



The Superintendent's Recommended Operating Budget in Brief FY 2011

Montgomery County Public Schools
Rockville, Maryland

**Recommended to the
Board of Education
December 2009**

Jerry D. Weast
*Superintendent
of Schools*

**Fiscal and School
Year Ending
June 30, 2011**

MONTGOMERY
COUNTY PUBLIC
SCHOOLS

A large, faint version of the MCPS logo is visible in the background of the page, featuring the stylized flame/leaf shape and the text 'MONTGOMERY COUNTY PUBLIC SCHOOLS'.



VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.



montgomeryschoolsmd.org

Check out the MCPS website for more detailed information about the FY 2011 Recommended Operating Budget.

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December 9, 2009

Dear Members of the Board of Education:

On behalf of the students and employees of Montgomery County Public Schools (MCPS), I am pleased to submit for your consideration my recommended Operating Budget for Fiscal Year 2011 (FY 2011). As it is every year, our primary focus is to submit a budget recommendation that balances the needs of our students and staff with our responsibility to be good stewards of public funds.

This budget recommendation was, once again, developed in partnership with the leadership of our employee associations and the Montgomery County Council of Parent-Teacher Associations (MCCPTA), who demonstrated their commitment to the students and families of MCPS. I continue to be impressed by the cooperative nature of our employee associations and MCCPTA. We do not always agree, but we all share a common goal—assuring that the 142,000 students of MCPS receive a world-class education that prepares them for success in college.

As we begin the budget process this year, it is important to remember that our budget is an investment in the future: By funding programs and services that prepare our students for success in college, we are creating an economic engine that will add billions of dollars to the economy in the near future. According to national data, a person with a bachelor's degree earns, on average, \$52,671 a year, essentially double what a high school graduate earns (\$26,933). That means that a college graduate, over a 30-year career, can expect to earn \$772,140 more than a high school graduate.

For the MCPS class of 2001, nearly half of our graduates—3,850 students—earned a college degree (nearly twice the national rate of 27.5 percent). So, MCPS' work preparing students to be successful in college will, by conservative estimates, inject an additional \$3 billion into the economy over the next 30 years. I think we can all agree that is an excellent return on our investment. The budget proposal before you enables us to keep that momentum.

For FY 2011, in accordance with state law, I am submitting a "maintenance of effort" budget. We are requesting funds that allow us to keep our current level of programs and services. This budget does not include any new or expanded initiatives. The only increase in the budget—about 1 percent—is to accommodate our continued growth.

As you are aware, MCPS experienced a 2 percent increase in enrollment this school year and has added about 4,000 students to our classrooms over the past two years. Additionally, the number of students in our system receiving Free and Reduced-price Meals (FARMS) and English for Speakers of Other Languages (ESOL) services continues to rise. Consider that in just one year, we have seen a 10 percent increase in the number of students on FARMS and that nearly one-third of our elementary school students receive the subsidized meals. We are simply asking for a budget that allows us to serve the needs of all our students.

Office of the Superintendent of Schools

It is important to note that this budget proposal is built from a foundation that has already required a tremendous amount of sacrifice. There is not a classroom or program in our school system that has been spared the impact of these budget reductions. Among the sacrifices made by our students and staff:

- Our 22,000 employees voted to forego their cost-of-living increases for FY 2010, providing this district and county ongoing savings of \$89 million.
- For the past three years we have enacted hiring freezes and expenditure restrictions that resulted in one-time savings of nearly \$50 million, but shifted more work and responsibility to our already busy staff.
- Over the last two years, we have cut a total of \$80 million from existing services, including the elimination of more than 120 central office positions.

We should be very proud of our students and staff. Despite these economic challenges, Montgomery County's students continue to make outstanding progress at all levels, in all areas. "Adequacy" may be the bar for state and federal efforts, but in Montgomery County, our sights are set much higher. The 7 Keys to College Readiness identify a rigorous pathway for our students that will prepare them to enter postsecondary institutions and earn a degree. Thanks to the hard work and dedication of our staff and the support of our parents and families, more of our students than ever are reaching these important milestones. The economy may have slowed down, but our staff and our students have kept moving forward. Highlights include:

- More than 45 percent of MCPS 2nd grade students are scoring at the 70th percentile or higher on the reading portion of the national TerraNova exam.
- About two-thirds of our 8th graders completed Algebra 1 or higher in 2009, up from 43 percent in 2001. Among our African American students, the percentage of 8th graders completing at least Algebra 1 more than doubled from 21.2 percent in 2006 to 46.6 percent in 2009.
- In 2009, we had our largest increase in seven years in the number of students taking rigorous Advanced Placement (AP) classes and scoring 3 or higher on the AP exams. That growth included record increases in the number of African American and Hispanic students who are successfully taking AP exams.

This type of improvement does not happen by chance. We have shown the nation and the world that when you have a clear, well-defined plan—such as *Our Call to Action: Pursuit of Excellence*—and you have excellent people to enact that plan, you get exceptional results. That is what we've done in Montgomery County and we cannot afford to back down now.

There are many school systems around the country that are making very difficult budget cuts. Some districts are laying people off, while others are enacting furloughs and salary cuts. There are some areas of the country where systems are shortening the school year by days or weeks simply as a way to save money. These actions may balance the books, but they do not serve the students.

In Montgomery County, we have managed our budget well and have taken necessary actions early on to save money and control costs. We have delivered excellent results for every dollar invested in our children. In order for us to preserve and improve upon the student achievement gains we have made, we must commit to maintaining the services and programs that have brought us to this point and support the staff that has made it happen.

The 1 percent requested increase in our budget—about \$25 million—represents the cost of our 2 percent enrollment increase and a 10 percent one-year jump in the number of students receiving FARMS.

In addition, the \$79.5 million that the Montgomery County Council included in our FY 2010 Operating Budget for debt service will be used in FY 2011 to cover inflationary increases for goods and services, including health care costs, the cost to pre-fund health care costs for retirees, and continuing salary costs for our employees.

However, we submit this budget recommendation against the backdrop of some very uncertain times.

As you are aware, our three unions are still negotiating their new contracts and the results of those negotiations could impact our budget.

Additionally, the economic downturn is hitting Montgomery County and the state of Maryland with its full impact this year. Revenue is down significantly at all levels, and both our county and our state are facing budget deficits, although, at this point in time, it's still unclear how large those deficits will be. Given these considerations, our budget recommendation does not anticipate any increase in state funding despite the rise in enrollment and our changing demographics.

We are optimistic that the County Council will ultimately fund a full maintenance of effort budget for MCPS in Fiscal Year 2011. Should the County Council ultimately fund a budget that is less than maintenance of effort, we face the potential of another state-mandated \$20–\$40 million fine, similar to the penalty we are facing this year.

With so much uncertainty in the budget process, we must be prepared. To that end, we are including with this recommendation a list of areas that would be considered for potential reductions. As you will see by reviewing the list, these cuts would include an increase in class size; the elimination of more than 550 teaching, support and administrative positions; and cuts to some of our most crucial line items, including the Middle School Magnet Consortium, reading initiative teachers, staff development educators and paraeducators. I want to emphatically raise two points:

1. We all believe that these cuts would dramatically impact our ability to continue to serve our students at a high level and could harm the achievement gains we've made in recent years.
2. These are not set-in-stone recommendations. Should we be in the unfortunate position of having to make cuts, our budget team, our employee associations and MCCPTA will meet with me to recommend cuts to the Board.

However, we want to provide our parents, staff and students with an idea of what type of budget reductions could be coming down the road should we be funded at an amount less than maintenance of effort. It is crucial that the Board and the County Council hear their voices during the early stages of the budget process, not as we are rushing to the finish line in the spring.

As we continue through the budget process, I want to take this opportunity to thank the taxpayers of Montgomery County for their tremendous support over the last ten years. They, like you, know the truth: That the economic engine of Montgomery County's future lies in the hearts and minds of today's students. With the community's continued support, the future of Montgomery County will be bright and secure.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "J. Weast", with a long horizontal flourish extending to the right.

Jerry D. Weast, Ed.D.
Superintendent of Schools

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Operating Budget in Brief**

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TABLE 1
SUMMARY OF RESOURCES
BY OBJECT OF EXPENDITURE

OBJECT OF EXPENDITURE	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 BUDGET	FY 2011 CHANGE
POSITIONS					
Administrative	725,000	718,000	717,000	717,000	
Business/Operations Admin.	91,000	93,000	94,000	94,000	
Professional	11,769,000	11,924,700	11,915,500	12,106,980	191,480
Supporting Services	8,182,911	8,216,889	8,223,415	8,269,755	46,340
TOTAL POSITIONS	20,767,911	20,952,589	20,949,915	21,187,735	237,820
01 SALARIES & WAGES					
Administrative	\$90,699,378	\$90,945,699	\$90,820,913	\$91,685,820	\$864,907
Business/Operations Admin.	7,899,011	8,842,815	8,940,425	9,044,075	103,650
Professional	899,747,287	923,405,790	923,435,491	948,211,237	24,775,746
Supporting Services	329,101,085	340,215,446	340,549,620	347,133,566	6,583,946
TOTAL POSITION DOLLARS	1,327,446,761	1,363,409,750	1,363,746,449	1,396,074,698	32,328,249
OTHER SALARIES					
Administrative	737,402	497,576	497,576	497,576	
Professional	52,099,882	58,769,278	59,461,018	61,302,503	1,841,485
Supporting Services	22,868,737	21,926,200	22,378,621	22,182,712	(195,909)
TOTAL OTHER SALARIES	75,706,021	81,193,054	82,337,215	83,982,791	1,645,576
TOTAL SALARIES AND WAGES	1,403,152,782	1,444,602,804	1,446,083,664	1,480,057,489	33,973,825
02 CONTRACTUAL SERVICES	26,405,595	24,553,459	24,971,969	25,909,119	937,150
03 SUPPLIES & MATERIALS	63,278,079	71,292,969	71,329,841	75,050,881	3,721,040
04 OTHER					
Staff Dev & Travel	3,033,423	3,479,832	3,488,819	3,678,278	189,459
Insur & Fixed Charges	431,411,363	451,720,535	451,545,028	520,942,862	69,397,834
Utilities	43,453,625	48,294,419	47,944,932	43,285,255	(4,659,677)
Grants & Other	56,180,363	138,516,451	138,641,236	59,538,516	(79,102,720)
TOTAL OTHER	534,078,774	642,011,237	641,620,015	627,444,911	(14,175,104)
05 EQUIPMENT	14,264,597	18,116,531	16,921,511	17,672,443	750,932
GRAND TOTAL AMOUNTS	\$2,041,179,827	\$2,200,577,000	\$2,200,927,000	\$2,226,134,843	\$25,207,843

TABLE 1A

FY 2011 SUPERINTENDENT'S RECOMMENDED OPERATING BUDGET
 SUMMARY OF BUDGET CHANGES
 (\$ in millions)

ITEM	AMOUNT	ITEM	AMOUNT
CURRENT FY 2010 OPERATING BUDGET	\$2,200.9	INFLATION AND OTHER	
ENROLLMENT CHANGES		Utilities	(5.5)
Elementary/Secondary	7.8	Special Education Including Non-public Tuition	1.7
Special Education	2.1	Transportation	2.2
ESOL	1.0	Facilities/Plant Operations/Maintenance	0.2
PreKindergarten	0.4	Inflation	1.6
Transportation/Food Service/Facilities/Plant Ops/Other	0.1	Food Service	(0.3)
Benefits for Staff	3.4	Other	(0.9)
Subtotal	\$14.8	Subtotal	(\$1.0)
NEW SCHOOLS/SPACE	\$1.0	OTHER	
EMPLOYEE SALARIES		Retiree Health Trust Fund	30.9
Continuing Salary Costs	23.1	Debt Service - One-time Payment	(79.5)
Benefits for Continuing Salary Costs	2.8	Subtotal	(\$48.6)
Subtotal	\$25.9	FY 2011 BUDGET REQUEST	\$2,226.1
EMPLOYEE BENEFITS AND INSURANCE		FY 2010- FY 2011 CHANGE	\$25.2
Employee Benefit Plan (active)	21.0	Less Enterprise funds	(56.6)
Employee Benefit Plan (retired)	4.9	Less Grants	(125.0)
Retirement	3.1	SPENDING AFFORDABILITY BUDGET	\$2,044.5
Tuition Reimbursement	0.2	REVENUE INCREASE BY SOURCE	
FICA/Self-insurance/Workers' Compensation	3.9	Local	26.4
Subtotal	\$33.1	State	0.4
		Federal	(1.6)
		Other	(0.2)
		Enterprise	0.2
		TOTAL REVENUE INCREASE	\$25.2

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 ESTIMATED
CURRENT FUND				
From the County:	\$ 1,513,763,860	\$1,529,554,447	\$1,527,534,160	\$1,553,968,214
From the State:				
Bridge to Excellence				
Foundation Grant	190,233,753	223,582,900	223,603,678	223,603,678
Supplemental Grant	10,039,105			
Limited English Proficient	42,602,132	42,741,657	42,741,912	42,741,912
Compensatory Education	85,772,752	88,497,375	88,497,924	88,497,924
Students with Disabilities - Formula	32,771,701	32,668,658	32,668,658	32,668,658
Students with Disabilities - Reimbursement	13,232,446	11,304,742	11,304,742	11,704,742
Transportation	31,481,949	31,266,002	31,266,432	31,266,432
Miscellaneous	726,086	750,000	750,000	750,000
Geographic Cost of Education Index	18,373,381	9,277,914	9,278,167	9,278,167
Programs financed through State Grants	4,280,641	0	0	0
Total from the State	429,513,946	440,089,248	440,111,513	440,511,513
From the Federal Government:				
Impact Aid	139,884	245,000	245,000	245,000
Programs financed through Federal Grants	70,980,835	115,364,261	117,565,461	115,983,412
Total from the Federal Government	71,120,719	115,609,261	117,810,461	116,228,412
From Other Sources:				
Tuition and Fees				
D.C. Welfare	269,705	250,000	250,000	250,000
Nonresident Pupils	682,761	925,000	925,000	925,000
Summer School	1,832,839	1,982,536	1,982,536	1,982,536
RICA				
Evening High School	93,852			
Outdoor Education	425,552	496,905	496,905	496,905
Student Activities Fee	724,903	795,000	795,000	795,000
Hospital Teaching	217,405	240,127	240,127	240,127
Miscellaneous	879,176	1,300,000	1,300,000	900,000
Programs financed through Private Grants	776,690	8,991,083	8,787,905	8,977,343
Total from Other Sources	5,902,883	14,980,651	14,777,473	14,566,911
Fund Balance	17,927,455	44,200,000	44,200,000	44,200,000 (1)
Total Current Fund	2,038,228,863	2,144,433,607	2,144,433,607	2,169,475,050
ENTERPRISE & SPECIAL FUNDS				
School Food Service Fund:				
State	985,094	1,067,287	1,067,287	1,067,287
National School Lunch, Special Milk and Free Lunch Programs	18,311,345	18,746,883	18,746,883	18,746,883
Child Care Food Program		700,000	700,000	700,000
Sale of Meals and other	22,348,729	27,307,802	27,307,802	26,848,831
Total School Food Service Fund	41,645,168	47,821,972	47,821,972	47,363,001

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 ESTIMATED
Real Estate Management Fund:				
Rental fees	2,397,720	2,651,095	3,001,095	3,074,719
Total Real Estate Management Fund	2,397,720	2,651,095	3,001,095	3,074,719
Field Trip Fund:				
Fees	1,578,741	2,314,716	2,314,716	2,369,952
Total Field Trip Fund	1,578,741	2,314,716	2,314,716	2,369,952
Entrepreneurial Activities Fund:				
Fees	1,872,573	1,774,100	1,774,100	2,232,614
Total Entrepreneurial Activities Fund	1,872,573	1,774,100	1,774,100	2,232,614
Total Enterprise Funds	47,494,202	54,561,883	54,911,883	55,040,286
Instructional Television Special Revenue Fund:				
Cable Television Plan	1,582,830	1,581,510	1,581,510	1,619,507
Total Instructional Special Revenue Fund	1,582,830	1,581,510	1,581,510	1,619,507
GRAND TOTAL	\$2,087,305,895	\$2,200,577,000	\$2,200,927,000	\$2,226,134,843

Tax - Supported Budget	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 ESTIMATED
Grand Total	\$2,087,305,895	\$2,200,577,000	\$2,200,927,000	\$2,226,134,843
Less:				
Grants	(76,038,166)	(124,355,344)	(126,353,366)	(124,960,755)
Enterprise Funds	(47,494,202)	(54,561,883)	(54,911,883)	(55,040,286)
Special Revenue Fund	(1,582,830)	(1,581,510)	(1,581,510)	(1,619,507)
Grand Total - Tax-Supported Budget	\$1,962,190,697	\$2,020,078,263	\$2,018,080,241	\$2,044,514,295

(1) Includes \$10.3 million in FY 2010 savings

The Adult Education Fund was created July 1, 1991, but was discontinued effective July 1, 2006, because the program was transferred to Montgomery College and the Montgomery County Department of Recreation. The Real Estate Management Fund was created July 1, 1992. The Field Trip Fund was created effective July 1, 1993. The Entrepreneurial Activities Fund was created effective July 1, 1998. The Instructional Television Special Revenue Fund was created July 1, 2000.

**TABLE 3
REVENUE SUMMARY FOR GRANT PROGRAMS BY SOURCE OF FUNDS**

Program Name and Source of Funding	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 ESTIMATED
<u>Budgeted</u>				
FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)				
Title I - A (941/949)	\$ 21,221,798	\$ 19,466,779	\$ 19,466,779	\$ 18,435,970
Title I - A (ARRA) (941/949)	-	6,100,000	5,906,005	5,906,005
Title I - D				
Neglected and Delinquent Youth (937)	134,488	114,051	166,875	166,875
Subtotal	21,356,286	25,680,830	25,539,659	24,508,850
Title II - A				
Skillful Teacher Program (915)	604,923	604,923	604,923	604,923
Consulting Teachers (961)	3,707,825	3,672,598	3,679,111	3,311,808
Title II - D				
Enhancing Education through Technology (918)	279,314	183,272	161,203	154,242
Subtotal	4,592,062	4,460,793	4,445,237	4,070,973
Title III				
Limited English Proficiency (927)	3,367,798	3,207,854	3,502,034	3,564,888
Title IV				
Safe & Drug Free Schools & Communities Act (926)	471,535	475,361	445,593	444,748
Title V				
Innovative Educational Programs (997)	31,536	-	-	-
Title VII				
American Indian Education (903)	26,527	22,290	23,685	23,685
SUBTOTAL	29,845,744	33,847,128	33,956,208	32,613,144
OTHER FEDERAL, STATE, AND LOCAL AID				
State Fiscal Stabilization Fund (SFSF) (901)				
Federal (ARRA)	-	27,845,773	27,844,286	27,844,286
Aging Schools (972)				
State	1,095,902	-	-	-
Head Start Child Development (932)				
Federal	3,268,873	3,268,873	3,374,329	3,435,318
Federal (ARRA)				
Individuals with Disabilities Education (913/963/964/966/967)				
Federal	27,721,893	27,672,924	29,338,798	29,673,104
Federal (ARRA)	-	16,156,689	16,488,837	16,488,837
Infants and Toddlers (930)				
Federal	823,222	937,156	928,528	928,528
Medical Assistance Program (939)				
Federal	3,255,047	4,519,801	4,519,801	3,881,982
Provision for Future Supported Projects (999)				
Other	9,901,378	8,991,083	8,787,905	8,977,343

**TABLE 3
REVENUE SUMMARY FOR GRANT PROGRAMS BY SOURCE OF FUNDS**

Program Name and Source of Funding	FY 2009 ACTUAL	FY 2010 BUDGET	FY 2010 CURRENT	FY 2011 ESTIMATED
Carl D. Perkins Career & Technical Ed. Improvement (951)				
Federal	1,031,472	1,115,917	1,114,674	1,118,213
County	276,419	379,794	379,794	379,794
Subtotal	1,307,891	1,495,711	1,494,468	1,498,007
SUBTOTAL	47,374,206	90,888,010	92,776,952	92,727,405
TOTAL	\$ 77,219,950	\$ 124,735,138	\$ 126,733,160	\$ 125,340,549

Summary of Funding Sources				
Federal	\$ 65,946,251	\$ 115,364,261	\$ 117,565,461	\$ 115,983,412
State	1,095,902	-	-	-
County	276,419	379,794	379,794	379,794
Other	9,901,378	8,991,083	8,787,905	8,977,343
GRAND TOTAL	\$ 77,219,950	\$ 124,735,138	\$ 126,733,160	\$ 125,340,549

FOR INFORMATION ONLY			
Non-Budgeted Grants Received as of November 2009 - Continuation is Dependent on Future Funding			
Title V-D, Fund for the Improvement of Education			\$ 143,000
Perkins Vocational Education (5 projects)			54,988
Learn and Serve			7,828
Homeless Education Grant			60,000
IDEA - Enabling Students with Emotional Disabilities			62,816
IDEA - ED Cluster Model			185,000
IDEA - Least Restrictive Environment (LRE)			38,800
IDEA - Alt/MSA			20,000
IDEA - Transition Drop-out Grad Gap			40,000
IDEA - High School Assessments			329,866
IDEA - AYP			151,259
Reading First			565,167
Ambassadors Invested in Mentorship			154,259
ARRA - Equipment			72,305
ARRA - Head Start			259,330
ARRA - Infants and Toddlers			208,534
ARRA - Neglected and Delinquent Youth			58,594
ARRA - Homeless Children and Youth			85,000
SUBTOTAL FEDERAL FUNDING			2,496,746
Judith Hoyer Childcare & Education-Silver Spring Center			202,988
Judith Hoyer Childcare & Education-Gaithersburg Center			322,000
Infants and Toddlers - Part C			51,884
Chess Grants			24,800
Maryland Model for School Readiness (MMSR) Program			105,785
SUBTOTAL STATE FUNDING			707,457
Naval Architects and Marine Engineers Program			22,574
Startalk			28,399
Families Who Read Succeed			49,020
Bridge Lawn Care			15,000
Study Circles			10,000
SUBTOTAL OTHER			124,993
TOTAL			\$ 3,329,196

**TABLE 4
SUMMARY OF STUDENT ENROLLMENT - FY 2008 THROUGH FY 2011**

DESCRIPTION	(1)	(2)	(3)	(4)	(5)	CHANGE	
	FY 2008 ACTUAL 9/30/2007	FY 2009 ACTUAL 9/30/2008	FY 2010 ACTUAL 9/30/2009	FY 2010 BUDGET 10/30/2008	FY 2011 BUDGET 10/30/2009	COLUMN (5) LESS COLUMN (4)	
						#	%
ENROLLMENT							
PRE-KINDERGARTEN	1,833	1,878	1,973	1,905	2,025	120	6.5
HEAD START	599	618	618	618	618		
KINDERGARTEN	9,749	10,250	10,605	10,352	10,575	223	2.3
GRADES 1-5	48,827	49,892	51,399	50,691	53,006	2,315	4.7
SUBTOTAL ELEMENTARY	61,008	62,638	64,595	63,566	66,224	2,658	4.4
GRADES 6-8	30,911	30,871	30,890	30,155	30,532	377	1.2
SUBTOTAL MIDDLE	30,911	30,871	30,890	30,155	30,532	377	1.2
GRADES 9-12	44,245	44,240	44,580	44,511	44,386	(125)	(0.3)
SUBTOTAL HIGH	44,245	44,240	44,580	44,511	44,386	(125)	(0.3)
SUBTOTAL PRE-K - GRADE 12	136,164	137,749	140,065	138,232	141,142	2,910	2.1
SPECIAL EDUCATION							
PRE-KINDERGARTEN	585	639	825	1,119	1,230	111	
SPECIAL PROGRAM CENTERS	561	511	514	674	462	(212)	(37.8)
SUBTOTAL SPECIAL EDUCATION	1,146	1,150	1,339	1,793	1,692	(101)	(8.8)
ALTERNATIVE PROGRAMS	212	179	219	225	225		
GATEWAY TO COLLEGE	223	198	154	250	250		
GRAND TOTAL	137,745	139,276	141,777	140,500	143,309	2,809	2.0

SOURCE: Projected enrollment by the Division of Long-range Planning

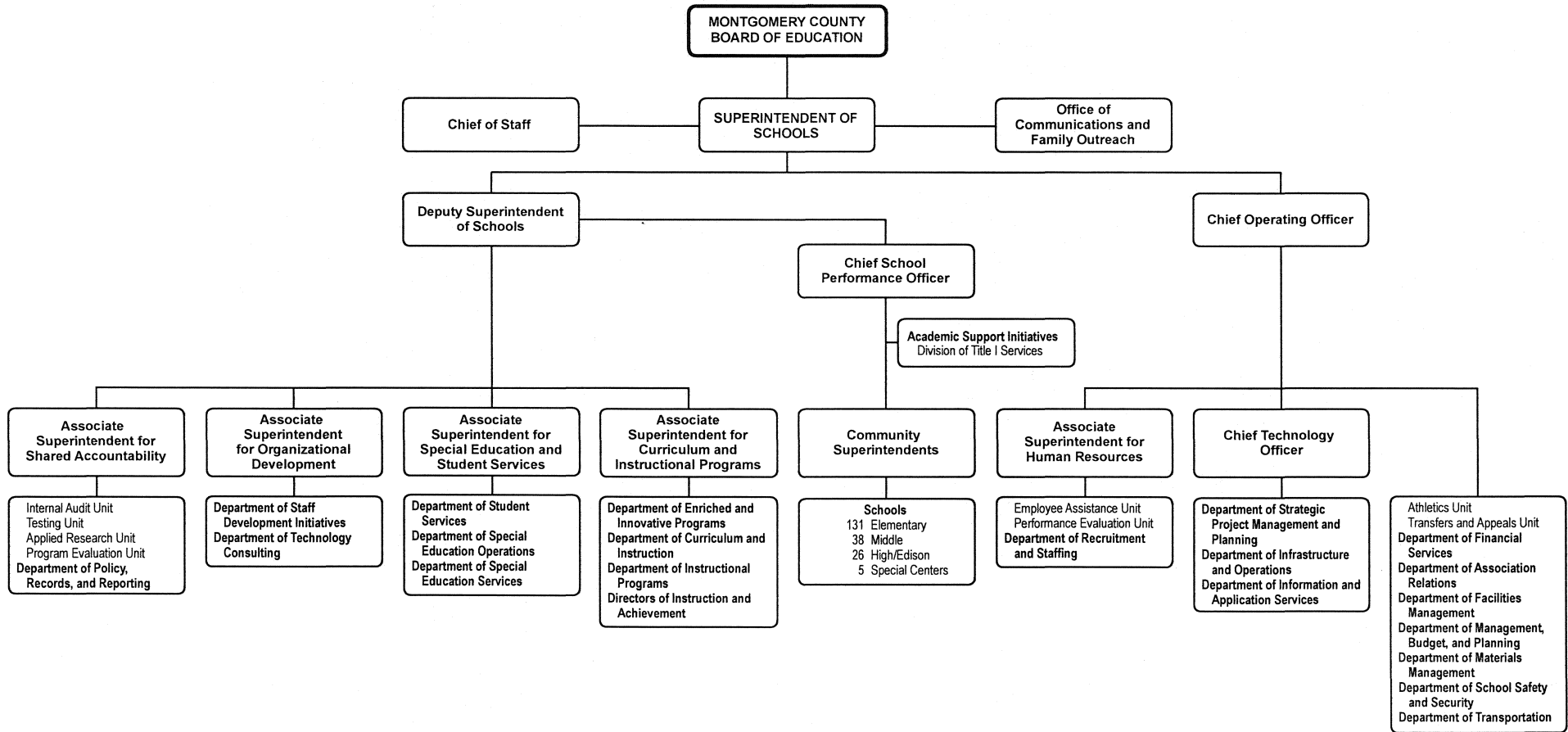
NOTE: Grade enrollments for FY 2008 - FY 2011 include special education students

**TABLE 5
ALLOCATION OF STAFFING**

POSITIONS	CURRENT FY 2010	BUDGET FY 2011	CHANGE
Executive	19.000	19.000	
Administrative	213.000	213.000	
Business/Operations Administrator	94.000	94.000	
Other Professional	210.800	210.800	
Principal/Assistant Principal	485.000	485.000	
Teacher	10,408.500	10,580.070	171.570
Special Education Specialist	469.500	488.600	19.100
Media Specialist	201.500	201.500	
Counselor	467.000	467.000	
Psychologist	97.100	97.205	0.105
Social Worker	14.100	14.805	0.705
Pupil Personnel Worker	47.000	47.000	
Instructional Aide/Assistant	2,802.880	2,841.720	38.840
Secretarial/Clerical Support	774.137	774.637	0.500
IT Systems Specialist	144.500	143.300	(1.200)
Security	222.000	221.000	(1.000)
Cafeteria	558.448	558.448	
Building Services	1,308.700	1,318.200	9.500
Facilities Management/Maintenance	356.500	356.500	
Supply/Property Management	52.500	52.500	
Transportation	1,695.000	1,695.000	
Other Support Personnel	308.750	308.450	-0.300
TOTAL	20,949.915	21,187.735	237.820

MONTGOMERY COUNTY PUBLIC SCHOOLS FY 2011 ORGANIZATION

6



SUMMARY OF NEGOTIATIONS

In March 2007, the Board of Education reached a three-year contract with the Montgomery County Education Association (MCEA) that expired on June 30, 2010. The parties agreed to reopen negotiations during the fall of 2008 because of the adverse economic conditions and projected budget shortfalls. Negotiations resulted in extension of the agreement for four years, expiring June 30, 2014. The extension of the Agreement included agreement to negotiate language during 2009-2010 to be included after July 1, 2010. Those negotiations are currently in process.

In March 2007, MCPS completed negotiations with SEIU Local 500, representing supporting services employees, on a three-year contract that was effective July 1, 2007, and expired on June 30, 2010. The parties agreed to reopen negotiations during the fall of 2008 because of the adverse economic conditions and projected budget shortfalls. Negotiations resulted in extension of the agreement for four years, expiring June 30, 2014. The extension of the Agreement included agreement to negotiate language during 2009-2010 to be included after July 1, 2010. Those negotiations are currently in process.

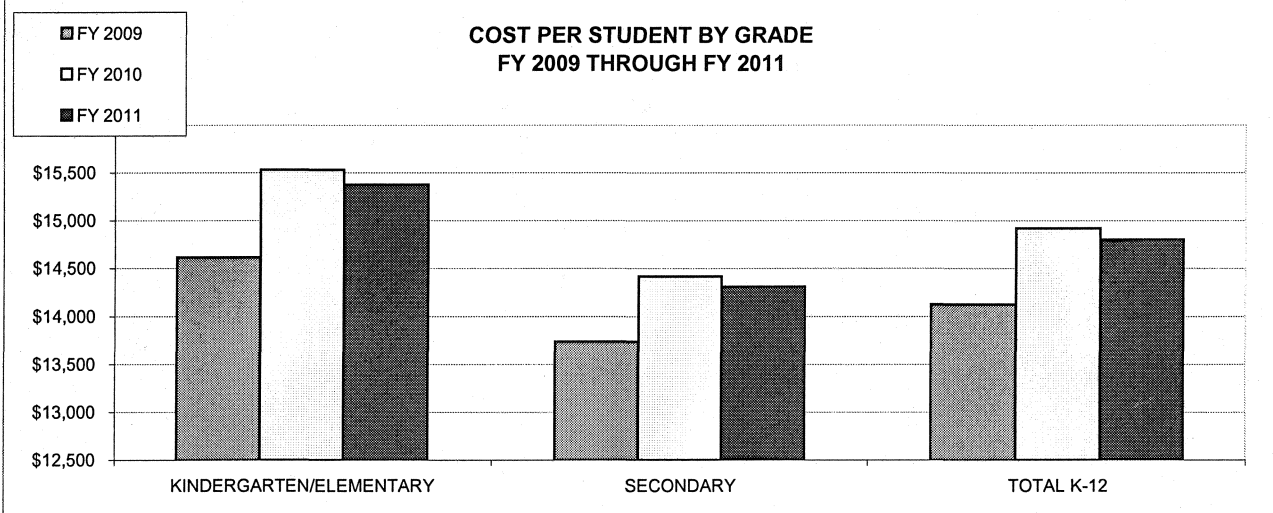
In June 2006, MCPS completed negotiations with the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) on a three-year contract that took effect July 1, 2006, and was scheduled to run through June 30, 2009. The agreement provided for reopened negotiations for salary and benefits for the second and third years of the agreement. As a result of those negotiations the Agreement was extended by one year, through June 30, 2010. The parties agreed to reopen negotiations during the fall of 2008 because of the adverse economic conditions and projected budget shortfalls. Negotiations resulted in extension of the agreement for four years, expiring June 30, 2014. The extension of the Agreement included agreement to negotiate language during 2009-2010 to be included after July 1, 2010. Those negotiations are currently in process.

In January 2007, MCPS completed negotiations with the Montgomery County Association of Administrative and Supervisory Personnel representing the Montgomery County Business and Operations Administrators (MCAASP/MCBOA) on a 2.5-year contract that took effect February 1, 2008, and was scheduled to run through June 30, 2010. The parties agreed to reopen negotiations during the fall of 2008 because of the adverse economic conditions and projected budget shortfalls. Negotiations resulted in extension of the agreement for four years, expiring June 30, 2014. The extension of the Agreement included agreement to negotiate language during 2009-2010 to be included after July 1, 2010. Those negotiations are currently in process.

During the fall of 2009, the three bargaining groups agreed to participate in joint negotiations regarding salaries and benefits for FY 2011. Negotiations on salary and benefits are still underway.

COST PER STUDENT BY GRADE SPAN

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12	AMOUNT EXCLUDED*	TOTAL BUDGET**
FY 2009 ACTUAL					
EXPENDITURES	\$888,244,110	\$1,041,255,456	\$1,929,499,566	\$137,959,231	\$2,067,458,797
STUDENTS 9/30/08 (ACTUAL)	60,781	75,801	136,582		
COST PER STUDENT	\$14,614	\$13,737	\$14,127		
FY 2010 BUDGET					
EXPENDITURES	\$965,419,538	\$1,089,391,977	\$2,054,811,515	\$146,115,485	\$2,200,927,000
STUDENTS 9/30/09 (CURRENT)	62,162	75,565	137,727		
COST PER STUDENT	\$15,531	\$14,417	\$14,919		
FY 2011 BUDGET					
EXPENDITURES	\$996,584,154	\$1,081,904,779	\$2,078,488,933	\$147,645,910	\$2,226,134,843
STUDENTS 9/30/10 (PROJECTED)	64,811	75,605	140,416		
COST PER STUDENT	\$15,377	\$14,310	\$14,802		



Notes:

* SUMMER SCHOOL, COMMUNITY SERVICES, TUITION FOR STUDENTS WITH DISABILITIES IN PRIVATE PLACEMENT, AND ENTERPRISE FUND ACCOUNTS ARE EXCLUDED FROM COST OF REGULAR DAY SCHOOL OPERATIONS

** FY 2010 FIGURES REFLECT CURRENT APPROVED BUDGET.

EXPENDITURES BY STATE BUDGET CATEGORY

State Budget Category	Actual FY 2009	Current FY 2010	Budget FY 2011	Percent Change	Percent of Total
Instruction:					
2 - Mid-Level Administration	\$ 133,502,241	\$ 135,861,016	\$ 141,874,583	4.4%	6.4%
3 - Instructional Salaries	835,815,348	855,091,223	871,191,332	1.9%	39.1%
4 - Textbook and Instructional Supplies	27,790,289	31,917,482	34,041,281	6.7%	1.5%
5 - Other Instructional Costs	15,069,815	14,939,641	15,098,889	1.1%	0.7%
6 - Special Education	259,898,643	281,613,794	291,393,563	3.5%	13.1%
Subtotal	1,272,076,336	1,319,423,156	1,353,599,648	2.6%	60.8%
School and Student Services:					
7 - Student Personnel Services	11,493,609	11,175,378	11,306,567	1.2%	0.5%
8 - Health Services	31,181	41,002	44,590	8.8%	0.0%
9 - Student Transportation	88,864,742	92,766,698	96,187,296	3.7%	4.3%
10 - Operation of Plant and Equipment	113,806,533	118,587,617	115,877,577	-2.3%	5.2%
11 - Maintenance of Plant	34,727,008	33,938,236	33,905,007	-0.1%	1.5%
Subtotal	248,923,073	256,508,931	257,321,037	0.3%	11.6%
Other:					
12 - Fixed Charges	429,589,307	446,838,864	516,403,879	15.6%	23.2%
1 - Administration	42,085,194	41,916,839	41,941,991	0.1%	1.9%
14 - Community Services	187,986	208,495	208,495	0.0%	0.0%
Subtotal	471,862,487	488,964,198	558,554,365	14.2%	25.1%
TOTAL GENERAL FUND	\$ 1,992,861,896	\$ 2,064,896,285	\$2,169,475,050	5.1%	97.5%
Special and Enterprise Funds:					
37 - Instructional Television Special Revenue Fund	1,473,285	1,581,510	1,619,507	2.4%	0.1%
51 - Real Estate Fund	2,496,693	3,001,095	3,074,719	2.5%	0.1%
61 - Food Services Fund	41,178,069	47,821,972	47,363,001	-1.0%	2.1%
71 - Field Trip Fund	1,749,118	2,314,716	2,369,952	2.4%	0.1%
81 - Entrepreneurial Fund	1,420,766	1,774,100	2,232,614	25.8%	0.1%
TOTAL SPECIAL AND ENTERPRISE FUNDS	\$ 48,317,931	\$ 56,493,393	\$ 56,659,793	0.3%	2.5%
NON-CATEGORIZED EXPENDITURES		79,537,322			
TOTAL EXPENDITURES	\$ 2,041,179,827	\$ 2,200,927,000	\$2,226,134,843	1.1%	100.0%

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Operating Budget Summary

The Superintendent's FY 2011 Recommended Operating Budget for the Montgomery County Public Schools (MCPS) totals \$2,226,134,843. This is an increase of \$25,207,843 (1.1 percent) more than the current FY 2010 Operating Budget of \$2,220,927,000. Excluding grants and enterprise funds, the superintendent's FY 2011 budget recommendation for the purpose of spending affordability is \$2,044,514,295. This is \$26,434,054 (1.3 percent) more than the current FY 2010 Operating Budget of \$2,018,080,241.

Below are details of major elements that will change the MCPS operating budget in FY 2011.

Expenditures

The FY 2011 Operating Budget includes increases of \$15.8 million in operating costs for growth in student enrollment and the effect of new schools/grades/space, \$59.0 million in compensation changes in salaries and employee benefits, \$30.9 million for the OPEB fund for retirees, which are partially offset by net reductions of \$1.0 million for inflationary increases and other required expenditures and \$79.5 million for debt service.

The recommended operating budget does not include any new or expanded program initiatives or program reductions. Because of fiscal constraints, the budget does not include any increase to advance initiatives to improve student achievement. Additionally, it may be necessary to consider reductions later in the budget process as the fiscal situation is clarified. Potential reductions are described elsewhere in this document.

Following are the major factors responsible for an increase in expenditures:

Enrollment Growth and New Schools/Grades/Space – The cost of enrollment growth of 2,809 additional students and the effect of new schools/grades/space add \$15.8 million to the FY 2011 Operating Budget.

Employee Salaries – Continuing salary costs for existing employees and related benefits increase the budget by \$25.9 million, but there is no general wage adjustment. The Board of Education and the employee unions are in negotiations for new contract provisions.

Employee Benefits and Insurance – There is an increase of \$33.1 million for benefits for existing and retired employees, including health and life insurance for active employees and retirees, retirement, social security, self-insurance costs, and tuition reimbursement.

Inflation and Other Changes – The effects of inflation and other cost increases required to maintain current service levels reduce the budget by a net of \$1.0 million.

Retiree Health Benefits – The operating budget includes an increase of \$30.9 million for Other Post Employment Benefits (OPEB) to safeguard future retiree health and life insurance benefits. The budgeted payment restores the schedule for pre-funding over an eight-year period.

Debt Service - The operating budget includes a decrease of \$79.5 million for debt service on school construction bonds. An opinion of the state attorney general has ruled that debt service may not be used to meet the state maintenance of local effort requirement for the first time. Hence, this program may not be shifted from the county budget to the Board of Education budget to meet the minimum local funding requirement.

Improvement Initiatives

Fiscal constraints make it impossible to add or expand improvement initiatives in FY 2011. As additional resources become available, strategic initiatives in the MCPS strategic plan: *Our Call to Action: Pursuit of Excellence FY 2009-2014* will resume. This operating budget will maintain existing priorities as much as possible consistent with fiscal realities.

Reductions and Realignments

Over the last two years the operating budget has been reduced by more than \$80 million and one-time savings totaling more than \$39 million have been made through a hiring freeze and comprehensive expenditure restrictions. Employees also agreed to forego a negotiated general wage increase in FY 2010, saving \$89 million. The reductions have included 122.8 positions and \$18.3 million (13 percent of the total) from central services. If Montgomery County Public Schools (MCPS) does not receive local funding for the FY 2011 Operating Budget at the minimum Maintenance of Effort (MOE) level, it will be necessary to consider significant service reductions in the base budget. The amount of reductions will depend on how much local funding is less than the MOE requirement. Existing resources also are redirected to higher priorities through realignments, which include a total of \$3.4 million realigned between units and other resources realigned within units.

Revenue

The FY 2011 Recommended Operating Budget will require 72 percent from local county contribution, an increase of \$26.4 million (1.7 percent). This is the minimum maintenance of effort (MOE) requirement of the same per pupil contribution that results from additional FY 2010 enrollment. The budget also requires 20 percent from the state of Maryland, 5 percent from the federal government, and 3 percent from enterprise fund activities and all other sources.

The recommended operating budget does not include any anticipated increase in state aid at this time because of fiscal uncertainty at the state level. If the county does not comply with state maintenance of effort requirements in FY 2010, the school system could face a severe penalty in the loss of increased state aid.

Montgomery County Public Schools

FY 2011 Operating Budget

Operating Budget Alignment with the Strategic Plan and Fiscal Challenges

The operating budget is aligned with the Montgomery County Public Schools strategic plan: *Our Call to Action: Pursuit of Excellence*. Budget resources are prioritized to advance major strategic initiatives to improve student performance and close the achievement gap. MCPS uses the Malcolm Baldrige Education Criteria for Performance Excellence as a management system to ensure alignment with the strategic plan, including the involvement of major stakeholders to set priorities and monitor progress based on identified measures. The Board of Education makes budget decisions based on its established academic priorities.

During the past nine years, major strategic initiatives included the following:

- Early childhood
- Staff development and training
- Class size reduction
- Middle school reform
- Curriculum and assessment
- Special education
- Technology

In addition, zero-based budgeting procedures are used to evaluate all expenditures each year to be sure that they are used for the highest priority needs. Offices must justify all expenditures each year.

The operating budget includes major performance measurements for each unit. Performance measures identify outcomes resulting from the use of budgeted resources, concentrating on the impact on academic priorities and support functions.

The Program Budget issued at the same time as the traditional “management” budget also addresses alignment with the strategic plan by showing links between strategic initiatives and individual programs. This enables the public to identify the total resources used for each program regardless of what units in the school system manage resources dedicated to any program.

Fiscal Challenges

Unprecedented fiscal challenges have affected the pace of progress in implementing strategic initiatives. Fiscal constraints have delayed the roll-out or expansion of new initiatives until sufficient resources are available.

Available revenues have increased more slowly than in previous years because:

- State aid under the Bridge to Excellence in Public Schools Act (Thornton) was fully implemented in FY 2008 with only inflationary adjustments for future years. The state legislature suspended the inflationary adjustment until FY 2012 and limited it to a maximum of 1 percent in FY 2012.
- The severe national economic recession has sharply reduced estimates of local tax revenue available from income taxes, property taxes, and other local tax sources. Expectations of limited revenue have compelled county agencies to freeze hiring and limit other expenditures.
- Additional federal aid provided through the American Recovery and Reinvestment Act (ARRA) made it possible for the state to maintain current aid to education formulas and fund the increase in teacher state retirement payments. However, this funding will expire after FY 2011, leaving a “funding cliff” for the FY 2012 state operating budget.

Although revenue growth has slowed, MCPS costs have continued to increase:

- Enrollment has increased by 2,500 students this year, with projections for another 1,500 students in FY 2011. The number of students eligible for Free and Reduced-price Meals (FARMS) has increased by more than 5,800 in the last two years, and the number of ESOL students has increased by more than 1,500.
- There is a need to provide competitive salaries for teachers and other staff. A general wage adjustment and other negotiated changes would have added \$89 million to the FY 2010 budget if implemented.
- Other costs have increased more rapidly than general inflation, including textbooks and other instructional materials, employee benefits, special education, bus fuel, and cafeteria food. These increases are described in detail elsewhere in this document.
- Federal and state mandates require additional expenditures without additional revenue. The mandates include testing requirements, environmental regulations, and transportation facilities.

MONTGOMERY COUNTY PUBLIC SCHOOLS

FY 2011 OPERATING BUDGET

SUMMARY OF POTENTIAL BUDGET REDUCTIONS

In the event that Montgomery County Public Schools does not receive local funding for the Fiscal Year 2011 Operating Budget at the minimum Maintenance of Effort (MOE) level, it will be necessary to consider significant service reductions in the base budget. The amount of reductions will depend on how much local funding is actually received compared to the amount required by the Maintenance of Effort. The following list contains potential major reductions in the budget. The list is not in any priority order, but will give stakeholders an overall idea of what reductions may be necessary to consider before the FY 2011 Operating Budget is approved in June 2010.

	Description	FTE	Savings
	SYSTEMWIDE REDUCTIONS		
A	Class size – Increase class size by an average of 1 student per class at each school level. This would reduce staffing by 240 classroom teacher positions.	240.0	\$15,442,455
B	Academic intervention teachers – Reduce by 20 percent additional teacher staffing for direct support to struggling students and for intervention programs. Currently, there are 128.9 academic intervention teachers. (Reduced by 9.8 positions in FY 2010)	24.0	\$1,662,397
C	Special program teachers – Reduce by 20 percent additional positions allocated to support special programs, including immersion, magnet, IB, signature, and other special programs. Currently, there are 64.6 special program teachers. (Reduced by 16.9 positions in FY 2010)	12.9	\$832,487
D	Staff development substitutes – Reduce by 20 percent availability of substitutes for job-embedded staff development activities in schools.		\$290,000
E	Counselors, psychologists, and pupil personnel workers – Reduce previous increase of 18.0 FTE in counselors, psychologists, and pupil personnel workers. This would increase the ratio of students to professionals for each of these positions.	18.0	\$2,329,642

Item	Description	FTE	Savings
F	Maintenance positions – Reduce 6.0 positions in the Division of Maintenance.	6.0	\$480,000
G	Building service worker positions – Reduce 30.0 building service worker positions in schools and administrative offices.	30.0	\$1,200,000
H	Transportation for optional regular education programs - Eliminate transportation to optional regular education programs outside normal attendance zones, including magnet, immersion, IB, high school consortia, and other special programs. Fees are not permitted for these services. This reduction would not impact special education transportation.	65.0	\$4,900,000
I	Bus Fuel – Purchase regular diesel fuel rather than biodiesel fuel for school buses.		\$400,000
J	Bus Replacement – Obtain a waiver to continue use of 23 older school buses.		\$250,000
K	Central office administrative expenditures – Reduce 30.0 central office administrative positions. Reduce non-position central office expenditures (4 percent of total central office), including temporary part-time salaries, supplies, and other expenditures. (Over last two years, central office cuts have totaled \$17 million—a 13 percent reduction in these expenditures.)	30.0	\$6,000,000
L	Purchase fewer textbooks and instructional materials by eliminating the budgeted 6 percent inflationary increase in this category.		\$1,650,000

ELEMENTARY REDUCTIONS			
M	Focus teachers – Reduce by 20 percent additional staffing for elementary schools that have above average levels of poverty. Currently, there are 47.1 focus teacher positions.	9.4	\$605,680
N	Reading initiative teachers – Eliminate 8.0 reading initiative teachers by increasing class size to 19 students. Current class size for reading in grades 1 and 2 in non-focus schools is 17. Currently, there are 75.7 elementary school reading initiative teachers.	8.0	\$513,437

Item	Description	FTE	Savings
O	Staff development and reading teachers – In the past, all elementary schools received a 1.0 staff development teacher and a 1.0 reading specialist. In FY 2010, the allocation for the smallest schools was reduced by a total of .5, giving schools a choice of which position to reduce. It may be necessary to make further cuts in the smallest schools.	5.0	\$322,170
P	Media assistants – Reduce 40 media assistant positions in elementary schools. Currently, there are 192.5 media assistants and this reduction would require changing staff ratios K-12. (Reduced by 5.0 in FY 2010)	40.0	\$2,311,360
Q	Elementary school regular education paraeducators – Reduce by 10 percent regular education paraeducators that provide instructional support to elementary classroom teachers. Currently, there are 271.25 regular education paraeducators.	27.1	\$1,011,562
R	Elementary school activity buses and extracurricular activity stipends – Reduce activity bus availability or extracurricular activity stipends. A total of \$1.1 million is budgeted for these expenditures.		\$600,000

SECONDARY REDUCTIONS			
S	Middle School Magnet Consortium – Reduce 8.0 additional teacher positions that allow for an eight-period day with specialized course offerings in the three middle schools in the magnet consortium. (Argyle, Loiederman, Parkland).	8.0	\$515,472
T	Secondary School Extracurricular activities - Reduce stipends and other expenses that support extracurricular activities, including athletics, at the secondary level. This could result in added extracurricular fees to offset budget reductions.		\$1,000,000
U	Staff development teachers – Reduce 10.6 staff development teacher positions. Staff development teachers in middle and high schools would teach one class period daily instead of devoting the entire day to staff development activities.	10.6	\$682,000
	Total	534.0	\$42,998,662

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Program Realignments

Each year, the Montgomery County Public Schools (MCPS) realigns millions of dollars of positions and other resources within and between units to implement the strategic plan by aligning resources with the most important priorities. Each unit reviews all expenditures through a zero-based budgeting process to identify expenditures that can be realigned to more important priorities. For FY 2011, \$3.4 million has been realigned between major units and other resources have been realigned within units. Some of the major realignments are described below:

K-12 Instruction

- Realignment of 2.0 counselor positions from the middle schools to the elementary schools budget to reflect program needs (\$180,736)
- Realignment of a 1.0 assistant principal position from the middle schools to the high schools budget (\$116,193)
- Realignment of contractual services resources in the middle schools budget to support instrumental music in the elementary schools budget (\$50,000)

Office of Curriculum and Instructional Programs

- Realignment of a 1.0 instructional specialist position from the Department of Curriculum and Instruction to the Office of Curriculum and Instructional Programs (\$129,390)
- Realignment of a 1.0 supervisor position, 2.0 instructional specialist positions, and a 0.5 secretary position from the Department of Curriculum and Instruction to the Division of ESOL/Bilingual Programs to reflect program needs (\$412,086)

Office of Special Education and Student Services

- Realignment of non-public tuition to the Individuals with Disabilities Education Act project for 7.8 teacher, 1.2 speech pathologist, 1.2 occupational therapist, 1.2 physical therapist, and 9.0 paraeducator positions to support 36 students that will be served in MCPS pre-school School/Community-based classes instead of in non-public schools (\$951,611)
- Realignment of 15.0 paraeducator positions from Medical Assistance to the locally funded budget in the Department of Special Education Services because of lower anticipated reimbursement (\$448,381)

- Realignment of a 1.0 instructional specialist position from the Department of Special Education Services to the Division of Prekindergarten, Special Programs, and Related Services to reflect work assignments (\$110,826)
- Realignment of 2.0 security assistant positions to a 1.0 security team leader position in the Department of Student Services for Alternative Programs to reflect program needs after the relocation of several alternative programs (\$20,030)

Office of Organizational Development

- Realignment of 2.0 instructional specialist positions from the Department of Staff Development Initiatives to the Office of Organizational Development budget to support the Equity Training and Development Team (\$247,534)
- Realignment of a 1.0 instructional specialist position from the Department of Technology Consulting to the Office of Organizational Development budget to support the Innovative Professional Development Team (\$113,197)

Office of the Chief Operating Officer

- Realignment from the Division of Food and Nutrition Services to support growth in the Entrepreneurial Activities Fund, including the Technical Services Fund, student on-line learning, choral music performances, and instrumental music performances (\$390,000)
- Realignment within the Student Online Learning program, including a decrease of a 1.0 instructional specialist position and a 1.0 applications developer I position to support professional part-time salaries (\$156,995)
- Realignment from the Division of Food and Nutrition Services to the Real Estate Management Fund to support lease payments to schools for telecommunications towers and for building rentals (\$70,000)

Office of the Chief Technology Officer

- Realignment of a 1.0 IT systems specialist position in the Division of Technology Support to a 1.0 instructional specialist position in the Office of the Chief Technology Officer (\$76,002)

Office of Human Resources

- Realignment of a 1.0 personnel specialist position from the Department of Recruitment and Staffing to the Office of Human Resources budget to reflect supervisory assignments (\$77,442)

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Productivity

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget reflects continued efforts to improve productivity by reducing costs and realigning existing resources to higher priorities. Below are details of some recent productivity improvements.

Strategic Plan

- The MCPS strategic plan: *Our Call to Action: Pursuit of Excellence* maximizes productivity by setting consistent goals, strategies, measures, and targets for the entire school system. Consistency and constancy of purpose avoids the danger of wasting resources on priorities not aligned with system goals.
- The plan is reviewed annually through extensive public outreach and participation to make steady course corrections to keep the plan a living document, guiding the use of resources.
- The *Annual Report on Our Call to Action* summarizes the effectiveness of strategies and holds the school system accountable for measurable results. Aligned with the goals of the strategic plan, the report comprehensively reviews student achievement data, disaggregated by sub-groups and linked to state and federal requirements.

Baldrige Education Criteria for Performance Excellence

- Adoption of the Baldrige Quality Criteria provides a model for continuous improvement at all schools and offices. Every school has received Baldrige quality training. School improvement plans reflect a more focused approach using Baldrige principles.
- In 2005, MCPS won the U. S. Senate Productivity and Maryland Quality Award, the first large school system in the United States to win this award.
- In 2006, MCPS was a finalist for the Malcolm Baldrige National Quality Award, one of only 15 organizations in the nation—corporations, non-profits, or government agencies—to reach this stage of the competition.

Maryland Tax Education Foundation Study

- In 2005, the Maryland Tax Education Foundation, an independent think tank, concluded that MCPS provides taxpayers “a relative bargain” compared with similar school districts throughout the northeast, delivering better SAT scores at a lower per student cost. Compared with other school districts studied, MTEF concluded that “Montgomery County spends less and performs better.”

Process Improvement

- MCPS is a member of the Process Improvement and Innovation in Education project administered by the American Productivity and Quality Center (APQC). APQC in Houston, Texas, is a highly respected internationally known organization providing research, benchmarking, training, and process improvement strategies to private and public companies across the globe as well as school districts across the United States. A process centered organization is one in which everyone in the organization is focused on designing new processes to improve efficiency and effectiveness and evaluating and refining existing processes to eliminate waste.
- In the last year, based on this process centered approach, MCPS units have developed and shared process maps that define major processes and used these process maps as a tool to improve quality and efficiency.
- MCPS has initiated process improvement strategies through the Montgomery County Business Roundtable for Education (MCBRE).
- MCPS has used innovative approaches to process improvement, such as Six Sigma and Value Stream Mapping (VSM), tools used in industry to simplify work processes and eliminate waste.
- MCPS has adopted the Six Sigma approach for process improvement. Staff from United Health Care has trained 25 staff members in Six Sigma methodologies. Six Sigma is a rigorous methodology that uses statistical analysis to improve operational performance by identifying and removing process defects. Many leading corporations have made significant savings through this approach. MCPS has applied it to business processes for facilities management, food services, and transportation systems, as well as instructional program processes.

Productivity Improvements

Many MCPS units have applied productivity tools to achieve significant improvements. MCPS has reduced its base budget by \$142.6 million over the past nine years, redirecting those resources to improvement initiatives in the classroom and reducing the need for taxpayer resources. Savings enabled MCPS to return nearly \$60 million to the county over the past five years. Examples of productivity improvements include the following:

- Centralized management of computers reduces technician service visits to schools. Migration away from the mainframe computer to client server systems saved \$255,000 in FY 2009.
- Increased publishing of accountability reports and evaluations on the MCPS Web site
- Electronic formative assessments using Technology for Curriculum Mastery (TCM) save teacher time.

- ConnectED provides parents with up-to-date information and supports a variety of languages.
- Reorganization of the Office of the Chief Technology Officer and the Department of Student Services flattened management structures and eliminated 10.0 positions and \$1.1 million in FY 2010.
- The MCPS Call Center handles calls from the community in both English and Spanish, increases convenience for parents, and reduces staff time spent answering general questions.
- Copy-Plus centralizes copying of up to 100 million copies annually, providing teachers with an additional 39,000 hours of instructional time.
- The TeamWorks copier replacement and maintenance program has saved nearly \$900,000 in FY 2010 by using economic and reliable in-house maintenance of refurbished copiers.
- Call tracking of over 50,000 issues annually in the Employee and Retiree Services Center improves customer service while saving staff time.
- On-line ordering has saved paper and postage while reducing the time to fill staff orders.
- Systematic Team Cleaning (STC) has improved efficiency of building cleaning, improving security and saving energy. STC substantially reduces substitute costs in building services
- Energy conservation through computerized controls reduces electricity costs, saving up to \$1 million annually by minimizing use of electricity grid capacity.
- Cooperative inter-agency bidding of employee health care services has saved \$4.5 million in administrative costs over three years as part of an estimated \$20 million for all county agencies. These savings are keeping health care more affordable for county employees. Other cooperative purchasing projects include gasoline, printer cartridges, and rock salt.
- A comprehensive audit of dependent eligibility for employee benefits resulted in savings of \$1.2 million.
- New bids for electricity services have locked in favorable prices for next year, saving \$3 million and reducing the risk that high energy prices will result in sudden increases in utility costs.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Special Education

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget includes \$435.9 million for services for students with disabilities, an increase of \$10.2 million. The total is 19.6 percent of the MCPS operating budget. Total expenditures include \$291.4 million for special education instruction (Category 6), \$73.1 million for special education transportation, and \$71.4 million for employee benefits. Funding of special education instruction is 73 percent local, 15 percent state, and 12 percent federal.

Major Functions

The Office of Special Education and Student Services (OSESS) is charged with oversight of the delivery of special education services to approximately 16,500 students with disabilities. OSESS provides a comprehensive, collaborative, and individualized support system that enables students with disabilities access to high-quality, rigorous instruction within the least restrictive environment (LRE); develops, coordinates, and enhances efforts to align general and special education; develops and monitors programs; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process which examines data outcomes, the office makes systematic decisions designed to reduce disproportionality of identification, increase inclusive opportunities, expand access to appropriate interventions and inclusive opportunities, ensure that Adequate Yearly Progress (AYP) is achieved, and provide increased LRE options for students.

OSESS provides ongoing monitoring of school-based, cluster, and countywide programs to increase the graduation rate of students in special education, reduce overrepresentation of African American students in special education, and ensure provision of a Free and Appropriate Public Education (FAPE) for students with disabilities as required by state and federal mandates.

Significant Strategic Initiatives

- The Home School Model – This model, established to provide services to students with disabilities in their neighborhood elementary school, is the foundation for inclusive educational practices. The service delivery model for Home School Model schools ensures access to consultation, resources, and small-group instruction to address the needs of students with disabilities.
- Hours-based Staffing - This model provides special education staffing based on the cumulative hours of special education instructional services recommended in all

student's Individualized Education Programs (IEPs) for each school rather than on an individual child count.

- Encore Web-based IEP System - In FY 2008 MCPS implemented Encore, an integrated Web-based special education management system that addresses the systemic goal of using technology to support the learning process.
- Early Intervention Services - MCPS is taking a multi-faceted approach to the challenge of educating a diverse population and addressing the disproportionate identification of students for special education programming based on race and ethnicity.
- Middle School Reading Initiatives - To support schools that made AYP in reading except in the subgroup of special education, research-based reading interventions have been implemented in schools at risk of failing to meet AYP. The Read 180 reading intervention is offered in all middle schools.

Recent Accomplishments

The Departments of Special Education Services and Operations (DSES and DSESO) are committed to providing opportunities for students with disabilities to receive instruction in the LRE. Practices have been developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful. LRE data on students receiving special education services in general education settings (LRE A) has improved 22.93 percentage points over the last seven years, from 43.77 percent in FY 2003 to 66.70 percent in FY 2009 and has exceeded the state target. MCPS has met the state target to decrease the number of students with disabilities in separate classrooms (LRE C). LRE C has been reduced from 30.2 percent to 14.1 percent over the same time period, a difference of 16.1 percentage points.

The achievement of students with disabilities in MCPS is improving while at the same time students with disabilities are gaining access to rigorous instruction in less restrictive settings. In 2009, the performance of students in special education remained stable in mathematics in Grades 4 and 5, but dropped 2.9 percentage points in Grade 3. Special education students made large gains in mathematics in Grade 7 (5.2 percentage points) and Grade 8 (7.4 percentage points). In Grade 6 there was a drop of 5.9 percentage points in mathematics in the special education subgroup. In the area of reading, performance of elementary students in special education remained relatively stable in 2009. In addition, proficiency rates for students receiving special education services rose in Grade 3 (3.7 percentage points) and Grade 5 (3.8 percentage points), but dropped in Grade 4 (-5.1 percentage points) in reading. In middle school, the performance of Grade 6 students in

reading remained relatively stable. Students in Grade 8 made large gains (12.3 percentage points higher than in 2008). Gains also were observed in the area of reading in Grade 7 (2.6 percentage points). It is important to note that in 2009 middle school students in special education were, for the first time, eligible to take the Modified Maryland School Assessment (Mod-MSA). The increase in middle school students' performance may be due to the introduction of the Mod-MSA. As a result of intensive and collaborative efforts to provide targeted interventions, only one high school out of 25 did not meet AYP in the special education sub-group.

Montgomery County Public Schools

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ESOL/Bilingual Programs

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) to demonstrate successful academic performance across all curricular areas.

ESOL Enrollment Trends

The number of students enrolled in ESOL programs continues to increase. In FY 2009, enrollment exceeded the projected figure of 16,000 by 685 students, for a total enrollment of 16,685 students. This was an increase of 754 students over the previous year. In FY 2010, the number of ESOL students has increased to 17,664. 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 elementary level, comprising 79 percent of the overall ESOL enrollment. Elementary ESOL enrollment in Grades pre-K–1 constitutes 44 percent of the overall elementary ESOL enrollment. It is for this reason that elementary ESOL staff members have an allocation ratio of 44 to 1. This strategy ensures that reserve positions are available to resolve enrollment issues.

Major Functions

The Division of ESOL/Bilingual Programs develops, coordinates, and supports efforts to enhance the academic opportunities and the academic performance of ELL students by focusing all division functions on curriculum and instruction, counseling, parent outreach, and language assistance services.

Curriculum and Instruction

- The development and implementation of a rigorous pre-K–12 ESOL curriculum aligned to the language proficiency state curriculum ensures that ESOL students develop the academic English needed to achieve Adequate Yearly Progress (AYP) on the Maryland School Assessments (MSA) and to meet Annual Measureable Achievement Objectives (AMAO) in English language proficiency. Training sessions have been developed and delivered in collaboration with the Office of Organizational Development for ESOL teachers and administrators on the effective implementation of the ESOL curriculum and all components of the ESOL instructional program. (\$36,802,225)

Counseling

- Bilingual and cross-cultural counseling provides additional support to enable ESOL students to succeed academically by assisting students with the process of acculturation. Regular individual counseling and group guidance sessions with ESOL students, as well as crisis intervention for ESOL students who are in the process of adjusting to a new school and community environment, assist them in bolstering their academic

performance by easing sociocultural challenges. (\$1,736,007)

Parent Outreach

- Efforts to support the academic success of ESOL students are enhanced by the division's multilingual parent outreach team. The ESOL parent outreach team works to provide direct services to ELL families at schools with significant ESOL populations. The team collaborates with the Department of Family and Community Partnerships to ensure a consistent and collaborative approach to parent and family issues. The parent outreach team minimizes linguistic and cultural barriers by using their multilingual skills to support ELL parents in navigating the school system in support of their children's education. (\$1,980,198)

Language Assistance Services

- 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 interpretation services for large-scale events in schools and central offices, as well as school system-sponsored activities and community forums. (\$1,237,199)

Recent Accomplishments

- Finalized the revision of elementary and secondary ESOL curricula to ensure alignment to the English language proficiency state curriculum.
- Developed and revised additional ESOL curriculum documents to support ESOL students in the academic content areas at the elementary level. Revised ESOL curriculum documents to ensure compatibility with the Online Curriculum Environment and identified additional online resources at the secondary level.
- Completed the development and implementation of the Students Engaged in Pathways to Achievement (SEPA) program for high school ESOL students with interrupted formal education at Thomas Edison High School of Technology. SEPA is a career-focused English language development program that provides entry level career, English, literacy, and numeracy skills to Spanish-speaking ESOL students. Specialized curriculum for this program also has been developed.
- Provided a total of 16,961 counseling and parent outreach direct service contacts in 36 languages to meet the needs of ESOL students and their families in 167 schools.
- Implemented the Translation Request System to Montgomery County Public Schools offices and schools and translated more than 1,108 documents consisting of 2,283 pages into 15 different languages to communicate essential systemwide information relating to curriculum, instruction, health, and safety in FY 2009.
- Coordinated the provision of interpretation services at 6,204 meetings in FY 2009 in 62 languages. The Language Line was used by schools and offices to obtain a total of 100,802 minutes of interpretation services in 38 languages for 12,674 encounters in FY 2009.

Evidence of Student Achievement

- Overall reading and mathematics MSA scores for the limited English proficiency (LEP) subgroup have shown consistent improvement in the percentage of students performing at proficient and advanced levels across all grades for the past five years (2005–2009), with the

gap between LEP and non-LEP students continuing to narrow. However, 2009 Grade 8 MSA scores reveal a decline in the percentage of students in the LEP subgroup performing at proficient and advanced, with the gap between the LEP and non-LEP subgroups widening. At the high school level, all high schools made AYP for the LEP subgroup in reading and mathematics in 2009, with the exception of Springbrook High School, which did not meet AYP requirements in LEP reading.

- For three consecutive years (2007–2009), ESOL students have exceeded AMAO I targets (progress toward proficiency in English) as shown in the table below. ESOL students have exceeded AMAO II targets (attainment of proficiency in English) for two consecutive years (2007–2008), but missed the 2009 AMAO II target by one-tenth of one percent.

Year	AMAO I MSDE Target	AMAO I MCPS	Difference	AMAO II MSDE Target	AMAO II MCPS	Difference
2007	40	69.2	29.2	20	55.1	35.1
2008	48	77.2	29.2	30	69.1	39.1
2009	56	67.0	11.0	15	14.9	-0.1
2010	64			TBD		
2011	72			TBD		

Montgomery County Public Schools

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Accelerated and Enriched Instruction

Mission

The mission of the Division of Accelerated and Enriched Instruction (AEI) is to develop exemplary program models, instructional guidelines, curriculum components, and training 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.

Trends in Accelerated and Enriched Instruction

While significant expansion of accelerated and enriched instruction marks the years 2000–2009, Montgomery County Public Schools (MCPS) continues to face the challenge of providing access to rigorous instruction for all students. More students are accessing challenging courses than ever before, but the need to improve courses and instruction that challenges advanced students remains. Ensuring that students who may benefit from advanced courses are enrolled in the correct level is a system priority. AEI is leading a collaborative effort among offices and schools to streamline existing processes to notify parents and ensure that students receive the most appropriately challenging level of instruction. The Student Instructional Program Planning and Implementation (SIPPI) process will be piloted in 30 elementary schools this year and developed for implementation at the crucial Grade 5 to Grade 6 transition the following year. The SIPPI will provide a consistent process for student course/class placement and will offer parents a written report specifying their child’s instructional placement recommendations in addition to the current letter identifying their child as gifted or not gifted.

Major Functions

The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, includes a key goal critical for accelerated and enriched instruction, *Goal 2: Provide an Effective Instructional Program*. In Goal 2, the milestone related to advanced-level instruction is “All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement (AP), International Baccalaureate (IB), and other college-level courses, with a focus on improving enrollment and performance of African American and Hispanic students.” Data points to measure the success of this milestone include gifted and talented (GT) screening in Grade 2, advanced mathematics proficiency in Grade 5, Honors/Advanced Placement, IB, and other college-level course enrollment, and participation in and performance on AP and IB examinations.

The strategic plan for AEI incorporates the goals identified by system priorities as well as recommendations of the Deputy Superintendent’s Advisory Committee on Gifted and Talented Education (DSAC). DSAC reported the need for improvement in the following four key areas:

- Strengthen accountability measures
- Improve and expand programs

- Implement systematic collection and analysis of data
- Provide all students with equal access to GT programs and services

Recent Accomplishments

Through significant support from the Board of Education, MCPS has made much progress toward the goals detailed by DSAC as follows:

- The number of elementary school highly gifted centers has doubled since 2001, from four to the current eight sites.
- A second magnet—Humanities and Communication and Mathematics, Science, and Computer Science—opened at Roberto W. Clemente Middle School in 2004, providing the upcounty with services for the highly gifted.
- Three student-choice whole school magnets—Argyle, A. Mario Loiederman, and Parkland middle schools—opened in 2005.
- A whole-school magnet opened at Poolesville High School in 2006 that includes courses in the humanities, in global ecology, and a science/mathematics/computer science program.
- Enrollment in IB programs expanded from 515 students in 1999 to 8,413 students in 2009.
- The William and Mary and Junior Great Books reading language arts programs are now required at all elementary schools beginning in 2008.
- Five gifted and talented learning disabled (GT/LD) centers continue to provide a rigorous curriculum for students.
- Middle school advanced courses are expanding to all middle schools. The Office of Organizational Development (OOD) and the Office of Curriculum and Instructional Programs provided professional development related to 25 of these advanced courses this summer.
- During the summer, more than 860 middle school teachers and elementary Title I GT teachers were trained on methods and techniques for rigorous instruction.
- AEI staff members supported 173 schools in 2008–2009. Staff members taught continuing education courses on reading and mathematics for the highly able learner, and led professional development opportunities on the William and Mary and Jacob’s Ladder language arts programs, the Junior Great Books reading program, critical and creative thinking, and strategies for GT/LD learners.
- Staff members in AEI and OOD are collaborating to develop online learning resources related to meeting students’ differentiated instructional needs. Learning modules on the principles of differentiation, math labs that demonstrate differentiation in the mathematic setting, equitable teaching practices, and using 21st century technology as a tool for providing rigorous instruction are available to support teachers and can be found on the MCPS website at <http://www.montgomeryschoolsmd.org/departments/development/resources/Differentiation%20Principles/player.html>.
- AEI staff members integrated the critical and creative thinking strategies of the Program of Assessment, Diagnosis, and Instruction (PADI) into the newly developed integrated kindergarten curriculum.

- AEI staff members collaborated with staff members in the Office of School Performance to monitor accelerated and enriched services at schools and to identify schools needing AEI support, observation, consultation, modeling, or training.

Evidence of Student Achievement

The number of MCPS students enrolling and successfully completing advanced-level courses continues to rise. The following information is in accordance with the most current data available:

- The percentage of Grade 5 students successfully completing Grade 6 mathematics or higher rose from 43.1 percent in 2007–2008 to 48.8 percent in 2008–2009.
- The percentage of Grade 8 students successfully completing Algebra 1 or higher rose from 56.0 percent in 2007 to 59.6 percent in 2008.
- Students from all 25 high schools participate in dual enrollment with local colleges or universities, with a total of 2,167 enrollments.
- MCPS students continued to outperform the state and the nation, with 61.5 percent of students in the Class of 2008 taking at least one AP examination.
- The number of AP courses offered in each high school has increased dramatically in the past seven years. In 2002, one high school offered only 13 courses, the smallest AP program in MCPS at that time. That high school now offers 23 AP courses, the average number of offerings in MCPS high schools. Six MCPS high schools (24%) offer 29 or more AP courses. The largest AP program includes 33 courses.
- Student participation in AP testing has risen countywide. In 2002, MCPS students took 13,189 AP tests; by 2004 this number had increased to 19,111. In 2009, 28,575 AP tests were administered in MCPS, more than doubling the number of tests taken since 2002. In 2009 we saw the largest one-year increase in AP Exam takers in seven years. Since 2002, the number of graduating students in MCPS enrolled in one or more AP courses during high school rose over 10 percent with the greatest increases in participation among Hispanic (+15.6%) and Asian American students (+13.0%). Students receiving Free and Reduced-price Meals System (+12.7%) and English Language Learners (+12.8%) services also showed dramatic increases in participation.
- In 2009, MCPS students accounted for 33.5 percent of all AP examinations taken by public school students in Maryland and 1.1 percent of all examinations taken by public school students in the nation. Additionally, in 2009, 72.3 percent of AP Exams taken by MCPS students earned a score of three or higher, significantly higher than the state (61.2 percent) and nation (56.7 percent).
- The MCPS Class of 2008 had more than triple the national average of students who scored a 3 or higher on at least one AP examination.
- The percentage of students earning a score of 3 on an AP examination or a 4 on an IB examination in 2007–2008 was 59.6 percent.

Montgomery County Public Schools

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Organizational Development

The Montgomery County Public Schools (MCPS) Strategic Plan, *Our Call to Action: Pursuit of Excellence*, confirms the importance of professional development for all staff. Goal 4 of the Strategic Plan is to “Create a Positive Work Environment in a Self-Renewing Organization.” The first milestone under this goal states “All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.” The Office of Organizational Development (OOD) is charged with the primary responsibility in this critical work. The mission of OOD is to “develop all staff and improve the effectiveness of the organization to ensure high achievement for every student.” OOD is also committed to building the capacity of all staff to promote equity and excellence in schools, workplaces, and communities. This is reflected in the primary themes of the OOD Strategic Plan: *Equity. Excellence. Effectiveness.*

Major Functions

The work of the Office of Organizational Development can be divided into five critical areas that are all essential in the pursuit of student achievement:

- Building the capacity of teachers
- Building the capacity of administrators
- Building the capacity of support professionals
- Building the capacity of teams, schools, and offices
- Promoting individual growth and advancement

Building the Capacity of Teachers

The foundational element in the success of our school system is a highly effective teacher in every classroom. OOD works to realize this foundation by providing high-quality, job-embedded professional development for the 11,000 teachers who work directly with our students. This effort begins with New Educator Induction, a structured program that provides supports and training for 500-800 new teachers every year. The Consulting Teachers (CT) Team based in OOD then provides one-on-one coaching and support to all new teachers. During the past four years, consulting teachers have served 2,494 teachers, of which 295 were identified as underperforming teachers and 2,199 were novice teachers.

One of the most important MCPS efforts to build teacher capacity is the presence of a full-time staff development teacher (SDT) in every school. SDTs work with teams and individual teachers to support instruction and provide professional development. SDTs meet with teams, teach demonstration lessons, work with school administrators to build professional learning communities, support the school improvement process, coach struggling teachers, and other efforts that support professional development and student learning.

The Curriculum Training and Development Team in OOD provides thousands of hours of training and support to thousands of teachers every year, both in structured sessions at training sites and through follow-up support in school buildings and classrooms. All new curriculum rollout is supported by intensive professional development.

Studying Skillful Teaching classes that are taught by the members of the Skillful Teaching and Leading Team provide teachers with research-based strategies and instruction. Through successful completion of these 36-hour courses, teachers greatly enhance their instructional quality, motivation of students, and intervention for struggling children. During the 2008-2009 school year, nearly 800 teachers completed Studying Skillful Teaching I and II. Over the past four years, more than 3000 teachers have completed the courses.

Building the Capacity of Administrators

Research has shown that highly skilled administrators have a positive effect on student achievement. MCPS has constructed a nationally-recognized model for developing school leaders. During the 2008–2009 school year, 16 novice principals, including four acting principals and two principals new to a level, were supported by consulting principals. All met standard in their performance appraisals. In addition, over 300 administrators and teacher leaders successfully completed coursework in Observing and Analyzing Teaching. Over the past four years, more than 1,200 system leaders have completed these classes.

Building the Capacity of Support Professionals

MCPS has over 8,000 support professional employees who make a positive difference in student learning through a variety of roles. Professional growth consultants (PGCs) in OOD provide coaching and guidance to support professionals who have been identified as not meeting the competencies outlined in the Supporting Services Professional Growth System. Recent efforts to build the capacity of support professionals include numerous technology trainings, professional development for 10-month employees, and the Workplace English project.

Building the Capacity of Schools, Offices, and Teams

In order to reach strategic plan goals, it is very important for MCPS to support school and office staff as they work in teams. Staff development specialists (SDS) in OOD provide several critical functions, beginning with direct support of staff development teachers in the schools.

The Professional Learning Communities Institute (PLCI) provides ongoing training and support for school leadership teams including administrators, teachers, support professionals, and parents.

The Equity Training and Development Team works directly with schools and offices to promote equity and close the achievement gap. The Equity Training and Development Team continues to focus on: 1) building leadership staff capacity to lead for equity, 2) deepening capacity of OOD staff to explicitly infuse equity content and processes into all professional development programs and projects, and 3) providing direct services, consultation, and resources to support school-based and central services study and dialogue about the impact of race and ethnicity on teaching and learning.

The Technology Consulting Team works directly with principals, supervisors, teachers, and support professionals to help staff maximize the use of technology resources to support system goals. Critical work this year has included providing staff development for the Financial Management System (FMS) and training to support Middle School Reform (21st century classroom, Promethean boards, Performance Matters).

The Innovative Professional Development Team, established in 2009, works within OOD and with other offices to promote innovative approaches to professional development, including online modules, virtual classrooms, and webinars. In addition, the members of this team are critical contributors to the development of the MCPS Online Learning Community.

The Staff Development Substitute Program provides schools with substitute days that allow time for teachers and teams to engage in professional development, examine student work, analyze data, and plan instruction.

Support for Individual Growth and Advancement

MCPS supports individuals in their professional growth through providing tuition reimbursement for advanced coursework, Continuing Professional Development (CPD) courses to help staff build skills and certification, and multiple higher education partnerships that help staff members to pursue advanced degrees and certification in areas that are critical to the system, including special education, ESOL, mathematics, and science. Thirty two partnerships with area universities and colleges produced more than 300 program graduates during the 2008-2009 school year.

Focus on Organizational Changes

In order to meet the needs of MCPS staff and achieve strategic plan goals, OOD continues to examine and adjust provision of resources and supports in order to be more targeted, efficient, and innovative in providing professional development to clients. OOD plans to focus on job-embedded professional development and innovative approaches to building capacity of staff in order to increase effectiveness and reduce costs associated with Tier 1 training.

Focus on Budget Changes

For FY 2011, OOD is working to realign assignments and caseloads to ensure that high quality professional development continues to be provided to all clients. In addition, adjustments to the delivery systems for some professional development will create savings in the areas of training stipends and other costs. OOD is actively exploring how to use technology and online learning environments as a strategic tool in building the capacity of staff.

Recent Accomplishments

Middle School Reform – When implementing a major initiative like middle school reform, professional development is a key component. OOD worked closely with other offices to plan, design, and deliver training to the Phase I and Phase II Middle Schools. This included intensive training for the schools' leadership teams, curriculum content training in mathematics, reading,

ESOL, and special education strategies, technology training, and professional development for teacher leaders, including math specialists and literacy coaches.

National Board Certified Teachers (NBCT) – With 453 National Board Certified teachers overall, Montgomery County far surpasses all other counties in Maryland and ranks among the top 20 school districts in the nation in the number of new and cumulative total of National Board Certified educators.

APQC Award – In 2008, MCPS was recognized by the American Productivity and Quality Council for exemplary work in supporting professional learning communities. The award names MCPS a benchmark district and applauds our systematic approach to building the capacity of staff.

Montgomery County Public Schools

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Technology

Under the leadership of the chief technology officer, the office is responsible for all aspects of Montgomery County Public Schools (MCPS) information technology systems and provides the leadership for developing and implementing information technology initiatives that support the Board of Education's strategic plan, with emphasis on integrating technology-based teaching and learning in the classroom.

The office's mission focuses on rigorously and consistently providing the highest quality technology systems and services to support excellence in teaching and learning, facilitating collaborative learning communities, and supporting operational effectiveness that enhances the management of the business of education. The office continuously cultivates strategic partnerships with vendors that focus on improving product and service pricing, quality, and on-time delivery. Moreover, the office is committed to creating an organizational culture of respect, based on the awareness and understanding of the impact of the office's work on the behavior and decisions of others.

Major Functions

The Office of the Chief Technology Officer (OCTO) is comprised of three departments and two divisions—the Department of Strategic Project Management and Planning leads the strategic visioning and planning for the use of technology in MCPS based on quality and secure standards, coordinates statewide educational technology efforts, and manages technology-related federal programs; the Department of Information and Application Services provides expert recommendations for the integration of state-of-the-art technology into student and administrative practices and support services; the Department of Infrastructure and Operations manages the technical enterprise configurations for information systems and provides the operational support for administrative data and reports; and the two divisions provide technology support and innovative project management, research and development, strategic planning for technology refreshment, coordination of state-wide educational technology efforts, and management of technology related federal programs.

OCTO supports instruction and student achievement by designing and developing innovative approaches and strategic technologies in support of *Our Call To Action: Pursuit of Excellence*, the strategic plan for MCPS, the *Maryland Educational Technology Plan for the New Millennium: 2007–2012*, and *No Child Left Behind Act of 2001* (NCLB). These technology systems are developed with an explicit commitment to customer satisfaction, the delivery of high-quality products and services, and support that is responsive to the needs of the MCPS user community.

The Department of Strategic Project Management and Planning oversees the use of effective project management and quality assurance processes and tools for OCTO providing leadership, collaboration, and coordination to ensure that information technology projects and systems are developed and implemented based on MCPS end user and reporting requirements and are consistent with industry-standard project management, quality assurance, and information technology security processes and practices. Staff in this department works with all OCTO project managers to share and implement project management practices that lead to successful results.

Staff in the Department of Information and Application Services supports student and business technologies by providing leadership, collaboration, and coordination of OCTO initiatives through the development, implementation, and continuous improvement of MCPS technology solutions. These MCPS student, administrative, and operational services allow schools and offices to collect essential data; make decisions and plans based on data analysis; disseminate accurate, current, and timely information; and conduct efficient daily management and support operations.

The Department of Infrastructure and Operations manages the enterprise-wide technical systems and facilitates the implementation of effective, secure, and reliable hardware and software solutions for the entire school system. Staff in the department provides operational support for administrative data and reports.

The OCTO divisions providing technology support and modernization facilitate the effective use of technology as an everyday tool within MCPS for the benefit of all users including students, teachers, parents, staff, and the local and world-wide learning community. The responsibilities of these divisions are closely aligned with the Technology Modernization (Tech Mod) program funded through the Capital Improvements Program that refreshes technology in schools and offices. The Division of Technology Support provides on-site technical support to staff in schools and offices, Help Desk services, and customer relationship management. The Division of Technology Innovation oversees field installation and project management, research and development, strategic and tactical planning of the capital program for technology refreshment, coordination of statewide educational technology efforts, and management of technology related federal programs. This division also manages the Title II-D Educational Technology grant, which supports the innovative use of technology in classroom instruction and student learning, such as Middle School Reform technology, technology magnet programs, and professional development for information technology system support employees. This division continuously cultivates strategic partnerships with vendors that focus on improving product and service prices, quality, and on-time delivery.

Focus on Organizational Changes

OCTO has continued to reform and realign structures and resources to effectively support the school system's priorities and efficiently address the needs of customers. Furthermore, the organizational changes reduce management reporting layers and are supported by the ongoing efforts to

- Transform the organizational culture
- Redefine and adopt a customer engagement and relationship model and process

- Provide strategic leadership for all technology initiatives being implemented throughout the school system
- Develop a next generation information technology workforce by building staff capacity
- Strengthen operational coherence and risk management through active stakeholder governance
- Provide technology solutions that facilitate the development of collaborative teaching and learning communities (Web 2.0 framework)

Recent Accomplishments

- Implemented innovative technology solutions for the 21st Century classroom, provided leadership for the design and implementation of online curriculum delivery, and expanded project and process management practices in collaboration with MCPS-wide initiatives.
- Supported the use of 21st century technologies to transform teaching and learning. Using the stimulus funding set aside for universal design for learning, interactive white boards, student response systems, and netbook mobile carts were installed in all classrooms in four elementary schools.
- Focused on continued support of improved project management practices through improving collaboration and listening and learning from stakeholders.
- Focused on expanding the ability to meet increasing customer requests accurately and in a timely manner to continuously increase the quality of services provided to all MCPS technology users.
- Implemented *myMCPS*, an enterprise portal which provides MCPS staff with access to key services based on their role. The *myMCPS* portal has been engineered as a social network to facilitate collaboration among staff, students, and parents to augment the continuum of teaching and learning at MCPS. By concentrating work efforts in a single tool that delivers rich, role-specific content to all members based on best practices and a real-time input and feedback loop, *myMCPS* streamlines processes previously accomplished by accessing and mastering multiple systems, and also accelerates the communication of ideas and results across groups, further extending the professional learning community beyond previous perceived boundaries.
- Expanded the Elementary School Online Achievement and Reporting System (ES OARS) to include grades 4 and 5 in 25 selected schools. ES OARS has been updated allowing teachers to use newly established measurement topics for grading and reporting. A new standards-based report card has been developed to reflect revised measurement topics in Grades 1 through 3, and new measurement topics for Grades 4 and 5.
- Implemented MCPS Careers to enable the electronic handling of MCPS recruitment needs, from posting positions to hiring, serving both internal and external applicants. This system provides for efficiency and is fully compliant with the Office of Federal contract Compliance Programs, Uniform Guidelines on Employee Selection Procedures,

and Equal Employment Opportunity guidelines. This system also integrates with the Human Resources Information System and Fortis Document Management System.

- Deployed a comprehensive user identity management system, which automates user account creations and deletions, as well as handles exceptions using workflows, manages password policies, provides compliance with audit requirements and provides users with password self-service. By automating these complicated tasks, this system minimizes human errors in managing user accounts and provides necessary audit reports. In addition to the initial creation of access privileges, this system helps to dynamically adapt to changes in business requirements.
- Upgraded the MCPS e-mail system to Exchange 2007 to take advantage of increased protection of data for security and to optimize our investment for future growth. This upgrade also provides more powerful Web access so users can access documents in their work location from remote locations.
- Continued to carry additional Internet provider (IP) services throughout MCPS with the addition of IP-based building-wide security cameras in 13 secondary schools, 38 visitor-management systems in elementary and middle schools, and introduced IP-based building access control systems in 52 elementary schools in FY 2010. The information provided by these systems traverses the MCPS Local Area Network/Wide Area Network providing critical information to both MCPS safety and security staff and the Montgomery County Police.
- Opened 94,213 requests for services and support in the Unicenter Service Desk (USD) issue tracking system by MCPS staff in schools and offices as compared to 102,760 in FY 2008. The number of requests opened in the USD issue tracking system declined, in part, as a result of improved self-service options provided to our customers.
- Initiated a refurbishment and repair project in response to the delay of the Tech Mod program. The Tech Mod program replaces four-year old computers in schools, but was delayed one year due to the fiscal crisis, creating a five-year replacement cycle through FY 2012. This project refurbished and repaired 7,109 computers in the 42 schools that had been anticipating the replacement of their four-year old computers in FY 2010. Also, the division supported the installation of technology for five schools with construction projects, including one new school, three modernized schools, and one school with an addition.
- Applied for and received funding to lead a competitive grant under Title II-D—*Enhancing Education Through Technology* under the *No Child Left Behind Act*. This grant funds a state-wide consortium for administering and analyzing results of the Maryland Measures for Student, Teacher, and School Administrator technology literacy. Division staff, funded through the Title II-D Educational Technology allocation, supported the critical thinking program in seven participating schools.
- Supported the federal application processes for E-Rate telecommunication rebates totaling approximately \$1.8 million for FY 2009.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Enrollment

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget will increase by \$14,792,498 because of enrollment changes. Below are details of the reasons for the increase.

- Enrollment growth impacts most aspects of the Operating Budget, such as requirements for instructional staffing, student transportation (operators, attendants, and buses), instructional materials (textbooks and supplies), other school-based supporting services, and new and expanded school facilities.

Enrollment Projections

- Official enrollment for the 2009-2010 school year is 141,777 students. This is an increase of 2,501 students from FY 2009, and 1,277 more than what was projected and budgeted for in the FY 2010 Operating Budget.
- Enrollment is projected to be 143,309 students in FY 2011, which is 1,532 more than this year, and 2,809 more than what was budgeted for in the FY 2010 Operating Budget.
- The main reasons for higher enrollment in FY 2010 include:
 - Higher numbers of resident births since 2000, now arriving in elementary schools
 - A reduction in out migration of households from Montgomery County
 - Increased enrollment into MCPS from county private schools
- Elementary school enrollment is projected to increase next year. The projection for Grades K-5 enrollment in FY 2011 is 63,581, up 1,577 from this year's actual enrollment of 62,004. Kindergarten enrollment is projected to be 10,575 next year, the third year this enrollment has topped 10,000.
- Secondary school enrollment is projected to decline in FY 2011. Middle school enrollment is projected at 30,532, a decline of 358 from this year's actual enrollment of 30,890. High school enrollment is projected at 44,386, a decline of 194 from this year's actual enrollment of 44,580.

- Increases in elementary school enrollment will be somewhat offset by decreases in secondary enrollment for the next several years. However, significant total enrollment increases will occur over the six-year forecast period. By FY 2016, Montgomery County Public Schools is projected to have 148,043 students enrolled, 6,266 more than this year.

Costs Related to Enrollment Changes

Budget calculations are based on changes in projected enrollment. Since actual enrollment was 1,277 students above projection in FY 2010, additional resources will need to be requested in the FY 2011 budget for these students. In addition to these students, another increase of 1,532 students is projected for FY 2011, for a total 2,809 students above the budgeted level for FY 2010.

- Total costs related to enrollment growth will increase by \$14,792,498.
- This fall there are 961 more students in elementary schools than were projected and budgeted for. The projection of 1,577 additional elementary students in FY 2011, results in a cumulative increase of 2,538 students from what is budgeted for in FY 2010 to what is projected for FY 2011. This number of additional students requires an additional 138.7 classroom teacher positions and 4.775 lunch hour aide positions at a total cost of \$7,553,449.
- This fall there are 735 more students in middle school than were projected and budgeted for. The projection of 358 fewer middle school students in FY 2011 results in a net increase of 377 students from what was budgeted for in FY 2010 to what is projected for FY 2011. This number of additional students requires 21.0 additional classroom teacher positions at a total cost of \$1,100,568.
- This fall there are 69 more students in high schools than were projected and budgeted for. The projection of 194 fewer high school students in FY 2011 results in a net decrease of 125 students from what was budgeted for the FY 2010 to what is projected for FY 2011. This number of fewer students requires an 16.0 fewer classroom teacher positions for a total decrease of \$875,077.
- This fall there are projected increases of 500 ESOL students. This number of projected additional students requires 21.0 additional classroom teacher positions and 2.5 fewer paraeducator positions at a total cost of \$1,026,131.
- This fall there is a projected increase of 7 additional pre-kindergarten classes to comply with state mandates to serve an additional 140 children. This number of projected additional students requires 3.5 additional classroom teacher positions, 2.625 additional paraeducator positions, and 1.3 additional social services support positions at a total cost of \$423,440.

- Growth in special education requires the addition of 16.0 classroom teacher positions, 9.6 speech pathologists, 5.5 occupational and physical therapist positions, and 26.74 paraeducator positions at a total cost of \$2,115,007. Special education students are now included in the total count of students by grade level. A decrease in the number of students expected to require non-public placement decreases the budget for tuition payments by \$441,282.
- There are other costs related to enrollment changes such as \$180,724 for substitutes, \$95,599 for textbooks, \$33,935 for media centers, and \$157,783 for instructional materials. In addition, there are related changes such as additional square footage added to schools to accommodate enrollment growth. Costs for building services (\$288,439) and utilities (\$870,005) will add \$1,158,444 to the budget. Additional transportation costs related to enrollment growth add \$88,880 to the budget.
- Employee benefits costs related to enrollment changes result in a net increase of \$3,346,194.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

New Schools

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget will increase by a net of \$1,007,976, reflecting the effects of opening new schools. Below are details of the reasons for the decrease.

- The budgetary impact of new schools is a result of the combination of positions added to a school because of the school building itself and one-time start-up costs.
- Costs associated with the opening of new schools rather than enrollment growth include building administrators, reading teachers, staff development teachers, building service workers, secretaries, and other positions. New school costs also include utilities, media and instructional materials, custodial supplies, equipment, food services, and other non-personnel costs.
- One-time costs come out of the budget in the year after the building opens or a grade is added. As a result, the incremental impact of new schools in any single year may be either an increase or decrease.
- In FY 2011, no new schools will open. Part of the one-time costs relative to the opening of the William B. Gibbs, Jr., Elementary School will cease after FY 2010, resulting in a partial decrease in new schools costs.
- The increase of costs related to the addition of 185,000 square feet at several school buildings totals 9.5 building services positions and \$1,270,999. The net decrease in one-time costs related to the William B. Gibbs, Jr., Elementary School is \$263,023.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Continuing Salaries

Continuing salaries and related employee benefits will increase the FY 2011 Operating Budget by \$25,908,503. Continuing salary costs are tied to the negotiated agreements. They include annual salary increments for eligible employees, adjusted by savings for expected employee lapse and turnover. Employee pay is based on salary schedules, published as part of the operating budget, for each pay grade and step. As employees increase their experience, they reach higher steps on the salary schedule. In addition, teacher salaries depend on educational levels. Salaries for supporting services employees depend on the number of hours worked in addition to their years of service.

Continuing Salaries

Changes in employee salaries are determined by negotiated agreements with four employee organizations:

- Montgomery County Education Association (MCEA) representing teachers and other professional employees
 - SEIU Local 500 representing supporting services employees
 - Montgomery County Association of Administrators and Principals (MCAAP) representing administrators
 - Montgomery County Business and Operations Administrators (MCBOA) representing non-certificated supervisory employees
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- Employees receive continuing salary increases related to seniority (steps and longevity). Increases include scheduled annual increments for employees with satisfactory service who are still progressing along salary schedules and for teachers who accumulate sufficient graduate credits to move to a higher salary schedule lane.
 - Included in net continuing salary costs is lapse (savings resulting from short-term vacancies) and turnover (savings from replacing a senior employee with a lower-paid junior employee) savings based on historical experience.
 - The total budget increase for continuing salary costs and related benefits of \$25.9 million includes \$18.5 million for MCEA, \$6.4 million for SEIU Local 500, \$0.1 million for MCBOA, and \$0.9 million for MCAAP.
 - Continuing salaries increase the total budget by 1.2 percent and the budget for salaries and wages by 1.7 percent. As a result of lower than normal turnover due

to the economic downturn, continuing salary costs are increasing more than in most years.

- Budgeted salary costs for FY 2011 assume that all new employees will be hired at the budgeted new-hire rate for their position, including BA4 for regular education teachers and BA6 for special education teachers.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Employee Benefits

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget includes \$517.9 million to provide employee benefits (23 percent of the total operating budget). This is an increase of \$67.8 million (15.1 percent). Health and life insurance coverage for current active and retired employees and their families are provided through the Employee Benefit Plan (EBP). Other employee benefits include retirement, social security (FICA), worker's compensation and other self-insurance, and tuition reimbursement. The operating budget also includes an increase of \$30.9 million for the fourth year of an eight-year phase-in of payments required for the Retiree Health Trust Fund for Other Post-Employment Benefits (OPEB) to pre-fund retiree health benefits. See a separate section on OPEB.

Health and Life Insurance

- MCPS works with a consultant firm, Aon Consulting, one of the leading firms in the nation with expertise in employee benefit plan administration. Aon studies both national trends and actual MCPS experience to develop projections of future costs. These projections have been very close to actual results for the last several years.
- Joint negotiations with employee unions have resulted in a series of health care plan design changes, including higher co-pays for some plans, changes in pharmaceutical access, and new plan administration.
- The projected budget increase assumes a 7.7 percent cost increase trend in FY 2011. This rate is higher than in previous years and much higher than the expected rate of inflation. The projection reflects the net of inflationary cost increases and the positive effects of cost containment initiatives and cooperation with other county agencies, including rebidding contracts with third party administrators. In addition to implementing additional efficiencies, the MCPS budget has included the impact of a reduction in the number of new retirees in FY 2011 and the overall impact an economic contraction has on the ability to pass on higher costs for employee health benefits.
- The budget for health and life insurance for active employees will rise by \$21,001,690. Active employees pay an average of 10 percent of plan expenses, although this varies by plan.
- The budget for retiree health care costs will increase by \$4,932,580. Retirees pay 36 percent of plan costs.

Other Employee Benefits

The cost of other employee benefits is expected to increase by \$7.2 million in FY 2011.

- The cost for current retirement programs will increase by \$3.1 million based on 4.70 percent of salary. Investment gains and losses in the retirement fund are smoothed over five years. Thus, some past losses have not yet been fully realized, and there will be a gradual recognition of significant losses and a consequent increase in the percentage of salary used to calculate retirement contributions. As a result of these anticipated actuarial losses, long-term concerns remain about the funded status of the retirement plan.
- Because salary schedules have not changed, contributions to social security are projected to remain the same in FY 2011.
- Self-insurance costs for worker's compensation will increase by \$3.9 million in FY 2011, a 40 percent increase. MCPS participates in an inter-agency risk management fund. That fund has sustained significant investment and operating losses, although the volume of MCPS self-insurance claims has not changed significantly.
- There also is an increase of \$200,000 for tuition reimbursement as more employees take courses to maintain certification and increase job skills.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Funding Retiree Benefits - OPEB

The Montgomery County Public Schools (MCPS) FY 2011 Operating Budget includes an increase of \$30,942,250 million to continue pre-funding of Other Post-Employment health and life insurance Benefits (OPEB) for retired employees, made necessary by the rulings of the Government Accounting Standards Board (GASB). Total pre-funding in the FY 2011 budget is \$42.9 million. This pre-funding is necessary to assure retired and active employees that future retiree health insurance costs will be fully funded, and to protect the County's AAA bond rating.

- GASB defines what are considered to be Generally Accepted Accounting Principles (GAAP) for governmental entities, including public school districts. GASB statements 43 and 45 related to disclosure of liabilities for Other Post-Employment Benefits (OPEB).
- OPEB include retiree medical, dental, life insurance, and other benefits not covered by a pension plan.
- MCPS has taken action to limit its liabilities under the new rulings. With the cooperation of retiree representatives, the Board of Education adjusted the share of health and life insurance benefit payments made by retirees to 36 percent of total costs with MCPS responsible for 64 percent.
- Plan sponsors such as MCPS, began to comply with the new rulings beginning in FY 2008. They must determine through an actuarial study and disclose in financial reports OPEB liabilities as they are incurred. MCPS commissioned its pension actuary, Mercer, to conduct the required actuarial analysis.
- The new approach differs from past practice that permitted employers to pay for such benefits on a "pay as you go" basis. Until 1978, MCPS pre-funded retiree insurance benefits. That fund was finally exhausted in FY 2003. After that, the operating budget paid the full cost of retiree benefits.
- Although GASB does not require government bodies to pre-fund OPEB obligations, bond rating agencies expect large governmental entities with favorable bond ratings to phase-in OPEB funding over a period of years, with a plan to achieve full funding of the liabilities. As a result, all County funded agencies have decided to phase-in required pre-funding over no more than eight years. By the end of that period, MCPS would be contributing approximately \$80 million annually to fund the OPEB unfunded accrued liability. FY 2011 is the fourth year of the phase-in period.

- MCPS has established a trust fund to hold and invest employer contributions. Investment earnings of the trust fund will reduce the ultimate cost to the operating budget.
- The FY 2010 budget includes \$12.0 million in contributions for the third year of the eight-year phase-in period. The adverse economic situation and budget shortfalls made it necessary for the County Council to reduce OPEB funding. This has created a shortfall in the phase-in plan. The County Government made no payments to its OPEB trust fund in FY 2010. The County Council required MCPS to delay making the FY 2010 payment to the trust fund until June 30, 2010, in case the money is needed to deal with revenue shortfalls later this fiscal year.
- The FY 2011 budget includes an increase of \$30.9 million to restore the payment schedule to the original eight-year phase-in period. This will make possible a total payment of \$42.9 million. Because of the effects of the recession, the County Council may decide again to postpone required OPEB contributions. That may effectively delay completion of the phase-in period.
- As economic conditions improve, MCPS will make additional contributions to achieve the complete phase-in of required payments within eight years based on actuarial recommendations. This will enable MCPS to achieve full funding of anticipated OPEB obligations.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Inflation and Other Cost Changes

Miscellaneous changes and cost increases resulting from inflation to maintain the same level of services reduce the Montgomery County Public Schools (MCPS) FY 2011 Operating Budget by \$1.0 million. Below are details of the reasons for the decrease.

- Net cost decreases resulting from inflation and miscellaneous factors total \$1,046,424.
- Because of the serious national recession, inflation in the Washington metropolitan area has dropped to about 0.5 percent. Inflationary increases are calculated for most budgeted items other than salaries, and increases for major items that have specific rates different from general inflation rates are calculated separately. These include such items as utilities, diesel fuel, bus parts, tuition costs for students with disabilities who are in private placements, textbooks, and instructional materials.
- Inflation for instructional and other supplies and materials is \$1,652,072, based on the 6 percent inflation rate for textbooks and other instructional materials. A total of \$8.8 million is budgeted for textbooks.
- An additional \$500,500 is budgeted for textbooks and instructional materials for the Grade 1 integrated curriculum. This includes a selection of texts and instructional materials in digital and traditional format to deliver curriculum resources, with instructional materials in a Web-based learning environment.
- An additional \$157,064 is budgeted to provide additional athletic participation opportunities for students with disabilities. All Maryland school systems are required to provide such services according to state law by July 2011. The additional funds will provide stipends for staff and supplies and materials to support athletic activities.
- The continued annual phase-in of the discontinuation of Secondary Learning Centers for students with disabilities will include Grade 9 in FY 2011. This results in a net reduction to the budget of \$647,634. Students transitioning to their home schools will continue to receive necessary instructional support.
- Utilities costs have decreased as energy prices have declined. Decreases resulting from lower costs of electricity and other utilities total \$5,516,376. The decrease for electricity alone is projected to be \$4.6 million. Estimated savings from rebidding electricity contracts and energy conservation measures of \$1 million have resulted in this decrease in utilities costs.

- Higher costs resulting from expected rate increases and catching up for past increases for non-public placement for special education students are \$1,567,254. Other miscellaneous changes in special education are a net increase of \$6,731.
- Higher costs for replacement of 119 school buses that have reached the end of their permitted use (\$1,231,495), bus fuel (\$800,000), and other transportation costs of \$218,282, totaling \$2,249,777.
- Costs for plant operations and maintenance will increase by \$320,000 for contractual maintenance, vehicle operations, and supplies.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Revenue

Montgomery County Public Schools (MCPS) currently receives 71 percent of its Operating Budget revenue from local county contribution, 21 percent from the state of Maryland, 5 percent from the federal government, and 3 percent from enterprise fund activities and all other sources. Below are details of major revenue issues facing MCPS in FY 2011.

County Revenue

- In FY 2010, Montgomery County provides 71.3 percent of MCPS total resources, higher than the percentage paid by any other county in Maryland. This percentage has dropped for several years because state and federal aid have increased.
- In FY 2010, the County Council approved a local contribution to the MCPS budget that was \$79.5 million lower than the minimum required by the state requirement for Local Maintenance of Effort (MOE). The state superintendent of schools has warned the county that it is not in compliance with state law. This could cost the county the entire increase in state aid in FY 2010.
- The Maintenance of Effort requirement for FY 2011 is \$1.554 billion in local tax contribution, an increase over FY 2010 of \$24.4 million. This reflects the growth in enrollment since last year.

State Revenue

- In FY 2010, MCPS received \$440.1 million in state revenue, an increase of \$39.7 million from FY 2009. This is 20.5 percent of the MCPS budget.
- FY 2008 was the final year of implementation of the six-year Bridge to Excellence in Public Schools Act (BTE). Through FY 2010, state aid has increased by \$227 million above the amount before the BTE Act.
- The General Assembly also decided to provide full funding of the Geographic Cost of Education Index (GCEI), which recognizes the higher cost of education in some districts. The full funding for FY 2010 increased state aid to MCPS by \$13.1 million.
- It is not possible to estimate how much state aid may be available in FY 2011. Maryland faces a potential \$2 billion shortfall in FY 2011. Closing this fiscal gap may result in changes to state aid formulas. Under current aid formulas, Montgomery County should receive additional aid because of higher enrollment.

Federal Revenue

- In FY 2010, MCPS received \$115.6 million in federal revenue, an increase of \$50.5 million. This is 5.4 percent of the MCPS budget.
- In FY 2010, MCPS received an increase of more than \$50 million in federal aid through the American Recovery and Reinvestment Act (ARRA), the federal economic stimulus legislation. These funds are provided for two years through September 30, 2011. Although appropriated as a single multi-year grant, the ARRA funds were designated by Maryland to be used primarily as formula grants in even amounts during FY 2010 and FY 2011. The operating budget assumes that MCPS also will receive a total of \$50 million of ARRA grants in FY 2011. However, additional ARRA funds may be received through competitive grants that will be awarded later this year and next year.
- As part of the ARRA funding, MCPS received through the governor a total of \$27.8 million under the State Fiscal Stabilization Fund (SFSF). MCPS will receive an SFSF grant in FY 2011, but it is not yet known how the governor intends to distribute the funds. This budget assumes the same amount in SFSF funds.
- MCPS is acutely aware that these federal funds will terminate after FY 2011, what is called the “funding cliff.” The assumption is that improving economic conditions will provide sufficient state and local revenue to replace the expiring federal funds. However, the indication is that economic conditions will not improve quickly enough to avoid revenue reductions in FY 2012 and subsequent years.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Local Maintenance of Effort

The state Maintenance of Effort (MOE) law requires each county to appropriate local funds equal to the highest local appropriation per pupil for the previous fiscal year, that is, to provide sufficient local tax dollars at least equal to the same amount in the previous fiscal year for each student. The purposes of the requirement are to stimulate local support of education and prevent a county from reducing its own contribution when the state increases the amount of aid to a school district. This prevents a county from using the increased state aid for a different purpose than education, for example, a new county office building, which would defeat the purpose of increased state aid for education.

- The Maintenance of Effort requirement for FY 2011 is \$1.554 billion in local tax contribution, an increase over FY 2010 of \$24.4 million. This reflects the growth in enrollment since last year of 2,170 eligible students.
- As enrollment changes, MOE may increase or decrease to maintain the same dollars per pupil in local funds. For FY 2010 and FY 2011, the required local contribution is \$11,249 per pupil, reflecting the local contribution appropriated in FY 2009 (\$1,513,555,147).
- Because the formula covers only enrollment changes, the MOE amount is not sufficient to meet even basic inflationary cost increases. These cost increases not covered by MOE include higher prices for textbooks and materials, changes in employee compensation, higher costs for health care and other employee benefits, cost increases for bus fuel, or higher costs for electricity and other utilities.
- In most years, Montgomery County has funded the MCPS budget at a much higher level than MOE, both to compensate for inflationary increases and for program improvements, offset by reductions based on greater efficiency or program reductions. Over the past decade, the cumulative funding above required MOE exceeds \$500 million.
- In FY 2010, Montgomery County provides 71.3 percent of MCPS total resources, higher than the percentage paid by any other county in Maryland. This percentage has dropped for several years because state aid has increased.
- If state or federal aid increases, that does not change the required local contribution. In FY 2010, state aid exceeded the FY 2009 budget by \$39.7 million. Federal aid available for any expenditure increased by \$27.8 million because of the federal stimulus legislation. In addition, the state corrected a

significant error in the calculation of state aid in FY 2009 and returned \$24.2 million in improperly withheld aid at the end of FY 2009.

- Because of the availability of this additional state and federal aid and because of the county's difficult fiscal situation resulting from the national economic recession, the Montgomery County Board of Education supported the County request for an FY 2010 waiver of the MOE requirement, provided that it was for a single year only. Without the one-time increase in state and federal aid, continuing inflationary pressures and enrollment increases require a greater local contribution within the MOE requirement.
- In May 2009, the Maryland State Board of Education denied the county's request for an MOE waiver. The county then decided to appropriate within the MCPS budget sufficient funds to meet the MOE requirement totaling \$79.5 million by requiring MCPS to reimburse the county for debt service on school construction bonds.
- In November 2009, the state attorney general ruled that this use of debt service does not meet the MOE requirement because it involves an artificial transfer of expenditure from the county to the Board of Education budget. The state superintendent of schools has found that Montgomery County is not in compliance with maintenance of local effort for FY 2010. The county disagrees with the decision and may appeal the ruling.
- State law requires the Board of Education to request an operating budget including at least enough local contribution to meet the MOE requirement. State law also prevents the County Council from adding items to the Board budget that the Board has not requested. The FY 2011 operating budget meets state requirements. Consistent with the attorney general's ruling, the superintendent's recommended budget does not include debt service reimbursement to the county.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

State Revenue

Montgomery County Public Schools (MCPS) currently receives 21 percent of its Operating Budget revenue from the state of Maryland. Below are details of major revenue issues facing MCPS in FY 2011.

- In FY 2010, MCPS received \$440.1 million in state revenue, an increase of \$39.7 million from the FY 2009 budget. This is 20.5 percent of total revenue.
- MCPS also received \$24.2 million in FY 2009 to correct an error made by the state in the distribution of state aid. This error resulted from a problem in interpreting wealth information for the basic state aid program. The General Assembly corrected the error through a supplemental appropriation in FY 2009 that was used to provide fund balance that helped to fund the FY 2010 operating budget. This fund balance is one-time revenue not available to support the budget in FY 2011.
- FY 2008 was the final year of implementation of the six-year Bridge to Excellence in Public Schools Act (BTE). The BTE recognized that the state has an obligation to provide adequate support to all students, to improve the equity of the distribution of state aid to districts with fewer local resources, and to assure accountability for the use of state funds through improved student achievement. After FY 2008, districts were scheduled to receive formula increases only for inflation and higher enrollment. Through FY 2010, state aid has increased by \$227 million above the amount before the BTE Act.
- The 2009 session of the General Assembly delayed the inflationary adjustment required by the BTE until FY 2012, and limited it to 1 percent in that year.
- The General Assembly also decided to provide full funding of the Geographic Cost of Education Index (GCEI), which recognizes the higher cost of education in some districts. The full funding for FY 2010 increased state aid to MCPS by \$13.1 million. However, 70 percent of GCEI funding was made possible in FY 2010 through the federal State Fiscal Stabilization Fund (SFSF). GCEI funds are not mandated state aid and there is no guarantee that SFSF funds will be used for GCEI funding in FY 2011. When the federal aid terminates after FY 2011, it is not clear how the GCEI will be funded.
- It is not possible to estimate how much state aid may be available in FY 2011. Maryland faces a potential \$2 billion shortfall in FY 2011. Closing this fiscal gap may result in changes to state aid formulas. Under current aid formulas, Montgomery County should receive additional aid because of higher enrollment.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Federal Revenue

Montgomery County Public Schools (MCPS) currently receives 5.4 percent of its budget from the federal government. Below are details of major federal revenue issues facing MCPS in FY 2011.

- In FY 2010, MCPS received \$115.6 million in federal revenue, an increase of \$50.5 million.
- MCPS receives federal aid mainly through categorical grants that must be used for specifically designated purposes. The only exception is Impact Aid received as a reimbursement for the extra expenditures resulting from the attendance of children of certain federal employees. In FY 2010, MCPS expects to receive \$245,000 in federal Impact Aid.
- Major federal categorical grants include Title I to provide support for poor children, Title III (Limited English Proficiency) for English language learners, Head Start, Vocational Education, and the Individuals with Disabilities Education Act (IDEA) for special education students.
- In FY 2010, MCPS received a major increase in federal aid through the American Recovery and Reinvestment Act (ARRA), the federal economic stimulus legislation. These funds are provided for two years through September 30, 2011. Although appropriated as a single multi-year grant, the ARRA funds were designated by Maryland to be used primarily as formula grants in even amounts during FY 2010 and FY 2011. The operating budget assumes that MCPS also will receive a total of \$50 million of ARRA grants in FY 2011. Additional ARRA funds may be received through competitive grants that will be awarded later this year and next year.
- Much of the ARRA money is restricted in use. MCPS received \$5.9 million for Title I and \$16.4 million for IDEA. These funds must be used for the same purposes and according to the same regulations as other funds normally received for these grants. Smaller amounts have already been received for several other categorical grants. MCPS will receive similar amounts in FY 2011 for these grant programs.
- As part of the ARRA funding, MCPS also received through the governor a total of \$27.8 million under the State Fiscal Stabilization Fund (SFSF). These funds are intended to be used to save and create jobs to boost the economy. The U. S.

Congress designated approximately 81 percent of the funds for education purposes and 19 percent for general governmental purposes. The governor decided to use the education funds to avoid having to make reductions in certain state aid formulas, including the Geographic Cost of Education Index (GCEI), and to support needed increases in state retirement payments made on behalf of local school districts. MCPS will receive an SFSF grant in FY 2011, but it is not yet known how the governor intends to distribute the funds. This budget assumes the same amount in SFSF funds.

- MCPS also is working to secure additional ARRA funds through forthcoming competitive grants. MCPS is monitoring state efforts in pursuing the “Race to the Top” grant. MCPS also is working on the “Investing in Innovation” grant in conjunction with private and community partners.
- MCPS is acutely aware that these federal funds will terminate after FY 2011, what is called the “funding cliff.” The assumption is that improving economic conditions will provide sufficient state and local revenue to replace the expiring federal funds. However, the indication is that economic conditions will not improve quickly enough to avoid revenue reductions in FY 2012 and subsequent years.

Montgomery County Public Schools

FY 2011 Operating Budget

Operating Budget Process

The operating budget process provides the Board of Education and the superintendent of schools with the opportunity to align the operating budget with the Montgomery County Public Schools' strategic plan, communicate its goals to the public, and secure approval of the operating budget by the county executive and the County Council. Below is a brief summary of the operating budget process.

- *Community Forums* – The Board of Education convenes community forums annually in September and October to review implementation of the MCPS strategic plan, assess progress on detailed multi-year strategies and initiatives implemented through the operating budget, and gather public input at the forums or through the MCPS website. Recently, community forums have been “open mike” sessions that have included testimony from parents, students, and community leaders. Individual offices and departments also gather community input, for example, the Special Education Staffing Plan Committee.
- *Same Services Budget Development* – The operating budget is developed through a “zero-based” process that applies staffing and other funding formulas approved by the Board of Education using updated enrollment forecasts and other school-based data. Departments have an opportunity to realign existing resources to higher priority needs based on the system and unit strategic plans. The budget development process also accounts for inflationary increases in the cost of goods and services required by the school system.
- *Program Initiatives and Reductions* – Improvements in new or expanded programs are proposed by individual offices or by other stakeholders. These changes are tied to the goals of the strategic plan. In November, with the advice and counsel of other decision makers, formally and informally, the superintendent of schools determines which programs he will recommend and how much he will request for each new or expanded program initiative. In FY 2011, fiscal constraints prevent implementation of new or expanded program initiatives, but most existing improvement initiatives will remain in place. Based on targets provided to individual offices, the superintendent also recommends reductions in base budget programs.
- *Budget Presentation and Publication*—In December, the superintendent of schools presents his recommendations to the Board of Education. The *Superintendent's Recommended Operating Budget*, often called the management budget, shows budget resources by office, department and other units. The *Program Budget* includes references to the units that carry out each program. The management

budget describes in detail the work of each unit, shows all budget changes, and includes performance measures for each operating unit. The management budget also includes a glossary of budget terms, an index of all items, and a section describing how to understand the budget. The *Budget in Brief* describes highlights of the recommended operating budget for the general public. Budget publications are all posted to the MCPS website.

- *Board of Education Public Hearings and Worksessions* – In January, the Board of Education holds two public hearings. Testimony is received from MCCPTA cluster representatives and other interested citizens regarding the superintendent's recommendations. Following the hearings, the Board holds two worksessions to ask specific questions about the budget and explore potential amendments. Recently, the Board has reviewed the budget programmatically. The Board has identified budget issues related to its seven academic priorities and reviewed the budget according to those priorities rather than chapter by chapter. The Board may increasingly use the Program Budget to organize its work sessions on the operating budget.
- *Budget Amendment and Adoption*– At the all-day meeting in February, the Board formally considers the superintendent's operating budget, often as amended to take into account updated enrollment and other information. Board members propose and dispose of suggested amendments and adopt the Operating Budget Request as amended. On March 1, the budget is formally transmitted to the county executive and the County Council. The county executive issues his recommended budget on March 15.
- *Spending Affordability process*– In February, the County Council adopts spending affordability guidelines (SAG) for the county, including possible property tax rates and allocations of resources to each agency. If an agency's budget request exceeds its SAG allocation, it must submit a list of possible reductions to meet the SAG guideline no later than March 31.
- *County Council review*– In April, the County Council holds a series of public hearings that include considerable testimony on the MCPS budget. The County Council Education Committee reviews the MCPS request and the county executive's recommendation during worksessions in April and May. The full Council approves a budget for MCPS including totals for each state category by the end of May. The Board of Education determines the final approved budget using state category totals approved by the Council at its June day meeting. The budget takes effect on July 1.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Public Engagement and the Operating Budget

The Montgomery County Board of Education has strengthened public engagement in the development of the MCPS Operating Budget. MCPS has implemented new methods this fall to expand public participation. Feedback received from this process has influenced the proposals included in the FY 2011 Operating Budget. Below are details of the public engagement process.

- For the past six years, the Board of Education has held public community forums in the fall to provide feedback on the progress of the MCPS strategic plan and how the budget can be better aligned with the strategic goals of the school system.
- On September 17 and October 15, 2009, the Board held “open mike” public community forums at Quince Orchard High School and John F. Kennedy High School respectively at which a total of 50 individuals testified.
- In addition, MCPS is receiving ongoing feedback online and through feedback cards in multiple languages that have been distributed to parents and community organizations. More than 20,000 cards in six languages have been distributed. More than 20 comments have been received from more than 11 respondents.
- Main themes identified in the comments include:
 - curriculum, assessment, and instruction;
 - teacher/staff quality, diversity, and compensation;
 - facilities, operations, and services;
 - communications; and
 - accountability, testing, and scores.

Montgomery County Public Schools

FY 2011 OPERATING BUDGET

Budget Transparency

The Montgomery County Public Schools publishes and posts on its website a variety of publications that involve different ways of looking at the operating budget. Together, these documents enable citizens to understand how MCPS resources are used and what is recommended in the operating budget. MCPS is continually trying to improve the transparency of these budget documents. Below are details of the information available on the MCPS Operating Budget.

- *Call to Action: Pursuit of Excellence* – The MCPS strategic plan, approved by the Board of Education, includes detailed multi-year strategies and initiatives implemented through the operating budget.
- *Program Budget* – The Program Budget summarizes the operating budget in more than 100 major programs across departments and offices. This year, the Program Budget references strategies and initiatives in the strategic plan and ensures that all strategies and initiatives are identified by program. The Program Budget should increasingly become a principal vehicle for making resource allocation decisions.
- *Recommended Operating Budget* – The *Superintendent's Recommended Operating Budget*, often called the management budget, shows budget resources by office, department and other units. The *Program Budget* includes references to the units that carry out each program. The management budget describes in detail the work of each unit, shows all budget changes, and includes performance measures for each operating unit. The management budget also includes a glossary of budget terms, an index of all items, and a section describing how to understand the budget. For FY 2011, the Recommended Operating Budget is available as a searchable document on the MCPS website, budget page.
- *Budget in Brief*—The Budget in Brief describes major budget issues in brief as an introduction to the operating budget. It includes details of proposals included in the recommended budget. It also includes important summary statistical information about the operating budget.
- *Personnel Complement* – The Personnel Complement includes a detailed listing of all positions requested in the budget. Both the *Program Budget* and the *Recommended Operating Budget* include personnel complements organized by program and unit respectively.

- *Budgeted Staffing Guidelines* – The *Program Budget* and the *Recommended Operating Budget* include budgeted staffing guidelines for regular education and special education. These guidelines govern the allocation of personnel resources by school and special education disability.
- *Schools at a Glance* – The *Schools at a Glance* annual publication shows a variety of information for each school, including programs from the Program Budget that are implemented at each school and personnel allocated to each school. A separate document, *Special Education at a Glance*, is published to show special education resources at each school.

All these publications are available on the MCPS website.

Montgomery County Public Schools

FY 2010 OPERATING BUDGET

Audits

The Montgomery County Public Schools (MCPS) receives many regular financial and operational audits. These audits ensure financial and operational accountability to the public. Below are details of some of the regular audits.

- State of Maryland law, Section 5-109 of the Education Article, requires all school districts to commission an annual external audit of financial transactions by an independent certified public accountant. MCPS uses the firm of Clifton and Gunderson (CG). Neither CG nor its predecessors have identified any material weaknesses or noncompliance with internal controls.
- MCPS issues an annual financial report, the Comprehensive Annual Financial Report (CAFR). This report has received an Excellence in Financial Reporting Award from the Government Financial Officers Association (GFOA) and from the state of Maryland.
- Board of Education Policy DAA, Fiscal Responsibility and Control, requires the superintendent of schools to maintain strict financial controls consistent with state law and the county charter.
- The Board of Education Fiscal Management Committee meets regularly with staff to review audit findings and provide financial oversight. The Fiscal Management Committee reviews the reports of the system's actuary and external auditor.
- The Maryland State Department of Education (MSDE) and the state Office of Legislative Audit (OLA) review MCPS activities and financial reports. MSDE audits a variety of issues, including enrollment, program administration, special education, teacher certification, criminal background checks of teachers, and grants monitoring.
- Under Senate Bill 894, OLA is conducting a comprehensive financial and operational audit of all state school systems according to a six-year schedule. The MCPS audit was completed in January 2009. The report found that MCPS has "procedures and controls in place to ensure the safeguarding of assets and the efficient use of financial resources." The report made useful recommendations for process improvements in business operations, including accounting, internal controls, technology, and facilities operations.
- The federal government regularly provides mandated A-133 single audits of federal grant programs. The frequency of these audits has greatly increased in recent years. Federal audit results of MCPS grants have not included any material adverse findings.

- The State Interagency Committee on School Construction (IAC) audits the use of state construction funds. None of their audit notes contained any material findings.
- The county Office of Legislative Oversight (OLO) has conducted comprehensive budget reviews of MCPS programs, including student transportation, special education, school plant operations, compliance with environmental regulations, organizational development programs, recycling, and high school consortia. In FY 2007, OLO added an analyst dedicated to MCPS issues and conducted a review of fiscal performance indicators. These indicators serve as the basis for review of the MCPS budget by the County Council.
- The MCPS Internal Audit Unit conducts financial and program audits of MCPS program as well as school independent activity funds (IAF). This unit also monitors the external audit contract and is responsible for ensuring implementation of external audit recommendations.

Fiscal Year 2011 Operating Budget Timeline

Board of Education Community Forums	September 17, 2009 October 15, 2009
Superintendent's Operating Budget transmitted to Board of Education	December 8, 2009
Sign-up begins for Board of Education public hearings	December 23, 2009
Board of Education public hearings	January 13 & 20, 2010
Board of Education budget work sessions	January 27 & 28, 2010
Board of Education action	February 9, 2010
Board of Education budget transmittal to County Executive/County Council	March 1, 2010
County Executive recommendations presented to County Council	March 15, 2010
County Council budget hearings	April 2010
County Council budget action	May 20, 2010
Final Board of Education action to approve FY 2011 Operating Budget	June 8, 2010

Operating Budget Documents

Montgomery County Public Schools publishes and posts on its website a variety of publications that involve different ways of looking at the operating budget. Together, these documents enable citizens to understand how MCPS resources are used and what is recommended in the Operating Budget. MCPS is continually trying to improve the transparency of these budget documents. Below are details of the information available on the MCPS Operating Budget.

Call to Action: Pursuit of Excellence – The MCPS strategic plan, approved by the Board of Education, includes detailed multiyear strategies and initiatives implemented through the operating budget.

Program Budget – Summarizes the operating budget in more than 100 major programs across departments and offices. This year, the Program Budget references strategies and initiatives in the strategic plan and ensures that all strategies and initiatives are identified by program.

Recommended Operating Budget – Shows budget resources by office, department, and other units. It includes references to the units that carry out each program, describes in detail the work of each unit, shows all budget changes, and includes performance measures for each operating unit, a glossary of budget terms, an index of all items, and a section describing how to understand the budget. Often called the management budget.

Budget in Brief – Provides detailed summary information on budget totals and changes proposed in the Operating Budget.

Personnel Complement – Provides a detailed listing of all positions requested in the budget. Both the Program Budget and the Recommended Operating Budget include personnel complements organized by program and unit, respectively.

Budgeted Staffing Guidelines – The Program Budget and the Recommended Operating Budget include budgeted staffing guidelines for regular education and special education. These guidelines govern the allocation of personnel resources by school and special education disability.

Schools at a Glance – Provides a variety of information for each school, including programs from the Program Budget that are implemented at each school and personnel and expenditures budgeted for each school. A separate document, Special Education at a Glance, is published to show special education resources at each school.

All of these publications are available on the MCPS website at www.montgomeryschoolsmd.org/departments/budget/



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