Chapter 2

Office of the Deputy Superintendent of Schools

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Deputy Superintendent of Schools
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	FY 2012 BUDGET	FY 2012 CHANGE
POSITIONS					
Administrative	8.000	6.000	6.000	6.000	
Business/Operations Admin.					
Professional	2.000	1.000	1.000	1.000	
Supporting Services	19.000	22.000	22.000	22.000	
TOTAL POSITIONS	**29.000**	**29.000**	**29.000**	**29.000**	
01 SALARIES & WAGES					
Administrative	$1,201,139	$872,031	$872,031	$877,006	$4,975
Business/Operations Admin.					
Professional	91,066	109,490	109,490	111,579	2,089
Supporting Services	1,326,480	1,522,654	1,522,654	1,497,000	(25,654)
TOTAL POSITION DOLLARS	**2,618,685**	**2,504,175**	**2,504,175**	**2,485,585**	**(18,590)**
OTHER SALARIES					
Administrative					
Professional	12,097	25,996	25,996	15,996	(10,000)
Supporting Services	30,497	48,612	48,612	18,612	(30,000)
TOTAL OTHER SALARIES	**42,594**	**74,608**	**74,608**	**34,608**	**(40,000)**
TOTAL SALARIES AND WAGES	**2,661,279**	**2,578,783**	**2,578,783**	**2,520,193**	**(58,590)**
02 CONTRACTUAL SERVICES	**95,206**	**90,577**	**95,577**	**86,502**	**(9,075)**
03 SUPPLIES & MATERIALS	**29,179**	**52,074**	**52,074**	**42,085**	**(9,989)**
04 OTHER					
Staff Dev & Travel	13,191	15,179	15,179	17,443	2,264
Insur & Fixed Charges					
Utilities					
Grants & Other	48,890	51,500	51,500	50,300	(1,200)
TOTAL OTHER	**62,081**	**66,679**	**66,679**	**67,743**	**1,064**
05 EQUIPMENT		**5,000**			
GRAND TOTAL AMOUNTS	**$2,847,745**	**$2,793,113**	**$2,793,113**	**$2,716,523**	**($76,590)**

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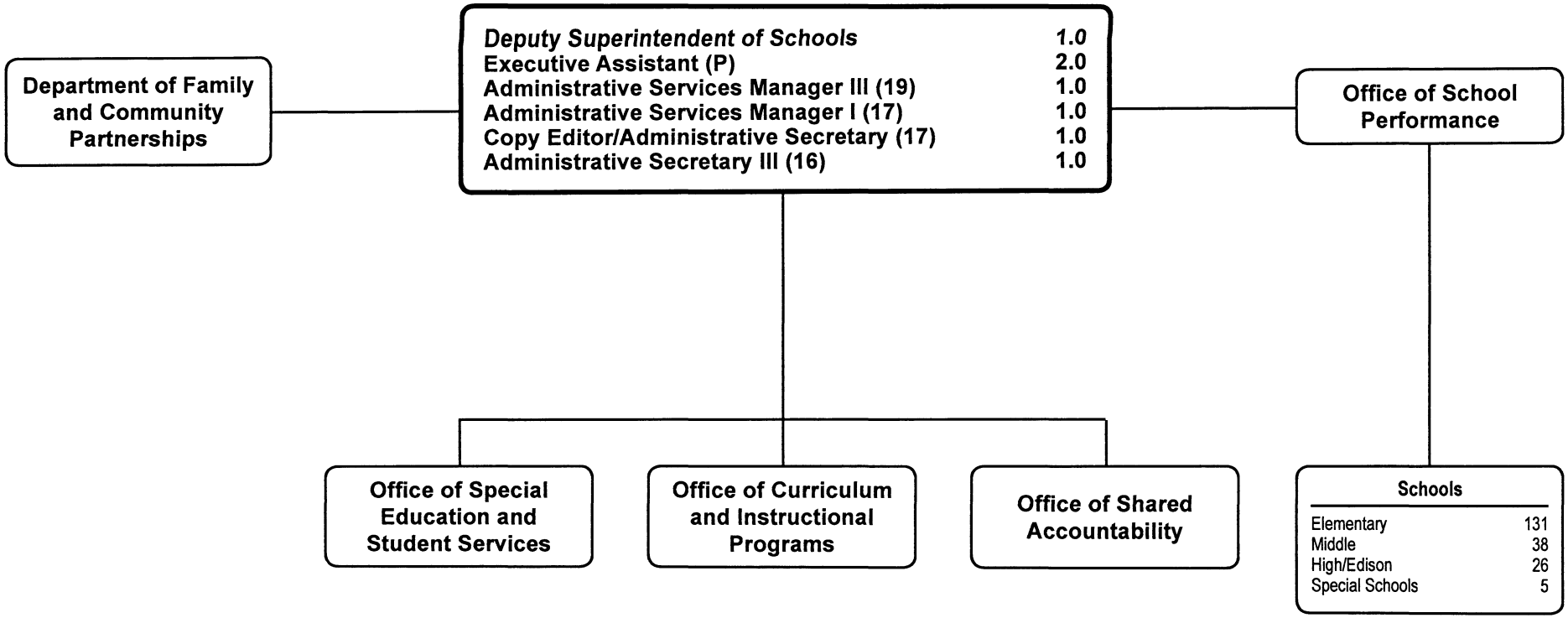
Office of the Deputy Superintendent of Schools



F.T.E. Positions 7.0

(In addition, the positions in the Office of School Performance are shown in Chapter 1, Office of Shared Accountability in Chapter 3, Curriculum and Instructional Programs in Chapter 4, and Special Education and Student Services in Chapter 5.)

Office of the Deputy Superintendent of Schools—615

Dr. Frieda K Lacey, Deputy Superintendent of Schools 301-279-3127

Mission

The mission of the Office of the Deputy Superintendent of Schools (ODSS) is to lead systemic school reform in providing the highest quality education to all students. ODSS ensures success for every student by optimizing teaching and learning through the alignment of rigorous instructional programs, initiatives targeted to eliminate the achievement gap, equitable distribution of resources, and workforce excellence in a system of shared accountability.

Major Functions

The ODSS leads and directs the instructional priorities of Montgomery County Public Schools (MCPS), grounded in an organizational culture of respect. The ODSS supervises the offices of Curriculum and Instructional Programs, School Performance, Shared Accountability, and Special Education and Student Services, as well as the Department of Family and Community Partnerships and Human Relations Compliance. The integrated efforts of these offices are focused on continuously increasing student achievement through an aligned curriculum, quality instruction, shared accountability system, meaningful partnerships with families and community members, and the elimination of institutional barriers to individual student success.

The development and implementation of an integrated, rigorous, standards-based, Grades K–5 curriculum provides the foundation for the success of all students, including our most vulnerable populations such as English Language Learners, Special Education students, and students receiving Free and Reduced-price Meals System services. This rigorous curriculum exceeds the standards outlined by the Maryland State Department of Education (MSDE) Voluntary State Curriculum and extends learning to position students on a trajectory for success in college or work. The ODSS leverages strategies such as the Seven Keys to College Readiness, the Integrated K–5 Curriculum, Baldrige-guided School Improvement Process, inclusive educational opportunities, and innovative approaches to parental engagement in order to accelerate student academic performance.

The ODSS identifies strategic interventions designed to increase the achievement of targeted student populations through the alignment of resources; for example, critical initiatives targeting populations including students who have not yet met graduation requirements (i.e., High School Assessment and/or credit hours), and special education students. Through the development and implementation of systemic reform efforts targeting these specific populations, the ODSS has established a safety net of support that acknowledges and provides for the variety of student needs in MCPS. The ODSS coordinates and integrates the work of the offices using the project team model. Through cross-functional central and school-based project teams, action plans are designed to ensure that students eligible for the MSDE Bridge graduation completer are identified and supported. The ODSS closely monitors the work of the project teams, providing technical support to the teams. The High School Plus Program enables high school students to earn the required credit hours for graduation within and outside the traditional school day. Least Restrictive Environment (LRE) continues to be a focal point of the ODSS commitment to the special education population as MCPS moves towards a more inclusive educational environment for all students.

The ODSS is committed to dismantling institutional barriers to student success, creating a culture of high expectations, mutual respect, and shared accountability. Through the M-Stat process, individual student and school progress on the key data points of the rigorous MCPS Seven Keys to College Readiness trajectory are analyzed and monitored. Gate-keeping mechanisms and other impediments to student engagement and achievement are identified and systematically eliminated. This central office model has become the cornerstone for data-driven decision making throughout MCPS. The ODSS monitors the processes by which schools are held accountable for the success of every student and the propagation of best practices throughout the school system. In addition to the key academic performance data points, the M-Stat process is being deployed for the critical analysis of data related to graduation rates, ineligibility, student suspension, and parental engagement.

The ODSS is responsible for setting the standard for a culture of respect for students by ensuring that MCPS is in compliance with all federal, state, and local laws regarding issues of illegal discrimination, sexual harassment, hate/violence, and the *Americans with Disabilities Act*, as well as the dispute resolution process for students with disabilities. Through a comprehensive approach to safeguarding the rights of students, the ODSS monitors the coordination of efforts between various offices, maintaining a systemic approach that allows for trend analysis and strategic planning and decision making.

As the liaison to the community, the ODSS convenes key stakeholder groups to maintain an ongoing two-way dialogue. In particular, the ODSS has provided a forum for traditionally underrepresented communities to share information, plan actions, and strengthen relationships across lines of difference. The Deputy's Minority Achievement Advisory Council (DMAAC), for example, is comprised of members representing the rich diversity of Montgomery County The DMAAC issued a comprehensive analysis and detailed map for increasing parent engagement and meaningful, two-way communication between school and family. The report and subsequent dialogue with the Board of Education (BOE) was the catalyst for the creation of a parent engagement M-Stat team. Recognizing that focused and intensive collaboration with the entire community is required to raise the academic achievement of all students, the ODSS also provides outreach opportunities to special education community groups, higher education forums, focus groups, and all other community groups in an effort to address the challenges of public education.

Trends and Accomplishments

A major trend led by the ODSS is the increased horizontal integration of the work of the offices within and external to the ODSS. In this critical time of increasing student needs

and restricted resources, it is imperative to organize our actions through innovative and creative collaborations resulting in increased efficiencies. Examples of major strategies include: reorganization of the Office of Curriculum and Instruction Programs to include staff development specialists and teachers who provide the direct support to schools in implementing the curriculum with fidelity while employing 21st Century classroom technology; digitizing the curriculum and designing an integrated kindergarten curriculum.

An additional ODSS trend is the relentless effort to ensure that equitable practices permeate the MCPS organization. Through the intentional analyses of data points disaggregated by race and discussed openly and honestly in a culture of respect, ODSS continues to keep equity at the forefront of the work. A pivotal aspect of ODSS work is to ensure the systemic implementation of equity through the dissemination of exemplary leadership and sound pedagogical practices, as well as close monitoring and evaluation of their impact on student learning. To further ensure the implementation of equitable practices, the ODSS leads the development of tools to remove institutional barriers to rigorous program and course access.

A perpetually vexing problem in MCPS and all school districts nationwide has been suspensions, in particular, the disproportionate number of suspensions of African American, Hispanic, and Special Education students. The multiyear efforts of a systemic focus on reducing the numbers of suspensions continues to reap positive results for all groups at all levels. The success realized through the use of the M-Stat process to attack the previously unsolvable issue of suspensions has served as a model and springboard for addressing several additional critical student achievement data points in the Seven Keys to College Readiness. Ineligibility, primary reading, and Algebra 1 are a few of the topics addressed using a comprehensive root cause analysis process, empowering school leadership teams to more strategically and effectively address the instructional needs of all students in their schools in a spirit of shared accountability.

Major Mandates

The ODSS is responsible for ensuring that each office under its supervision meets its individual mandates while coordinating and aligning the work of all the offices in order to maximize efficiency and optimize staff performance and resource utilization. The functions and activities of the ODSS are responsive to numerous federal, state, and local government mandates, as well as MCPS BOE policies. Major mandates include the following:

- The *No Child Left Behind Act of 2001*
- The Individuals with Disabilities Education Act of 2004
- Title VI (discrimination in publicly funded programs) and Title VII of the Civil Rights Act of 1964 (employment discrimination)
- Title XI of the Education Amendments of 1972 (gender equity)
- The Americans with Disabilities Act (ADA)
- The Rehabilitation Act of 1973 (Section 504)
- The Safe Schools Reporting Act of 2005 (incidents of harassment or intimidation)
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*
- MCPS BOE Core Governance Policies
- The MCPS Sexual Harassment policy
- The MCPS Nondiscrimination policy

Strategies

- Facilitate the horizontal integration of the instructional offices to more effectively deliver services
- Facilitate courageous conversations about race and ethnicity in order to dismantle institutional barriers to achievement
- Utilize the M-Stat process to monitor MCPS strategic plan data points and for identifying best practices for systemic implementation
- Institutionalize equitable practices through the development and revision of curriculum, professional development, and processes for student participation in educational opportunities
- Form project teams to lead the development and implementation of action plans to achieve key goals in the MCPS strategic plan
- Use data-driven decision-making processes and Baldrige tools to effect improvements in performance excellence
- Guide the implementation of a standards-based grading and reporting system
- Implement the administrative and supervisory professional growth system
- Obtain, allocate, and align resources for improved student achievement
- Manage the effective delivery of resources and services from the central offices to the schools
- Monitor the implementation of all academic initiatives in meeting stakeholder needs
- Monitor fair and equitable practices and procedures for compliance with federal, state, county, and district laws, policies, and regulations on sexual harassment, illegal discrimination, hate/violence, and the Americans with Disabilities Act
- Evaluate programs/initiatives for effectiveness and revise or eliminate as warranted

Budget Explanation
Office of the Deputy Superintendent of Schools—615

The FY 2012 request for this office is $792,380, a decrease of $4,918 from the current FY 2011 current budget. An explanation of this change follows.

Continuing Salary Costs—($4,918)
There is decrease of $4,918 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

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Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	9.000	7.000	7.000	**7.000**	
Position Salaries	$1,099,369	$763,069	$763,069	**$758,151**	($4,918)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,000	1,000	**1,000**	
Supporting Services Part Time		10,147	10,147	**10,147**	
Other					
Subtotal Other Salaries	21,617	11,147	11,147	**11,147**	
Total Salaries & Wages	1,120,986	774,216	774,216	**769,298**	(4,918)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		20,329	20,329	**20,329**	
Other Supplies & Materials					
Total Supplies & Materials	18,587	20,329	20,329	**20,329**	
04 Other					
Local Travel		1,309	1,309	**1,309**	
Staff Development		1,444	1,444	**1,444**	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,114	2,753	2,753	**2,753**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,141,687	$797,298	$797,298	**$792,380**	($4,918)

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Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT		DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
1		Deputy Supt of Schools		1.000	1.000	1.000	**1.000**	
1		Chief Academic Officer		1.000				
1	P	Executive Assistant		3.000	2.000	2.000	**2.000**	
1	19	Admin Services Mgr III		1.000	1.000	1.000	**1.000**	
1	17	Copy Editor/Admin Sec		1.000	1.000	1.000	**1.000**	
1	17	Admin Services Manager I		1.000	1.000	1.000	**1.000**	
1	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
	Total Positions			**9.000**	**7.000**	**7.000**	**7.000**	

Department of Family and Community Partnerships

Director I (P)	1.0
Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B–D)	1.0
Partnerships Manager (24)	3.0
Communications Specialist (21)	1.0
Parent Community Coordinator (20)	10.0
Communications Assistant (16)	1.0
Fiscal Assistant III (16)	1.0
Administrative Secretary II (15)	1.0
Office Assistant IV (11)	1.0

F.T.E. Positions 22.0

Department of Family and Community Partnerships—521

Eric A. Davis, Director 301-279-3100

Mission

The mission of the Department of Family and Community Partnerships (DFCP) is to promote student achievement by strategically creating and fostering connections among diverse families, community partners, and schools.

Major Functions

DFCP is responsible for coordinating systemwide parent and community outreach to support student learning and improve academic achievement. DFCP works with school staff, central offices staff, parent organizations, community organizations, and businesses to develop and implement partnership programs that support student learning and facilitate home-school communication which empowers families to become more active partners in their children's education.

Support for Schools, Students, and Staff

DFCP is responsible for a wide range of functions that support schools, students, parents, and staff members. DFCP directly supports schools through its targeted parent and community outreach services to schools. The family and school partnership support to schools includes, but is not limited to: assess current family involvement practices at schools, develop ideas to strengthen family involvement, conduct parent focus groups and create parent surveys to gather feedback, assist schools with home visits, provide parents with strategies they can use at home to promote student achievement, involve families that may not traditionally take part in school activities, and provide information to school staff that promotes understanding of students' families and home cultures.

Students are direct beneficiaries of the many services provided by the Department of Family and Community Partnerships. DFCP oversees a robust volunteer program that is responsible for training volunteer coordinators, managing systemwide volunteer data as well as recruiting and training volunteers to support academic programs and tutor students. In addition, the department coordinates the Connection Resource Bank, which provides speakers, judges, and mentors for schools throughout the county. Parent outreach staff works with schools during emergencies by assisting with interpreting and connecting families to resources in the community. The Parent Involvement Toolkit provides schools with an electronic resource of best practices aligned to the national Parent Teacher Association (PTA) standards that can be adapted to any school's improvement plan.

The Department of Family and Community Partnerships coordinates Study Circles, a dialogue program that engages small groups of diverse staff, students, and parents to share experiences and to develop personal and group actions that address racial and ethnic barriers to student achievement and parent involvement. DFCP staff utilizes AmeriCorps members and trained facilitators to provide schools and offices a variety of tailored formats to enhance and support systemwide equity and cultural competency goals.

Promote Family-School Partnerships

The core function of the Department of Family and Community Partnerships is to promote family-school partnerships. DFCP works closely with schools to assist them with their parent outreach efforts, conducting workshops for parents in different languages at the school and in the community, serving on School Improvement Teams, assisting with school events, and developing strategies for reaching diverse parents. DFCP coordinates Parent Academy, Study Circles and Conquista Tus Sueños programs, the annual Back-To-School Fair, ASK MCPS events, the ASK MCPS e-mail drop box, and the ASK MCPS call center. DFCP staff also conducts home visits with school staff, identifies community resources for families, and advises and accompanies parents to Educational Management Team, Individualized Education Program (IEP), mediation/due process, and other school meetings. The office coordinates training for parent outreach staff in central office and in schools on key topics so that staff is sharing accurate and timely information with parents. The Montgomery County Public Schools (MCPS) Parent Involvement Cross-Functional team, led by DFCP, meets monthly with representatives from other MCPS offices to coordinate parent outreach efforts systemwide. DFCP works closely with numerous parent and community groups to support student success, including conducting parent workshops at the George B. Thomas, Sr., Learning Academy Saturday School program that are designed to give parents information and tools to advocate effectively for their children. The office coordinates the MCPS Parent Advisory Council whose mission is to provide feedback and advice to the school system on parent involvement efforts.

The Department of Family and Community Partnerships develops numerous tools and mechanisms for providing information to parents and giving parents an opportunity to provide feedback about the school system. DFCP publishes a quarterly parent newsletter in six languages; develops informational resources for parents; and maintains the DFCP website for families, staff, students, and the community. DFCP creates feedback forms and surveys, and plays a pivotal role in organizing community forums, focus groups, and informational meetings where parents can voice their opinions, questions, and concerns. The department also is responsible for providing information on MCPS programs, activities and news in the Montgomery County Council of Parent Teacher Associations (MCCPTA) delegates' packets each month.

Promote Community-School Partnerships

The Department of Family and Community Partnerships has continued to enhance and expand existing partnerships with community programs, agencies, and nonprofit organizations such as, the Montgomery County Office of Community Partnerships; the Montgomery County Volunteer Center; the Montgomery County Department of Health and Human Services; the Montgomery County Collaboration Council for Children, Youth, and Families; the Montgomery County Public Libraries; the Montgomery County Federation of Families for Children's Mental Health; the Mental Health Association; Interages, Inc.; Passion for Learning, Inc.; OASIS

Intergenerational Volunteers; and Impact Silver Spring. DFCP collaborates with businesses that host ASK MCPS events, school supply drives, and also provide monetary or in-kind support for the annual Back-to-School Fair. DFCP develops, promotes, and coordinates efforts of the business community to create and foster relationships beneficial to the total school community.

Trends and Accomplishments

Effective two-way communication and positive family–school partnerships are essential to student success. Students, staff, and parents depend upon clear, timely, and relevant information to make decisions, to be effective partners in the work of the school system, and to be successful in the classroom and the workplace.

Parents must have access to accurate and clear information in a variety of formats and languages if they are to be effective advocates for their children. The Department of Family and Community Partnerships publishes a print newsletter, Parent Connection, which is distributed to nearly 100,000 parents quarterly and also is available online in six languages. An average of 1,200 calls a month is logged to the ASK MCPS call center which provides assistance in English and Spanish five days a week. Staff responded to over 1,800 questions and requests for support posted on the ASK MCPS e-mail drop box in 2009-2010, compared to only 51 the previous year. DFCP continues the public awareness campaign on the Seven Keys to College Readiness by conducting workshops on the Seven Keys, in collaboration with schools, community, and faith-based organizations.

In-person support to parents is invaluable, particularly for parents new to the school system and unfamiliar with MCPS programs and procedures. During the 2009–2010 school year, DFCP staff interacted with more than 2,000 parents and community members at ASK MCPS events held at shopping centers, community and county government events, as well as Drop-In Coffees at the Family and Community Partnerships office. These events provide parents the opportunity to have their questions answered and gain a better understanding of the school system. Following these events, 149 contacts were made with school staff and parents to resolve questions and issues. The Parent Academy offers parents the opportunity to attend workshops that were developed in response to feedback from parents and in collaboration with parent organizations. During 2009–2010, 103 free Parent Academy workshops were offered to 1,297 parents at 82 schools and community sites. Sessions were designed to help parents understand the school system, strengthen parenting and advocacy skills, raise awareness of school and community resources, and learn computer skills. More than 140 parents took advantage of simultaneous interpretation services available in five languages at all workshops and over 500 parents utilized childcare services. Twelve workshops were conducted in Spanish. The evaluation and overall feedback from parents were positive and will guide improvements for 2010–2011. Staff also conducted an additional 275 workshops at the request of schools and parent organizations with more than 7,700 parents participating. DFCP staff also worked collaboratively with county government agencies to provide information to parents and students about CyberSafety. More than 1,000 parents and 3,000 students participated in one of the 35 sessions that were conducted by staff from the State's Attorney's Office, the police department, and MCPS. More than 1,200 parents also attended the three workshops conducted by DFCP staff in English and Spanish at 12 sites of the George B. Thomas, Sr., Learning Academy Saturday School. The MCPS Parent Advisory Council developed and facilitated nine workshops on Parent Advocacy in English and Spanish attended by over 170 parents. DFCP coordinated the second annual Back-to-School Fair in August 2009 with more than 8,000 people in attendance and $80,000 in services and goods was donated. Staff from MCPS and county agencies provided valuable information and materials. Approximately 12,000 individuals attended the third Back-to-School Fair in August 2010 and $200,000 in services and goods was donated. Additionally, over 5,000 backpacks filled with school supplies donated by staff, businesses, and community members, were distributed to families who needed them at the 2010 Back-to-School Fair.

DFCP staff also supported nearly 1,700 families with direct support at special education meetings, parent-teacher conferences, suspension and expulsion hearings, and on other school-related issues. Additionally, staff conducts home visits in collaboration with schools and helps parents activate Edline and access other MCPS on-line resources. DFCP staff helped 748 parents activate their Edline accounts. Staff will continue to strengthen its role of supporting parents of students with disabilities. In collaboration with the Maryland State Department of Education, the Partners for Success grant, and the MCPS Department of Special Education, all parent outreach staff in DFCP will continue to receive ongoing training on special education so that they are able to assist parents and attend IEP meetings with them, as necessary. DFCP will broadly disseminate information about the availability of this support and establish a parent lending library of books and resources at the Department of Family and Community Partnerships office.

The Department of Family and Community Partnerships staff plays an important role in directly supporting schools–both students, and staff. DFCP coordinates Study Circles which helps schools and offices address racial and ethnic barriers to student achievement and parent involvement through facilitated dialogue and action with parents, students, administration, and school staff. Outcomes for participants include the formation of new relationships, awareness about equity issues, and the development of action steps that are incorporated in school and office improvement plans. During the 2009–2010 school year, 100 Study Circles were held with more than 2,300 participants. DFCP increased the number and impact of Study Circles by continuing to adapt the format to meet the different needs and audiences. DFCP works with schools and offices to develop and facilitate study circles with the following groups: parents, students, and staff; parents and staff; students and staff, students only,

Department of Family and Community Partnerships—521

Eric A. Davis, Director 301-279-3100

and staff only. DFCP also coordinates Conquista Tus Sueños, a program designed specifically to empower Latino families and help them better understand the school system and how to advocate for their child. The program was redesigned for the 2009–2010 school year, incorporating current research and input from Latino parent and was conducted at three sites reaching 81 parents in 2009–2010.

DFCP continues to support schools in their volunteer efforts by providing support and training to volunteer coordinators and assisting schools with data collection. Volunteer coordinators submit monthly reports on the DFCP website. During the 2009–2010 school year, 175 schools reported volunteer data, with 522,186 volunteer hours served. DFCP recruited and trained volunteers to serve as reading tutors for 907 second graders as part of the Ruth Rales Comcast Kids Reading Network in 73 schools and trained and coordinated 535 volunteers in the Extended Learning Opportunities summer program that served K-5 students in Title I schools. Two hundred sixty volunteers from the community assisted DFCP with the third annual Back-to-School Fair, compared to 236 the year before. In addition, the office coordinated the recruitment of 320 speakers, judges, and mentors for school programs and activities.

Major Mandates

- The Americans with Disabilities Act requires reasonable modifications for individuals with disabilities. Documents or products are provided in alternative formats when requested.
- The Maryland State Board of Education (BOE) requires each school district to implement a parental involvement program. The policy encourages schools and local school systems to implement long-term comprehensive programs that build on the strength of families and communities to improve student achievement.
- The *No Child Left Behind Act of 2001* includes requirements for parent and community involvement.
- Montgomery County BOE Policy ABA, *Community Involvement*, requires collaboration with a broad range of community members and access and opportunity for diverse community stakeholders to be involved in decision-making processes.
- Montgomery County BOE Policy ABC, *Parent and Family Involvement*, and MCPS Regulation ABC-RA require effective, well-structured, and comprehensive parental involvement practices that align to the national standards for parent involvement and reflect the diversity of local school communities.
- MCPS Regulation IRB-RA, *Use of Volunteer Service,* outlines the process and procedures for developing and establishing a volunteer program and outlines the responsibilities of staff and volunteers.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, for 2010–2015, requires systemic efforts to strengthen family–school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.

Strategies

- Provide workshops and resources in multiple languages to empower parents to be involved in their children's education
- Collaborate with community, business, and civic organizations to conduct ASK MCPS informational events for families throughout the county to support schools, engage parents, and improve student achievement
- Facilitate a Parent Advisory Council to advise MCPS on ways to improve communication and parent and community outreach efforts and to provide training and support to other parents on effective advocacy
- Implement ongoing processes to gather stakeholder feedback on the effectiveness of communication and parent and community outreach, including facilitating school focus groups to support the school improvement process
- Provide services, technical assistance, and multimedia resources to schools for staff, students, and parents
- Implement processes and cost-effective technologies that streamline and strengthen parent involvement

Performance Measures

Performance Measure: Average yearly number of calls handled by ASK MCPS call center.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
8,561	10,000	12,000

Explanation: This service provides telephone customer service assistance and gives information to parents, students, staff, and community members in a timely manner, efficiently and with consistency. The service is provided in both English and Spanish. Additionally 1,803 e-mail questions and requests for support were handled through the ASK MCPS e-mail drop box.

Performance Measure: Number of schools collecting and reporting volunteer service hours.

	FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
Number of Schools	175	185	200

Explanation: One of the data points in Goal 3, Strengthen Productive Partnerships for Education, of the MCPS strategic plan is school volunteer data. Volunteering is one of the six national standards of comprehensive parental involvement. During 2009–2010, schools reported 522,186 volunteer hours served.

Performance Measure: Number of parents participating in the Parent Academy.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
1,297	1,500	1,800

Explanation: The Parent Academy provides free workshops on a range of topics to support parents' understanding of MCPS, strengthen parenting skills, and raise awareness of school and community resources. Workshops are free and offered in multiple languages throughout the county. During the 2009–2010 school year, 103 Parent Academy workshops were conducted. Additionally, 275 workshops attended by 7,783 parents were conducted by DFCP staff in response to requests from schools and parent and community organizations.

Performance Measure: Number of parents provided with direct one-on-one support.

FY 2010 Actual	FY 2011 Estimate	FY 2012 Recommended
1,702	1,800	1,900

Explanation: Parent outreach staff serves as a link between families and schools. Staff facilitates family–school communication which empowers parents to become active participants in their children's education and effectively partner with the school.

Budget Explanation Department of Family and Community Partnerships—521

The current FY 2011 budget for this department is changed from the budget adopted by the Board of Education on June 8, 2010. The change is a result of a realignment of $5,000 from lease/purchase equipment to contractual services to fulfill additional requests for Study Circle program activities.

The FY 2012 request for this department is $1,924,143, a decrease of $71,672 from the current FY 2011 current budget. An explanation of this change follows.

Continuing Salary Costs—($13,672)
There is decrease of $13,672 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—$0
There are a number of realignments budgeted to address priority spending needs within this department. There is decrease of $5,000 for office supplies, a decrease of $989 for program supplies, and a decrease of $1,200 for business/community seminars. There are corresponding increases of $2,264 for local travel mileage reimbursement and $4,925 for contractual services to support Study Circle program activities.

Reductions—($58,000)
There are reductions of $14,000 budgeted for contractual services, $10,000 for stipends, $30,000 for supporting services part-time salaries, and $4,000 for program supplies within this department to align the budget with actual spending needs.

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Dept. of Family & Community Partnerships - 521

Eric A. Davis, Director I

Description	FY 2010 Actual	FY 2011 Budget	FY 2011 Current	**FY 2012 Request**	FY 2012 Change
01 Salaries & Wages					
Total Positions (FTE)	20.000	22.000	22.000	**22.000**	
Position Salaries	$1,519,316	$1,741,106	$1,741,106	**$1,727,434**	($13,672)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		24,996	24,996	**14,996**	(10,000)
Professional Part Time					
Supporting Services Part Time		38,465	38,465	**8,465**	(30,000)
Other					
Subtotal Other Salaries	20,977	63,461	63,461	**23,461**	(40,000)
Total Salaries & Wages	1,540,293	1,804,567	1,804,567	**1,750,895**	(53,672)
02 Contractual Services					
Consultants					
Other Contractual		90,577	95,577	**86,502**	(9,075)
Total Contractual Services	95,206	90,577	95,577	**86,502**	(9,075)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		21,880	21,880	**16,880**	(5,000)
Other Supplies & Materials		9,865	9,865	**4,876**	(4,989)
Total Supplies & Materials	10,592	31,745	31,745	**21,756**	(9,989)
04 Other					
Local Travel		12,426	12,426	**14,690**	2,264
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		51,500	51,500	**50,300**	(1,200)
Total Other	59,967	63,926	63,926	**64,990**	1,064
05 Equipment					
Leased Equipment		5,000			
Other Equipment					
Total Equipment		5,000			
Grand Total	$1,706,058	$1,995,815	$1,995,815	**$1,924,143**	($71,672)

CONTENTS

Dept. of Family & Community Partnerships - 521

Eric A. Davis, Director I

CAT		DESCRIPTION	10 Mon	FY 2010 ACTUAL	FY 2011 BUDGET	FY 2011 CURRENT	**FY 2012 REQUEST**	FY 2012 CHANGE
2	P	Director I		1.000	1.000	1.000	**1.000**	
2	O	Supervisor		1.000	1.000	1.000	**1.000**	
2	N	Coordinator		1.000	1.000	1.000	**1.000**	
2	BD	Instructional Specialist			1.000	1.000	**1.000**	
3	BD	Instructional Specialist		2.000				
3	24	Partnerships Manager		3.000	3.000	3.000	**3.000**	
2	21	Comm Spec/Web Producer			1.000	1.000	**1.000**	
3	20	Parent Community Coord		8.000	10.000	10.000	**10.000**	
2	16	Communications Assistant			1.000	1.000	**1.000**	
1	16	Fiscal Assistant III		1.000	1.000	1.000	**1.000**	
2	15	Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	12	Secretary		1.000				
2	11	Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Total Positions			**20.000**	**22.000**	**22.000**	**22.000**	