,000	60,000	**60,000**	
Other					
Subtotal Other Salaries	337,737	416,328	416,328	**416,328**	
Total Salaries & Wages	42,515,903	42,631,764	42,631,764	**46,865,107**	4,233,343
02 Contractual Services					
Consultants					
Other Contractual		502,210	502,210	**502,210**	
Total Contractual Services	398,179	502,210	502,210	**502,210**	
03 Supplies & Materials					
Textbooks		196,840	196,840	**204,568**	7,728
Media		10,569	10,569	**10,569**	
Instructional Supplies & Materials		313,384	313,384	**324,784**	11,400
Office		525	525	**525**	
Other Supplies & Materials					
Total Supplies & Materials	351,010	521,318	521,318	**540,446**	19,128
04 Other					
Local/Other Travel		59,506	59,506	**59,506**	
Insur & Employee Benefits		764,898	764,898	**764,898**	
Utilities					
Miscellaneous					
Total Other	818,001	824,404	824,404	**824,404**	
05 Equipment					
Leased Equipment					
Other Equipment		78	78	**78**	
Total Equipment		78	78	**78**	
Grand Total	$44,083,093	$44,479,774	$44,479,774	**$48,732,245**	$4,252,471

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
2	P	Director I		1.000	1.000	1.000	**1.000**	
2	O	Supervisor		1.000	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	**8.000**	
3	BD	Counselor	X	11.000	11.000	11.000	**11.000**	
3	AD	Central Off Teacher	X	1.000	1.000	1.000	**1.000**	
3	AD	Teacher, ESOL	X	456.870	470.270	472.470	**484.870**	12.400
3	AD	Teacher, ESOL Resource	X	20.200	20.200	18.000	**18.000**	
3	25	IT Systems Specialist		1.000				
2	23	Publications Manager			1.000	1.000	**1.000**	
3	22	ESOL Transition Counselor		9.000	9.100	9.100	**9.100**	
3	21	Comm Spec/Web Producer		5.000	5.000	5.000	**5.000**	
3	20	Parent Community Coord		15.000	15.000	15.000	**15.000**	
2	18	Fiscal Assistant IV		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		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	4.000	4.000	**4.000**	
2	12	Secretary		.500	.500	.500	**1.000**	.500
3	12	Parent Services Assistant		4.000	4.000	4.000	**3.500**	(.500)
3	11	Paraeducator - ESOL	X	38.645	34.395	34.395	**34.395**	
2	9	Office Assistant II		.500	.500	.500	**.500**	
	Total Positions			**585.215**	**593.965**	**593.965**	**606.365**	**12.400**

American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		9,254	9,254	**9,254**	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	10,926	9,254	9,254	**9,254**	
Total Salaries & Wages	10,926	9,254	9,254	**9,254**	
02 Contractual Services					
Consultants		5,400	5,400	**5,400**	
Other Contractual		8,331	8,331	**8,331**	
Total Contractual Services	8,834	13,731	13,731	**13,731**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		5,250	5,250	**5,250**	
Office					
Other Supplies & Materials					
Total Supplies & Materials	4,537	5,250	5,250	**5,250**	
04 Other					
Local/Other Travel		45	45	**45**	
Insur & Employee Benefits		748	748	**748**	
Utilities					
Miscellaneous					
Total Other	885	793	793	**793**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	578				
Grand Total	$25,760	$29,028	$29,028	**$29,028**	