



The Superintendent's Recommended
**Operating Budget
and Personnel Complement
FY 2010**

Montgomery County Public Schools
Rockville, Maryland

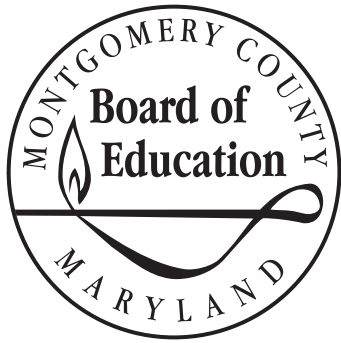
**Recommended to the
Board of Education
December 2008**

Jerry D. Weast
*Superintendent
of Schools*

**Fiscal and School
Year Ending
June 30, 2010**

MONTGOMERY
COUNTY PUBLIC
SCHOOLS

A large, faint version of the MCPS logo is positioned in the bottom right corner of the page. It consists of a stylized leaf or flame shape on the left and the text "MONTGOMERY COUNTY PUBLIC SCHOOLS" in a serif font to its right, all in a light gray color.



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 Web site for more detailed information about the FY 2010 Recommended Operating Budget.

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Superintendent

Mr. Larry A. Bowers
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Dr. Frieda K. Lacey
Deputy Superintendent of Schools

Fiscal Year 2010 Operating Budget Timeline

Board of Education Community Forums	September 18, 2008 October 16, 2008
Superintendent's Operating Budget	December 11, 2008
Sign-up begins for Board of Education public hearings	December 26, 2008
Board of Education public hearings	January 14 & 21, 2009
Board of Education budget work sessions	January 28 & 29, 2009
Board of Education action	February 10, 2009
Board of Education budget transmittal to County Executive/County Council	March 1, 2009
County Executive recommendations presented to County Council	March 15, 2009
County Council budget hearings	April 2009
County Council budget action	May 21, 2009
Final Board of Education action to approve FY 2010 Operating Budget	June 9, 2009

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/



December 11, 2008

Dear Members of the Board of Education:

Each year when we develop the budget plan for the upcoming fiscal year, we are guided by the fundamental belief that we must do what is in the best interest of the children. In good economic times, we have been able to accelerate successful programs and add new ones to enhance our students' achievement. In difficult times, we work to preserve successful programs and streamline our operations to minimize impact on the classroom and to avoid compromising our progress. Unfortunately, we are now in a period of great economic challenge that will require us to make many difficult choices. Given the severity of the economic crisis, next year will not allow for any new initiatives, but rather it will require much sacrifice. I believe my recommended Fiscal Year 2010 Operating Budget charts a fiscally prudent course in these uncertain times.

Anticipating the substantial challenge that we will be facing next year, I took early action last September to enact a current year budget-savings plan that included a freeze on hiring and severe restrictions on spending. By implementing these measures early in the year, I sought to generate as much savings as possible to help the County address its budget deficit. These stringent restrictions will be critical to our FY 2010 budget, particularly given the fact that the County's projected budget deficit appears to be approaching \$500 million. Our budget restrictions for this year will generate approximately \$20 million in savings that will be available to fund the FY 2010 budget.

I am proposing for FY 2010 an absolutely bare-bones budget that would increase next year, in actual dollars, by only \$40.2 million to \$2.1 billion—or less than 2 percent above that of the current \$2.07 billion budget. There will be no new County funds needed, other than those we will save from this year. The requested increase is approximately \$136 million below the \$176 million we would have needed if we had sought just to meet the same level of services for next year, including funding for the negotiated collective bargaining agreements, enrollment growth, and inflationary costs. Given the fiscal situation, it became absolutely clear that it would not be possible to go forward with that level of request.

In order to help close the budget gap, we worked with our employee associations to renegotiate the collective bargaining agreements and came to a tentative agreement on a plan to forego the cost-of-living wage adjustments that were slated for next year. The agreements will need to be ratified by the employee association memberships and that process will take place over the next month. I know how difficult it is for employees to forego their wage increases, especially in such uncertain times. But this is the reality we are facing. I must commend the associations and their outstanding leaders for stepping forward and helping us lead the system through this financial crisis, with shared sacrifice. We enjoy a strong collaborative relationship with the associations and much of the progress we have been able to enjoy over the last 10 years is the fruit of these excellent relationships. Together, we are working to preserve jobs and minimize, to the greatest extent possible, impacts on classroom instruction. I also want to commend the leadership of the Montgomery County Council of Parent Teacher Associations (MCCPTA) for their work with us during the budget process during this difficult year. The perspective of parents during the budget process is especially important and valuable when having to make tough decisions.

My FY 2010 recommended budget of \$2.1 billion is predicated largely on the following key factors:

Revenue Assumptions:

- No new County funds for FY 2010. The only additional local funding we would anticipate is that generated from the current year's savings efforts, which will yield \$20 million.

Office of the Superintendent of Schools

- Additional State funding of approximately \$20 million, an estimated amount based on the current funding formula and the increased student enrollment. This assumes that the Geographic Cost of Education Index (GCEI) will be fully funded, as provided under state law.

Budget Reductions and Cost-Savings Efforts:

- The elimination of \$89 million of negotiated cost-of-living wage adjustments for MCPS employees.
- Deferral of \$11 million for pre-funding health costs for future retirees.
- \$35.5 million in savings that will be achieved in FY 2010 from program eliminations or reductions, and the abolishment of approximately 280 positions.

Despite the fiscal challenge we are facing next year, I am determined to ensure that any budget reductions that are made will have the least possible impact on students and classroom instruction. My goal in formulating this budget has been to preserve those initiatives and services that are helping to raise the academic achievement level for our students. The budget that I am recommending avoids any across-the-board increase in class size, although that may not be possible if we suffer any additional loss in expected funding.

Fixed cost increases in the budget include \$26.0 million more for employee health insurance, \$20.5 million for enrollment growth (to cover costs for about 2,800 additional students over this year and next); \$19.6 million for step increases for eligible employees, and \$9.4 million for inflationary costs. Despite these \$75.5 million in additional costs, the \$35.5 million in reductions I have made allow me to limit my recommendation to the \$40 million increase.

Other items of note about our formation of this budget include the following:

- Since FY 2001, our operating budget has included reductions totaling \$111.5 million from the base budget, making possible nearly all the funding for \$116.9 million of higher priority initiatives.
- MCPS has central administrative costs of 2 percent of the total budget, one of the lowest percentages in the state. Based on the most recent state data, if MCPS were at the state average, central administrative costs would be at least \$9 million higher.
- Approximately 30 percent of the FY 2010 reductions will come from central services functions (\$10.5 million).

This is my 10th year as superintendent, and without a doubt, this has been our most challenging budget year. I remain concerned that given the national economic downturn, we may have to make even tougher decisions in the years ahead.

What gives me the most encouragement is that our decisions are truly made in the interests of the children and the families that we are so privileged to serve. They are served by some of the finest educators and employees in America, and I appreciate the fact that our employees and their associations have worked together with us on this budget to make substantial sacrifices of their own, on behalf of the students that benefit from their excellence and dedication.

Montgomery County is a community that has always invested first in education and, in turn, in the future of our county, our state and our nation. The year ahead will challenge our resilience, but I know that with your leadership as a Board of Education and with the support of our County and State leaders, we will be able to ensure that MCPS will continue to be able to provide educational excellence for all of our students.

Respectfully,



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

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HOW TO READ THE BUDGET

All Montgomery County Public Schools' (MCPS) operating budget documents are available on the MCPS website: www.mcps.k12.md.us

The **Superintendent's Recommended Operating Budget and Personnel Complement** is a comprehensive document that provides program and budget information by organizational unit. This version of the budget is published in December, accompanying the superintendent's presentation of the recommended budget to the Board of Education. The Board of Education holds public hearings and worksessions on the budget prior to taking action to adopt the budget. The Board's actions are documented in the Board of Education's Budget Request that is transmitted to the county executive and County Council by March 1.

The major components of the Superintendent's Recommended Operating Budget (commonly referred to as the "management budget") are summarized below in order of appearance in the document except for the Citizen's that is published earlier in the document.

Table 1: Summary of Resources by Object of Expenditure

Table 1 summarizes the MCPS operating budget expenditures in terms of dollars and full-time equivalent (FTE) positions. It shows two years of actual data, the original budget for the current fiscal year, the current approved budget, the recommended/requested budget, and the change from the current approved budget to the recommended/requested budget. The data is categorized by the five major objects of expenditure that describe the expenditure: salaries and wages (including position and other salaries); contractual services, supplies and materials, other, and equipment.

Table 2: Budget Revenues by Source

Table 2 summarizes how the operating budget is funded, by revenue source. It includes the amount of revenue MCPS is projecting to receive to fund the budget for the upcoming fiscal year, prior year actual revenues, the revenue corresponding to the original budget for the current fiscal year, and the revenue that corresponds to the current approved budget. The sources of revenue used to fund the budget are county funds (tax-supported), state funds, federal funds, and funds from other sources. Enterprise/Special Funds are funded by user fees and other non-tax supported sources.

Table 3: Revenue Summary for Grant Programs by Source of Funds

This table details the sources of funding for all budgeted grant programs. The display includes funding that corresponds to the original budget for the current year, the current year approved revenue, and the estimated revenue for the upcoming fiscal year. In addition, the table provides a listing of non-budgeted grants received by MCPS as of the time of publication.

Table 4: Summary of Student Enrollment

Table 4 shows actual and projected student enrollment for regular instruction by school level. Data is also provided showing elementary, middle, and high school students receiving special education instruction in special classes, and special schools or centers. The number of students enrolled in alternative programs and in the Gateway to College Program also is shown. A significant portion of the MCPS budget is driven by changes in student enrollment.

Cost Per Student by Grade Span

This chart shows average cost per student figures that are calculated using student enrollment data and budget data for regular school operations. Figures are provided for the fiscal year when the latest actual expenditures and actual enrollment data are available, the current budget year using actual enrollment

HOW TO READ THE BUDGET

data, and the recommended/requested budget year using projected student enrollment data. Cost per student figures are provided for kindergarten, elementary, and secondary levels.

Summary of Negotiations

This narrative explains the status of the negotiated contracts between the Board of Education and the three bargaining groups – the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), the Montgomery County Education Association (MCEA), and SEIU Local 500.

Montgomery County Public Schools Organization Chart

This chart shows the overall MCPS organization including the major offices and reporting departments.

Chapters

There is a chapter in the budget document for each of the major offices/areas: K-12 Instruction; Office of the Deputy Superintendent of Schools; Office of Shared Accountability, Office of Curriculum and Instructional Programs; Office of Special Education and Student Services; Office of the Deputy Superintendent for Information and Organizational Systems, Office of Organizational Development, Office of the Chief Operating Officer, Office of Human Resources, Office of Communications and Family Outreach, and the Board of Education and Office of the Superintendent of Schools.

Each chapter includes:

- An **overall organization chart for the office** and **organization charts for each major department, division, or unit.**
- A **program mission summary** for the major departments, divisions, or units in the office. Included in the narrative is the unit's mission statement, major functions, trends and accomplishments, major mandates, strategies to achieve the unit's goals, and a budget explanation. The budget explanation provides a detailed description of the changes in the unit's budget from the prior year.
- A **budget resource page** for the major organizational units. The page shows actual expenditure data for the last fiscal year, the original approved budget, the current approved budget, proposed budget, and the change between the proposed budget and current approved budget. Budgetary data is aggregated by major object of expenditure and then further displayed by major subobjects of expenditure. The total number of FTE positions is also shown on the resource page.
- A **personnel complement** that provides a detailed display of the FTE positions in the unit. Positions are grouped by title, grade, and state budget category. The total number of positions on the personnel complement equals the total number of positions shown on the budget resource page.

Some chapters include supplemental charts and tables. In the chapter for K-12 Instruction, the chart titled Selected Program Support Information displays, for each school level, data on student enrollment, average class size, staff to student ratios, other support, special programs, and per student expense standards for textbooks and instructional/media materials. Other charts in the document provide information about utilities and the lease/purchase of buses.

Appendices

Additional budgetary information is provided in eight appendices. The **Operational Calendar** for the upcoming fiscal year is shown in Appendix A. Appendix B includes the **salary schedules** for administrative and supervisory employees, teachers and other professional employees, and supporting services employees, effective on July 1 for the upcoming fiscal year. MCPS is required by law to

HOW TO READ THE BUDGET

budget by state budget category. Appendix C provides an explanation of the **State Budget Categories** and provides charts showing the amount of the total budget that is attributable to each budget category. Appendices D and E provide detailed **budgeted staffing guidelines** and information for regular K-12 instruction and special education, respectively. Appendix F provides a listing of **positions charged to the Capital Budget and Trust Funds**. Appendix G is the **Glossary of MCPS Operating Budget Terms** that are commonly used in the budget document. The **Index** (Appendix H) provides the reader with alternate access to various parts of the budget document.

The Program Budget

The Program Budget is produced twice a year – following publication of the Superintendent’s Recommended Operating Budget and Personnel Complement in December, and after publication of the Operating Budget Summary and Personnel Complement in July. It includes an inventory of programs whose totals match the total operating budget. Each program summary includes a description of the program including how the program is aligned with the MCPS Strategic Plan – *Our Call to Action: Pursuit of Excellence*. Significant program and budget changes are highlighted. In addition, there are page references that allow the reader to crosswalk to related information in the Operating Budget document and the strategic plan. For each program, there is a chart that provides expenditure data for the current approved budget, the budget for the upcoming fiscal year, and the change from the current approved budget to the upcoming fiscal year budget.

TABLE 1
SUMMARY OF RESOURCES
BY OBJECT OF EXPENDITURE

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	746.000	726.000	726.000	715.000	(11.000)
Business/Operations Admin.	87.500	85.500	90.000	90.000	
Professional	11,833.140	11,771.000	11,769.000	11,784.700	15.700
Supporting Services	8,212.937	8,186.986	8,182.911	8,179.903	(3.008)
TOTAL POSITIONS	20,879.577	20,769.486	20,767.911	20,769.603	1.692
01 SALARIES & WAGES					
Administrative	\$86,615,437	\$92,725,459	\$92,769,779	\$90,554,262	(\$2,215,517)
Business/Operations Admin.	2,729,598	8,007,534	8,292,586	8,546,300	253,714
Professional	853,475,595	904,915,618	904,278,836	915,037,355	10,758,519
Supporting Services	315,489,316	333,908,375	333,719,420	339,191,213	5,471,793
TOTAL POSITION DOLLARS	1,258,309,946	1,339,556,986	1,339,060,621	1,353,329,130	14,268,509
OTHER SALARIES					
Administrative	696,144	497,576	497,576	497,576	
Professional	55,072,530	58,460,340	59,016,873	56,996,253	(2,020,620)
Supporting Services	25,768,099	22,330,330	22,173,040	21,435,373	(737,667)
TOTAL OTHER SALARIES	81,536,773	81,288,246	81,687,489	78,929,202	(2,758,287)
TOTAL SALARIES AND WAGES	1,339,846,719	1,420,845,232	1,420,748,110	1,432,258,332	11,510,222
02 CONTRACTUAL SERVICES	25,643,428	28,941,062	28,918,724	25,515,318	(3,403,406)
03 SUPPLIES & MATERIALS	65,889,486	72,072,528	71,975,854	70,474,768	(1,501,086)
04 OTHER					
Staff Dev & Travel	2,793,891	3,216,741	3,797,424	3,465,427	(331,997)
Insur & Fixed Charges	414,456,159	424,741,388	424,915,086	453,447,265	28,532,179
Utilities	43,782,440	45,358,269	45,358,269	48,294,419	2,936,150
Grants & Other	57,319,348	56,161,097	55,664,224	58,263,513	2,599,289
TOTAL OTHER	518,351,838	529,477,495	529,735,003	563,470,624	33,735,621
05 EQUIPMENT	15,123,179	15,346,977	15,305,603	15,200,234	(105,369)
GRAND TOTAL AMOUNTS	\$1,964,854,650	\$2,066,683,294	\$2,066,683,294	\$2,106,919,276	\$40,235,982

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 ESTIMATED
CURRENT FUND				
From the County:	\$ 1,449,835,388	\$ 1,513,555,147	\$ 1,513,555,147	\$ 1,529,247,830
Fund Balance	7,298,453	17,927,455	17,927,455	20,000,000
Total from the County	1,457,133,841	1,531,482,602	1,531,482,602	1,549,247,830
From the State:				
From the State:				
Bridge to Excellence				
Foundation Grant	193,323,786	166,025,850	166,025,850	172,553,286
Supplemental Grant		10,395,191	10,395,191	
Limited English Proficient	38,023,510	42,673,715	42,673,715	45,070,400
Compensatory Education	82,533,545	85,772,752	85,772,752	89,962,263
Students with Disabilities - Formula	34,117,738	32,771,701	32,771,701	35,342,953
Students with Disabilities - Reimbursement	12,988,480	11,056,945	11,056,945	12,919,705
Transportation	30,678,135	31,481,949	31,481,949	32,796,596
Miscellaneous	467,550	750,000	750,000	750,000
Geographic Cost of Education Index		18,372,221	18,372,221	30,622,302
Programs financed through State Grants	4,314,890	1,023,000	1,023,000	1,023,000
Total from the State	396,447,634	400,323,324	400,323,324	421,040,505
From the Federal Government:				
Impact Aid	244,838	230,000	230,000	245,000
Programs financed through Federal Grants	77,083,010	64,885,337	64,885,337	65,261,799
Total from the Federal Government	77,327,848	65,115,337	65,115,337	65,506,799
From Other Sources:				
Tuition and Fees				
D.C. Welfare	294,621	200,000	200,000	250,000
Nonresident Pupils	612,068	1,000,000	1,000,000	925,000
Summer School	1,982,536	1,951,360	1,951,360	1,982,536
RICA	290,108			
Evening High School	149,717	271,724	271,724	
Outdoor Education	479,210	541,120	541,120	496,905
Student Activities Fee	795,354	955,000	955,000	795,000
Hospital Teaching	202,197	224,441	224,441	240,127
Miscellaneous	1,821,516	800,000	800,000	1,300,000
Programs financed through Private Grants	791,135	9,084,573	9,084,573	8,991,083
Total from Other Sources	7,418,462	15,028,218	15,028,218	14,980,651
Total Current Fund	1,938,327,785	2,011,949,481	2,011,949,481	2,050,775,785
ENTERPRISE & SPECIAL FUNDS				
School Food Service Fund:				
State	1,010,545	1,049,308	1,049,308	1,067,287
National School Lunch, Special Milk and Free Lunch Programs	16,424,050	17,533,426	17,533,426	18,746,883
Child Care Food Program		600,000	600,000	700,000
Sale of Meals and other	22,815,408	27,658,410	27,658,410	27,307,802
Total School Food Service Fund	40,250,003	46,841,144	46,841,144	47,821,972

**TABLE 2
BUDGET REVENUE BY SOURCE**

SOURCE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 ESTIMATED
Real Estate Management Fund:				
Rental fees	2,765,022	2,549,103	2,549,103	2,651,095
Total Real Estate Management Fund	2,765,022	2,549,103	2,549,103	2,651,095
Field Trip Fund:				
Fees	1,722,208	2,199,661	2,199,661	2,314,716
Total Field Trip Fund	1,722,208	2,199,661	2,199,661	2,314,716
Entrepreneurial Activities Fund:				
Fees	1,866,786	1,561,075	1,561,075	1,774,100
Total Entrepreneurial Activities Fund	1,866,786	1,561,075	1,561,075	1,774,100
Total Enterprise Funds	46,604,019	53,150,983	53,150,983	54,561,883
Instructional Television Special Revenue Fund:				
Cable Television Plan	1,521,000	1,582,830	1,582,830	1,581,608
Total Instructional Special Revenue Fund	1,521,000	1,582,830	1,582,830	1,581,608
GRAND TOTAL	\$1,986,452,804	\$2,066,683,294	\$2,066,683,294	\$2,106,919,276

Tax - Supported Budget	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 ESTIMATED
Grand Total	\$1,986,452,804	\$2,066,683,294	\$2,066,683,294	\$2,106,919,276
Less:				
Grants	(82,189,035)	(74,992,910)	(74,992,910)	(75,275,882)
Enterprise Funds	(46,604,019)	(53,150,983)	(53,150,983)	(54,561,883)
Special Revenue Fund	(1,521,000)	(1,582,830)	(1,582,830)	(1,581,608)
Grand Total - Tax-Supported Budget	\$1,856,138,750	\$1,936,956,571	\$1,936,956,571	\$1,975,499,903

Notes:

The Adult Education Fund was created effective 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 effective 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 effective July 1, 2000.

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

Program Name and Source of Funding	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 ESTIMATED
<u>Budgeted</u>				
FEDERAL AID: NO CHILD LEFT BEHIND (NCLB)				
Title I - A (941/949)	\$ 24,612,251	\$ 20,068,813	\$ 20,048,923	\$ 19,466,779
Title I - D				
Neglected and Delinquent Youth (937)	146,225	135,246	114,051	114,051
	24,758,476	20,204,059	20,162,974	19,580,830
Title II - A				
Skillful Teacher Program (915)	538,736	604,923	604,923	604,923
Consulting Teachers (961)	4,344,816	3,676,426	3,672,598	3,672,598
Reduced Class Size (998)	4,447			
Title II - D				
Enhancing Education through Technology (918)	395,674	182,238	183,272	183,272
	5,283,673	4,463,587	4,460,793	4,460,793
Title III				
Limited English Proficiency (927)	3,547,933	3,521,667	3,207,854	3,207,854
Title IV				
Safe & Drug Free Schools & Communities Act (926)	427,675	473,615	473,615	475,361
Title V				
Innovative Educational Programs (997)	205,147			-
Title VII				
American Indian Education (903)	15,320	22,290	22,290	22,290
SUBTOTAL	34,238,224	28,685,218	28,327,526	27,747,128
OTHER FEDERAL, STATE, AND LOCAL AID				
Aging Schools (972)				
State	558,126	1,023,000	1,023,000	1,023,000
Head Start Child Development (932)				
Federal	3,268,873	3,268,873	3,268,873	3,268,873
Individuals with Disabilities Education (913/964/965/966/967)				
Federal	25,843,503	28,416,313	27,672,924	27,672,924
Infants and Toddlers (930)				
Federal	748,675	749,416	875,847	937,156
Medical Assistance Program (939)				
Federal	2,956,130	2,649,600	3,617,042	4,519,801
Provision for Future Supported Projects (999)				
Other	11,696,406	9,084,573	9,084,573	8,991,083
Carl D. Perkins Career & Technical Ed. Improvement (951)				
Federal	1,721,637	1,115,917	1,115,917	1,115,917
County	108,969	377,331	363,135	379,794
	1,830,606	1,493,248	1,479,052	1,495,711
SUBTOTAL	46,902,319	46,685,023	47,021,311	47,908,548
TOTAL	\$ 81,140,543	\$ 75,370,241	\$ 75,348,837	\$ 75,655,676

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

Program Name and Source of Funding	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 ESTIMATED
<u>Summary of Funding Sources</u>				
Federal	\$ 68,777,042	\$ 64,885,337	\$ 64,878,129	\$ 65,261,799
State	558,126	1,023,000	1,023,000	1,023,000
County	108,969	377,331	363,135	379,794
Other	11,696,406	9,084,573	9,084,573	8,991,083
GRAND TOTAL	\$ 81,140,543	\$ 75,370,241	\$ 75,348,837	\$ 75,655,676

FOR INFORMATION ONLY				
Non-budgeted Grant Programs as of November 2008 (Continuation of programs dependent upon grantor funding)				
21st Century Community Learning Centers			\$ 268,706	
Laboratory to Classroom			286,899	
Perkins Reserve Fund Grant			48,926	
Learn and Serve			15,000	
Homeless Education Grant			75,000	
IDEA - Disproportionality PBIS			38,000	
IDEA - School-age Least Restrictive Environment (LRE)			36,000	
IDEA - Alt/MSA			15,000	
IDEA - Transition Drop-out Grad Gap			38,602	
IDEA - AYP			132,263	
Reading First			1,365,019	
Ambassadors Invested in Mentorship			154,259	
SUBTOTAL FEDERAL FUNDING			2,473,674	
Judith Hoyer Childcare & Education-Silver Spring Center			202,988	
Judith Hoyer Childcare & Education-Gaithersburg Center			322,000	
Maryland K12 Digital Library			293,075	
Chess Grants			28,839	
Tobacco Prevention			76,000	
Maryland Model for School Readiness (MMSR) Program			105,028	
Fine Arts Initiative			173,040	
SUBTOTAL STATE FUNDING			1,200,970	
Defined Contribution Website			29,911	
SUBTOTAL OTHER			29,911	
TOTAL			\$ 3,704,555	

**TABLE 4
SUMMARY OF STUDENT ENROLLMENT - FY 2007 THROUGH FY 2010**

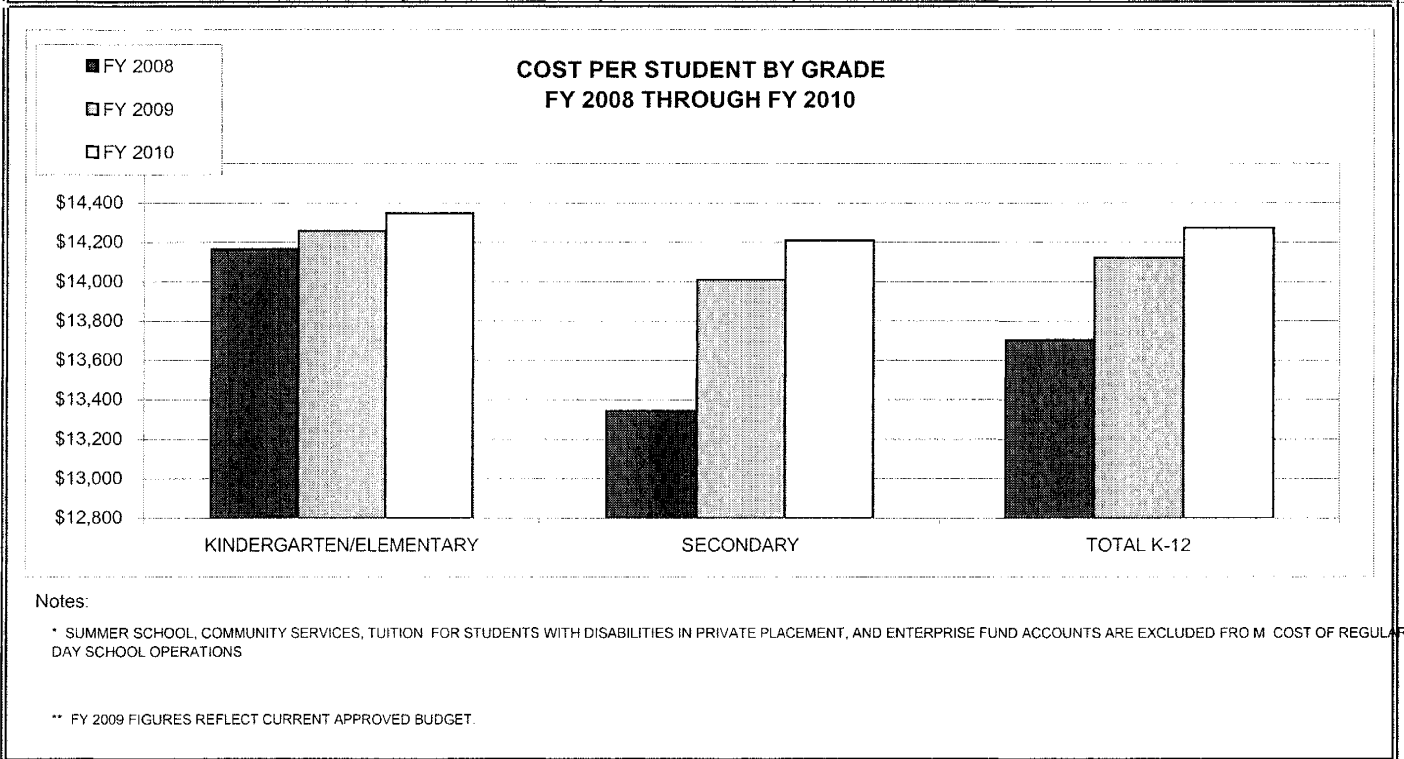
DESCRIPTION	(1)	(2)	(3)	(4)	(5)	CHANGE	
	FY 2007	FY 2008	FY 2009	FY 2009	FY 2010	COLUMN (5) LESS	
	ACTUAL	ACTUAL	ACTUAL	PROJECTED	PROJECTED	COLUMN (4)	
	9/30/2006	9/30/2007	9/30/2008	9/30/2008	9/30/2008	#	%
REGULAR INSTRUCTION							
PRE-KINDERGARTEN	1,828	1,833	1,878	1,885	1,905	20	1.1
HEAD START	584	599	618	599	618	19	3.2
KINDERGARTEN	8,951	9,524	10,030	9,766	10,025	259	2.7
GRADES 1-5	47,122	46,908	48,050	47,090	49,239	2,149	4.6
SUBTOTAL ELEMENTARY	58,485	58,864	60,576	59,340	61,787	2,447	4.2
GRADES 6-8	28,556	28,498	28,439	27,812	28,182	370	1.3
SUBTOTAL MIDDLE	28,556	28,498	28,439	27,812	28,182	370	1.3
GRADES 9-12	41,470	41,116	41,356	40,710	40,949	239	0.6
SUBTOTAL HIGH	41,470	41,116	41,356	40,710	40,949	239	0.6
SUBTOTAL REGULAR	128,511	128,478	130,371	127,862	130,918	3,056	2.4
SPECIAL EDUCATION							
SPECIAL CLASSES:							
ELEMENTARY SCHOOLS	2,742	2,750	2,712	2,862	2,822	(40)	(1.5)
MIDDLE SCHOOLS	2,493	2,413	2,432	2,026	1,953	(73)	(3.0)
HIGH SCHOOLS	3,069	3,179	2,928	3,713	3,653	(60)	(1.9)
SPECIAL SCHOOLS	584	511	462	705	679	(26)	(5.1)
SUBTOTAL SPECIAL EDUCATION	8,888	8,853	8,534	9,306	9,107	(199)	(2.2)
ALTERNATIVE PROGRAMS	203	195	175	300	225	(75)	(36.9)
GATEWAY TO COLLEGE (a)	196	219	196	295	250	(45)	(20.5)
GRAND TOTAL	137,798	137,745	139,276	137,763	140,500	2,737	2.0

SOURCE: Projected enrollment by the Department of Planning and Capital Programming.

(a) Gateway to College program began in school year 2005 - 06.

COST PER STUDENT BY GRADE SPAN

	KINDERGARTEN/ ELEMENTARY	SECONDARY	TOTAL K-12	AMOUNT EXCLUDED*	TOTAL BUDGET**
FY 2008 ACTUAL					
EXPENDITURES	\$838,367,855	\$1,012,974,855	\$1,851,342,710	\$133,674,909	\$1,985,017,619
STUDENTS 9/30/07 (ACTUAL)	59,182	75,912	135,094		
COST PER STUDENT	\$14,166	\$13,344	\$13,704		
FY 2009 BUDGET					
EXPENDITURES	\$866,874,390	\$1,061,931,328	\$1,928,805,718	\$137,877,576	\$2,066,683,294
STUDENTS 9/30/08 (CURRENT)	60,792	75,792	136,584		
COST PER STUDENT	\$14,260	\$14,011	\$14,122		
FY 2010 BUDGET					
EXPENDITURES	\$890,880,028	\$1,074,925,715	\$1,965,805,743	\$141,113,533	\$2,106,919,276
STUDENTS 9/30/09 (PROJECTED)	62,086	75,641	137,727		
COST PER STUDENT	\$14,349	\$14,211	\$14,273		



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 is subject to ratification by the Board of Education and the Association membership during January 2009.

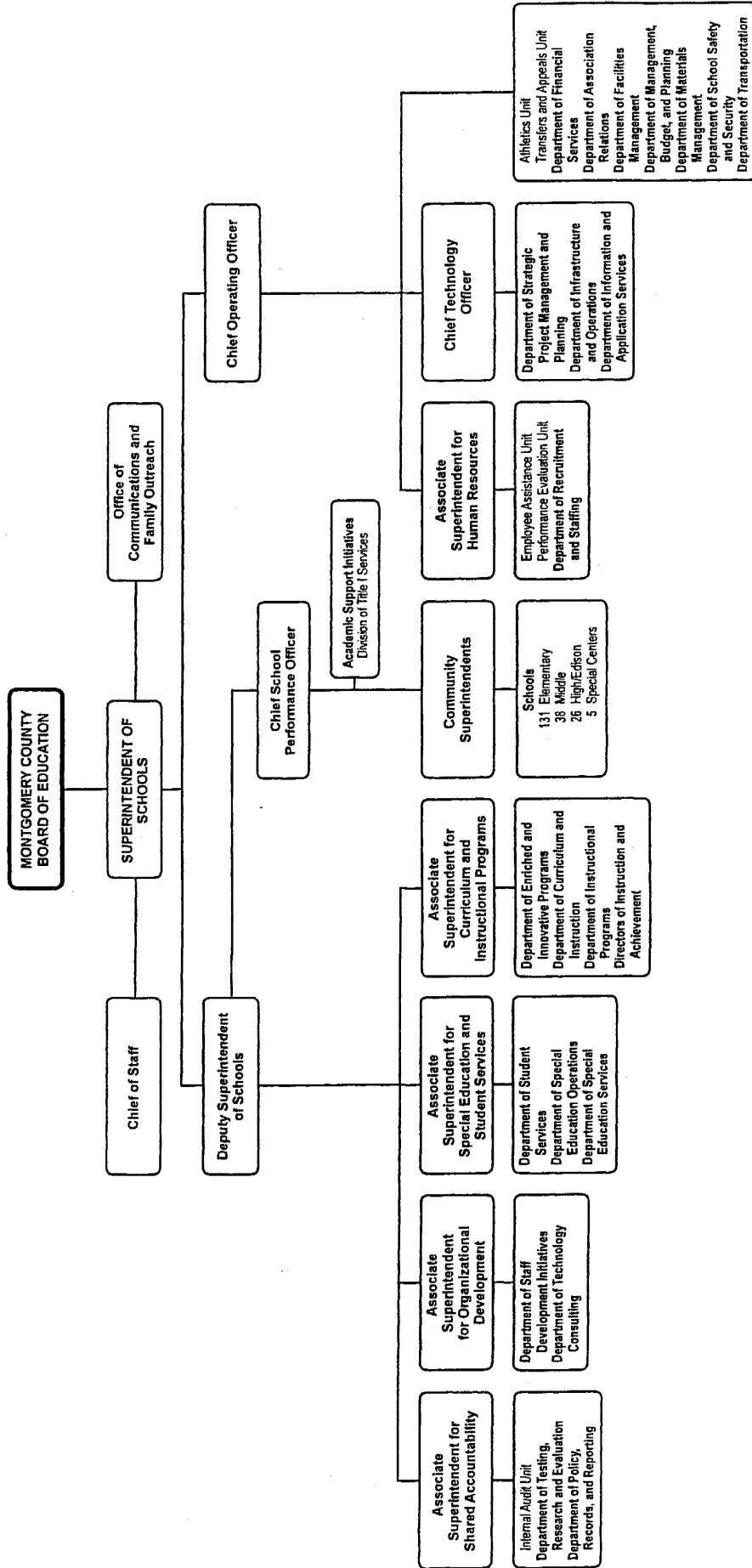
In March 2007, MCPS completed negotiations with SEIU Local 500, representing supporting services employees, on a three-year contract that was effective July 1, 2007, and expired on June 30, 2010. The parties agreed to reopen negotiations during the fall of 2008 because of the adverse economic conditions and projected budget shortfalls. Negotiations resulted in extension of the agreement for four years, expiring June 30, 2014. The extension of the Agreement is subject to ratification by the Board of Education and the Association membership during January 2009.

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 is subject to ratification by the Board of Education and the Association membership during January 2009.

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 is subject to ratification by the Board of Education and the Association membership during January 2009.

During the fall of 2008, the three bargaining groups agreed to participate in joint negotiations regarding salaries and benefits for FY 2010. Agreement was reached with the three groups to defer the scheduled cost-of-living adjustments of 5.3 percent and additional salary-related improvements. The agreements result in a proposal to continue the 2008-2009 salary schedules through the 2009-2010 school years. The agreement is subject to ratification by the Board of Education and the unions during January 2009. The proposed budget does not contain funds for cost-of-living increases in anticipation of ratification of the tentative agreements.

MONTGOMERY COUNTY PUBLIC SCHOOLS FY 2010 ORGANIZATION



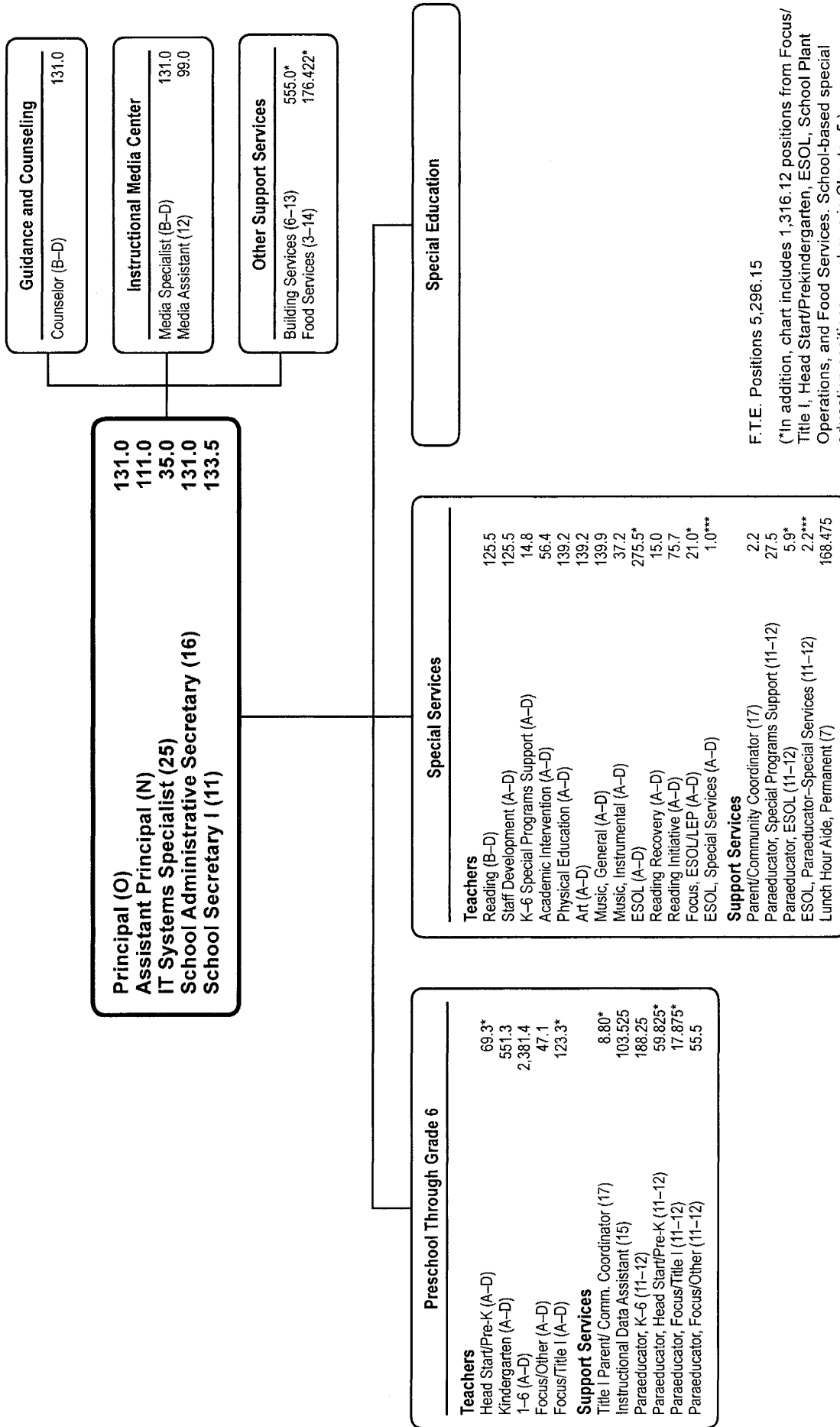
Chapter 1
K-12 Instruction

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K - 12 Instruction /Office of School Performance
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	518.000	511.000	511.000	506.000	(5.000)
Business/Operations Admin.	26.000	26.000	26.000	26.000	
Professional	8,928.300	8,747.800	8,747.800	8,797.300	49.500
Supporting Services	2,098.637	2,048.570	2,049.570	2,032.520	(17.050)
TOTAL POSITIONS	11,570.937	11,333.370	11,334.370	11,361.820	27.450
01 SALARIES & WAGES					
Administrative	\$59,482,733	\$64,101,089	\$64,101,089	\$62,800,786	(\$1,300,303)
Business/Operations Admin.	2,115,675	2,279,836	2,279,836	2,447,930	168,094
Professional	625,733,887	656,624,237	656,197,909	672,875,653	16,677,744
Supporting Services	82,115,708	83,520,071	83,518,034	84,229,442	711,408
TOTAL POSITION DOLLARS	769,448,003	806,525,233	806,096,868	822,353,811	16,256,943
OTHER SALARIES					
Administrative	696,144	497,576	497,576	497,576	
Professional	42,821,185	44,609,243	45,129,789	44,157,653	(972,136)
Supporting Services	1,940,850	3,244,429	2,992,871	2,613,671	(379,200)
TOTAL OTHER SALARIES	45,458,179	48,351,248	48,620,236	47,268,900	(1,351,336)
TOTAL SALARIES AND WAGES	814,906,182	854,876,481	854,717,104	869,622,711	14,905,607
02 CONTRACTUAL SERVICES	3,942,059	3,606,685	3,631,826	1,658,582	(1,973,244)
03 SUPPLIES & MATERIALS	24,327,875	27,103,890	26,996,786	26,602,100	(394,686)
04 OTHER					
Staff Dev & Travel	814,039	749,139	1,272,411	1,092,784	(179,627)
Insur & Fixed Charges	6,180,623	4,791,831	4,998,450	4,880,769	(117,681)
Utilities					
Grants & Other	4,509,324	4,815,802	4,325,251	4,564,757	239,506
TOTAL OTHER	11,503,986	10,356,772	10,596,112	10,538,310	(57,802)
05 EQUIPMENT	1,347,023	1,267,874	1,269,874	1,209,968	(59,906)
GRAND TOTAL AMOUNTS	\$856,027,125	\$897,211,702	\$897,211,702	\$909,631,671	\$12,419,969

Elementary Schools



F.T.E. Positions 5,296.15

(*In addition, chart includes 1,316.12 positions from Focus/Title I, Head Start/Prekindergarten, ESOL, School Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

**Shown at elementary level but also serves students in middle and high schools.

***Positions serve students at various levels in special schools.

Mission

The mission of elementary schools is to provide the foundation and initial learning environment for children's formal education by providing rigorous and challenging programs.

Major Functions

All elementary schools offer a curriculum that offers a rigorous, comprehensive program in reading/language arts, mathematics, science, social studies, art, music, and physical education, and provide students with skills for learning and personal growth. The elementary instructional program meets the needs of a diverse student population and provides quality teaching and learning. In addition, extended learning opportunities are available to students through after school and summer programs that focus on reading and mathematics achievement. Elementary schools develop a climate that fosters student growth and nurturing, provide a safe and orderly environment that promotes teaching and learning.

All elementary schools involve a representative group of stakeholders in the Baldrige Guided School Improvement Planning process, which identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*. Each school develops a school improvement plan based on assessment data and input from staff, students, and parents.

Ongoing assessment and monitoring of student progress toward curriculum goals inform students and parents of progress and provide formative information used to plan and modify instruction. Students in kindergarten through Grade 2 are administered the Montgomery County Public Schools Assessment Program—Primary Reading (MCPSAP-PR) in the fall, winter, and spring. The MCPSAP-PR is an assessment that monitors students' reading progress and informs instruction from kindergarten through Grade 2. Students in Grades 3, 4, and 5 are administered Measures of Academic Progress in Reading (MAP-R) in the fall, winter, and spring. The MAP-R is a computer adaptive reading achievement test that measures growth in reading. In spring 2006, teachers received voluntary mathematics formative assessments to administer to students in Grades 1–5 to monitor progress prior to administration of the required mathematics unit assessments. In spring 2007, mathematics articulation documents were developed to assist school staff in determining which students may benefit from intervention as well as monitoring student preparedness for accelerated mathematics courses.

Policy IKA, *Grading and Reporting* is implemented in all elementary schools to support clear communication about student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. All elementary schools report grades based on grade-level expectations in Grades 1–5. Teachers continue to report other important information about a student's effort and behavior as Learning Skills separately from the academic grade. School staff informs students and parents at the beginning

of the marking period of the expectations outlined in the curriculum and of the basis upon which student performance is evaluated. Teachers assess student learning in a variety of ways over time. Students and parents are informed about student progress throughout the grading period through feedback on daily class work and formative assessments. In FY 2005–2006 and 2006–2007, 19 schools field tested standards-based grading and reporting using OASIS to generate a standards-based report card in Grades 1 and 2. Feedback gathered from these schools recommended improvements for electronic standards-based grading and reporting. Based on these recommendations, in the fall of FY 2007–2008, 24 elementary schools implemented the electronic standards-based gradebook and the revised standards-based report card in Grades 1–3. Data collection is organized by Measurement Topics—categories of content/processes that students should know and be able to do. Grades from the gradebook will be electronically exported into the new report card.

In all other elementary schools, the expectations are that teachers of Grades 1, 2, and 3 students use standards-based Essential Learnings, grading and reporting rubrics, assessments/tasks, and data collection documents with proficiency criteria to assess student progress.

Trends and Accomplishments

Comprehensive reform efforts in teaching and learning implemented in 2000 in kindergarten have had a dramatic impact on student achievement. Components of the reform include a revised and strengthened curriculum, smaller class sizes, improved teacher training, frequent monitoring of student progress to adjust instruction, reading and mathematics intervention programs, increased parent involvement, and more after-school and summer learning opportunities. Beginning in FY 2006–2007 all elementary schools with kindergarten students had full-day kindergarten programs.

Maryland School Assessment

The 2008 Maryland School Assessment (MSA) results in reading and mathematics demonstrated sustained improvements in every grade in reading and mathematics since Maryland began administering the test. Among elementary students, 89.9 percent scored at the proficient or advanced level for reading and 87.2 percent for mathematics. Ninety-five percent of MCPS elementary schools made Adequate Yearly Progress (AYP) on the 2008 MSAs. Only five elementary schools out of 130 require additional local support in the current school year. Performance gaps continued for racial/ethnic groups, with Asian American and White students scoring close to or above 90 percent in both reading and mathematics, while African American and Hispanic students scored close to or above 70 percent. African American and Hispanic students, however, continued to show higher levels of growth than their Asian American and White peers, thereby narrowing the achievement gap. The patterns of performance among students receiving special services, which included Free and Reduced-price Meals System (FARMS), special education, and limited English proficiency services, also reflected continued overall gains. Disparities

in performance remain between students who receive special services and those who do not.

TerraNova Second Edition

In 2008, the third administration of the TerraNova second edition (TN2) showed that MCPS Grade 2 students scored above the national averages on all tests. Two-thirds to three-quarters of MCPS Grade 2 students exceeded the 50th normal curve equivalent (NCE) in reading, language, mathematics, language mechanics, mathematics computation, and overall or composite score. MCPS Grade 2 students also exceeded the national average on the composite index, with 72.2 percent of students scoring at or above the 50th NCE. Differences in academic achievement associated with demographic status were similar to those observed in prior years on the Comprehensive Tests of Basic Skills (CTBS). Asian American and White students scored at or above the 50th NCEs at rates about 30 percentage points higher than the rates of African American and Hispanic students. Students who received FARMS, special education, or English Language Learner (ELL) services scored at or above the 50th NCE at rates about 28 percentage points lower than the MCPS averages.

Math A and Math B

As a result of the rigorous curriculum and instruction, 42.8 percent of all Grade 5 students successfully completed a middle school mathematics course, Math A or Math B, during the 2007–2008 school year.

Students at or above Reading Benchmark in Kindergarten, Grades 1 and 2

In 2008, 92.6 percent of all Kindergarten students achieved at or above grade level in the reading benchmarks. There were record-setting improvements in the percentages of kindergarten students who exceeded the end-of-year reading benchmark of text level 3. Kindergarten students saw a 9.1 point increase between 2006 (56.3percent) and 2008 (65.4percent) in the percentage of students who read at or above text level 6 or higher for all groups of kindergarten students. Eighty-three percent of all Grade 1 students achieved or exceeded the reading benchmark of text level 16. Seventy percent of all Grade 2 students achieved or exceeded the reading benchmark of text level M. Particularly noteworthy were improvements among African American and Hispanic students; and students who received FARMS, special education, and limited English proficiency services. The greatest gains were made by African American and Hispanic students at all three grade levels.

Major Mandates

- The federal law, *No Child Left Behind* (NCLB) requires all schools to demonstrate Adequate Yearly Progress (AYP) as a whole school and for each of the NCLB subgroups.
- State law requires a 180-day school year; MCPS schedules 184 instructional days. Federal and state requirements for special education services affect the total program.
- The Maryland State Department of Education requires annual Maryland School Assessments in reading and

mathematics for students in Grades 3 through 8 and 10 and in science for students in Grades 5 and 8.

- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan, which incorporates the federal and state performance goals.
- MCPS curriculum policy (IFA) and regulation (IFA-RA) require that schools implement curricula and assessment measure approved by the Board of Education and that teachers utilize effective instructional practices.
- All schools are required to follow the implementation timeline for Policy IKA, *Grading and Reporting*, approved by the MCPS Board of Education.

Strategies

- Provide an instructional program that meets the needs of every student, results in every student attaining academic success, and closes the achievement gap.
- Emphasize the use of pre-assessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Emphasize challenging instruction and critical thinking skills in all curricular areas.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Provide students with problem-solving experiences for successful living in a technological society.

Performance Measures

Performance Measure: Percentage of kindergarten students meeting the reading benchmark as measured by the Montgomery County Public School Assessment Program-Primary Reading (MCPSAP-PR).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
92.6	*80.0	TBD

*Kindergarten Reading Benchmark FY 2008—Text Level 3; FY 2009—Text Level 4

Performance Measure: Percentage of Grade 2 students meeting the reading benchmark as measured by the MCPSAP-PR.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
69.8	74.0	79.0

Performance Measure: Percentage of Grade 2 students at or above 50th national percentile on Terra Nova 2nd Edition.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
72.2	75.0	78.0

Elementary Schools—121/126/998

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

301-279-3411

Performance Measure: Percentage of students successfully completing Math A or higher by Grade 5.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
42.8	44.8	45.0

Performance Measure: Percentage of students proficient or higher in Maryland School Assessment (MSA) reading.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
89.9	92.0	94.0

Performance Measure: Percentage of students proficient or higher in MSA mathematics.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
87.2	90.0	92.0

Budget Explanation Elementary Schools—121/126/998

The FY 2010 budget for elementary schools is \$402,364,463, an increase of \$11,131,376 from the current FY 2009 budget of \$391,233,087. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$7,797,748
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$7,797,748 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$161,000)
The budget includes realignments for FY 2010. To align budgeted resources with program needs, there is a realignment of \$170,000 to the Office of Special Education and Student Services. This realignment includes \$100,000 for psychologist part-time salaries, \$30,000 for instructional materials, and \$40,000 for local travel. There also is a decrease of \$25,000 in consultant funds that is realigned to the high school level to support science equipment repairs. Additionally, \$34,000 is realigned from the middle school level to the elementary school level to support after-school activities.

Enrollment Changes—\$7,037,827
There is an increase of \$7,037,827 and 134.95 positions due to projected additional 2,407 students. This includes

112.7 teacher positions and \$5,634,437, 15.4 art, music, and physical education teachers and \$769,924, 2.5 media assistant positions and \$71,103, and 4.375 lunch hour aide positions and \$92,447. There also is an increase to the budget of \$469,916 in substitutes, instructional materials, and media center materials.

New Schools—\$939,559

The new Clarksburg Elementary School #8 is scheduled to open in FY 2010. Two positions were added in the FY 2009 budget to allow for planning and preparation and to ensure that the school will be ready for students in August 2009. For FY 2010, 9.075 positions and \$468,407 are added to the budget to open the school. The positions include a 1.0 assistant principal and \$98,051; a 1.0 staff development teacher and \$49,995; 1.2 reading initiative teacher positions and \$59,994; a 1.0 reading teacher and \$49,995; a 1.0 media specialist and \$61,727; a 1.0 counselor and \$61,727; a 1.0 school secretary and \$27,353; a 1.0 media assistant and \$28,441; and a .875 instructional data assistant and \$31,124.

In addition to positions, there is an increase of \$183,352 for textbooks, \$307,786 for media center materials, and \$132,633 for instructional materials. This is offset by a decrease of \$152,621 for one-time costs budgeted in FY 2009 for the addition of the fifth grade at Arcola Elementary School.

Inflation—\$563,883

Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$563,883.

Reductions—(\$5,046,641)

There are reductions in the elementary school level budget that include 17.0 kindergarten teacher positions and \$849,915; 3.7 special program teacher positions and \$184,982; 5.0 classroom teacher positions and \$249,975; 5.5 staff development teacher positions and \$274,972; 5.5 reading teacher positions and \$274,973; 18.8 academic intervention teacher positions and \$939,906; 6.0 media assistant positions and \$234,714; summer employment \$40,000; professional part-time salaries, \$213,586; textbooks, \$803,242; instructional materials, \$290,770; consultants, \$65,000; lease/maintenance for duplicating equipment, \$580,308; travel for staff development, \$19,298; and instructional equipment, \$25,000.

Full details about these reductions are included in the FY 2010 Superintendent's Recommended Operating Budget in Brief.

Selected Program Support Information FY 2010

Student Enrollment

	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Kindergarten	10,030	9,766	10,025	FY 2010 change — 259
Grades 1–5	<u>48,050</u>	<u>47,090</u>	<u>49,239</u>	FY 2010 change — <u>2,149</u>
Subtotal	58,080	56,856	59,264	FY 2010 change — 2,408
Head Start*	618	599	618	FY 2010 change — 19
Prekindergarten*	1,878	1,885	1,905	FY 2010 change — 20
Special Education Special Classes*	<u>2,712</u>	<u>2,862</u>	<u>2,822</u>	FY 2010 change — <u>(40)</u>
Total Elementary Schools	63,288	62,202	64,609	FY 2010 change — 2,407

Average Class Size

Average class sizes are used to meet the Board's maximum class size guidelines

	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Kindergarten	18.3	17.6	18.1	Focus at 17:1, non-focus at 25:1
Grades 1–6	21.5	21.0	21.0	Grades 1–3, 26; Grades 4–5, 28

Student/Teacher Ratio

	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Physical Education, Art	471:1	464:1	464:1	
General Music	471:1	464:1	461:1	

Additional Support

	Budgeted FY 2009	Budgeted FY 2010	Comments
Maximum Class Size Guidelines**	145.8	152.9	
Class Size Maintenance**	161.0	170.4	Includes adjustment for new focus schools from FY 2009

**Head Start and Prekindergarten student enrollment and staffing are shown in Chapter 3. Special Education enrollment and staffing are shown in Chapter 4.*

***These classroom teacher positions, part of the A–D teacher lines in the Personnel Complement, fill specially designated purposes, as indicated. Teacher staffing formula on page E-2.*

Elementary Schools - 121/126/998

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

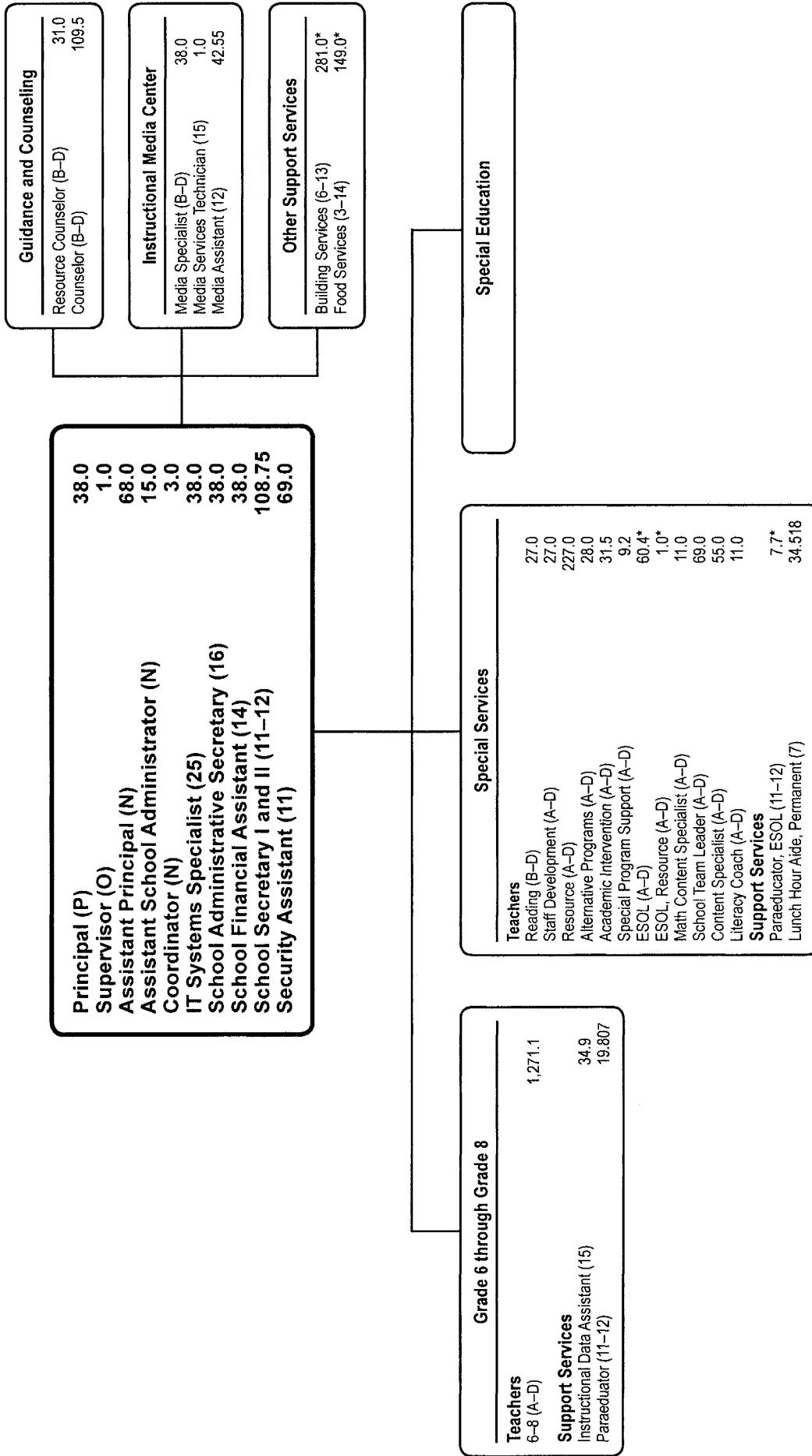
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	5,342.750	5,213.600	5,213.600	5,296.150	82.550
Position Salaries	\$342,310,485	\$358,343,666	\$358,343,666	\$370,168,295	\$11,824,629
Other Salaries					
Supplemental Summer Employment		343,977	343,977	303,977	(40,000)
Professional Substitutes		8,175,792	8,175,792	8,331,205	155,413
Stipends		1,044,796	1,157,141	981,508	(175,633)
Professional Part Time		144,887	132,542	34,589	(97,953)
Supporting Services Part Time		1,129,567	1,129,567	1,069,567	(60,000)
Other		8,423,194	8,323,194	8,258,194	(65,000)
Subtotal Other Salaries	18,638,998	19,262,213	19,262,213	18,979,040	(283,173)
Total Salaries & Wages	360,949,483	377,605,879	377,605,879	389,147,335	11,541,456
02 Contractual Services					
Consultants		274,602	274,602	134,602	(140,000)
Other Contractual		650,489	650,489	200,181	(450,308)
Total Contractual Services	1,293,427	925,091	925,091	334,783	(590,308)
03 Supplies & Materials					
Textbooks		4,042,842	4,042,842	3,677,297	(365,545)
Media		1,284,988	1,284,988	1,603,525	318,537
Instructional Supplies & Materials		5,024,838	5,024,838	5,497,372	472,534
Office					
Other Supplies & Materials		557,750	557,750	249,896	(307,854)
Total Supplies & Materials	9,456,564	10,910,418	10,910,418	11,028,090	117,672
04 Other					
Local Travel		280,803	280,803	240,803	(40,000)
Staff Development		45,450	45,450	26,152	(19,298)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		506,895	506,895	653,749	146,854
Total Other	758,009	833,148	833,148	920,704	87,556
05 Equipment					
Leased Equipment		617,228	617,228	617,228	
Other Equipment		341,323	341,323	316,323	(25,000)
Total Equipment	1,056,104	958,551	958,551	933,551	(25,000)
Grand Total	\$373,513,587	\$391,233,087	\$391,233,087	\$402,364,463	\$11,131,376

Elementary Schools - 121/126/998

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	O Principal		130.000	131.000	131.000	131.000	
2	N Assistant Principal		110.000	110.000	110.000	111.000	1.000
2	N Principal Intern		8.000				
7	BD Pupil Personnel Worker		43.000				
3	BD Psychologist		69.000				
3	BD Teacher, Reading	X	130.000	130.000	130.000	125.500	(4.500)
3	BD Counselor, Elementary	X	130.000	130.000	130.000	131.000	1.000
3	BD Media Specialist	X	130.000	130.000	130.000	131.000	1.000
3	AD Teacher	X	2,383.700	2,277.600	2,277.600	2,381.400	103.800
3	AD Teacher, Academic Intervention	X		75.200	75.200	56.400	(18.800)
3	AD Teacher, Staff Development	X	130.000	130.000	130.000	125.500	(4.500)
3	AD Teacher, Reading Recovery	X	12.000	15.000	15.000	15.000	
3	AD Teacher, Reading Initiative	X	79.500	74.500	74.500	75.700	1.200
3	AD Teacher, Special Programs	X		18.500	18.500	14.800	(3.700)
3	AD Teacher, Focus	X	47.100	56.500	56.500	47.100	(9.400)
3	AD Teacher, Kindergarten	X	543.000	555.000	555.000	551.300	(3.700)
3	AD Teacher, Physical Education	X	133.600	134.300	134.300	139.200	4.900
3	AD Teacher, Art	X	133.600	134.300	134.300	139.200	4.900
3	AD Teacher, General Music	X	133.600	134.300	134.300	139.900	5.600
3	AD Teacher, Instrumental Music	X	37.200	37.200	37.200	37.200	
3	25 IT Systems Specialist		36.000	35.000	35.000	35.000	
3	17 Parent Comm Coordinator	X	2.200	2.200	2.200	2.200	
2	16 School Admin Secretary		130.000	131.000	131.000	131.000	
3	15 Instructional Data Assistant	X	102.650	102.650	102.650	103.525	.875
3	12 Media Assistant	X	110.000	101.500	101.500	99.000	(2.500)
2	11 School Secretary I	X	132.500	132.500	132.500	133.500	1.000
3	11 Paraeducator	X	286.000	271.250	271.250	271.250	
3	7 Lunch Hour Aide - Permanent	X	160.100	164.100	164.100	168.475	4.375
Total Positions			5,342.750	5,213.600	5,213.600	5,296.150	82.550

Middle Schools



F.T.E. Positions 2,494.825
 (*In addition, this chart includes 568.10 positions from ESOL, School Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

Mission

The mission of middle schools is to provide all students with a rigorous and challenging instructional program while addressing the unique needs and characteristics of emerging adolescents, to sustain a safe, nurturing environment in which the entire learning community addresses the unique developmental needs of early adolescents and collaborates freely to ensure every student develops confidence, competence and independent capacity through rigorous curriculum and appropriate instruction designed to maximize success in high school and beyond.

Major Functions

The 38 middle schools provide a challenging academic curriculum in reading, English, mathematics, science, social studies, physical education, foreign language and the arts. These comprehensive programs are designed to challenge and stretch the learners in a safe environment that promotes the worth of each individual student. Middle school students are required to take health education and physical education.

Ongoing assessment and monitoring of student progress toward curriculum goals inform students and parents of progress and provide formative information used to plan and modify instruction. The elective program offer students a wide variety of engaging course offerings for music, art, technology, and foreign language. In addition, extended learning opportunities are available to students through after school and summer programs that focus on reading and mathematics achievement. Middle schools also provide extracurricular programs that enable students to acquire and extend skills essential to all learning in a school climate that fosters student growth.

All middle schools involve a representative group of stakeholders in the Baldrige Guided School Improvement Planning process, which identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*.

Policy IKA, *Grading and Reporting*, is implemented in all schools to ensure communication regarding student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. Teachers report grades which accurately reflect individual student achievement, or what students know and are able to do in relation to course expectations. Grades are based on multiple and varied tasks/assessments over time within a grading period. Schools implement county-wide standard procedures for reteaching/reassessment, homework, and grading. School staff communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year or when course-specific grading procedures change. Students and parents are informed about student progress throughout the grading period are included in the decision-making process relative to the students' education. Teachers in grades 6–8 continue to report other important information, such as

Learning Skills, separately from the academic grade. middle school learning skills are participation and assignment completion.

The Implementation of the Integrated Online Achievement and Reporting System (OARS) to report and maintain student grades began in FY 2007 with 28 middle schools and in FY 2008 expanded to all middle schools. In FY 2009, procedures for implementing the secondary electronic gradebook were implemented to focus on consistent procedures and processes and alignment with Board Policy IKA, *Grading and Reporting*.

Trends and Accomplishments

Maryland School Assessment (MSA) Performance

The *No Child Left Behind Act of 2001* (NCLB Act) has increased accountability at all levels, elementary, middle, and high, and places sanctions on local schools and districts that fail to make adequate yearly progress (AYP). The Maryland School Assessment (MSA) fulfills the requirements of the NCLB Act. The 2008 MSA data reflects a significant increase in student performance with 86 percent of middle school students meeting AYP, compared to 71 percent in 2007. Five of the thirty-eight middle schools did not make AYP. Two middle schools are in local attention, two middle schools are in Year 2 of school improvement and one school is in corrective action. Sixteen schools were identified for school improvement status in 2007. Based on the 2008 Maryland School Assessments (MSA) data, 13 of the 16 schools made Adequate Yearly Progress (AYP), and seven schools exited School Improvement Status. Six schools are eligible to exit School Improvement Status if they make AYP in 2009. Overall, the achievement gap is decreasing, yet is still prominent among African-American, Hispanic, students receiving special education services, English language learners, and students eligible for Free and Reduced-price Meals.

Middle School Reform

The school system is implementing a comprehensive middle school reform plan to produce a high-quality, rigorous and challenging middle school program that improves teaching and learning, and ensures that all students are prepared for rigorous high school courses. The ongoing work of the Middle School Reform Steering Committee is to monitor the reform plan areas: leadership and professional development; curriculum, instruction, and assessment; technology; organizational structure; human resources; and communication and parental engagement. The plan was fully implemented in FY 2008 in five Phase I middle schools: Benjamin Banneker, Roberto Clemente, Montgomery Village, Sligo, and Earle B. Wood. The plan was fully implemented in six Phase II middle schools: Eastern, Newport Mill, Tilden, Shady Grove, Silver Spring International, and White Oak. In addition, the plan was partially implemented in four Phase II middle schools in FY 2009: Gaithersburg, Col. E. Brooke Lee, Martin Luther King, and Julius West.

The instructional leadership teams at the Phase I and Phase II schools participated in extensive professional development that focused on: collaboration, adolescent learners,

and rigorous instruction, and also attended the Professional Learning Communities Institute. All 38 middle schools have received data analysis through utilizing technology training. In FY 2008 and FY 2009, 21st Century Interactive Classrooms were installed in 29 middle schools through Phase I, Phase II, and technology modernization. The remaining nine middle schools received them in FY 2009. The goal for this technology is to engage students, support rigorous academic standards, and promote critical thinking and problem solving skills. New elective courses began in FY 2008 to ensure engaging and rigorous curriculum and to offer an in-depth exploration of high-interest topics.

Middle School Curriculum

Successful middle schools set high expectations for student performance by implementing educational experiences that ensure rigor and challenge to maximize the learning potential of all students. The MCPS Reading and English curriculum is standards-based and aligned with the Voluntary State Curriculum. The mathematics curriculum provides grade-level and above grade-level objectives that prepare more students to complete algebra and geometry in middle school. The middle school program offers students the opportunity to complete a foreign language course in one year rather than two years. Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium (MSMC), rigorous instructional offerings will be phased into all middle schools. In the five Phase 1 schools, new elective courses were piloted in FY 2008. New program offerings incorporate rigorous coursework; advanced courses in Science, Social Studies and English; and seven high school credit courses, with engaging content and innovative units of instruction.

MCPS has a longstanding commitment to providing resources to serve targeted student populations. Instructional guides incorporate strategies for differentiating instruction to meet the needs of children with special needs and English Language Learners, as well as pathways to acceleration for highly able students. The curriculum for students receiving English for Speakers of Other Languages (ESOL) services was revised to align with the Voluntary State Curriculum. The expectation is that all diploma-bound students have access to the general education curriculum. Special education students are held to grade level standards with appropriate recommendations and differentiated instruction. Inclusion in regular education classes supports the goal of special education students accessing the grade level curriculum. The MCPS budget supports funding to provide translation services to improve outreach efforts and enhance communication with the families of English language learners.

Middle School Initiatives

Reading Assessments and Interventions

All middle schools administer the Measures of Academic Progress in Reading (MAP-R) to students in grades 6, 7, and 8 three times per year. MAP-R provides data on student achievement in reading over time. In addition, the SDRT-4, a diagnostic test, is administered to selected students, who perform below the proficiency level of reading on the MSA

and other assessment measures and who do not demonstrate mastery of the MCPS grade-level curriculum indicators.

Leadership and Professional Development

Staff from the various MCPS offices collaborate to provide job-embedded staff development to middle school teachers, resource teachers, interdisciplinary resource teachers, supporting services staff, and administrators. The professional development is designed to support a rigorous and challenging instructional program for all students.

The offices of Human Resources (OHR), Organizational Development (OOD), Curriculum and Instructional Programs (OCIP), and Special Education and Student Services (OSESS) collaborate to provide training for teachers new to MCPS. This orientation program emphasizes the system's initiatives and programs and the application of best practices as well as curriculum content.

Extended Learning Opportunities (ELO)

OCIP continued to implement, monitor, and evaluate the existing ELO: extended day and extended year programs, funded in the 38 middle schools. These programs provide students with opportunities to take advantage of academic interventions in reading and mathematics, as well as enrichment classes. These programs are aligned to and support the MCPS curricula. In addition, this program supports the MCPS target to have 80 percent of middle school students successfully complete Algebra 1 or higher by the end of Grade 8. In FY 2008, through middle school reform, a new ELO course "Lights, Camera, Literacy!" was offered. The second part of the course "Lights, Camera, Literacy! PLUS" was also added to the extended day program offerings.

Major Mandates

- The federal law, *No Child Left Behind* (NCLB) Act requires all schools to demonstrate Adequate Yearly Progress (AYP) as a whole and for each of the NCLB subgroups.
- State law requires a 180-day school year; MCPS schedules 184 instructional days. Federal and state requirements for special education services affect the total program.
- MSDE requires annual Maryland Assessments in reading and mathematics for students in Grades 3 through 8 and Grade 10. Science assessments began in FY 2007.
- In addition, MSDE requires that all students who are enrolled in Algebra 1, Biology, English, and National State, and Local Government (NSL) take the High School Assessments (HSA) in each of these courses. Geometry recently was eliminated as an HSA course.
- Beginning with the Class of 2009, all students will be required to pass the Maryland High School Assessments in English; Algebra; Government; and Biology or attain a combined score of 1602 or higher after completing all four HSAs.
- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, which incorporates the federal and state performance goals.

- The Board of Education set a mandate in July 2005 to develop a multiyear action plan for middle school reform that is integrated in the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*.
- MCPS has a separate policy on middle school education, Policy IEB, which was revised in FY 2007.
- All middle schools are implementing the MCPS Policy IKA, *Grading and Reporting*, to ensure grades reflect student achievement based on course expectations as outlined by the rigorous MCPS curriculum.
- MCPS curriculum policy IFA and regulation (IFA-RA) require that schools implement curricula and assessment measures approved by the Board of Education and that teachers utilize effective instructional practices.
- State law requires that a middle school student must successfully pass both semesters of the course and the associated semester B final examination in order to earn credit

Strategies

- Monitor the initiative implementation in the Phase I and Phase II middle schools.
- Implement the multiyear middle school reform action plan.
- Provide an instructional program that meets the needs of every student, resulting in every student attaining academic success, and eliminating the achievement gap.
- Emphasize the use of pre-assessment, formative assessment, and summative assessment in planning and modifying instruction and in monitoring student progress toward clearly defined outcomes and performance indicators.
- Analyze student performance and participation data to support attaining the MCPS reading and mathematics targets.
- Provide challenging instruction in critical thinking, student discourse, investigative and problem-solving skills, and use of technology to extend and enrich conceptualization.
- Provide programs and opportunities that promote appropriate social and emotional development and students who demonstrate positive, caring acts of good citizenship.
- Provide focused professional development for instructional staff on the implementation of the MCPS curricula
- Monitor the MSMC and the MYP IB, magnet and center programs to identify the components that contribute to increased student achievement.
- Conduct instructional program reviews, participate in academic steering committees and school improvement team meetings to identify supports to improve both teaching and learning, particularly in schools that did not meet AYP.
- Encourage teachers to increase the variety of instructional strategies used during daily instruction through the teacher evaluation system.

- Engage in vertical articulation within and across all grade levels to support and program for all students.

Performance Measures

Performance Measure 1: All middle school students and each subgroup will meet or exceed the Annual Measurable Objective (AMO), as determined by MSDE, in reading.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
AMO	71.1	75.9	80.8
Aggregate	87.2	89	90.9
AA	78.5	81.6	84.6
Asian	93.9	94.8	95.6
Hispanic	74.5	78.1	81.8
White	95.6	96.2	96.9
FARMS	71.3	75.4	79.5
LEP	57.7	63.7	69.8
SPED	64	69.1	74.3

Explanation: The 2008 MSA Reading AMO was 71.1 percent. While most groups demonstrated an increase in the percent of students performing at or above the proficient level, not all subgroups met the given 2008 Reading AMO. There was an overall 6.0 percentage point increase in reading. It is important to note the AMO will increase incrementally toward 100 percent proficiency in FY 2014.

Performance Measure 2: All middle school students and each subgroup will meet or exceed the AMO in mathematics.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
AMO	57.2	64.3	71.40
Aggregate	78.4	81.5	84.6
AA	60.2	65.9	71.6
Asian	92.8	93.8	94.9
Hispanic	62.5	67.9	73.2
White	90.7	92	93.4
FARMS	56	62.3	68.6
LEP	52.7	59.5	66.2
SPED	49.5	56.7	63.9

Explanation: The 2008 MSA Mathematics AMO is 57.2 percent. While most groups performed at or above the proficient level, students in the subgroups Free and Reduced-price Meals System, Limited English Proficiency, and Special Education did not meet the 2008 AMO. It is important to note the AMO will increase incrementally toward 100 percent proficiency in FY 2014.

Performance Measure 3: The percentage of middle schools meeting AYP will continue to increase.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Number of Schools			
Making AYP	33	35	38
Percent Making AYP	86	92	100

Explanation: To make AYP a school must meet the AMO in reading and math for students in the aggregate and for each subgroup (proficiency in the content area and participation) as well as in attendance. A school may make AYP without meeting the AMO with the assistance of confidence intervals or Safe Harbor.

Performance Measure 4: By 2010, 80.0 percent of middle school students will successfully complete Algebra 1 by the end of Grade 8.

	FY 2008 Actual	FY 2009 Recommended	FY 2010 Recommended
MCPS Target	61.0	67.3	80
Aggregate	59.1	72.1	80
AA	37.7	58	80
Asian	78.6	82	80
Hispanic	38.4	59.1	80
White	74.7	78	80
FARMS	32.1	57.4	80
LEP	18.5	55.6	80
SPED	17.6	53.9	80

Explanation: The percentage of Grade 8 students successfully completing Algebra 1 or above will increase each year toward the 80.0 percent target. Disparity continues among subgroups, with the percent of Asian American and White students successfully completing Algebra 1 or above being disproportionately higher than African American, Hispanic, FARMS, LEP and special education students.

**Budget Explanation
Middle Schools—131/136**

The current FY 2009 budget for middle schools is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$9,134 into this budget to fund interscholastic sports from the high schools budget.

The FY 2010 budget for middle schools is \$206,634,350, an increase of \$207,583 from the current FY 2009 budget of \$206,435,767. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,881,076
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,881,076 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$52,789)
There is a realignment of \$34,000 from the middle schools budget to the elementary schools budget to support after school activities. There also are realignments from the middle schools budget of a .075 teacher assistant position and \$18,789 to the high schools budget.

Enrollment Changes—\$1,247,540
There is an increase of \$1,247,540 and 22.8 positions due to the projected additional 361 students. This includes 22.3 teacher positions and \$1,114,889, and a .5 media assistant position and \$14,289. There is also an increase to the budget of \$118,362 in substitutes, textbooks, media center materials, and instructional materials.

Inflation—\$387,437
Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$387,437.

Reductions—(\$4,543,289)
The are reductions in the middle schools budget that include 3.0 coordinator positions and \$369,099; 6.6 classroom teacher positions and \$329,967; 10.0 academic intervention teacher positions and \$499,950; 10.0 alternative program teacher positions and \$499,950; a 0.6 special programs teacher and \$29,997; 4.0 teacher assistant positions and \$104,704; a 1.0 supervisor and \$139,050; 11.0 staff development teacher positions and \$547,098; summer employment, \$30,000; professional part-time salaries, \$355,879; textbooks, \$590,771; instructional materials, \$290,770; consultants, \$30,000; lease/maintenance for duplicating equipment, \$710,210; and travel for staff development, \$15,844.

Full details about these reductions are included in the FY 2010 Superintendent’s Recommended Operating Budget in Brief.

Selected Program Support Information FY 2010

Student Enrollment

	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Grade 6-8	28,439	27,812	28,182	FY 2010 change — 370
Special Education Special Classes*	<u>2,432</u>	<u>2,026</u>	<u>1,953</u>	FY 2010 change — <u>(73)</u>
Total Middle Schools	30,871	29,838	30,135	FY 2010 change — 297

Average Class Size

<i>Average class sizes are used to meet the Board's maximum class size guidelines</i>	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
	25.2	23.6	24.0	28 in English, 32 in other academic subjects

Average Student/Counselor Ratio	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Middle School	215:1	207:1	215:1	The goal is for all schools to have a ratio of 250:1.

Additional Support	Budgeted FY 2009	Budgeted FY 2010	Comments
Released time for Acceleration and Enriched Instruction Teachers at non-middle school reform	10.8	10.8	Provides 0.4 positions per school
Additional teacher positions to meet maximum class size guidelines**	94.6	94.4	
Math Support Teachers**	38.0	38.0	
Literacy coach at middle school reform	11.0	11.0	
Math content specialist at middle school reform	11.0	11.0	

Special Programs	Budgeted FY 2009	Budgeted FY 2010	Comments
Special Programs Teacher	8.3	9.2	Includes 1.5 realignment

*Special Education enrollment and staffing are shown in Chapter 4.

**These classroom teacher positions, part of the A-D teacher lines in the Personnel Complement, fill specially designated purposes, as indicated. Teacher staffing formula on page E-2.

Middle Schools - 131/136

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

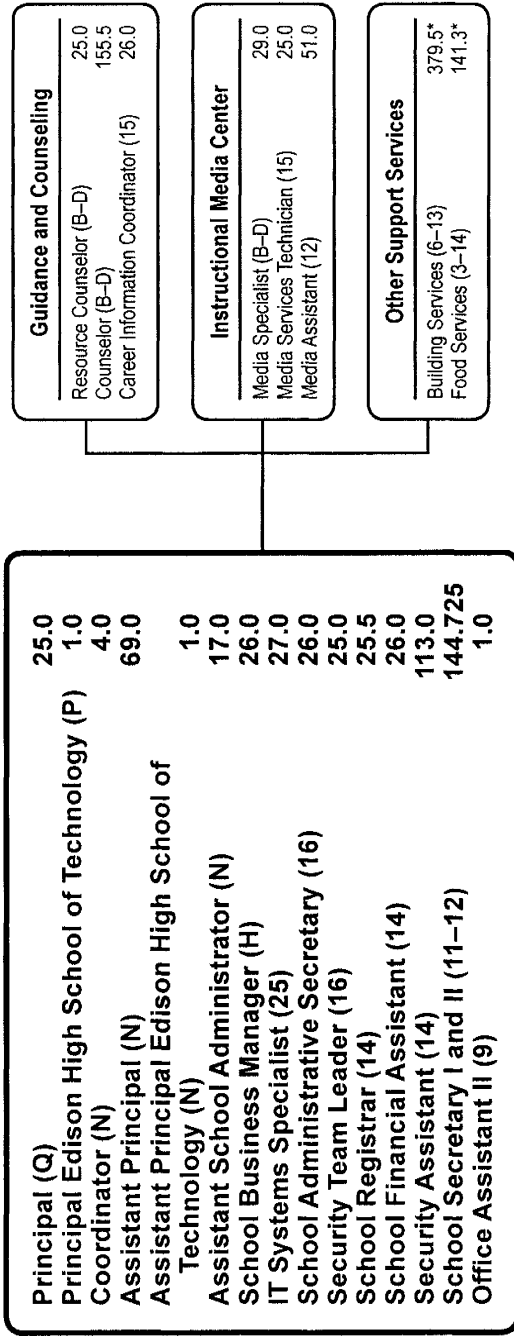
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	2,536.800	2,518.300	2,518.300	2,494.825	(23.475)
Position Salaries	\$175,659,784	\$188,243,620	\$188,243,620	\$188,715,270	\$471,650
Other Salaries					
Supplemental Summer Employment		236,866	236,866	206,866	(30,000)
Professional Substitutes		3,343,036	3,343,036	3,567,482	224,446
Stipends		2,039,803	1,797,565	1,536,685	(260,880)
Professional Part Time		2,433,116	2,675,354	2,360,777	(314,577)
Supporting Services Part Time		425,768	406,768	277,701	(129,067)
Other		808,548	808,548	808,548	
Subtotal Other Salaries	8,358,609	9,287,137	9,268,137	8,758,059	(510,078)
Total Salaries & Wages	184,018,393	197,530,757	197,511,757	197,473,329	(38,428)
02 Contractual Services					
Consultants		21,459	21,459	41,459	20,000
Other Contractual		1,141,837	1,141,837	389,732	(752,105)
Total Contractual Services	803,595	1,163,296	1,163,296	431,191	(732,105)
03 Supplies & Materials					
Textbooks		2,315,812	2,315,812	1,895,492	(420,320)
Media		794,349	794,349	559,196	(235,153)
Instructional Supplies & Materials		3,231,451	3,234,151	3,537,130	302,979
Office					
Other Supplies & Materials		180,575	177,875	169,032	(8,843)
Total Supplies & Materials	4,486,589	6,522,187	6,522,187	6,160,850	(361,337)
04 Other					
Local Travel		99,423	99,423	114,423	15,000
Staff Development		15,844	15,844		(15,844)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		1,024,536	1,034,402	1,056,945	22,543
Total Other	945,895	1,139,803	1,149,669	1,171,368	21,699
05 Equipment					
Leased Equipment					
Other Equipment		88,858	88,858	119,004	30,146
Total Equipment	56,425	88,858	88,858	119,004	30,146
Grand Total	\$190,310,897	\$206,444,901	\$206,435,767	\$205,355,742	(\$1,080,025)

Middle Schools - 131/136

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	P Principal		38.000	38.000	38.000	38.000	
2	O Supervisor		2.000	1.000	2.000	1.000	(1.000)
2	N Coordinator		3.000	7.000	6.000	3.000	(3.000)
2	N Assistant Principal		63.000	68.000	68.000	68.000	
2	N Asst Sch Administrator (11 mo)		22.000	15.000	15.000	15.000	
3	BD Teacher, Reading	X	33.000	27.000	27.000	27.000	
3	BD Counselor, Secondary	X	112.500	112.500	112.500	109.500	(3.000)
3	BD Media Specialist	X	38.000	38.000	38.000	38.000	
3	BD Counselor, Resource	X	31.000	31.000	31.000	31.000	
3	AD Teacher	X	1,343.200	1,256.900	1,256.900	1,271.100	14.200
3	AD Teacher, Academic Intervention			41.500	41.500	31.500	(10.000)
3	AD Teacher, Staff Development	X	38.000	38.000	38.000	27.000	(11.000)
3	AD Math Content Specialist	X	5.000	11.000	11.000	11.000	
3	AD Teacher, Alternative Programs	X	38.000	38.000	38.000	28.000	(10.000)
3	AD Literacy Coach	X	5.000	11.000	11.000	11.000	
3	AD Teacher, Special Programs	X		8.300	8.300	9.200	.900
3	AD Middle School Team Ldr	X	33.000	69.000	69.000	69.000	
3	AD Content Specialist	X	25.000	55.000	55.000	55.000	
3	AD Teacher, Resource	X	270.000	224.000	224.000	227.000	3.000
3	25 IT Systems Specialist		38.000	38.000	38.000	38.000	
3	17 Media Services Technician		1.000	1.000	1.000	1.000	
2	16 School Admin Secretary		38.000	38.000	38.000	38.000	
3	15 Instructional Data Assistant	X	34.900	34.900	34.900	34.900	
2	14 School Financial Assistant		38.000	38.000	38.000	38.000	
2	14 Security Assistant 10 month	X	69.000	69.000	69.000	69.000	
2	12 School Secretary II	X	21.500	21.500	21.500	21.500	
2	12 School Secretary II		41.000	41.000	41.000	41.000	
3	12 Media Assistant	X	46.050	42.050	42.050	42.550	.500
2	11 School Secretary I	X	46.250	46.250	46.250	46.250	
3	11 Paraeducator	X	19.807	19.807	19.807	19.807	
3	11 Paraeducator Computer Lab	X	5.000				
3	8 Teacher Assistant	X	4.075	4.075	4.075		(4.075)
3	7 Lunch Hour Aide - Permanent	X	34.518	34.518	34.518	34.518	
	Total Positions		2,536.800	2,518.300	2,518.300	2,494.825	(23.475)

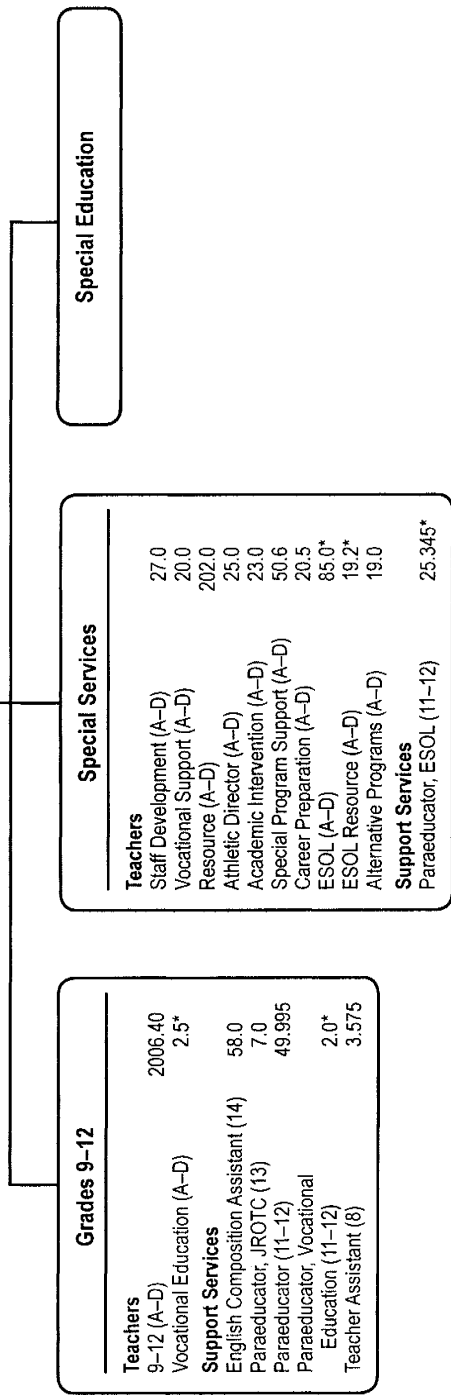
High Schools



Guidance and Counseling	
Resource Counselor (B-D)	25.0
Counselor (B-D)	155.5
Career Information Coordinator (15)	26.0

Instructional Media Center	
Media Specialist (B-D)	29.0
Media Services Technician (15)	25.0
Media Assistant (12)	51.0

Other Support Services	
Building Services (6-13)	379.5*
Food Services (3-14)	141.3*



F.T.E. Positions 3,354,795
 (*In addition chart includes 679,345 positions from ESOL, School Plant Operations, and Food Services. School-based special education positions are shown in Chapter 5.)

Mission

The mission of high schools is to provide all students with a rigorous instructional program that prepares them for success in post-secondary education and careers. High schools provide a stimulating environment with increasing opportunities and access to challenging courses and programs that respond to the diverse needs of students.

Major Functions

All high schools provide a rigorous and challenging academic program in English, mathematics, social studies, science, foreign language, health, technology, the arts, and physical education so that all students have the opportunity to graduate prepared for post-secondary education and employment. High schools also provide extracurricular programs that enable students to acquire and extend life skills in a safe and orderly environment that provides a variety of experiences and helps students clarify their interests, goals, and plans for the future. High schools continue to develop partnerships with an increasing number of colleges and universities to provide additional opportunities for students to earn college credits while attending high school.

Ongoing assessment and monitoring of student progress inform students and parents of progress and provide information to plan and adjust instruction to meet the needs of all students.

All high schools involve a representative group of stakeholders in the Baldrige Guided School Improvement Planning process that identifies the instructional priorities of the school. These priorities align with the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*.

All high schools implement Policy IKA, *Grading and Reporting*, which supports clear communication about student achievement; consistent practices within and among schools; and alignment of grading practices with standards-based curriculum, instruction, and assessments. All high schools report grades that accurately reflect individual student achievement, or what students know and are able to do in relation to course expectations. Grades are based on multiple and varied tasks/assessments over time within a grading period. All high schools are implementing the integrated Online Achievement and Reporting System (OARS) to report and maintain student grades. Schools implement county-wide standard procedures for reteaching/reassessment, homework, and grading. School staff communicates course-specific procedures in writing to students and parents at the beginning of a semester/school year or when course-specific grading procedures change. Students and parents are informed about student progress throughout the grading period.

Trends and Accomplishments

Guided by the strategic plan outlined in *Our Call to Action: Pursuit of Excellence*, MCPS high schools continuously focus on providing every student the opportunity to take

the most rigorous coursework available while increasing overall student achievement on national and state assessments. Participation on the PSAT, SAT and ACT continue to show gains. Enrollment in honors/AP courses continues to rise as do the number of AP tests taken. MCPS is among the top school systems in the state and the nation in terms of student participation and student achievement on these rigorous assessments.

- The Challenge Index compiled by *Newsweek*, May 2008, featured all 23 eligible MCPS high schools in the top 5 percent of the nation's high schools for the third consecutive year. *Newsweek* measures the rigor of a high school academic program by the number of Advanced Placement (AP) or International Baccalaureate tests taken by all students at a school compared to the number of graduating seniors.
- The overall percentage of high school students enrolled in at least one Honors or AP course in 2007–2008 was 73.5 percent, a continuation of improvement in student achievement, and the percentage of enrollment for each racial/ethnic group in 2007–2008 was as follows: African American 58.2 percent; Asian American 86.6 percent; Hispanic 62.5 percent; white 86.1 percent. Enrollment in these rigorous courses has risen 16.1 percent since 2000–2001, including a rise of 2.2 percent in 2007–2008 over the previous school year. Students in MCPS took 25,921 AP exams, with 70.6 percent earning a score of 3 or higher in 2008.
- The class of 2008's combined SAT score of 1616 topped the average Maryland score by 118 points and the average national score by 105 points. Average scores were 1336 for African American students, 1720 for Asian American students, 1401 for Hispanic students, and 1740 for white students. The SAT was taken by 7,274 graduating seniors, producing a participation rate of 73.7 percent. At the same time, MCPS saw a marked increase in ACT participation over the last five years. Between 2006 and 2008, the percentage of graduates who took the ACT increased by 8.3 percent to nearly one-fourth of all graduates. SAT participation and success is supported by the SAT initiative that provides free access to all high school students to The Official SAT Online Course as well as local school preparation sessions prior to each administration of the SAT.
- High schools administer the PSAT test to all Grade 10 and 11 students to determine readiness for SAT success and to provide data for needed instructional adjustments and enrollment in honors and AP courses.

Major Mandates

- The Federal law, *No Child Left Behind Act* (NCLB), requires all schools to demonstrate Adequate Yearly Progress (AYP) as a whole and for each of the NCLB subgroups.
- State law requires a 180 day school year; MCPS schedules 184 instructional days.

- The Maryland State Department of Education (MSDE) High School Assessment (HSA) and Maryland School Assessment (MSA) programs have a significant impact on MCPS instruction and assessment programs. Students in the class of 2009 and beyond must pass the HSA in English 10, Biology, Algebra, and National, State and Local (NSL) Government in order to be awarded a Maryland diploma. Curriculum frameworks and instructional guides are aligned with state standards and prepare students for success on HSA and other rigorous assessments. Office of Curriculum and Programs (OCIP) collaborates with the Office of Organizational Development (OOD) to prepare teachers for the use of rubrics for instruction and scoring, writing across the curriculum, reading in the content areas, critical thinking skills, ongoing assessment in the classroom, and specific content test strategies and knowledge. In order to further support student success on the HSA and MSA, OCIP high school specialists also serve on MSDE content and assessment committees.
- All MCPS schools must align their school improvement plans with the goals and priorities of the MCPS strategic plan which incorporates the federal and state performance goals.
- All high schools will implement MCPS Policy IKA, *Grading and Reporting*, to ensure that grades reflect student achievement based on course expectations as outlined in the MCPS curriculum.
- All high schools implement Policy ISA, *High School Graduation Requirements and Regulations* to ensure our graduates qualify for a Maryland State High School Diploma while they complete a rigorous high school course of study. MCPS curriculum policy IFA and regulation (IFA-RA), revised in FY 2003, require schools implement curricula and assessment measures approved by the Board of Education and that teachers utilize effective instructional practices.
- The Maryland State Department of Education has developed the Bridge Plan for Academic Validation (Bridge Plan) as a new way to satisfy the High School Assessment (HSA) graduation requirement. Students whose original expected year of graduation is 2009 or later must meet the HSA graduation requirement in one of three ways:
 - Pass all 4 HSA tests
 - Earn a combined score of 1602 or higher
 - Complete necessary Bridge Plan project(s)

Students can work on more than one way, or path, at the same time.

To be eligible for the Bridge Plan, students must have—

- Failed an HSA test once and retaken it a second time
- Passed the HSA-related course
- Scored below 1602 on all 4 HSAs
- Participated in an intervention or academic support

- Made satisfactory progress toward graduation (MCPS guidelines):
 - o 80% attendance
 - o 12.5 credits by end of semester 1 junior year

The Office of Curriculum and Instructional Programs, under the direction of the HSA Steering Committee, and in collaboration with other MCPS offices, is responsible for implementing the Bridge Plan throughout all MCPS high schools, Alternative Programs, and RICA. Each school has designated a Bridge Plan contact person to receive information concerning the Bridge Plan. In addition, the Office of the Chief Technology Officer has developed the HSA Bridge Plan Site, a Focal Point site available to principals and designated staff that provides eligibility reports, an eligibility letter, a calendar, and important MSDE and MCPS Bridge Plan documents.

Teachers who are called project monitors work with students to complete required projects in HSA Workshop classes scheduled during the day and in High School Plus. In some cases, Project Monitors work with individual students or small groups outside of classes during the school day. Completed projects are scored once a month by central services staff that are certified in the four HSA subject areas, special education, and ESOL.

Strategies

- High school administrators and leaderships teams continue to address the continuing disparity in student scores by race and ethnicity. High schools have implemented programs, including after-school and lunch time tutoring and support, ninth-grade teams, academies, signature programs, and local summer school classes to provide support and acceleration for all students.
- The High School Literacy Initiative addresses the MCPS strategic plan to ensure Success for Every Student by supporting high school students who are not adequately prepared for success on HSA or to take rigorous courses because they are reading below grade level. Literacy coaches in all high schools support content area teachers in providing a coordinated program to embed reading strategies in all classes.
- Provide all schools with the PSAT/SAT/ACT Guide for Principals 2008–2009. Offer the SAT Preparation course as an elective during the regular school day and the SAT Support sessions at lunchtime and after school prior to the administration of each SAT.
- Encourage students to use the official College Board SAT Readiness Program, including The Official SAT Online Course. This program was purchased by OCIP for use by all high school students individually and as support in SAT Preparation courses.
- Provide the MCPS HSA Prep Online website for use by students in courses sessions preparing to retake any of the four HSAs.
- Enroll students in HSA Workshop during the school day or during High School Plus (HS+) for support in

completing HSA Bridge Projects and preparing for success on the HSAs.

- Collaborate with the OOD to plan for professional development that supports a rigorous and challenging instructional program for all students.

Performance Measures

All high school students and each subgroup will meet or exceed the targets listed below:

Performance Targets	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
1. Percentage of students passing the HSA in English	86.9	100	100
Algebra	89.2	100	100
NSL	94.6	100	100
Biology	90.8	100	100
2. Percentage of high schools meeting AYP	96	100	100
3. Number and percentage of all students and subgroups enrolled in Honors, AP, and other advanced courses.	73.5	73.4	75.0
4. Number and percentage of all students and subgroups taking PSAT in Grades 10 [and 11] in 2008 and 2009.	91.7	93.7	95.0
5. Number and percentage of all students and subgroups taking SAT/ACT.	73.7	79.3	80.0

Budget Explanation

High Schools—141/142/143/144/147/148/149/151/152/163/298

The current FY 2009 budget for high schools is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$9,134 from this budget to the middle schools budget to fund interscholastic sports.

The FY 2010 budget for high schools is \$276,176,321, an increase of \$3,323,675 from the current FY 2009 budget of \$272,852,646. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$5,928,983

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget

projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$5,928,983 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$43,789

In FY 2010 the Evening High School program will no longer exist, and the funds are realigned to the High School Plus program, resulting in a budget-neutral shift. There is also a realignment from the elementary schools budget to increase contractual services by \$25,000 to support science equipment repairs. Additionally, there are realignments of a .075 teacher assistant position and \$18,789 from the middle schools budget to this budget.

Enrollment Changes—\$1,241,207

There is an increase of \$1,241,207 and 22.2 positions due to the projected additional 362 students. This includes 21.2 classroom teachers and \$1,059,894 and a 1.0 media specialist and \$67,727. There is also an increase to the budget of \$113,586 in substitutes, textbooks, media center materials, and instructional materials.

Inflation—\$537,926

Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$537,926.

Other—\$214,759

The Office of Human Resources is engaged in partnership programs with George Washington University, the Johns Hopkins University, and the University of Maryland that are designed to assist in meeting the need for qualified teachers, especially in critical shortage areas. There is a net increase of \$214,759 in this budget. Overall, the budget for the university partnerships is neutral, and there are offsetting amounts in other parts of the budget.

Reductions—(\$4,642,989)

The are reductions in the high schools budget that include 5.0 academic teacher positions and \$249,975; 6.0 alternative program teacher positions and \$299,970; 15.0 literacy coach positions and \$749,925; 3.6 special programs teacher positions \$179,982; 4.0 media specialist positions and \$362,216; 3.0 media assistant positions and \$117,357; a 1.0 media technician and \$60,513; a 1.0 IT systems specialist and \$71,723; 5.0 teacher assistant positions and \$130,880; and 6.5 paraeducator positions and \$239,090.

In addition to position reductions there are reductions in other high schools accounts as follows: commencement facilities, \$124,000; professional part-time salaries, \$237,860; stipends, \$113,281; textbooks, \$491,594; consultants, \$41,021; lease/maintenance of duplicating equipment, \$664,938; travel for staff development, \$63,533; instructional materials, \$325,171; substitutes, \$6,981; supporting services part-time salaries, \$1,950; contractual services, \$13,888; dues, fees, and registration, \$31,256; and non-capital equipment, \$65,885.

Full details about these reductions are included in the FY 2010 Superintendent's Recommended Operating Budget in Brief.

High Schools—141/142/143/147/148/151/152/163

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

301-279-3127

Selected Program Support Information FY 2010

Student Enrollment

	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
Grade 9–12	41,356	40,710	40,949	FY 2010 change — 239
Special Education Special Classes*	<u>2,928</u>	<u>3,713</u>	<u>3,653</u>	FY 2010 change — (80)
Total High Schools	44,284	44,423	44,602	FY 2010 change— 159

Average Class Size

<i>Average class sizes are used to meet the Board's maximum class size guidelines</i>	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
	25.6	26.9	25.7	28 in English, 32 in other academic subjects

Student/Counselor Ratio	Actual 9/30/08	Projected 9/30/08	Projected 9/30/09	Comments
High School	248:1	249:1	249:1	The goal is for all schools to have a ratio of 250:1.

Additional Support	Budgeted FY 2009	Budgeted FY 2010	Comments
Additional teacher positions to meet maximum class size guidelines*	159.4	161.6	Reduce number of oversized classes
Additional teacher positions to lower class size for inclusion classes*	25.0	25.0	
Released time for coordination of Student Service Learning**	5.0	5.0	Provides 0.2 positions per school
Math Support*	14.1	14.1	

Special/Signature Programs	Budgeted FY 2009	Budgeted FY 2010	Comments
Northeast Consortium	7.1	7.1	Includes 3 resource teachers
Downcounty Consortium	25.6	27.8	
Special program teachers	54.2	50.6	

*Special Education enrollment and staffing are shown in Chapter 4.

**These classroom teacher positions, part of the A–D teacher lines in the Personnel Complement, fill specially designated purposes, as indicated. Teacher staffing formula on page E-2.

High Schools - 141/142/143/144/147/148/149/151/152/163/298

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	3,429.975	3,382.620	3,382.620	3,354.795	(27.825)
Position Salaries	\$231,886,347	\$241,755,135	\$241,755,135	\$246,522,002	\$4,766,867
Other Salaries					
Supplemental Summer Employment		757,458	457,018	255,410	(201,608)
Professional Substitutes		4,447,418	4,412,418	4,585,501	173,083
Stipends		6,789,487	6,801,763	6,472,782	(328,981)
Professional Part Time		2,101,196	2,419,360	2,431,206	11,846
Supporting Services Part Time		448,449	472,449	375,330	(97,119)
Other		2,326,474	2,326,474	2,191,514	(134,960)
Subtotal Other Salaries	14,431,986	16,870,482	16,889,482	16,311,743	(577,739)
Total Salaries & Wages	246,318,333	258,625,617	258,644,617	262,833,745	4,189,128
02 Contractual Services					
Consultants		158,775	158,775	110,998	(47,777)
Other Contractual		1,313,503	1,307,325	713,021	(594,304)
Total Contractual Services	1,393,560	1,472,278	1,466,100	824,019	(642,081)
03 Supplies & Materials					
Textbooks		2,782,739	2,782,739	2,488,268	(294,471)
Media		1,060,490	1,060,490	1,132,822	72,332
Instructional Supplies & Materials		5,081,527	5,081,527	5,227,089	145,562
Office					
Other Supplies & Materials		232,105	232,105	184,605	(47,500)
Total Supplies & Materials	9,834,382	9,156,861	9,156,861	9,032,784	(124,077)
04 Other					
Local Travel		200,946	206,521	235,383	28,862
Staff Development		45,249	562,946	418,932	(144,014)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		3,125,096	2,598,136	2,679,045	80,909
Total Other	3,440,259	3,371,291	3,367,603	3,333,360	(34,243)
05 Equipment					
Leased Equipment					
Other Equipment		217,465	217,465	152,413	(65,052)
Total Equipment	229,269	217,465	217,465	152,413	(65,052)
Grand Total	<u>\$261,215,803</u>	<u>\$272,843,512</u>	<u>\$272,852,646</u>	<u>\$276,176,321</u>	<u>\$3,323,675</u>

High Schools - 141/142/143/144/147/148/149/151/152/163/298

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

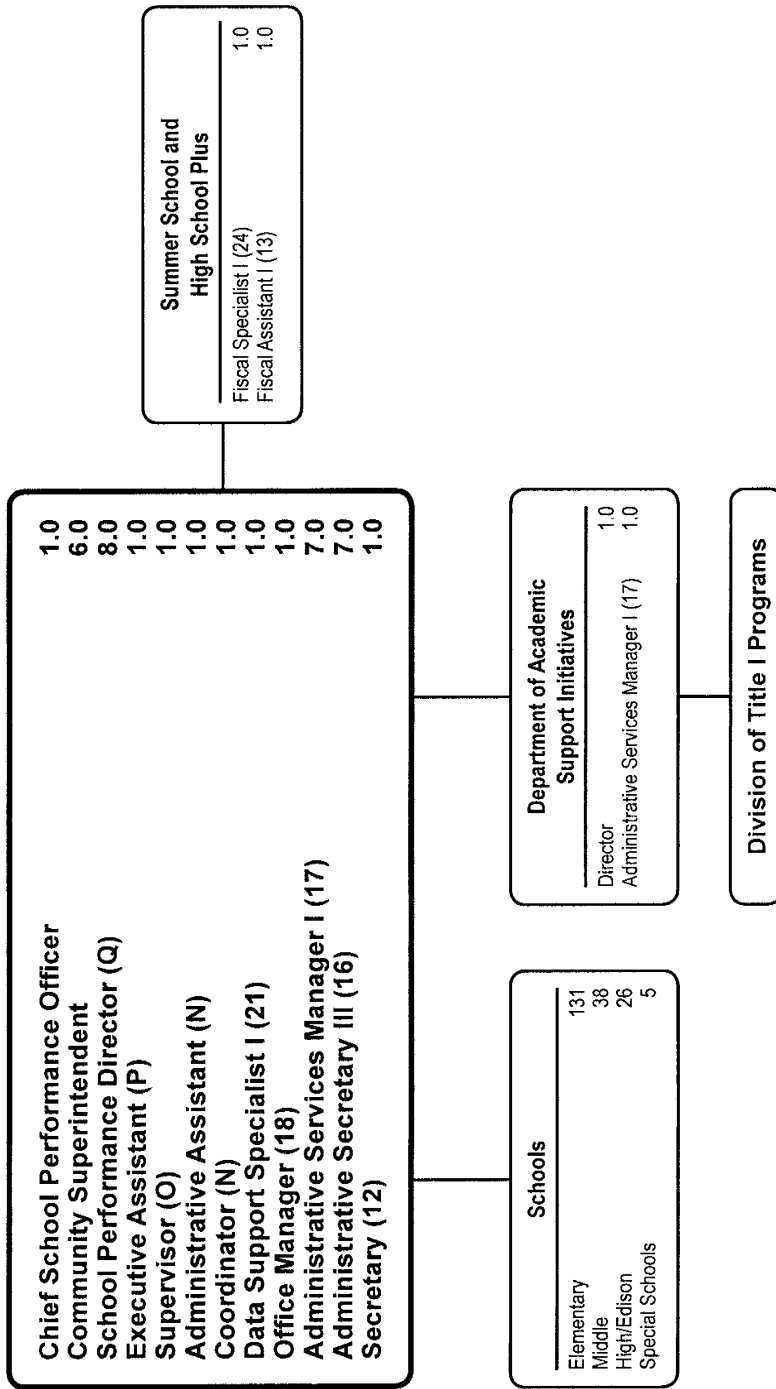
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
141 High Schools							
2	Q Principal		25.000	25.000	25.000	25.000	
2	N Coordinator		3.000	3.000	3.000	3.000	
2	N Principal Asst High		64.000	69.000	69.000	69.000	
2	N Asst Sch Administrator (11 mo)		22.000	17.000	17.000	17.000	
2	H School Business Manager		25.000	25.000	25.000	25.000	
3	BD Counselor, Secondary	X	154.500	153.500	153.500	153.500	
3	BD Media Specialist	X	32.000	32.000	32.000	29.000	(3.000)
3	BD Counselor, Resource	X	24.000	25.000	25.000	25.000	
3	AD Teacher	X	2,097.600	1,974.800	1,959.800	1,985.400	25.600
3	AD Teacher, Academic Intervention	X		22.800	22.800	23.000	.200
3	AD Teacher, Staff Development	X	26.000	26.000	26.000	26.000	
3	AD Teacher, Athletic Director	X	25.000	25.000	25.000	25.000	
3	AD Teacher, Alternative Programs	X	25.000	25.000	25.000	19.000	(6.000)
3	AD Teacher, Vocational Support	X	20.000	20.000	20.000	20.000	
3	AD Teacher, Career Preparation	X	20.500	20.500	20.500	20.500	
3	AD Literacy Coach	X			15.000		(15.000)
3	AD Teacher, Special Programs	X		63.800	63.800	50.600	(13.200)
3	AD Teacher, Resource	X	207.000	197.000	197.000	197.000	
3	25 IT Systems Specialist		27.000	27.000	27.000	26.000	(1.000)
3	17 Media Services Technician		26.000	26.000	26.000	25.000	(1.000)
2	16 School Admin Secretary		25.000	25.000	25.000	25.000	
2	16 Security Team Leader	X	25.000	25.000	25.000	25.000	
3	15 Career Information Coordinator		25.000	25.000	25.000	25.000	
2	14 School Financial Assistant		25.000	25.000	25.000	25.000	
2	14 School Registrar		25.500	25.500	25.500	25.500	
2	14 Security Assistant	X	110.000	112.000	112.000	112.000	
3	14 English Composition Asst	X	64.450	64.500	64.500	58.000	(6.500)
3	13 Paraeducator JROTC	X	7.000	7.000	7.000	7.000	
2	12 School Secretary II	X	33.850	32.850	32.850	32.850	
2	12 School Secretary II		28.000	28.000	28.000	28.000	
3	12 Media Assistant	X	54.500	54.000	54.000	51.000	(3.000)
2	11 School Secretary I	X	83.875	82.875	82.875	82.875	
3	11 Paraeducator	X	39.495	49.745	49.745	49.745	
2	11 Student Monitor	X	2.000				
3	11 Paraeducator Computer Lab	X	10.250				
3	8 Teacher Assistant	X	7.705	8.500	8.500	3.575	(4.925)
Subtotal			3,390.225	3,342.370	3,342.370	3,314.545	(27.825)
142 Edison High School of Technology							
2	P Principal		1.000	1.000	1.000	1.000	
2	N Assistant Principal		1.000	1.000	1.000	1.000	
2	H School Business Manager		1.000	1.000	1.000	1.000	

High Schools - 141/142/143/144/147/148/149/151/152/163/298

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
142 Edison High School of Technology							
3	BD Counselor, Secondary	X	2.000	2.000	2.000	2.000	
3	AD Teacher	X	21.000	21.000	21.000	21.000	
3	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
3	AD Teacher, Resource	X	5.000	5.000	5.000	5.000	
3	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
2	16 School Admin Secretary		1.000	1.000	1.000	1.000	
3	15 Career Information Coordinator		1.000	1.000	1.000	1.000	
2	14 School Financial Assistant		1.000	1.000	1.000	1.000	
2	14 Security Assistant	X	1.000	1.000	1.000	1.000	
2	12 School Secretary II		1.000	1.000	1.000	1.000	
3	11 Paraeducator	X	.250	.250	.250	.250	
2	9 Office Assistant II		1.000	1.000	1.000	1.000	
Subtotal			39.250	39.250	39.250	39.250	
144 Bridge for Academic Validation Program							
3	N Coordinator				1.000	1.000	
Subtotal					1.000	1.000	
298 Bridge Plan for Academic Validation							
3	N Coordinator			1.000			
3	AD Teacher, Reading Recovery	X	.500				
Subtotal			.500	1.000			
Total Positions			3,429.975	3,382.620	3,382.620	3,354.795	(27.825)

Office of School Performance



Mission

The mission of the Office of School Performance (OSP) is to maximize student achievement by ensuring a quality education for all students, in order that student achievement is not predictable by race. To do this, OSP employs systemwide collaboration to:

- Provide support, resources, and services to schools, principals, staff, and students, and
- Facilitate effective and open communication between parents/community and the school system

To further support this mission, OSP monitors school performance, and supervises and evaluates principals in the context of shared accountability.

Major Functions

The function of OSP is to ensure that schools focuses on improving student achievement through effective instruction. To maintain this focus, the office provides administrative support to individual principals, schools, and the school system, monitors implementation of Board of Education policies and student progress, selects and evaluates principals, coordinates and assigns resources, and allocates staff and other resources to schools. OSP monitors school performance using the quality tools of the Baldrige Guided School Improvement process to build capacity of school leaders. In collaboration with other offices, OSP provides feedback to parents and community members related to school issues and concerns.

OSP comprises a chief school performance officer, who is responsible for the office, and six community superintendents, each of whom oversees from 29 to 39 schools and special education schools or centers that are organized in geographically contiguous quad or quint clusters. Supporting schools and the community superintendents are nine directors of school performance whose responsibilities include reviewing Baldrige Guided School Improvement plans, analyzing school data with the principals, monitoring the effectiveness of direct support to schools, and providing assistance to principals on all school-based issues.

Additionally, the Department of Academic Initiatives coordinates the work of Montgomery County Public Schools' academic support initiatives including oversight of systemic school improvement planning processes and efforts to support schools in improvement. Within this department is the Division of Title I Programs which implements the Title I program and ensures compliance with federal and state regulations.

The community superintendents and the directors of school performance assist principals in identifying priorities for improving student performance and in coordinating the delivery of resources and direct services and support from various MCPS offices to schools. OSP collaborates with the Office of Organizational Development (OOD) and the Office of Curriculum and Instructional Programs (OCIP) to ensure that the work is coordinated and aligned with school needs.

OSP allocates staff and other resources to schools. This involves analyzing enrollment trends and reviewing principals' requests for additional staff and resources to meet *Our Call to Action: Pursuit of Excellence* initiatives. OSP also works with various central offices including the Department of Facilities Management in making school boundary and other capital improvement planning decisions and the placement of special programs in schools.

OSP, in collaboration with the Office of Human Resources (OHR), interviews, selects, and provides support to all school-based administrators. This includes managing the principal selection process to ensure community and staff involvement, and selects and assigns new assistant principals and assistant school administrators. OOD, OHR, and OSP coordinate efforts in determining and assigning principal interns to elementary and secondary schools. In addition, the offices collaborate on screening and interviewing outside candidates for administrative positions, oversee transfers of administrators, and monitor principals' adherence to the teacher and supporting services professional growth system requirements. Community superintendents conduct all principal evaluations using the Administrative and Supervisory Professional Growth System. Community superintendents and directors of school performance conduct staff appeal hearings, as well as identify, employ, and assign second observers for non-tenured teachers in schools with a single administrator. Additionally, OSP reviews the evaluations of all assistant principals to ensure that school administrative teams are functioning effectively. Community superintendents serve on second year assistant principal trainee and elementary intern development teams. Directors of school performance serve on all first year elementary assistant principal trainee development teams. The office also coordinates the placement of teachers with OHR.

OSP has formed and is leading Achievement Steering Committees (ASCs) in schools identified as Year 2 of School Improvement or Corrective Action according to Maryland State Department of Education criteria. With the supervision and direction of the community superintendents and directors of school performance, the ASCs are designed to facilitate collaboration of central services personnel to deploy appropriate support for schools in preparing effectively for the High School Assessments (HSAs) and Maryland School Assessments (MSAs) by establishing consistent monitoring of student performance data by subgroups, informing action for staff implementation, and taking the data to the individual student level.

OSP works closely with the Office of the Chief Technology Office (OCTO) to ensure that data guides how principals and teachers examine their students' and schools' performance and adjust their instructional plans. The use of academic indicators and data analysis from the Data Warehouse directs supervisory and school improvement discussions between OSP and principals. Monitoring school performance on reading benchmarks from the MCPSAP-PR, the TerraNova 2, Advanced Math by Grade 5, Algebra or Above by Grade 8, the MSAs, the HSAs, the PSAT, AP exams, and the SAT/ACT

are major responsibilities for OSP. OSP also works closely with the Office of Special Education and Student Services to ensure that schools receive the required support to meet the needs of all students, whether they are students with disabilities or have other student services needs.

In addition, OSP works closely with OCIP and OOD to ensure that school staffs are well prepared for the implementation of the Maryland High School Assessment program and trained for the curricula frameworks that are aligned with these assessments. OSP encourages school-based walk-throughs that provide data for self-reflection and building-guided improvement efforts. Community superintendents and the directors of school performance analyze individual school performance data relative to countywide and state standards and assess school growth toward those standards. Of equal importance is the focus on rigor and raising the achievement bar for all students. This office monitors class size, gifted and talented programs, evening high school, High School Plus, regional summer school, Honors and AP enrollment, stakeholder involvement in schools, school improvement planning, and school signature and magnet programs.

Trends and Accomplishments

The federal *No Child Left Behind Act of 2001* and *Maryland’s Bridge to Excellence in Public Schools Act* both set a standard for the acceleration of academic achievement for all students and the elimination of achievement gaps among children. OSP ensures that schools are focused on improving student performance in order to meet the requirements of this legislation as well as the long-standing plans and expectations for educational excellence in Montgomery County Public Schools.

Key to meeting the goals of improving student results is a highly qualified teacher in every classroom. The staffing allocation to schools requires considerable attention from this office during the spring and summer. Schools have received their initial staffing allocation earlier in each of the past four years, which allows principals to recruit and retain highly qualified teachers. Staffing allocation decisions also have been further refined in order to create greater equity among schools. In addition, in collaboration with OHR and the Montgomery County Education Association, the teacher placement process has been accomplished in a more efficient and inclusive way.

The lower class size initiative begun in FY 2001 for kindergarten, first and second grades has been implemented in 61 schools. FY 2008 also saw reduction of class sizes across all grade levels. The office manages the school-based administrator selection and assignment process, and the interviews of outside candidates for assistant principal and principal positions. OSP also collaborates with other offices and school administrators in the assignments of elementary principal interns, assistant principals and student support specialists, assigning 11 elementary principal interns, 88 assistant principals, and 10 assistant school administrators during FY 2009.

Responsibility for the summer school program and the evening high school programs, including the High School Plus program, is an OSP function. High School Plus provides local school programming for students who previously would have needed to attend a regional evening high school site.

Major Mandates

The functions and activities of this unit ensure full implementation of Board of Education policies, federal, state, and local regulations that affect the management, administration, and performance of schools and their principals.

- *Our Call to Action: Pursuit of Excellence* is designed to ensure that principals have the knowledge, skills, strategies and beliefs necessary to respond to the needs of a growing and highly diverse school system.
- Montgomery County Board of Education academic priorities include improved academic results, and OSP’s functions support schools to attain those results.
- The *No Child Left Behind Act of 2001* requires public school systems to ensure that every student receives a meaningful, high quality education.

Strategies

- Evaluate principals in accordance with the MCPS Administrative and Supervisory Professional Growth System.
- Collaborate with OCIP, OOD, OCTO, OHR, and OSESS to ensure schools and principals receive appropriate support and guidance.
- Facilitate collaboration of central services personnel through the ASCs to deploy appropriate support for schools in preparing effectively for the HSAs and MSAs.
- Allocate staff and resources strategically to maximize benefits to individual schools and students.
- Monitor the implementation of the Board of Education policies.
- Monitor the continuous improvement summaries completed by each school to ensure that they use data and respond to the shared accountability targets and state and federal requirements.

Performance Measure

Performance Measure: Number of schools meeting adequate yearly progress and progressing toward the system targets (all students and disaggregated SSA equity groups).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
179	185	190

Explanation: The primary function of OSP is to ensure that schools are focused on improving student results. OSP uses a wide range of data to ensure that principals and teachers examine their schools’ performance and adjust their instructional plans accordingly.

Budget Explanation
Office of School Performance—
617/562/564

The FY 2010 request for this office is \$6,339,031, a decrease of \$344,574 from the current FY 2009 budget of \$6,683,605. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$53,422

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$53,422 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$2,167)

There are several realignments among and between units in the Office of School Performance. There is a decrease of \$8,750 in contractual services, \$1,300 in office supplies, \$2,100 in local travel, \$3,700 in professional part-time salaries, \$6,300 in instructional materials, and \$10,800 in other program fees. The funds are realigned to increase substitutes by \$1,150 and supporting services part-time salaries by \$29,633. There is also a realignment of \$2,167 for employee benefits to the Department of Financial Services budget.

Reductions—(\$395,829)

Reductions in the Office of School Performance are as follows:

- 1.0 instructional specialist position—(\$70,946)
- 1.0 director II position—(\$144,528)
- 1.0 coordinator position—(\$125,709)
- 0.8 office assistant IV position—(\$25,640)
- Professional part-time salaries—(\$7,429)
- Office supplies—(\$19,344)
- Travel for staff development—(\$2,233)

Office of School Performance - 617/562/564

Stephen L. Bedford, Chief School Performance Officer

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	42.800	42.800	43.800	40.000	(3.800)
Position Salaries	\$4,466,588	\$4,759,541	\$4,759,541	\$4,446,140	(\$313,401)
Other Salaries					
Supplemental Summer Employment		1,398,850	1,398,850	1,398,850	
Professional Substitutes		28,244	28,244	29,394	1,150
Stipends					
Professional Part Time		17,697	17,697	10,268	(7,429)
Supporting Services Part Time		259,730	259,730	289,363	29,633
Other		15,231	15,231	11,531	(3,700)
Subtotal Other Salaries	1,816,087	1,719,752	1,719,752	1,739,406	19,654
Total Salaries & Wages	6,282,675	6,479,293	6,479,293	6,185,546	(293,747)
02 Contractual Services					
Consultants					
Other Contractual		18,520	18,520	9,770	(8,750)
Total Contractual Services	3,648	18,520	18,520	9,770	(8,750)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		96,429	96,429	70,129	(26,300)
Office		20,439	20,439	19,795	(644)
Other Supplies & Materials					
Total Supplies & Materials	101,271	116,868	116,868	89,924	(26,944)
04 Other					
Local Travel		33,829	33,829	31,729	(2,100)
Staff Development		3,820	3,820	1,587	(2,233)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		31,275	31,275	20,475	(10,800)
Total Other	35,511	68,924	68,924	53,791	(15,133)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$6,423,105</u>	<u>\$6,683,605</u>	<u>\$6,683,605</u>	<u>\$6,339,031</u>	<u>(\$344,574)</u>

Office of School Performance - 617/562/564

Stephen L. Bedford, Chief School Performance Officer

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Chief Sch Performance Officer		1.000	1.000	1.000	1.000	
2	Community Superintendent		6.000	6.000	6.000	6.000	
1	Director Acad Supp Initiatives			1.000	1.000		(1.000)
2	Director Acad Supp Initiatives					1.000	1.000
2	Q Director II		10.000	9.000	9.000	8.000	(1.000)
2	P Executive Assistant		1.000	1.000	1.000	1.000	
1	O Supervisor			1.000	1.000		(1.000)
2	O Supervisor					1.000	1.000
2	N Administrative Assistant		1.000	1.000	1.000	1.000	
2	N Coordinator		3.000	2.000	2.000	1.000	(1.000)
2	BD Instructional Specialist		2.000	1.000	1.000		(1.000)
2	24 Fiscal Specialist I		1.000	1.000	1.000	1.000	
2	21 Data Support Specialist I		1.000	1.000	1.000	1.000	
2	18 Office Manager		1.000	1.000	1.000	1.000	
2	17 Admin Services Manager I		7.000	8.000	8.000	8.000	
2	16 Administrative Secretary III		5.000	5.000	7.000	7.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
2	11 Office Assistant IV		1.800	1.800	.800		(.800)
	Total Positions		42.800	42.800	43.800	40.000	(3.800)

Division of Title I Programs

Director I (P)	1.0
Supervisor (O)	1.0
Accountant (22)	1.0
Administrative Secretary II (15)	1.0
Data Systems Operator II (15)	1.0
Fiscal Assistant II (15)	1.0

Academic Support	
Instructional Specialist (B-D)	8.0
Evaluation Specialist (B-D)	1.0
Teacher, Special Programs (A-D)	1.3
Secretary (12)	1.0

F.T.E. Positions 176.050
 (Includes 158.75 school based positions shown on K-12 charts)

FY 2010 OPERATING BUDGET

Mission

The mission of the Division of Title I Programs (DTP) is to actively support Title I schools by providing technical assistance as they work to implement a challenging program, achieve and exceed Adequate Yearly Progress (AYP) targets, and fulfill the requirements of the *No Child Left Behind Act of 2001* (NCLB Act).

Major Functions

DTP is responsible for implementing the Title I Part A program and ensuring compliance with federal and state regulations, which are a part of the NCLB Act. DTP is also responsible for implementing local initiatives such as Extended Learning Opportunities Summer Adventures in Learning (ELO SAIL) and the 21st Century Community Learning Center Grant (21st CCLC). The division's goals are aligned with *Our Call to Action: Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2006–2011*. In particular, Title I funds are used to support scientifically research-based programming designed to ensure success for every student. Critical positions, including math content coaches, supplemental English for Speakers of Other Languages (ESOL), and gifted and talented teachers, are allocated through Title I. These teachers provide a focus on the implementation of an effective instructional program. Parent programs are aligned fully with the goal of strengthening productive partnerships for education. Additional funding is provided to implement full-day Head Start programs in designated Title I schools. A wide range of outreach activities are required under Title I, including training parents to assist their students with literacy and mathematics skills.

The division assists with the development of schoolwide school improvement plans aimed at academic acceleration and intervention by incorporating, monitoring, and analyzing formal and informal student data; examination of the current educational program; and identification of changes that will improve academic achievement. The analysis of local and state assessment data to monitor and improve the instructional program, the development of monitoring tools, and the ongoing examination of student work are the focus of school improvement efforts. The division works in conjunction with the Office of School Performance (OSP) to support schools' efforts to use Baldrige processes to develop, implement, and evaluate school improvement plans.

The division collaborates with other MCPS units, particularly the Division of ESOL/Bilingual Programs, the Department of Family and Community Partnerships, OSP, and county and community agencies, to plan and implement extended-time programs that minimize academic loss over the summer; preview new knowledge and skills students will encounter in the next grade level; and provide opportunities for both development of skills and accelerated learning. Additionally, the division consults and works with the Office of Organizational Development (OOD) to establish and nurture professional learning communities. The division also supports staff development linked to school improvement plans and works

with schools to adopt, extend, and refine new instructional strategies that assist all students in achieving academic success. DTP also works closely with the Division of Early Childhood Programs and Services (DECPS) to implement full-day Head Start classes in Title I schools.

Trends and Accomplishments

In December 2001, the Elementary and Secondary Education Act of 1965 was reauthorized. The legislation, known as the *No Child Left Behind (NCLB) Act*, mandated significant changes in the implementation of Title I programs. A model was developed by a stakeholder group to include specific professional positions, professional development initiatives, implementation of an extended year program, additional positions to support the unique needs of the schools, and funds to support parent involvement initiatives. A collaborative relationship was established with the Office of Curriculum and Instructional Programs and OOD to develop and implement job-embedded staff development for each of the specified positions to ensure focused and effective implementation.

Direct services to Title I schools are provided according to poverty levels as measured by the percentages of students participating in the Free and Reduced-price Meals System (FARMS). Title I schools receive funds for specified professional positions that include a half-time allocation for a math content coach, a gifted and talented teacher, and/or supplemental ESOL/ESOL support teachers. Funds also provide additional professional and paraprofessional positions, instructional materials, and parent outreach programs.

In July 2008, over 6,000 students in kindergarten through Grade 5, including homeless students, attended at least a portion of the four-week summer program held at 28 Title I schools as a part of the ELO SAIL project. This program provided specially purchased instructional materials, a preview curriculum, and instruction focused on the refinement of skills essential for the upcoming grade level. Transportation, breakfast, and lunch also were provided. Staff development was offered as a key component of ELO SAIL. The Montgomery County Police Department provided school crossing guards. In addition, schools collaborated with the Montgomery County Recreation Department, the City of Gaithersburg Recreation Department, the City of Rockville Recreation Department, and private providers to offer an afternoon recreational or child care program. Previous evaluations of the ELO SAIL project demonstrated that students who attended 15 days or more generally gained skills in reading and mathematics that went beyond the maintenance level.

Reading Recovery® teachers in Title I schools reported significant increases in the reading ability of identified Grade 1 students as measured by running record levels. These students will enter Grade 2 on or above grade level in reading as a result of their participation in this intensive program.

The 21st CCLC grant funds an afternoon complement program to ELO SAIL at ten Title I schools identified as in need of improvement in the grant's first year. The grant was

established in collaboration with the Arts and Humanities Council of Montgomery County, the Montgomery County Recreation Department, the Collaboration Council, and Linkages to Learning. The focus of the grant is to provide an enhanced summer experience for students in a safe environment. Approximately 900 students participated. Various artists presented a range of multicultural programs at each of the schools, along with recreational activities. The 21st CCLC grant extended the summer program day by four hours. The parent outreach component provided by Linkages to Learning included funding for English classes for adults and for training to support at-home literacy efforts.

Because there are no Title I schools identified for improvement or corrective action for the 2008–2009 school year, School Choice and Supplemental Educational Services (SES) are not required at any MCPS schools.

The division works in close collaboration with the Office of Shared Accountability and several other units to continually evaluate key components of ELO SAIL and full-day Head Start programs.

Major Mandates

- The NCLB Act includes several new or strengthened requirements including School Choice, SES, parent involvement, highly-qualified staff, and professional development provisions. The division works closely with schools and other divisions and departments within MCPS to comply with NCLB Act mandates.
- In MCPS, all Title I schools operate schoolwide programs allowing all students to receive supplemental support. The NCLB Act and the strategic plan reinforce the need for schools to make sustained academic progress through a measure called Annual Yearly Progress (AYP). Prescribed sanctions including School Choice and SES are applied to schools that fail to achieve AYP over consecutive years. DTP receives funds from federal and state sources to help schools improve student achievement.
- A portion of the federal Title I grant must be used to provide educational services to homeless students, eligible students enrolled in qualifying private schools, or those in programs for neglected students located in Montgomery County. An annual survey must be conducted to determine which students meet the federal eligibility criteria.
- As required by Title I, the division provides equitable instruction, parent involvement, and professional development activities and programs to eligible participants in private schools, after required consultation with non-public administrators.
- MCPS must provide Title I schools with locally funded resources and services which are comparable to non-Title I schools. Federal regulations require an annual Comparability Report verifying that local resources are distributed equitably, ensuring that the “supplement, not supplant” rules are applied.

Strategies

- Implement Title I mandates of the NCLB Act through close collaboration with schools and MCPS divisions and departments, especially as they relate to mandated actions such as highly-qualified staff, parent involvement, professional development, school improvement plans, and private school programming, as well as support for homeless and neglected students.
- Provide required technical support through the use of instructional specialists assigned to work with Title I schools.
- Support a comprehensive school improvement process as well as curriculum implementation.
- Support schools in the design and delivery of scientifically research-based instructional practices.
- Assist school personnel in assessment, collection, and analysis of formal and informal data for use in monitoring student performance and reviewing the effectiveness of academic interventions and instructional strategies.
- Collaborate with schools and MCPS offices and divisions in the development of personalized family involvement policies designed to systematically implement comprehensive family outreach and training programs that effectively support student achievement.
- Implement the ELO SAIL program in Title I schools.
- Collaborate with the Division of Early Childhood Programs and Services to implement 13 full-day Head Start classes in ten Title I schools.
- Provide professional development for math content coaches, GT teachers, and Head Start teachers and paraeducators.

Performance Measures

Performance Measure: Percentage of Title I schools that achieve AYP through strategic use of funds and resources to support the implementation of the school improvement plan (SIP).

FY 2008 Actual	FY 2009 Estimated	FY 2010 Recommended
96%	100%	100%

Explanation: In FY 2008, 96 percent of the 23 Title I schools achieved AYP, an improvement of ten percent from the previous year. DTP created a guide, Title I School Improvement Planning: Alignment with the Baldrige–Guided School Improvement Process, to support the development of the SIP for each Title I school and offers ongoing technical assistance to ensure effective implementation. All schools must meet AYP standards in all applicable subgroups, as measured by the Maryland School Assessment in order to achieve this goal.

Division of Title I Programs—941

Dr. Felicia Lanham Tarason, Director

301-230-0660

Performance Measure: Percentage of kindergarten through Grade 5 students who attend the ELO SAIL summer program based on the total school enrollment.

FY 2008 Actual 70%	FY 2009 Estimated 80%	FY 2010 Recommended 90%
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Explanation: In summer 2008, 60 percent of all eligible kindergarten through Grade 5 students, based on total school enrollment, attended the ELO SAIL program. ELO SAIL attendance is reported in two ways. An average of 60 percent of eligible students attended the program. The average ELO SAIL daily attendance of students enrolled was 84 percent which is a 2.0 percent increase from the previous year. However, previous evaluations of the ELO SAIL project demonstrated that students who attended 15 days or more generally gained skills in reading and mathematics that went beyond the maintenance level. By providing an additional month of instruction in reading and mathematics, fewer students in Title I schools will experience a loss of skills over the summer, and a greater number will maintain or gain skills necessary for the upcoming grade level.

Performance Measure: Percentage of students who attend full-day Head Start programs who meet or exceed the first quarter kindergarten reading benchmark as measured by the MCPS Assessment Program-Primary Reading.

FY 2008 Actual Program implementation year	FY 2009 Estimated 50%	FY 2010 Recommended 65%
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Explanation: In FY 2009, student data will be collected to measure reading performance on the MCPS Assessment Program-Primary Reading. OSA, DTP, and DECPS will work collaboratively to implement and measure the success of a full-day Head Start program that utilizes developmentally appropriate research-based strategies. The goal of the full-day program is to provide students with additional time to develop the essential skills needed for school success.

Budget Explanation

Division of Title I Programs—941

The FY 2010 request for this division is \$19,396,114, a decrease of \$610,483 from the current FY 2009 budget of \$20,006,597. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$610,483)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$610,483 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Project's Recent Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$22,519,509	\$20,006,597	\$19,396,114
State			
Other			
County	<u>727,431</u>		
Total	\$23,734,231	\$20,006,597	\$19,396,114

*There is \$70,665 in Title I funding budgeted in the Department of Management, Budget, and Planning.

Div of Title I Programs - 941

Felicia E. Lanham Tarason, Director

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	218.612	176.050	176.050	176.050	
Position Salaries	\$15,124,799	\$13,423,271	\$12,994,906	\$12,502,104	(\$492,802)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		62,931	140,608	140,608	
Stipends		251,295	25,737	25,737	
Professional Part Time		518,691	1,192,118	1,192,118	
Supporting Services Part Time		378,747	122,189	122,189	
Other					
Subtotal Other Salaries	2,212,499	1,211,664	1,480,652	1,480,652	
Total Salaries & Wages	17,337,298	14,634,935	14,475,558	13,982,756	(492,802)
02 Contractual Services					
Consultants					
Other Contractual		27,500	58,819	58,819	
Total Contractual Services	447,829	27,500	58,819	58,819	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		377,556	270,452	270,452	
Office		20,000	20,000	20,000	
Other Supplies & Materials					
Total Supplies & Materials	449,069	397,556	290,452	290,452	
04 Other					
Local Travel		15,000	15,000	15,000	
Staff Development		8,775	8,775	8,775	
Insurance & Employee Benefits		4,791,831	4,998,450	4,880,769	(117,681)
Utilities					
Miscellaneous		128,000	154,543	154,543	
Total Other	6,324,312	4,943,606	5,176,768	5,059,087	(117,681)
05 Equipment					
Leased Equipment					
Other Equipment		3,000	5,000	5,000	
Total Equipment	5,225	3,000	5,000	5,000	
Grand Total	\$24,563,733	\$20,006,597	\$20,006,597	\$19,396,114	(\$610,483)

Div of Title I Programs - 941

Felicia E. Lanham Tarason, Director

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Director Acad Supp Initiatives		1.000				
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				
2	BD Evaluation Specialist		2.000	1.000	1.000	1.000	
2	BD Instructional Specialist				8.000	8.000	
3	BD Instructional Specialist		15.000	8.000			
3	BD Teacher, Reading	X	2.000	2.000	2.000	2.000	
3	AD Teacher		1.400	1.300	1.300	1.300	
3	AD Teacher, Reading Recovery	X	9.500				
3	AD Teacher, Focus	X	109.100	121.300	121.300	121.300	
3	AD Teacher, ESOL	X	14.000				
3	AD Teacher, Head Start	X	5.200	5.200	5.200	5.200	
2	22 Accountant		1.000	1.000	1.000	1.000	
3	17 Parent Comm Coordinator	X	5.225	8.800	8.800	8.800	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
2	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
2	13 Data Operator I		1.000				
2	12 Secretary		1.000	1.000	1.000	1.000	
2	11 Office Assistant IV		1.000				
3	11 Paraeducator	X	44.187	17.875	17.875	17.875	
3	11 Paraeducator Head Start	X		3.575	3.575	3.575	
Total Positions			218.612	176.050	176.050	176.050	

Chapter 2

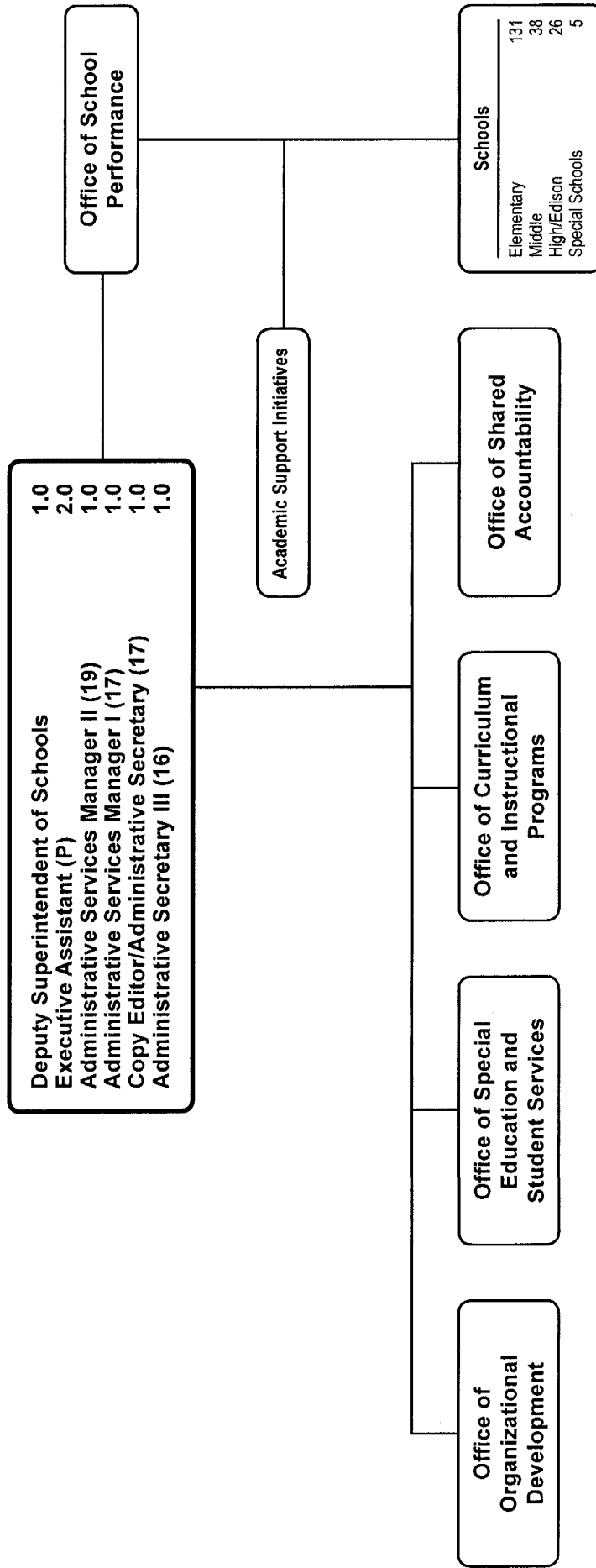
Office of the Deputy Superintendent of Schools

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**Deputy Superintendent of Schools
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	7.000	6.000	6.000	3.000	(3.000)
Business/Operations Admin.					
Professional					
Supporting Services	5.000	6.000	6.000	4.000	(2.000)
TOTAL POSITIONS	12.000	12.000	12.000	7.000	(5.000)
01 SALARIES & WAGES					
Administrative	\$1,015,714	\$941,716	\$941,716	\$489,360	(\$452,356)
Business/Operations Admin.					
Professional					
Supporting Services	342,181	415,473	415,473	275,906	(139,567)
TOTAL POSITION DOLLARS	1,357,895	1,357,189	1,357,189	765,266	(591,923)
OTHER SALARIES					
Administrative					
Professional		1,000	1,000	1,000	
Supporting Services	47,847	10,147	10,147	10,147	
TOTAL OTHER SALARIES	47,847	11,147	11,147	11,147	
TOTAL SALARIES AND WAGES	1,405,742	1,368,336	1,368,336	776,413	(591,923)
02 CONTRACTUAL SERVICES	1,583				
03 SUPPLIES & MATERIALS	15,503	25,411	25,411	25,411	
04 OTHER					
Staff Dev & Travel	1,578	4,203	4,203	2,753	(1,450)
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER	1,578	4,203	4,203	2,753	(1,450)
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$1,424,406	\$1,397,950	\$1,397,950	\$804,577	(\$593,373)

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, Special Education and Student Services in Chapter 5, and Organizational Development in Chapter 6.)

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, equitable distribution of resources, initiatives targeted to eliminate the achievement gap, 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 the Chief Academic Officer, Curriculum and Instructional Programs, Organizational Development, School Performance, Shared Accountability, and Special Education and Student Services, as well as Human Relations Compliance (HRC). The integrated efforts of these offices are focused on continuously increasing student achievement through an aligned curriculum, quality instruction, shared accountability system, and the elimination of institutional barriers to individual student success.

The development and implementation of a rigorous, standards-based, Grades Prekindergarten–2 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 (FARMS) services. This rigorous curriculum exceeds the standards outlined by the MSDE Voluntary State Curriculum and extends learning to position students on a trajectory for success in college or work. The ODSS leverages strategic initiatives such as Early Childhood Literacy, Middle School Reform, and Standards-based Grading and Reporting 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. HSA and/or credit hours), middle school students, 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 Office of the Chief Academic Officer (OCAO) coordinates and integrates the work of the offices under the auspices of ODSS 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 OCAO closely monitors the work of the project teams, providing technical support to the teams, and regular status reports to the ODSS. The High School Plus Program enables high school students to earn the required credit hours for graduation within and outside the traditional

school day. The continued roll-out of the Middle School Reform plan represents a major focus of the ODSS effort to ensure a rigorous, engaging instructional program at the middle school level. 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 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 is coordinated by the OCAO and 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 ineligibility and student suspension.

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, for example, is comprised of members representing the rich diversity of Montgomery County. 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: the Online Achievement and Reporting System

(OARS); digitizing the curriculum; 21st Century classroom technology; and web-accessed professional development.

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 our work. A pivotal aspect of our 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 routine evaluation of their impact on student learning.

There continues to be both national and state recognition of MCPS's outstanding accomplishments. At the elementary level, a record number of 93 percent of all kindergarten students met or exceeded their reading benchmark levels at text level 3 based on end-of-year 2008 assessments. More than 72 percent of Grade 2 students who took the nationally normed TerraNova 2 (TN/2) exam in spring 2008 scored at or above the national average (an increase from 69 percent in 2007), with the greatest gains of 5.2 percent made by African American and 5.3 percent by Hispanic students. On the Maryland School Assessments (MSAs), 95 percent of MCPS elementary schools, which is 124 out of 130, met the state Adequate Yearly Progress (AYP) performance goal.

MCPS middle schools met the 2008 testing targets with 33 out of 38 (86 percent) achieving AYP, a significant increase over 71 percent (compared to 27 of 38) in 2007. An all time high of 68 percent (7,073 students) of the Grade 8 students completed Algebra I or higher in 2008; more than double the number of students in 2001.

At the high school level, 2,355 of approximately 10,135 graduates in the class of 2008 took the ACT College Entrance Examination. Of this group, based on the ACT results, 81 percent were deemed ready for college English composition, compared to 72 percent statewide; 64 percent are ready for college algebra, compared to 51 percent statewide; 70 percent are ready for college social studies, compared to 59 percent statewide; and 47 percent are ready for college biology, compared to 34 percent statewide.

In 2008, Newsweek magazine ranked six MCPS high schools in the top 100 high schools in the nation based on academic achievement—more than any other school district in the United States. All of the county's eligible schools are counted among the top 3 percent in the country.

The MCPS Class of 2007 set new Advanced Placement examination participation and performance records and capped an eight-year trend of consistently higher performance for graduates from all student groups. Sixty percent of 2007 MCPS graduates took at least one AP exam and 46 percent of graduates earned at least one AP score of 3 or higher.

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 Board of Education policies. Our 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)
- Our Call to Action: Pursuit of Excellence, the MCPS strategic plan
- MCPS Board of Education 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 2010 request for this office is \$804,577, a decrease of \$593,373 from the current FY 2009 budget of \$1,397,950. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$11,084)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$11,084 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—(\$582,289)

Reductions in the Office of the Deputy Superintendent of Schools are as follows:

1.0 chief academic officer position—(\$182,260)

1.0 executive assistant position—(\$142,559)

1.0 coordinator position—(\$122,021)

1.0 office manager position—(\$74,396)

1.0 administrative secretary II position—(\$59,603)

Travel for staff development—(\$1,450)

Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	12,000	12,000	12,000	7,000	(5,000)
Position Salaries	\$1,357,895	\$1,357,189	\$1,357,189	\$765,266	(\$591,923)
Other Salaries					
Supplemental 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	47,847	11,147	11,147	11,147	
Total Salaries & Wages	1,405,742	1,368,336	1,368,336	776,413	(591,923)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services	1,583				
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		25,411	25,411	25,411	
Other Supplies & Materials					
Total Supplies & Materials	15,503	25,411	25,411	25,411	
04 Other					
Local Travel		1,309	1,309	1,309	
Staff Development		2,894	2,894	1,444	(1,450)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,578	4,203	4,203	2,753	(1,450)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$1,424,406</u>	<u>\$1,397,950</u>	<u>\$1,397,950</u>	<u>\$804,577</u>	<u>(\$593,373)</u>

Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Deputy Supt of Schools		1.000	1.000	1.000	1.000	
1	Chief Academic Officer		1.000	1.000	1.000		(1.000)
1	P Executive Assistant		4.000	3.000	3.000	2.000	(1.000)
3	N Coordinator		1.000	1.000	1.000		(1.000)
1	19 Admin Services Manager II		1.000	1.000	1.000	1.000	
1	18 Office Manager		1.000	1.000	1.000		(1.000)
1	17 Copy Editor/Admin Sec			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		2.000	1.000	1.000	1.000	
1	15 Administrative Secretary II			1.000	1.000		(1.000)
	Total Positions		12.000	12.000	12.000	7.000	(5.000)

Chapter 3

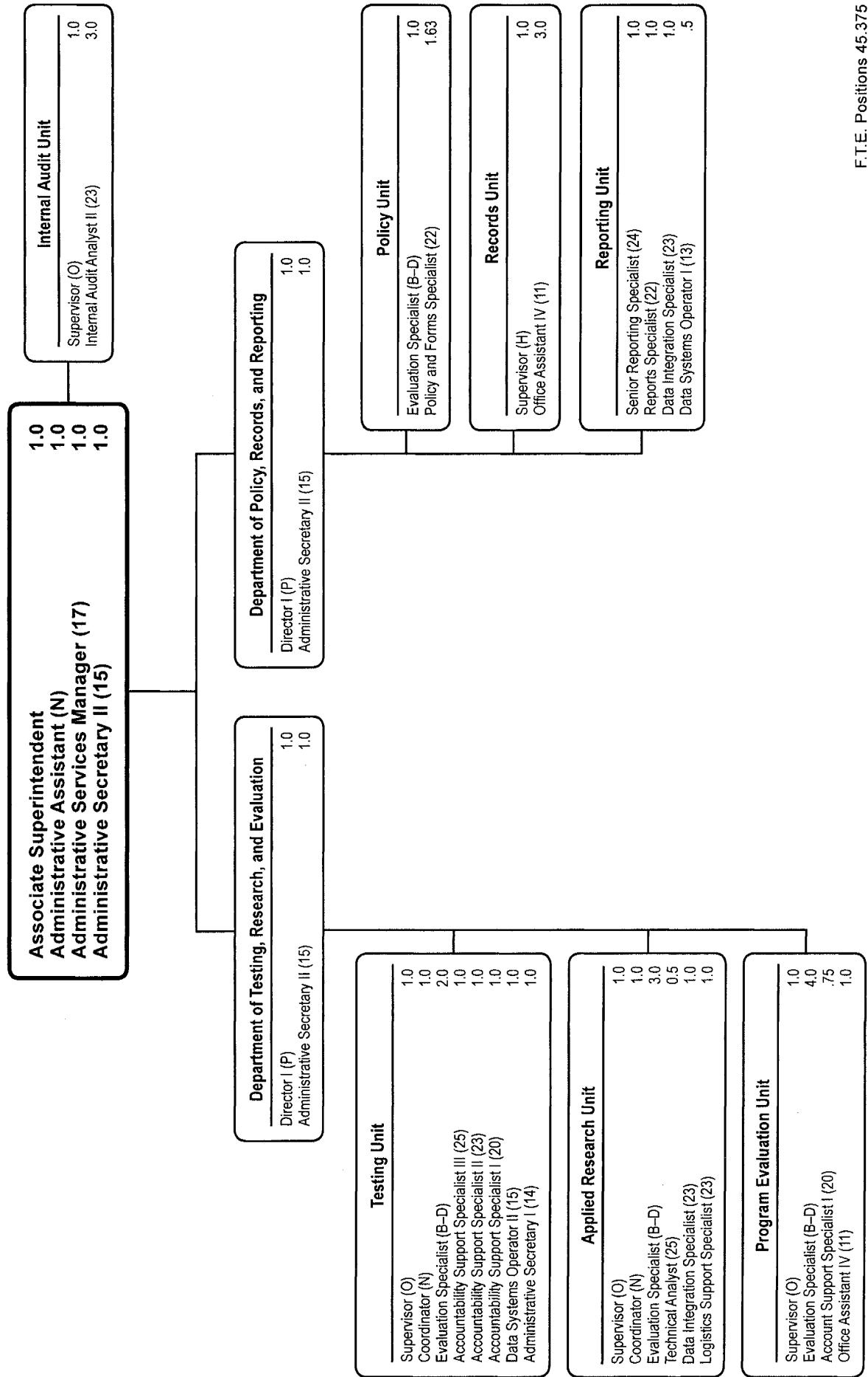
Office of Shared Accountability

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**Office of Shared Accountability
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	9,000	9,000	10,000	10,000	
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	11,000	11,000	10,000	10,000	
Supporting Services	22,500	25,750	25,875	24,375	(1,500)
TOTAL POSITIONS	43,500	46,750	46,875	45,375	(1,500)
01 SALARIES & WAGES					
Administrative	\$943,200	\$1,133,121	\$1,279,860	\$1,289,737	\$9,877
Business/Operations Admin.		75,263	75,263	76,919	1,656
Professional	835,897	1,116,318	997,510	1,005,310	7,800
Supporting Services	1,469,803	1,725,588	1,743,088	1,732,858	(10,230)
TOTAL POSITION DOLLARS	3,248,900	4,050,290	4,095,721	4,104,824	9,103
OTHER SALARIES					
Administrative					
Professional	171,475	183,106	141,675	42,687	(98,988)
Supporting Services	210,015	109,022	121,022	111,343	(9,679)
TOTAL OTHER SALARIES	381,490	292,128	262,697	154,030	(108,667)
TOTAL SALARIES AND WAGES	3,630,390	4,342,418	4,358,418	4,258,854	(99,564)
02 CONTRACTUAL SERVICES	336,330	224,343	224,343	218,744	(5,599)
03 SUPPLIES & MATERIALS	23,607	71,437	55,437	20,359	(35,078)
04 OTHER					
Staff Dev & Travel	13,665	20,114	20,114	7,568	(12,546)
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER	13,665	20,114	20,114	7,568	(12,546)
05 EQUIPMENT	7,742	11,856	11,856		(11,856)
GRAND TOTAL AMOUNTS	\$4,011,734	\$4,670,168	\$4,670,168	\$4,505,525	(\$164,643)

Office of Shared Accountability



Mission

The mission of the Office of Shared Accountability (OSA) is to ensure the success of all Montgomery County Public Schools (MCPS) students by providing high quality data analysis, research, evaluation, reporting, regulatory processes, and testing services. Based on federal, state, and local mandates, the mission also includes developing governance guidelines and monitoring compliance. OSA facilitates improvement efforts by providing information that supports policy and program decision-making processes throughout MCPS.

Major Functions

The Department of Testing, Research, and Evaluation (DTRE) is comprised of three units: Testing, Applied Research, and Evaluation. The Testing Unit (TU) provides data that is used to monitor student achievement and support educational decisions. This unit manages the administration and reporting of local and state assessments, and supports the administration of national assessments such as PSAT, SAT, and the National Assessment of Educational Progress. TU also provides technical assistance and empirical information to support test development, item analyses, scoring and reporting of countywide assessments.

The Applied Research Unit (ARU) conducts research to understand factors that influence student outcomes and perceptions of school quality, including the production of extensive research reports on academic indicators and standardized tests that support data-driven decision-making, school improvement, and academic achievement. ARU engages in a number of collaborative projects with other MCPS offices and with agencies and institutions outside of MCPS. In addition, ARU coordinates requests made to MCPS for external research and assists in developing surveys to report on systemwide initiatives. The functions and activities of ARU are aligned with the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* and support the goals of the plan in a variety of ways. Research conducted by the ARU provides trend and gap analysis used to measure the attainment of data points that monitor milestones of success and guide school improvement planning as well as to monitor the success of community-based programs and partnerships. In addition, surveys regarding the quality of services and supports provided by MCPS that are administered to students, parents, and staff provide information for continuous improvement throughout the school system. ARU develops and maintains internal and public websites to ensure that these research findings and survey results are disseminated widely and are accessible to a variety of stakeholders.

The Program Evaluation Unit (PEU) designs and conducts comprehensive evaluations of MCPS programs and initiatives to provide evaluative information on outcomes and processes through the application of scientific tools and techniques. These evaluations focus on the Board of Education and superintendent's priority areas and initiatives to improve student learning, key curricula that support these priority areas and initiatives; and federal and state grants.

In addition, PEU staff provide technical assistance and consultation to other MCPS program staff, develop evaluation plans for major grant proposals sought by the school system, and collaborate with outside higher education institutions in the evaluation of some grant funded programs operating within the school system. PEU findings play an integral role in programmatic decisions regarding both internally funded and grant funded educational programs.

The Department of Policy, Records and Reporting (DPRR) is comprised of three units: Policy, Records, and Reporting. Within the MCPS strategic plan, DPRR supports Goal 3: Strengthen Productive Partnerships for Education and Goal 5: Provide High-quality Business Services that are Essential to the Educational Success of Students.

The Policy Unit supports Goals 3 and 5 of the strategic plan by coordinating and managing revisions to and codification of policies and regulations; providing technical assistance to responsible offices, departments, divisions, and external stakeholders for reviewing, updating, and revising policies and regulations; and monitoring, reviewing, and analyzing state and federal legislation to ensure alignment between MCPS policies and regulations and local, state, and federal laws. The unit publishes MCPS policies and regulations, both in paper form and electronically.

The Records Unit supports Goal 5 by monitoring and implementing state requirements for maintenance of student records, ensuring the timely and accurate entry of information into a student's electronic and paper record, and serving the needs of the public who require access to their records. The Records Unit is responsible for the creation, maintenance, and retention of student records. Additionally, the Records Unit administers a systemwide forms management and control program that ensures accurate and consistent data collection.

A major function of the Reporting Unit is compliance with federal, state and local reporting requirements. The Reporting Unit supports Goals 3 and 5 by providing infrastructure support for collecting and sharing data, monitoring data to ensure accuracy, verifying and transmitting data reports, and serving as a resource for the system and the community for ad hoc student data requests. Additionally, the Reporting Unit produces formal reports, including Schools at a Glance, Special Education at a Glance, and School Safety at a Glance.

The Internal Auditing Unit (IAU) conducts financial and program audits of funds appropriated by the county, as well as funds within the Independent Activity Fund at individual school sites. These audits ensure that expenditures of such funds (including federal, state, and private grant monies) conform to statutory or other restrictions on their use and ensure compliance with reporting requirements for use of these funds. IAU also is responsible for managing the MCPS external audit contract, interacting with MSDE on auditing issues, assessing the school system's internal financial controls, and advising managers of any required corrective actions. Training and assistance are provided to managers to

enable them to identify and minimize the risk of loss of the system's resources; prepare accurate, timely, reliable operating information supported by appropriate documentation; provide help to schools dealing with outside vendors; and monitor compliance with specific policies and regulations.

Trends and Accomplishments

OSA has faced increased demands for services and products due to 1) increased requests for access to and collection of data to support strategies and milestones in the MCPS Strategic Plan; 2) increased policy and regulatory requirements related to federal, state and local mandates; 3) mandates at both the federal and state level for high stakes testing and accountability; 4) increased awareness of the value and increased staff capacity of using data-drive and research-based decision making to guide both systemic and school level improvements; 5) increased requests for implementation and outcome evaluations of major reforms, initiatives and policies; 6) increased collaboration with other MCPS offices to support the collection and appropriate use of data; 7) increased collaboration and partnerships, particularly in grant supported initiatives, that require evaluation services; and 8) increased demand for internal financial controls, monitoring, and compliance.

During the 2007–2008 school year, OSA produced many products in support of the MCPS mission, vision and goals, as highlighted below.

- Pioneered the development of the prediction models and worked with the Office of the Chief Technology Officer to design reports that allow schools to view their status on strategic plan data points such as SAT participation and performance with daily updates.
 - Administered and processed data for local, state, and national exams.
 - Investigated the status of implementation and impact on student learning of several MCPS initiatives. These evaluations focused on priority areas and initiatives such as collaborative problem solving, middle school reform, High School Plus, secondary learning centers, Read 180, grading and reporting, and the professional growth systems.
 - Wrote reports including those on strategic plan data points, standardized assessments, Schools at a Glance, and Safety at a Glance.
 - Provided methodological support, consultations, and technical assistance to other MCPS program staff and offices.
 - Revised/developed 43 policies, regulations and exhibits and 143 forms.
 - Filed multiple reports to ensure system compliance with state and federal requirements.
 - Received and processed over 24,000 records for students who withdrew or graduated from MCPS schools in 2007
 - Processed approximately 10,000 diplomas.
- Successfully completed 85 Independent Activity Fund (IAF) audits and 16 studies of operations for use by senior leadership and school management.

Major Mandates

- MCPS Strategic Plan—OSA is the reporting office for most of the data points in Goals 1 and 2 of the strategic plan. This involves data collection, analysis, interpretation, and establishment of five-year targets.
- Local Mandates—OSA coordinates a comprehensive review of all MCPS policies and regulations to ensure compliance with federal, state, and local law; conformity between practice and policy or regulatory language; alignment with Board of Education goals and initiatives with relevant current research; and, with related polices and regulations.
- Local Assessment Mandates—OSA administers, scores, and reports on standardized tests for Grade 2. Additionally, OSA provides data analysis, assists in item development, and establishes standards for locally developed assessments in elementary, middle, and high school to support MCPS curricular efforts.
- Grant Mandates—OSA provides support for the development and implementation of grant evaluation activities.
- Implementing a comprehensive Board of Education policy development process, as well as the management of the publication of the Policies and Regulations Handbook.
- State Mandates—OSA monitors student records maintenance in accordance with provisions in Code of Maryland Regulations (COMAR) 13A.08.02 and Annotated Code of Maryland, Article 54, and managing the changing state requirements for enrollment for the purposes of calculating basic aid.
- State Graduation Requirements—OSA certifies that students completing the appropriate requirements will receive a state diploma, certificate of merit, or certificate of completion (COMAR 13A.03.02). OSA also supports the administrations of the HSA program. These end-of-course exams are a requirement for a Maryland High School Diploma. Reporting the results and analyses of these assessments and supporting MCPS staff members with data analysis and interpretation of results also are key functions of OSA.
- Federal and State Testing Requirements—OSA supports the administration of over 140,000 tests annually for the Maryland School Assessment Program. Additionally, testing of English for Speakers of Other Languages students is conducted annually to comply with this mandate. Reporting the results of these assessments and supporting MCPS staff members with data analysis and interpretation also are key functions of OSA.
- Federal Mandates—Preparing and submitting Annual Civil Rights and Equal Employment Opportunity Commission (EEOC) reports, as required by the federal government, and student accounting reports required by the state, including attendance, enrollment, entries, and withdrawals.

- Baldrige Initiatives—OSA develops, administers, reports survey results used by other MCPS offices and departments to support continuous improvement.

Strategies

- Refining the communication and management of the data OSA produces. Increasingly, school leaders and teachers will be able to access data themselves rather than requesting data be produced for them. This will facilitate using data as a tool for transformation at the classroom, school, and district level. Coinciding with the development of the Data Warehouse, MCPS must build the capacity of individuals throughout the system to access data through Data Warehouse. This means that resources will shift from providing information and data sets, to providing support for builders and users of the data system, (e.g., teachers, administrators, etc.).
- Increasing capacity to use online assessments to facilitate the collection and analysis of data. This will enable OSA to shift resources from the management of paper surveys and assessments to improve the speed with which OSA provides feedback to schools and students. In part, online assessments will enable quick if not immediate feedback to teachers for in-house assessments.
- Build system capacity for decision-making through effective consultations. OSA seeks to empower schools and departments to access data more effectively. OSA seeks to transfer to customers the skills needed to support Adequate Yearly Progress appeals, creating data sets or determining the impact of the strategies used. This effort will allow OSA to perform more complex analyses and to create complex prediction models to be embedded later in the DW.
- Support strategic planning in MCPS. OSA plays a key role in providing data for the system improvement processes including the Annual Report, The Baldrige improvement planning process, and more. OSA also supports key program initiatives and MSTAT sessions. Through these activities, OSA supports the systemwide efforts at building and managing its accountability system. By encouraging these accountability efforts to be spread throughout the system, OSA seeks to support the notion that shared accountability truly means shared responsibility for students and the system's growth.
- Quality control. OSA aims to facilitate the use of data in the system to help schools monitor and improve performance. OSA supports efforts throughout the system to identify best practices and procedural improvements. OSA seeks to provide error-free data that is quickly available and easily understood. OSA continues to improve monitoring and reporting of student information and other state reporting requirements. The Auditing and Reporting Units continue to refine the outcomes of internal and external audits and to support schools' improvements in the management of financial and student records. These efforts are designed to identify and reduce risk by increasing accuracy, reliability and the ability to support

the data used to demonstrate compliance with the district, county, state and federal regulations and requirements.

Performance Measurements

Performance Measures: DTRE will maintain high level (over 95 percent very satisfied or satisfied) of customer satisfaction for ad hoc data requests.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
TBD%	TBD%	95%

Explanation: DTRE responds to numerous internal and external customers' needs for data, analysis, presentations, and consulting services. Annually, OSA will administer a satisfaction survey requesting feedback on the timeliness, utility, and overall satisfaction customers had with DTRE services.

Performance Measures: Each year the number of hits on OSA's survey results Web site will increase.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
136,811	140,000	144,000

Explanation: DTRE will refine the Web site to support all customers and stakeholders.

Performance Measures: DTRE will lessen the time from the receipt of data to development and delivery of parent home reports.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
TBD weeks	TBD weeks	TBD weeks

Explanation: DTRE will collaborate with the Chief Technology Office to reduce delivery time for home reports.

Performance Measure: DPRR will complete ad hoc student data requests.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
75	90	90

Explanation: DPRR is receiving an increasing number of ad hoc requests for student data as the system has moved to increased data-driven decision making and accountability.

Performance Measurement: Increase the provision of technical assistance to school staff in the areas of enrollment procedures, attendance practices and procedures, and immunization compliance.

	FY 2008	FY 2009	FY 2010
	Actual	Estimate	Recommended
<i>Sessions provided:</i>			
High Schools	10	10	10
Middle Schools	8	8	8
Elementary Schools	4	4	4

Explanation: Technical assistance is provided to help record keepers understand the procedures that must be followed in order for MCPS to have student records that will stand up to MSDE audit requirements. While MCPS performed well on the last MSDE audit, the addition of new requirements, new school staff, and the potential financial consequences to the school system require that more staff time be devoted to providing technical assistance in these areas.

Budget Explanation Office of Shared Accountability—621/622/623/624/625/626/627

The current FY 2009 budget for this office has changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of a budget neutral reorganization of the office that involved the reclassification of some positions and a net increase of .12 FTEs. Funds were realigned from non-position salaries of \$29,431 and supplies and materials of \$16,000 to position salaries to fund the office's reorganization.

The FY 2010 request for this office is \$4,505,525, a decrease of \$164,643 from the current FY 2009 budget of \$4,670,168. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$99,290

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$99,290 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$60,889)

There is a realignment of \$60,889 from professional part-time salary account in the Applied Research Unit to the professional part-time salary account within the Office of the Chief Operating Officer. In addition, there is a budget-

neutral realignment that moves a 1.0 evaluation specialist position and \$98,748 from the Applied Research unit to the Testing unit.

Other—\$4,505

An additional \$4,505 is budgeted for increases in the annual audit contract.

Reductions—(\$207,549)

Office of Shared Accountability—(\$45,728)

Reductions in the Office of Shared Accountability are as follows:

Consultants—(\$4,650)

Office supplies—(\$15,145)

Program supplies—(\$15,933)

Travel out—(\$10,000)

Department of Policy, Records, and

Reporting—(\$53,653)

Reductions in the Department of Policy, Records, and Reporting are as follows:

0.5 data operator I position in the Department of Policy, Records, and Reporting—(\$20,118)

Travel out—(\$1,416)

Dues, registrations, and fees—(\$1,130)

Furniture and equipment—(\$4,656)

Lease purchase of equipment—(\$7,200)

Contractual services—(\$5,454)

Supporting services part-time salaries—(\$9,679)

Program supplies—(\$4,000)

Department of Testing, Research, and

Evaluation—(\$108,168)

Reductions in the Testing, Research, and Evaluation Unit are as follows:

1.0 accountability support specialist III position in the Testing unit—(\$70,069)

Professional part-time salaries—(\$38,099)

Office of Shared Accountability - 624/621/622/623/625/626/627

Dr. Stacy L. Scott, Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	43.500	46.750	46.875	45.375	(1,500)
Position Salaries	\$3,248,900	\$4,050,290	\$4,095,721	\$4,104,824	\$9,103
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		183,106	141,675	42,687	(98,988)
Supporting Services Part Time		109,022	121,022	111,343	(9,679)
Other					
Subtotal Other Salaries	381,490	292,128	262,697	154,030	(108,667)
Total Salaries & Wages	3,630,390	4,342,418	4,358,418	4,258,854	(99,564)
02 Contractual Services					
Consultants		4,650	4,650		(4,650)
Other Contractual		219,693	219,693	218,744	(949)
Total Contractual Services	336,330	224,343	224,343	218,744	(5,599)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		7,705	7,705	7,705	
Office		18,645	18,645	3,500	(15,145)
Other Supplies & Materials		45,087	29,087	9,154	(19,933)
Total Supplies & Materials	23,607	71,437	55,437	20,359	(35,078)
04 Other					
Local Travel		7,568	7,568	7,568	
Staff Development		12,546	12,546		(12,546)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	13,665	20,114	20,114	7,568	(12,546)
05 Equipment					
Leased Equipment		7,200	7,200		(7,200)
Other Equipment		4,656	4,656		(4,656)
Total Equipment	7,742	11,856	11,856		(11,856)
Grand Total	\$4,011,734	\$4,670,168	\$4,670,168	\$4,505,525	(\$164,643)

Office of Shared Accountability - 624/625/626/627/621/622/623

Dr. Stacy L. Scott, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	624 Off Shared Act/Dpt Test, Res & Eval						
1	Associate Superintendent			1.000	1.000	1.000	
1	P Director I		1.000		1.000	1.000	
1	N Administrative Assistant			1.000	1.000	1.000	
1	17 Admin Services Manager I			1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000		2.000	2.000	
1	14 Administrative Secretary I		2.000	2.000			
	Subtotal		4.000	5.000	6.000	6.000	
	625 Testing Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator		2.000	2.000	1.000	1.000	
1	BD Evaluation Specialist			1.000	1.000	2.000	1.000
1	BD Instructional Specialist		2.000	2.000			
1	25 Accountability Supp Spec III		1.000	1.000	2.000	1.000	(1.000)
1	23 Accountability Support Spec II			1.000	1.000	1.000	
1	20 Accountability Support Spec I		1.000	1.000	1.000	1.000	
1	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I				1.000	1.000	
1	11 Office Assistant IV		1.000	1.000			
1	9 Office Assistant II		2.000	1.000			
	Subtotal		11.000	12.000	9.000	9.000	
	626 Applied Research Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	N Coordinator				1.000	1.000	
1	BD Evaluation Specialist		3.000	3.000	4.000	3.000	(1.000)
1	25 Technical Analyst		.500	.500	.500	.500	
1	25 Logistics Support Specialist		1.000	1.000	1.000	1.000	
1	23 Data Integration Spec		1.000	1.000	1.000	1.000	
1	23 Accountability Support Spec II		1.000				
	Subtotal		7.500	6.500	8.500	7.500	(1.000)
	627 Program Evaluation Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	BD Evaluation Specialist		5.000	4.000	4.000	4.000	
1	20 Accountability Support Spec I				.750	.750	
1	11 Office Assistant IV				1.000	1.000	
1	9 Office Assistant II			1.000			
	Subtotal		6.000	6.000	6.750	6.750	
	621 Dept. of Policy, Records, Reporting						
1	P Director I		1.000		1.000	1.000	
1	O Supervisor			1.000			

Office of Shared Accountability - 624/625/626/627/621/622/623

Dr. Stacy L. Scott, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	621 Dept. of Policy, Records, Reporting						
1	24 Senior Reporting Specialist			1.000	1.000	1.000	
1	23 Data Integration Spec		1.000	1.000	1.000	1.000	
1	22 Reports Specialist		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000			
1	13 Data Operator I			.625	1.000	.500	(.500)
	Subtotal		5.000	6.625	6.000	5.500	(.500)
	622 Policy and Records Unit						
1	O Supervisor		1.000				
1	K Supervisor		1.000	1.000			
1	H Records Management Supervisor				1.000	1.000	
1	BD Evaluation Specialist				1.000	1.000	
1	BD Instructional Specialist		1.000	1.000			
1	22 Policy Specialist		1.000	1.625	1.625	1.625	
1	11 Office Assistant IV		2.000	3.000	3.000	3.000	
	Subtotal		6.000	6.625	6.625	6.625	
	623 Internal Audit Unit						
1	O Supervisor		1.000	1.000	1.000	1.000	
1	23 Internal Audit Analyst II		3.000	3.000	3.000	3.000	
	Subtotal		4.000	4.000	4.000	4.000	
	Total Positions		43.500	46.750	46.875	45.375	(1.500)

Chapter 4

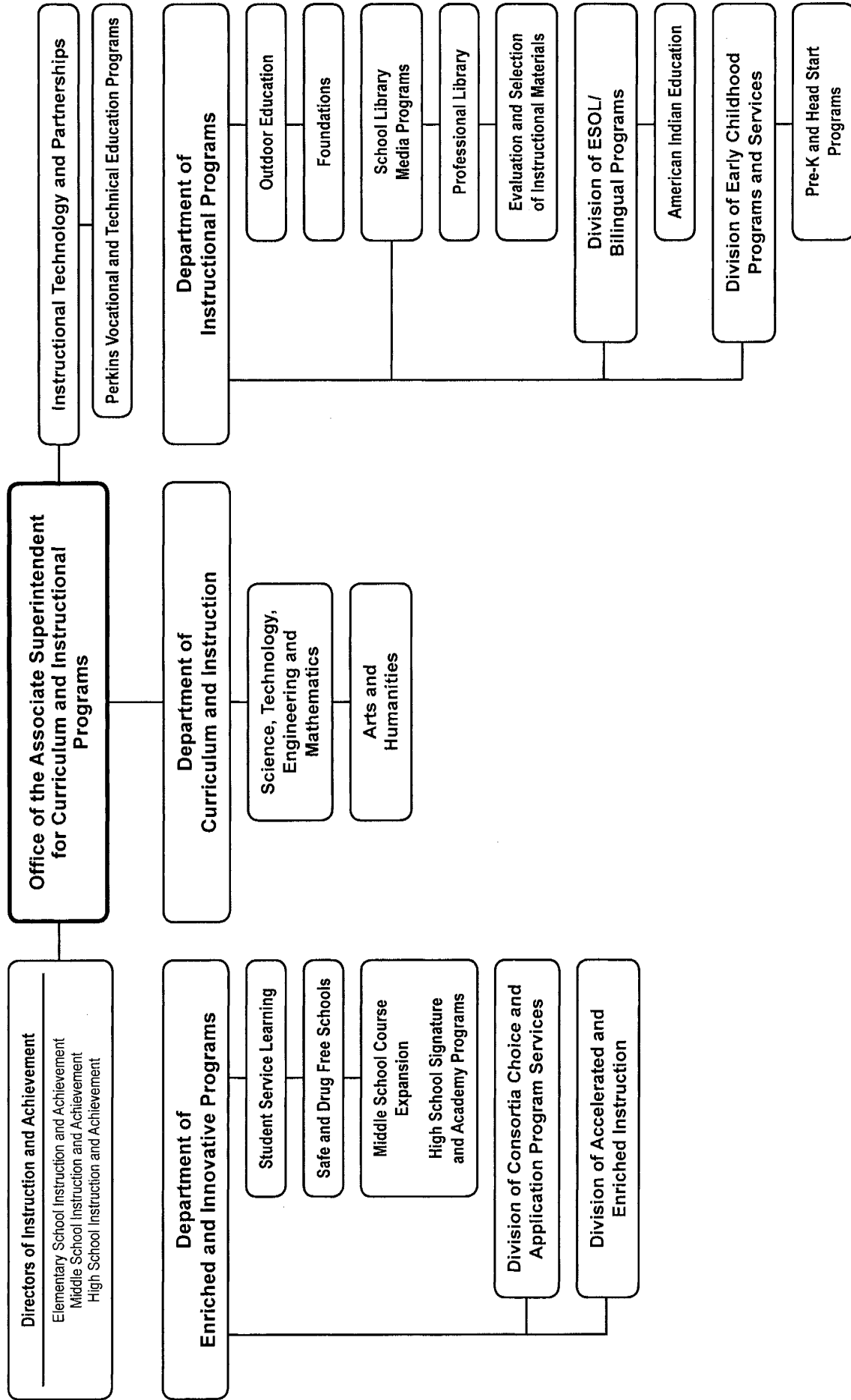
Office of Curriculum and Instructional Programs

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

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	50.000	48.000	48.000	47.000	(1.000)
Business/Operations Admin.					
Professional	631.940	643.400	642.400	636.800	(5.600)
Supporting Services	223.195	225.395	225.695	221.195	(4.500)
TOTAL POSITIONS	905.135	916.795	916.095	904.995	(11.100)
01 SALARIES & WAGES					
Administrative	\$5,792,076	\$6,220,471	\$6,220,471	\$6,069,278	(\$151,193)
Business/Operations Admin.					
Professional	47,341,134	53,139,883	53,061,090	49,132,154	(3,928,936)
Supporting Services	9,542,228	10,511,504	10,530,460	10,474,233	(56,227)
TOTAL POSITION DOLLARS	62,675,438	69,871,858	69,812,021	65,675,665	(4,136,356)
OTHER SALARIES					
Administrative					
Professional	2,329,408	2,184,163	2,276,502	2,279,266	2,764
Supporting Services	355,402	345,105	345,105	286,701	(58,404)
TOTAL OTHER SALARIES	2,684,810	2,529,268	2,621,607	2,565,967	(55,640)
TOTAL SALARIES AND WAGES	65,360,248	72,401,126	72,433,628	68,241,632	(4,191,996)
02 CONTRACTUAL SERVICES	1,214,074	1,596,522	1,598,527	1,288,777	(309,750)
03 SUPPLIES & MATERIALS	2,199,509	2,621,341	2,581,290	2,528,328	(52,962)
04 OTHER					
Staff Dev & Travel	250,581	345,945	345,945	352,049	6,104
Insur & Fixed Charges	2,362,230	2,150,294	2,155,838	2,519,596	363,758
Utilities					
Grants & Other	73,093	98,206	98,206	82,688	(15,518)
TOTAL OTHER	2,685,904	2,594,445	2,599,989	2,954,333	354,344
05 EQUIPMENT	485,626	385,639	385,639	270,340	(115,299)
GRAND TOTAL AMOUNTS	\$71,945,361	\$79,599,073	\$79,599,073	\$75,283,410	(\$4,315,663)

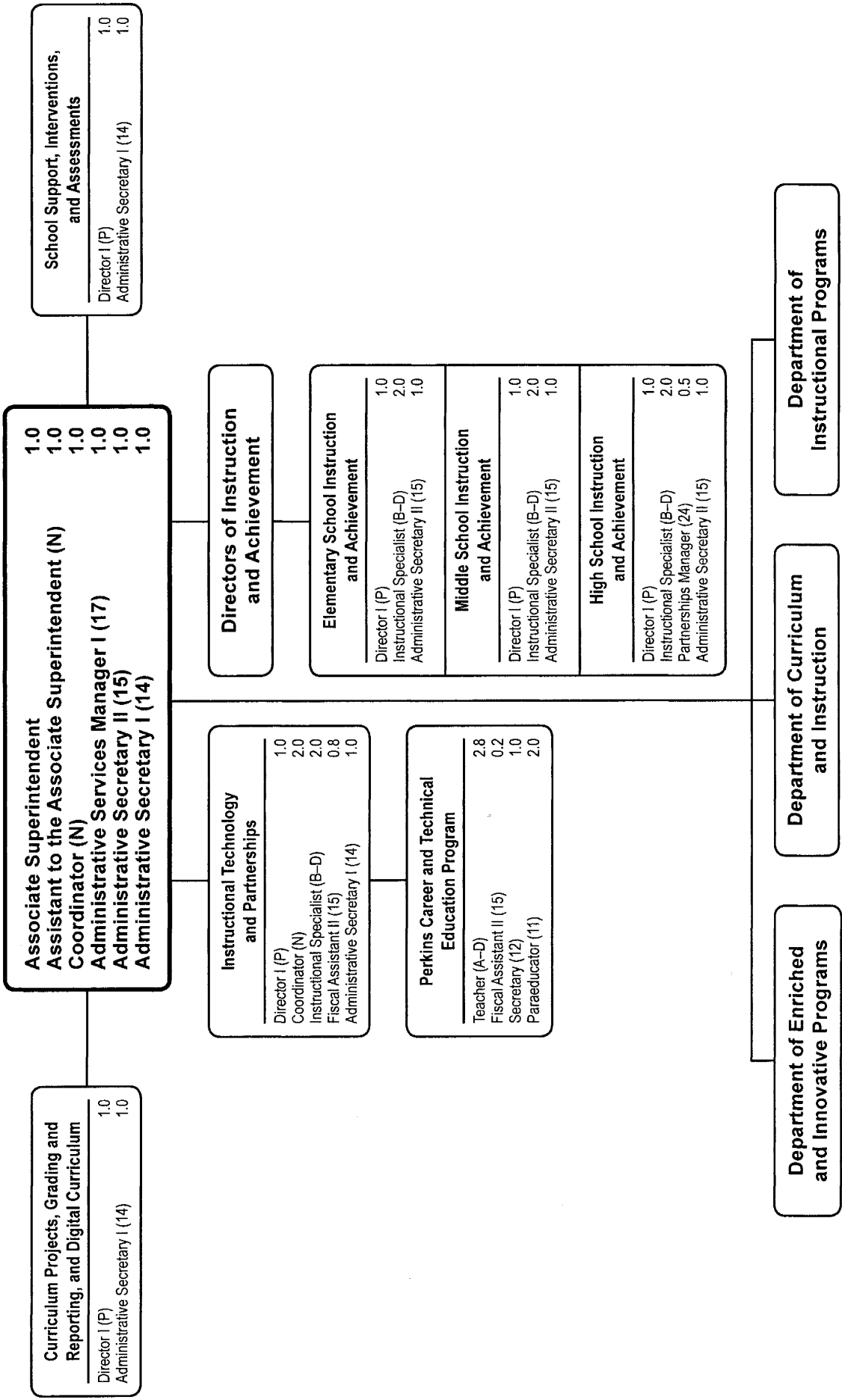
Office of Curriculum and Instructional Programs—Overview



F.T.E. Positions 904,995

(Includes 621,195 school-based positions shown on K-12 charts.)

Office of the Associate Superintendent for Curriculum and Instructional Programs



F.T.E. positions 35.3
 (Includes 4.8 school-based positions)

FY 2010 OPERATING BUDGET

Mission

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

Major Functions

OCIP refined its organizational structure to create efficiencies within the departments and divisions and to spend more time on its priority work—supporting schools and planning for the future curricular and instructional needs of students in the 21st century.

- The Department of Curriculum and Instructional Programs (DCI) now includes Instructional Technology and Partnerships (ITP). ITP biosciences and biotechnology programs reside under a STEM umbrella that encompasses science and engineering, health and physical education, information technology, and mathematics. ITP broadcast media and printing/graphics programs reside under a humanities umbrella that encompasses fine arts, reading/English language arts, world languages, and social studies.
- This new structure ultimately will reduce the number of overlapping and duplicate courses and create a more cohesive and aligned approach to supporting schools.
- Art, dance, music, and theater instructional programs have been combined under one fine arts supervisor in order to reduce isolation among teachers and curriculum specialists, pool resources, and create a fine arts team. The new structure is designed to provide more direct support to schools through professional development opportunities and ultimately the creation of professional learning communities to support networks among fine arts teachers.
- A process and project management structure has been incorporated into OCIP's organizational design. Process/project directors coordinate school support, professional development, digital curricula, grading and reporting, interventions and assessments, elearning, college and business partnerships, data and technology integration as well as the Perkins Career and Technical Education Program grant. Such processes and projects require a team of people with specific skills, working across the MCPS organization. This approach streamlines the reporting structure to improve communication, collaboration, and productivity.
- Additional projects involve establishing a single point of contact for curriculum-related business and higher education partnerships that leverage resources to prepare students for success and improve student engagement and achievement at all levels. Infusing the use of technology throughout schools and central offices, focusing on the analysis of assessments and other data points to inform

instruction, is another project that has a significant impact on student achievement. Technology that is connected directly to teaching and learning promotes engagement and application of content within the classroom setting.

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

OCIP is composed of the following three departments: the Department of Curriculum and Instruction (DCI), the Department of Instructional Programs (DIP), the Department of Enriched and Innovative Programs (DEIP), and the following four units: (1) Directors of Instruction and Achievement; (2) Partnerships and Instructional Technologies; (3) Elementary Curriculum Projects, Grading and Reporting, and Digital Curriculum; and (4) School Support, Interventions, and Assessments.

The Department of Curriculum and Instruction (DCI) comprises Science, Technology, Engineering, and Mathematics programs as well as Arts and Humanities programs. The focus DCI is the development and review of the MCPS curriculum in all content and areas, Pre-K–12, aligned with state, national, and international standards. DCI creates instructional resources with integrated formative assessments to measure student learning and inform instruction, and selects and supports the use of research-based nationally normed measures to provide common data points to monitor progress and guide instructional decision making.

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

The Department of Enriched and Innovative Programs (DEIP), includes the Division of Accelerated and Enriched Instruction, Student Service Learning, and the Division of Consortia Choice and Application Program Services. DEIP is also responsible for middle school course expansion and high school signature and academy programs. DEIP coordinates the development of programs and instruction designed to increase student rigor and achievement; serves as process managers for the expansion of middle school courses to support the middle school reform effort; and coordinates the system wide identification and instructional programming recommendations for gifted and talented students.

The Directors of Instruction and Achievement unit provides direct support to schools to increase academic achievement for all students. This unit is a direct link between OCIP and schools. Staff coordinates and implements school-level reform efforts, organizes and conducts instructional program reviews, and participates in Achievement Steering committees in collaboration with the Office of School Performance.

The Partnerships and Instructional Technologies unit manages the Perkins Career and Technical Education Program and Montgomery College/Montgomery County Public Schools/University System of Maryland (MC/MCPS/USMD) partnerships.

Directors of the Elementary Curriculum Projects, Grading and Reporting, and Digital Curriculum unit; and the School Support, Interventions, and Assessments unit manage projects and processes that cut across the MCPS organization.

Trends and Accomplishments

Online Learning Community

All MCPS teachers now have Internet access to the new MCPS Curriculum Archive, which was launched in June 2008. The available current documents, which include at least 40,000 pages previously published in notebooks, are housed centrally in the new archive. Work toward the ultimate goal—the development of an online collaborative web-based environment—is under way through a phased approach beginning with teachers as the customer. The effort is a joint project of OCIP, the Office of the Chief Technology Officer (OCTO), and the Office of Organizational Development (OOD) in conjunction with stakeholders.

Curriculum, Instruction, and Assessment

Providing standards-based curriculum as part of the comprehensive reform initiative begun at the elementary level has been producing significant academic results for MCPS students. Record numbers of kindergarten students continue to meet grade level early reading benchmarks, more than 90 percent for the third year in a row. Eighty-three percent of first graders and 70 percent of second graders met or exceeded grade-level benchmarks in 2008, compared to 76 and 61 percent respectively in 2006. The greatest three-year gains occurred in Grade 1 among African American and Hispanic students, up 10 to 11 percentage points from 2006 to 2008.

During FY 2007, 3,958 or 38.9 percent of Grade 5 students successfully completed Math 6 or higher, an increase of 904 students (and 9.4 percentage points) over 2005–2006. In middle schools, 55.9 percent of Grade 8 students successfully completed Algebra 1 or higher in FY 2007, up from 49.4 percent in 2005–2006 and 43.1 percent in 2000–2001. The percentage of high school students successfully completing Algebra 1 by Grade 9 was 76.5 in FY 2007, compared with 71.5 percent in FY 2001.

Adequate Yearly Progress (AYP) determinations by the Maryland Department of Education resulted in 124 out of 130 elementary schools meeting AYP in 2007–2008 for an overall success rate of 95 percent. At the middle school level, 33 out of 38 schools met AYP for a success rate of 86 percent,

up from 71 percent in 2006–2007. Of the eleven schools that did not meet AYP in FY 2008, five schools fell short of the Annual Measurable Objective for only one subgroup—three schools for the special education subgroup and two schools for the limited English proficiency subgroup. The remaining six schools did not meet the Annual Measurable Objective for two subgroups, again most commonly the special education and limited English proficiency subgroups.

In FY 2007, 71.8 percent of high school students were enrolled in honors or Advanced Placement (AP) courses, an increase from 58 percent in 2000–2001. Overall, more than 31,300 students were enrolled in these rigorous courses at the district's 25 high schools—the largest enrollment ever. For the first time, more than half of Hispanic students, 52.9 percent, and for the second year more than half of African American students, 53.6 percent, were enrolled in at least one Honors or AP course. The greatest increases since 2000–2001 were seen among African American and Hispanic students, nearly 20 percentage points.

Middle School Reform

Implementation of the comprehensive Middle School Reform plan is designed to produce a high-quality, rigorous and challenging middle school education program that improves teaching and learning and ensures that all students are prepared for rigorous high school courses. The plan was fully implemented in five Phase I middle schools in FY 2008; fully implemented in six Phase II schools and partially implemented in four Phase II schools in FY 2009. For Phase III, six additional schools are requested, in addition to the four partial implementation Phase II schools receiving the rest of the plan in FY 2010. The instructional leadership teams at the Phase I and Phase II schools participated in extensive professional development that focused on collaboration, adolescent learners, and rigorous instruction. In addition, all middle schools have received 21st Century Interactive Classrooms.

Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium (MSMC), rigorous instructional offerings will be phased in at all middle schools. New program offerings incorporate rigorous coursework with engaging content and innovative units of instruction including high school credit courses.

Standards Based Grading and Reporting

OCIP provides leadership for the districtwide implementation Policy IKA, *Grading and Reporting*, which aligns grades with local curriculum and assessments, and promotes consistent practices within and among schools. In FY 2009, OCIP continued implementation of electronic grading and reporting in all secondary schools, in consultation with the Office of the Chief Technology Officer (OCTO). Twenty-four elementary schools began implementation of standards-based grading and reporting in Grades 1, 2, and 3 using an electronic standards-based gradebook and distributing a standards-based report card. Under the direction of the deputy superintendent of schools, OCIP coordinated the Grading and Reporting Implementation Team, a multi-stakeholder group that advises the deputy on implementation of Policy IKA, *Grading and Reporting*. The

team provided input and feedback on various aspects of implementation including process, communication, professional development, and evaluation.

Career Pathway Programs

Enrollment in MCPS Career Pathway Programs (CPPs) increased by more than 15 percent, from approximately 15,000 of all high school students in FY 2007 to more than 21,000 in FY 2008 which is the latest available data. The number of MCPS high school graduates completing CPPs also increased. CPP completion increased by 1.2 percent, from approximately 1,100 of all high school students in FY 2007 to over 1,200 in FY 2008. Of those 1,200 students, over 54 percent of those completing a CPP also completed University System of Maryland requirements, an increase of five percent from FY 2007. In FY 2008, MCPS CTE (now ITP) was recognized for two MSDE Awards of Excellence: outstanding secondary business partnership for Marriott Corporation and the Maryland Hospitality Education Foundation and outstanding secondary program for Advanced Engineering—Project Lead the Way at Wheaton High School.

Major Mandates

In compliance with Board of Education Policy IFA, *Curriculum*, which addresses the development, implementation, and monitoring of curriculum throughout the school system, OCIP ensures that the curriculum defines precisely what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. In support of the implementation of state of Maryland School Assessment (MSA) and High School Assessment (HSA), OCIP provides schools with current information about best practices and access to resources that promote proficient and advanced performance for all students.

- OCIP is responsible for overseeing the alignment of its departments to organize and optimize resources for improved academic success in support of the MCPS Strategic Plan. OCIP monitors the quality of each department/division/unit efforts to meet its mandates outlined in this plan.
- After approval by the MCPS Board of Education and an intense review and revision process that ensures preparation for college and postsecondary success, federal and state funds provided by the *Carl D. Perkins Career and Technical Education Act* are used to improve Career Program Pathways that may be used as graduation requirements.

Performance Measures

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

Budget Explanation

Office of Curriculum and Instructional Programs—211/214/262

The current FY 2009 budget for this office is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of a budget neutral reorganization resulting in the net realignment of \$379,303 and 2.0 FTEs out of this office's budget. A total of 3.0 coordinator and 3.0 instructional specialists positions and \$710,117 were realigned to the Department of Curriculum and Instruction. Other amounts within the office's various accounts totaling \$54,982 also were realigned to the Department of Curriculum and Instruction. Partially offsetting these realignments is the addition of 2.0 director positions and 2.0 administrative secretary I positions totaling \$385,796.

The FY 2010 request for this office is \$3,525,785, a decrease of \$373,268 from the current FY 2009 budget of \$3,899,053. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$13,983

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$13,983 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a realignment of \$22,600 from consultants to contractual maintenance to cover maintenance contracts on equipment, and a \$4,000 realignment from local travel to travel out.

Reductions—(\$387,251)

Office of Curriculum and Instructional Programs—(\$19,097)

Reductions in the Office of Curriculum and Instructional Programs are as follows:

Professional part-time salaries—(\$1,122)
Travel out—(\$12,157)
Dues, registrations, and fees—(\$5,818)

School Instruction and Achievement

Units—(\$189,516)

Reductions in the School Instruction and Achievement units are as follows:

Instructional materials—(\$35,400)
Travel out—(\$2,000)
Summer Employment—(\$13,361)
Professional part-time salaries—(\$32,051)
Stipends—(\$13,704)
Contractual services—(\$93,000)

Instructional Technology and Partnerships Unit—(\$178,638)

Reductions in the Instructional Technology and Partnerships unit are as follows:

1.0 instructional specialist position—(\$69,089)
1.0 applications developer I position—(\$87,906)
Professional part-time salaries—(\$4,000)

Stipends—(\$1,000)
 Contractual services—(\$15,000)
 Travel out—(\$1,000)
 Dues, registrations, and fees—(\$643)

**Budget Explanation
 Perkins Vocational and Technology
 Education Program—145/951**

The FY 2010 request for this program is \$1,495,711, an increase of \$16,659 from the current FY 2009 budget of \$1,479,052. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$6,975

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$6,975 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a budget neutral realignment that eliminates a .5 office assistant III position and adds an additional .3 teacher position.

Other—\$9,684

An additional \$4,112 is budgeted for professional part-time salaries and another \$5,572 is needed for employee benefits.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$1,115,917	\$1,115,917	\$1,115,917
State			
Other			
County	<u>363,135</u>	<u>363,135</u>	<u>379,794</u>
Total	\$1,479,052	\$1,479,052	\$1,495,711

Office of Curriculum and Instructional Programs - 211/214/262

Erick J. Lang, Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	34.300	33.300	31.300	29.300	(2.000)
Position Salaries	\$3,218,690	\$3,498,896	\$3,174,575	\$3,031,563	(\$143,012)
Other Salaries					
Supplemental Summer Employment		45,361	45,361	32,000	(13,361)
Professional Substitutes					
Stipends		108,491	103,191	88,487	(14,704)
Professional Part Time		128,751	118,129	80,956	(37,173)
Supporting Services Part Time		22,094	17,628	17,628	
Other					
Subtotal Other Salaries	413,249	304,697	284,309	219,071	(65,238)
Total Salaries & Wages	3,631,939	3,803,593	3,458,884	3,250,634	(208,250)
02 Contractual Services					
Consultants		24,600	24,600	2,000	(22,600)
Other Contractual		190,227	190,227	104,827	(85,400)
Total Contractual Services	205,924	214,827	214,827	106,827	(108,000)
03 Supplies & Materials					
Textbooks		6,000	6,000	6,000	
Media					
Instructional Supplies & Materials		161,919	142,316	106,916	(35,400)
Office		6,828	6,828	6,828	
Other Supplies & Materials		433	433	433	
Total Supplies & Materials	110,967	175,180	155,577	120,177	(35,400)
04 Other					
Local Travel		27,330	25,032	21,032	(4,000)
Staff Development		18,546	18,546	928	(17,618)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		800	800	800	
Total Other	41,848	46,676	44,378	22,760	(21,618)
05 Equipment					
Leased Equipment					
Other Equipment		38,080	25,387	25,387	
Total Equipment	8,969	38,080	25,387	25,387	
Grand Total	\$3,999,647	\$4,278,356	\$3,899,053	\$3,525,785	(\$373,268)

Office of Curriculum and Instructional Programs - 211/214/262

Erick J. Lang, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	211 Office of Curriculum and Instructional Program						
1	Associate Superintendent		1.000	1.000	1.000	1.000	
2	P Director I				2.000	2.000	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	3.000	3.000	
	Subtotal		6.000	6.000	10.000	10.000	
	214 School-Based Instruction and Achievement Ur						
2	P Director I		3.000	3.000	3.000	3.000	
3	BD Instructional Specialist		6.000	6.000	6.000	6.000	
2	24 Partnerships Manager		.500	.500	.500	.500	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
	Subtotal		12.500	12.500	12.500	12.500	
	262 Instructional Technology and Partnerships						
2	P Director I		1.000	1.000	1.000	1.000	
2	N Coordinator		5.000	5.000	1.000	1.000	
2	N Coordinator				1.000	1.000	
2	BD Instructional Specialist		7.000	6.000	3.000	2.000	(1.000)
2	23 Applications Developer I		1.000	1.000	1.000		(1.000)
2	15 Fiscal Assistant II		.800	.800	.800	.800	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		15.800	14.800	8.800	6.800	(2.000)
	Total Positions		34.300	33.300	31.300	29.300	(2.000)

Perkins Vocational and Technical Education Program - 145/951

Shelley A. Johnson, Director II

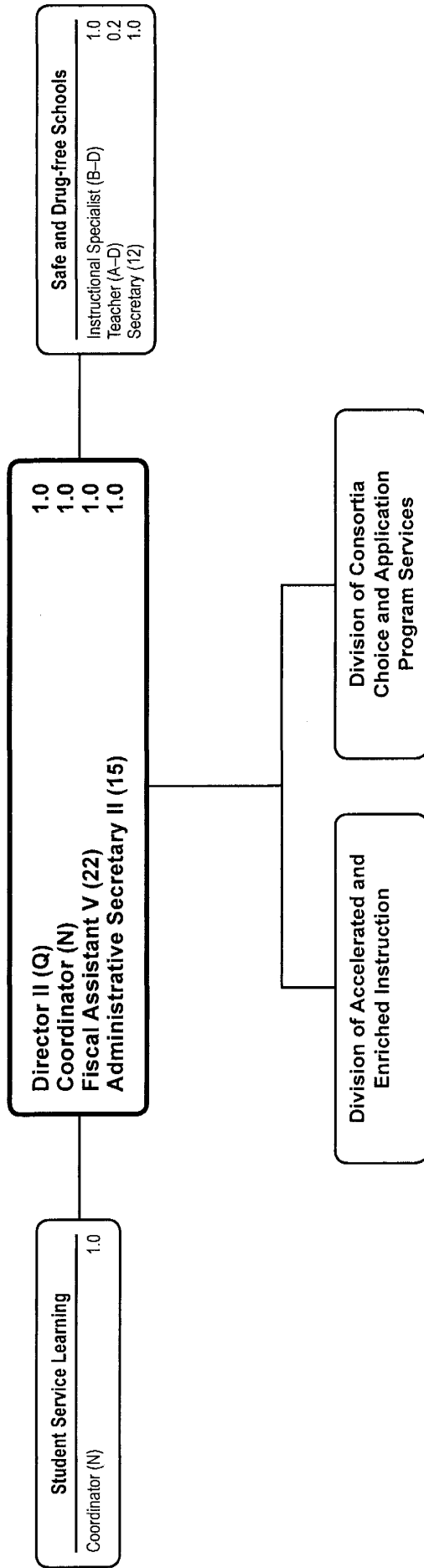
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	7.200	6.200	6.200	6.000	(.200)
Position Salaries	\$424,800	\$339,093	\$339,093	\$344,723	\$5,630
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		4,561	4,561	4,561	
Stipends					
Professional Part Time		394,987	394,987	399,099	4,112
Supporting Services Part Time		27,230	27,230	27,230	
Other					
Subtotal Other Salaries	331,541	426,778	426,778	430,890	4,112
Total Salaries & Wages	756,341	765,871	765,871	775,613	9,742
02 Contractual Services					
Consultants		17,045	17,045	17,045	
Other Contractual		5,880	5,880	5,880	
Total Contractual Services	22,758	22,925	22,925	22,925	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		216,441	216,441	216,441	
Office					
Other Supplies & Materials					
Total Supplies & Materials	428,008	216,441	216,441	216,441	
04 Other					
Local Travel					
Staff Development		106,000	106,000	106,000	
Insurance & Employee Benefits		145,251	145,251	152,168	6,917
Utilities					
Miscellaneous		3,000	3,000	3,000	
Total Other	235,783	254,251	254,251	261,168	6,917
05 Equipment					
Leased Equipment					
Other Equipment		219,564	219,564	219,564	
Total Equipment	387,716	219,564	219,564	219,564	
Grand Total	\$1,830,606	\$1,479,052	\$1,479,052	\$1,495,711	\$16,659

Perkins Vocational and Technical Education Program - 145/951

Shelley A. Johnson, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	951 Vocational Education						
3	BD Instructional Specialist		1.000				
3	AD Teacher	X	2.500	2.500	2.500	2.800	.300
3	15 Fiscal Assistant II		.200	.200	.200	.200	
3	12 Secretary		1.000	1.000	1.000	1.000	
3	11 Paraeducator	X	2.000	2.000	2.000	2.000	
3	10 Office Assistant III		.500	.500	.500		(.500)
	Subtotal		7.200	6.200	6.200	6.000	(.200)
	Total Positions		7.200	6.200	6.200	6.000	(.200)

Department of Enriched and Innovative Programs



Mission

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

Major Functions

The Department of Enriched and Innovative Programs aligns staff and services that support the development and implementation of enriched and innovative programs. The department comprises the Division of Accelerated and Enriched Instruction (AEI), the Division of Consortia Choice and Application Program Services (DCCAPS), middle school expansion program, signature programs, and Student Service Learning (SSL). Divisions and units within the department manage a variety of functions. AEI provides support, guidance, and best practices in identifying programming, and developing curriculum for students who have untapped potential as well as those working above grade level. DCCAPS facilitates student school choice processes in the Northeast Consortium (NEC), the Downcounty Consortium (DCC), and the Middle School Magnet Consortium (MSMC), as well as the implementation of countywide application program student recruitment and selection processes.

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

DEIP actively pursues grants and other external funding sources to support system priorities, federal mandates, and state initiatives. DEIP staff serves as project managers on several program-related grants. DEIP provides content and program expertise to schools through school visits and staff consultations. As MCPS continues to focus systemwide efforts on middle school improvement, DEIP is a major partner in research based course and program revisions to add rigor, challenge, and relevance to middle school instructional programs. Facilitation of the implementation of the Middle School Magnet Consortium and middle school course expansion is an example of the department's collaborative support for middle school reform. DEIP program development focuses on innovative program development such as the Science, Technology, Engineering, and Mathematics (STEM) initiative programs at Wootton High School.

DEIP collaborates with the Department of Curriculum and Instruction and the Instruction and Achievement Unit in

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

Trends and Accomplishments

DEIP works collaboratively with schools and system offices to ensure fidelity of implementation of enriched and innovative programs in 72 schools. Department staff also serves as project manager on USDE Smaller Learning Community (SLC) grants for James Hubert Blake and Paint Branch high schools. SLC grant awards total \$1,478,846 over 5 years. DEIP staff provides resources and support to academy and signature programs in all high schools.

Through the SSL program, secondary students accumulated a total of 4,291,906.5 hours of service learning hours in 2007-2008. 711 students received the 2008 Superintendent's Student Service Learning Award for contributing 75 or more hours of service between May 2, 2007 and May 1, 2008. Over the past five years, 1,868 middle school students have received this award. A new SSL guide was developed for National, State and Local Government. This guide will be used throughout the system beginning with the 2008-2009 academic year to achieve curricular objectives through service learning.

In collaboration with OSP, the Division of Accelerated and Enriched Instruction monitored and supported implementation of rigorous instruction in all schools. AEI coordinated the expansion and support of over 30 rigorous specialized programs including International Baccalaureate, secondary magnets, Gifted and Talented/Learning Disabled, and the Elementary Centers Program for the Highly Gifted. In FY 2007, AEI reviewed and revised the screening procedures for 9,632 Grade 2 students and continued development of a systemwide initiative aimed at closing the gap in rigorous instructional opportunities among students of different racial, ethnic, and economic backgrounds.

The Division of Consortia Choice and Application Program Services implements the school choice process for eight high schools and three middle schools. Annually, more than 4,500 Grade 5 and Grade 8 students participate in the Consortia Choice process, resulting in an average first-choice placement rate among the Consortia of 89 percent for the 2007-2008 school year. An extensive marketing and communication plan has resulted in a near-100 percent Choice form return rate. This division also coordinates the application and selection process for countywide and regional magnet and center programs. More than 5,300 applications were

reviewed for magnet and center program admissions during the 2007–2008 school year.

Building on the recommendations of the Middle School Reform Report and the success of the Middle School Magnet Consortium (MSMC), rigorous instructional offerings will be phased in at all middle schools. New program offerings incorporate rigorous coursework, including seven high school credit courses, with engaging content and innovative units of instruction.

Major Mandates

- Implementation of Board of Education Policy IOA, Gifted and Talented Education and the Deputy Superintendent’s Advisory Committee (DSAC) Report on Gifted and Talented Education
- Facilitation and monitoring of Board of Education funding for enriched and innovative programs
- Implementation and monitoring of the Middle School Magnet Consortium
- Implementation and monitoring of UDSE Smaller Learning Communities Grants for two high schools
- Implementation of Board of Education policy related to Consortia Choice processes
- Implementation of MSDE polices and regulations regarding Student Service Learning graduation requirements (COMAR 13A.03.02.06)
- Implementation of Board of Education policies ABA and ABC, which reaffirms the MCPS commitment to the role of parents and community members as valued partners in their children’s education and to promote and increase effective, comprehensive parental involvement
- Implementation of Board of Education Policy IFA Curriculum (Goal 26, Provide an effective instructional program) which governs the development of curriculum, instruction, and assessments
- Implementation of the course expansion initiative for middle school reform

Strategies

- Provide support for the development and implementation of academy pathways, career and technology programs and courses, and Student Service Learning opportunities.
- Coordinate the development of the Middle School Magnet Consortium and facilitate curriculum development, professional development, and the implementation of the choice process.
- Coordinate the development of the Poolesville Magnet High School and facilitate curriculum development, professional development, and the implementation of the application process.
- Facilitate the implementation of the Choice process in the Northeast and Downcounty Consortia.
- Foster business, community, and higher education partnerships which support the work of the DEIP.

- Develop, coordinate, and implement gifted and talented instruction and programs.
- Facilitate parent, student, staff, and community input to insure DEIP utilizes a collaborative work model.
- Develop multiple means of facilitating parent outreach and communication as they relate to magnet, consortia, center, and special program educational opportunities for students.
- Support schools by coordinating funding, professional development, and the collection of data on programs and processes implemented by DEIP.
- Monitor student readiness for college and career and provide appropriate acceleration and intervention programs to better prepare students for college and the workplace.
- Implement the course proposal and enhanced program proposal process.

Performance Measures

Performance Measure: Over a five-year period, analyze student participation and program completion data and provide feedback to school-based and central services staff on selected programs.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
20%	40%	50%

Explanation: In collaboration with school-based and other central services staff, DEIP monitors implementation of special programs and related curriculum and assessments to ensure increased student participation and program completion.

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

FY 2008 Estimate	FY 2009 Recommended	FY 2010 Recommended
100%	100%	100%

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

**Budget Explanation
Department of Enriched and Innovative
Programs—212**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. As a result of the reorganization of the Office of Curriculum and Instructional Programs, there is a reduction of a 1.0 coordinator position and \$122,021 in this department.

The FY 2010 request for this department is \$610,531, a decrease of \$30,223 from the current FY 2009 budget of \$640,754. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$19,772

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$19,772 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There are budget-neutral realignments within this department to align budgeted funds with programs needs. There are realignments that decrease supporting services part-time salaries, lease/maintenance for duplicating equipment, and office supplies. There are offsetting increases on contractual services and local travel.

Reductions—(\$49,995)

There is a reduction of a 1.0 instructional specialist position and \$49,995.

**Budget Explanation
Safe and Drug-free Schools—926**

The FY 2010 request for this program is \$475,361, an increase of \$1,746 from the current FY 2009 budget of \$473,615. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,746

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,746 in continuing salary costs to reflect step or longevity increases for current employees.

Project's Recent Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$458,025	\$473,615	\$475,361
State			
Other			
County			
Total	\$458,025	\$473,615	\$475,361

Department of Enriched and Innovative Programs - 212

Martin M. Creel, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	6.000	5.000	(1.000)
Position Salaries	\$675,947	\$751,069	\$629,048	\$598,825	(\$30,223)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,632	1,632	800	(832)
Other					
Subtotal Other Salaries	2,380	1,632	1,632	800	(832)
Total Salaries & Wages	678,327	752,701	630,680	599,625	(31,055)
02 Contractual Services					
Consultants					
Other Contractual		1,500	1,500	2,280	780
Total Contractual Services		1,500	1,500	2,280	780
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		6,574	6,574	6,326	(248)
Other Supplies & Materials					
Total Supplies & Materials	1,295	6,574	6,574	6,326	(248)
04 Other					
Local Travel		2,000	2,000	2,300	300
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,580	2,000	2,000	2,300	300
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$682,202</u>	<u>\$762,775</u>	<u>\$640,754</u>	<u>\$610,531</u>	<u>(\$30,223)</u>

Department of Enriched and Innovative Programs - 212

Martin M. Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		1.000	1.000	1.000	1.000	
2	N Coordinator		2.000	3.000	2.000	2.000	
2	BD Instructional Specialist		1.000				
3	BD Instructional Specialist		1.000	1.000	1.000		(1.000)
2	22 Fiscal Assistant V		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
Total Positions			7.000	7.000	6.000	5.000	(1.000)

Safe and Drug Free Schools - 926

Martin M. Creel, Director II

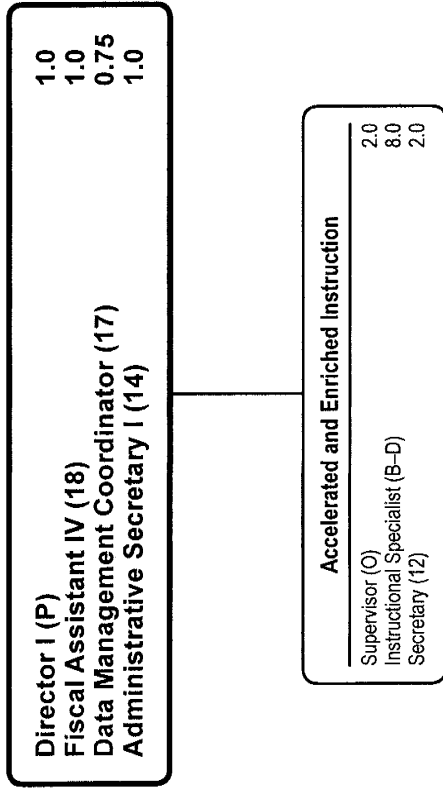
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	2.200	2.200	2.200	2.200	
Position Salaries	\$177,484	\$185,905	\$185,905	\$187,314	\$1,409
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		4,388	4,388	4,388	
Stipends		86,402	86,402	86,402	
Professional Part Time		23,000	23,000	23,000	
Supporting Services Part Time					
Other					
Subtotal Other Salaries		113,790	113,790	113,790	
Total Salaries & Wages	291,883	299,695	299,695	301,104	1,409
02 Contractual Services					
Consultants		6,000	6,000	6,000	
Other Contractual		45,756	45,756	45,756	
Total Contractual Services	44,920	51,756	51,756	51,756	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		33,882	33,882	32,765	(1,117)
Office					
Other Supplies & Materials					
Total Supplies & Materials	8,132	33,882	33,882	32,765	(1,117)
04 Other					
Local Travel		5,331	5,331	5,331	
Staff Development		500	500	500	
Insurance & Employee Benefits		73,470	73,470	73,807	337
Utilities					
Miscellaneous		8,981	8,981	10,098	1,117
Total Other	82,740	88,282	88,282	89,736	1,454
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$427,675	\$473,615	\$473,615	\$475,361	\$1,746

Safe and Drug Free Schools - 926

Martin M. Creel, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	BD Specialist, Subst Abuse Prev		1.000	1.000	1.000	1.000	
3	AD Teacher		.200	.200	.200	.200	
2	12 Secretary		1.000	1.000	1.000	1.000	
	Total Positions		2.200	2.200	2.200	2.200	

Division of 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 or who have the motivation or potential to achieve with more rigorous instruction.

Major Functions

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

The division also designs and coordinates the identification and instructional programming recommendations for acceleration and enrichment systemwide, for gifted and talented/learning disabled programs, and the Program of Assessment, Diagnosis, and Instruction (PADI). PADI is a primary talent development program designed to nurture potential/unidentified talents in students whose strengths may be masked by socioeconomic, cultural, or linguistic differences. Staff members are participating in the development of a new Kindergarten curriculum focused on the early development of thinking skills. In collaboration with the Division of Consortia Choice and Application Program Services, AEI coordinates the selection, instructional program, and professional development for magnet and special programs such as International Baccalaureate (IB).

Trends and Accomplishments

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

Curriculum Support and Professional Development

Over the last seven years the number of students engaged in accelerated and enriched instruction in mathematics has risen significantly. One hundred ninety-two students

were enrolled in Math A or higher in Grade 5 in 2001. Four thousand two hundred eighteen or 43 percent of all Grade 5 students were enrolled in Math A (6) or higher in 2007–2008. To respond to the increased demand for accelerated and enriched instruction, AEI instructional specialists assist in curriculum development, offer professional development, and directly support teachers and schools. Currently staff is supporting curriculum development in the Investigations in Mathematics course, Kindergarten revision, and the development of advanced level courses in English, science, and social studies. Professional development focuses include training in the primary talent development, training to increase student access to the William and Mary Reading/Language Arts program, Junior Great Books and Jacob's Ladder reading programs and courses for teaching highly able learners in reading and mathematics. AEI specialists coordinate a Math Lab project for teachers to view accelerated differentiated instruction in real classrooms. AEI provides direct support to schools in need as identified through the monitoring process.

Monitoring

Data show that systematic monitoring of challenging curriculum and assessments has had a significant impact on student access to accelerated curriculum. The number of students successfully completing Algebra 1 by Grade 8 has risen to a record-setting 59.1 percent, or 6,171 students. In an effort to provide more timely data to schools and parents and to monitor the quality of program implementation in areas outside mathematics, AEI is working with the Office of School Performance (OSP) to identify the most helpful data points for monitoring purposes. In addition, AEI will continue to provide quantitative and qualitative data to OSP and schools. AEI interprets these data, makes recommendations for instruction and provides professional development based on these data.

Program Expansion

As school enrollment has grown over the last twelve years, MCPS has responded by expanding special programs, including the expansion of the elementary Centers for the Highly Gifted program from four to eight sites and the expansion of an upcounty middle school center program for the highly gifted. In August, 2006, MCPS opened an upcounty high school program for students needing a high level of acceleration and enrichment at Poolesville High School including a humanities and science, mathematics, and computer science focus. Funding for Poolesville Grade 12 expansion is included in this budget. Progress continues on the implementation of International Baccalaureate (IB) programs in MCPS. There are now six authorized high school diploma programs, three middle/high school Middle Years Programs (MYP), two independent Middle Years Programs, and the first authorized Primary Years program in Maryland. Rockville High School entered the process for authorization in 2006 and expects to graduate its first IB class in 2010. John F. Kennedy and Seneca Valley High Schools entered the process for authorization in 2008 and expect to graduate their first IB classes in 2012.

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

Building on the recommendations of the Middle School Reform Report and the success of the MSMC, MCPS is expanding instructional program offerings to all middle schools. Beginning with middle schools that have begun the reform process, MCPS will review course offerings at each school and provide many new program options. AEI staff will provide curriculum development, monitoring, and professional development guidance in collaboration with other system offices.

All students in all schools benefit from a robust gifted and talented program, including students in Title I schools. Title I funds are utilized to provide a 0.5 teacher to support gifted and talented instructional programs in 25 of 28 Title I schools. This additional position has enabled these schools to provide upper level instruction previously not available and to create advocacy for students whose talents may be masked by language, poverty or experience. Preliminary data from the evaluation process reflect an increased number of African American and Hispanic students recommended to receive gifted and talented services in Title I schools. The number of students selected for center programs from Title I schools dropped slightly from 49 students in 2007 to 47 students in 2008. This number of students, however, continues to exceed, by far, the seven students selected in 2002. GT teachers in Title I schools will continue to provide focus for developing the talents of all students, including those groups who are traditionally underrepresented in accelerated and enriched programs.

Outreach to Underserved Populations

In an analysis of Grade 2 screening procedures for accelerated and enriched services, commonly referred to as global screening, there is a sharp disparity in the identification rate of African American and Hispanic students compared to Asian and White students. AEI staff, in collaboration with other system offices, continues to review the global screening procedures. Recent additions to the process include the development of a parent-friendly survey that is mailed to the homes of all Grade 2 students. A PowerPoint presentation for parent meetings was provided to all elementary schools and posted on the Web site. The order of multiple criteria for school staff to consider in making identification decisions was also changed, placing cognitive assessments at the end

of the process. The teacher survey also was updated and for 2008, all decisions related to services recommended for each student were recorded in each student's file. The successful strategies of PADI, are being embedded in Kindergarten and Grade 1 and 2 curriculum as revisions occur. This will support students before the identification process by revealing, developing, nurturing, and documenting strengths through a primary talent development plan.

All AEI professional development plans include outreach to underserved populations as an objective for staff growth. Teachers participating in division professional development receive training on the masks of giftedness, such as income level and race, and providing differentiated instruction.

In collaboration with the Division of Consortium Choice and Application Program Services (CCAPS), AEI has developed plans for outreach and recruitment to the Centers for the Highly Gifted and secondary magnets, including application workshops and publications mailed directly to student homes. The Options book, describing all MCPS application programs, was updated and made available in schools and on the MCPS Web site. In addition, applications for the Centers Program for the Highly Gifted were mailed directly to the homes of all Grade 3 students. AEI staff collaborates with parent groups in dissemination of all materials through meetings and Web sites. More than 400 parents attended the annual MCCPTA GT Liaison night.

Major Mandates

- The Board of Education Policy on Gifted and Talented Education, IOA, mandates the development of a continuum of programs and services to support challenging instruction pre-K-12. AEI continues to work with curriculum supervisors in the Department of Curriculum and Instruction on the development of these components and their integration in the curriculum revision process through instructional guide and assessment development and professional development.
- Policy IOA and COMAR require a process such as global screening for identifying students for gifted and talented services. AEI coordinates and evaluates this process with OSP and OSA.
- The Deputy Superintendent's Advisory Committee for Gifted and Talented Education recommended increased parent outreach and student support for students traditionally underserved by magnet programs and local school accelerated and enriched instruction. AEI works with DCCAPS to expand outreach and refine application processes. Expansion of services in local programs is a goal in the monitoring process shared with OSP.
- Policy IOA requires that OCIP and OSP collaborate in the monitoring of gifted and talented program implementation in six K-12 clusters each year as school staffs continue to build their accelerated and enriched programs. These data are gathered through an ongoing monitoring process developed collaboratively by OCIP and OSP and aligned with MCPS policy and National Association for Gifted Children (NAGC) standards. Results each year are shared

with cluster principals and performance directors in order to establish clusterwide initiatives and individual School Improvement Plan goals.

- MSDE, through the work of its Governor’s Commission on Gifted and Talented Education, has made the effort to increase consistency of programming a statewide priority. The Maryland State Board of Education continues to support the recommendations of the commission including the use of the NAGC standards for program evaluation. All school systems in Maryland will be using the standards to assess their services for acceleration and enrichment. Indicators are provided to assess minimal through exemplary performance.
- The MCPS Board of Education has requested review of Policy IOA. The accompanying Regulation IOA-RA will be reviewed during school year 2009-2010.

Strategies

- Support achievement of system goals as outlined in the MCPS strategic plan, A Call to Action.
- Support system implementation of recommendations from the Deputy Superintendent’s Advisory Committee for Gifted and Talented Education.
- Provide information to local schools and community on gifted and talented services by clarifying and developing publications and Web site information to disseminate those expectations.
- In collaboration with K–12 curriculum supervisors in DCI, continue development of the advanced level courses and accelerated and enriched recommendations for inclusion in English/reading language arts and mathematics, science, and social studies instructional guides.
- Continue differentiated professional development opportunities for implementing accelerated and enriched instruction in collaboration with OOD.
- Continue differentiated training in Junior Great Books and the William and Mary, and Jacob’s Ladder reading/language arts programs, to offer advanced training opportunities and study groups focusing on consistency of implementation, at both elementary and middle school levels through the instructional guides using the differentiated texts resources, and guidelines in the revised principal handbook.
- Expand the monitoring process for the required William and Mary, Junior Great Books, and Jacob’s Ladder reading/language arts programs and provide additional local school resources to support rigorous instructional programming for reading/language arts, grades pre-K–5, and English grades 6–8.
- Support curriculum and assessment development and program implementation of elementary and secondary magnet and IB schools.
- In collaboration with OOD, design and implement staff development opportunities for early childhood staff to support implementation of the accelerated and enriched expectations in reading/language arts, mathematics, social studies and science in grades K–2.

- Review and revise selection practices for gifted and talented, Honors courses, and for magnet programs to promote equity, raise expectations, and increase challenging opportunities for all students.
- Support implementation of a primary talent development program in the kindergarten revision to help develop students’ potential talents.
- Design and deliver differentiated training to help Title I schools’ efforts to nurture students’ potential talents and to design or refine gifted and talented programs in Title I schools.

Performance Measures (Temporary)

Performance Measure: Number of students in the 25 schools with the GT Title I position who enter center programs in Grade 4.

FY 2008 Actual	FY 2009 Estimated	FY 2010 Recommended
49	47	55

Explanation: The Title I GT Teacher is a 0.5 position that will serve in 25 of 28 Title I schools in FY 10. Teachers in this position coordinate services to students based on their emerging strengths. This includes direct services to students, support of other classroom staff implementing challenging instruction for above grade level students, and parent and community outreach. These schools are implementing ranges of service to gifted students as well as piloting innovative research based practices. The percent of students centering center programs from these schools now surpasses the countywide average.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
262	265	315

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

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

The FY 2010 request for this division is \$1,774,424, a decrease of \$110,245 from the current FY 2009 budget of \$1,884,669. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$10,455

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$10,455 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There are budget-neutral realignments within this division to align budgeted funds with program needs. There are realignments to decrease supporting services part-time salaries, other program funds, and instructional materials. There are offsetting increases in consultants, contractual services, substitutes, professional part-time salaries, office supplies, travel out, local travel, and program supplies.

Reductions—(\$120,700)

Reductions in the Division of Accelerated and Enriched Instruction are as follows:

1.0 instructional specialist position—(\$110,000)

Contractual services—(\$7,600)

Dues, fees, and registration—(\$3,100)

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

Kay Williams, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	17.750	16.750	16.750	15.750	(1.000)
Position Salaries	\$1,506,219	\$1,651,894	\$1,651,894	\$1,552,349	(\$99,545)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		1,090	1,090	6,230	5,140
Stipends					
Professional Part Time		8,793	8,793	79,546	70,753
Supporting Services Part Time		62,606	62,606	35,554	(27,052)
Other					
Subtotal Other Salaries	65,206	72,489	72,489	121,330	48,841
Total Salaries & Wages	1,571,425	1,724,383	1,724,383	1,673,679	(50,704)
02 Contractual Services					
Consultants		5,875	5,875	7,600	1,725
Other Contractual		6,725	6,725	960	(5,765)
Total Contractual Services	5,952	12,600	12,600	8,560	(4,040)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		126,151	126,151		(126,151)
Office				14,700	14,700
Other Supplies & Materials				57,550	57,550
Total Supplies & Materials	105,518	126,151	126,151	72,250	(53,901)
04 Other					
Local Travel		9,000	9,000	18,435	9,435
Staff Development		3,100	3,100	1,500	(1,600)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		9,435	9,435		(9,435)
Total Other	28,426	21,535	21,535	19,935	(1,600)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$1,711,321</u>	<u>\$1,884,669</u>	<u>\$1,884,669</u>	<u>\$1,774,424</u>	<u>(\$110,245)</u>

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

Kay Williams, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
3	O Supervisor		2.000	2.000	2.000	2.000	
2	BD Instructional Specialist		6.250	5.250	5.250	4.500	(.750)
3	BD Instructional Specialist		3.750	3.750	3.750	3.500	(.250)
2	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
2	17 Data Management Coordinator		.750	.750	.750	.750	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
	Total Positions		17.750	16.750	16.750	15.750	(1.000)

Division of Consortia Choice and Application Program Services

Director I (P)	1.0
Supervisor (O)	1.0
Instructional Specialist (B-D)	2.5
Consortium Enrollment Assistant (20)	1.0
Data Management Coordinator (17)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.75
School Registrar (14)	1.0

Mission

The mission of the Division of Consortia Choice and Application Program Services (DCCAPS) is to develop and facilitate the Choice, language immersion, and application programs processes by providing direct services to students, families, and schools.

Major Functions

The division was established to align all Consortia Choice, language immersion, countywide magnet, and Highly Gifted Center communication, marketing, student assignment, and appeal processes into one office. The division works with school and parent stakeholders to communicate school and program options through information meetings, direct mail, websites, phone calls, publications, and individual meetings with parents. The staff manages the Consortia student choice process, the selection process for countywide application programs, and the language immersion lottery processes beginning 2008–2009. The division is responsible for the enrollment of all new students in the three Middle School Magnet Consortium (MSMC) schools and the eight high schools that comprise the Northeast Consortium (NEC) and the Downcounty Consortium (DCC).

Trends and Accomplishments

In FY 2008, DCCAPS processed 11,900 magnet program applications and Choice forms for Consortia students. Approximately 1,900 students applied for the Highly Gifted Centers. Division staff processed 1,600 applications for the magnet and center programs located at Roberto Clemente, Eastern, and Takoma Park middle schools, as well as 3,200 applications for the Montgomery Blair High School Science, Mathematics, Computer Science magnet program; the Richard Montgomery High School International Baccalaureate Diploma program; and the Poolesville High School magnet program. DCCAPS staff facilitates the application and selection processes for each of these programs. Staff supports parents and students who request information on various programs. In addition, staff responded to more than 450 appeals in FY 2008.

Annually, the division processes more than 4,500 Choice applications from Grade 5 and 8 students planning to attend a Northeast, Downcounty, and/or Middle School Magnet Consortia school. The Choice process allows students to rank their school preference based on a variety of variables including the signature, academy, or magnet program offered at each location. More than 650 out-of-Consortium students applied for the MSMC program. Throughout the 2007–2008 school year, Consortia staff enrolled approximately 2,000 new students for Consortia schools, including 290 students who had previously attended private or non-MCPS schools. The division facilitated 35 informational meetings and open houses. Division staff also attended numerous PTA and community meetings to provide information on programs, schools, student assignment processes, appeal processes, and transportation. In addition, Consortia staff facilitated the development of elementary and middle school Choice

processes and magnet/academy program lessons, which are made available to counselors annually for use with student groups as students consider their school choices for middle and high school.

Major Mandates

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

Strategies

- Develop and implement multiple strategies for providing parent outreach and communication, including meetings, publications, mailers, videos, telecommunication, and websites.
- Provide information to parents in a variety of languages, including Chinese, French, Korean, Spanish, and Vietnamese.
- Facilitate the student articulation process for Consortium schools and countywide application programs.
- Provide opportunities for parents and students to participate in informational meetings and open houses.
- Collect data on the success of process implementation and modify the process based on data.
- Collaborate with parent and community groups to ensure customer needs are met.
- Collaborate with ESOL, Special Education, PPWs and Alternative Education staff to provide opportunities for students to participate in Choice.
- Develop and annually upgrade the Choice lessons for implementation with students in Grades 5 through 8 to help them learn about the different program opportunities available at each school.

Performance Measures

Performance Measure: Percent of parents of in-consortium students completing a satisfaction survey of the Choice process.

FY 2008 Actual (Return Rate)	FY 2009 Estimate	FY 2010 Recommended
47%	70%	85%

Explanation: The percent of parents responding positively to the survey questions provides a measure of satisfaction with the Choice process.

Performance Measure: Number of students applying for countywide application programs

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
5,100	5,355	5,625

Explanation: The number of students applying to the application programs is an indicator of the effectiveness of communication and outreach processes.

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

The FY 2010 request for this division is \$941,835, an increase of \$21,884 from the current FY 2009 budget of \$919,951. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$22,884

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$22,884 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There are budget-neutral realignments within this division to align budgeted funds with program needs. There are realignments to decrease office materials, local travel, other program funds, and non-capital equipment. There are offsetting increases in professional part-time salaries, supporting services part-time salaries, lease/maintenance of duplicating equipment, travel out, and dues, fees, and registration.

Reductions—(\$1,000)

There is a reduction of \$1,000 in professional part-time salaries.

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

Jeannie H. Franklin, Director I

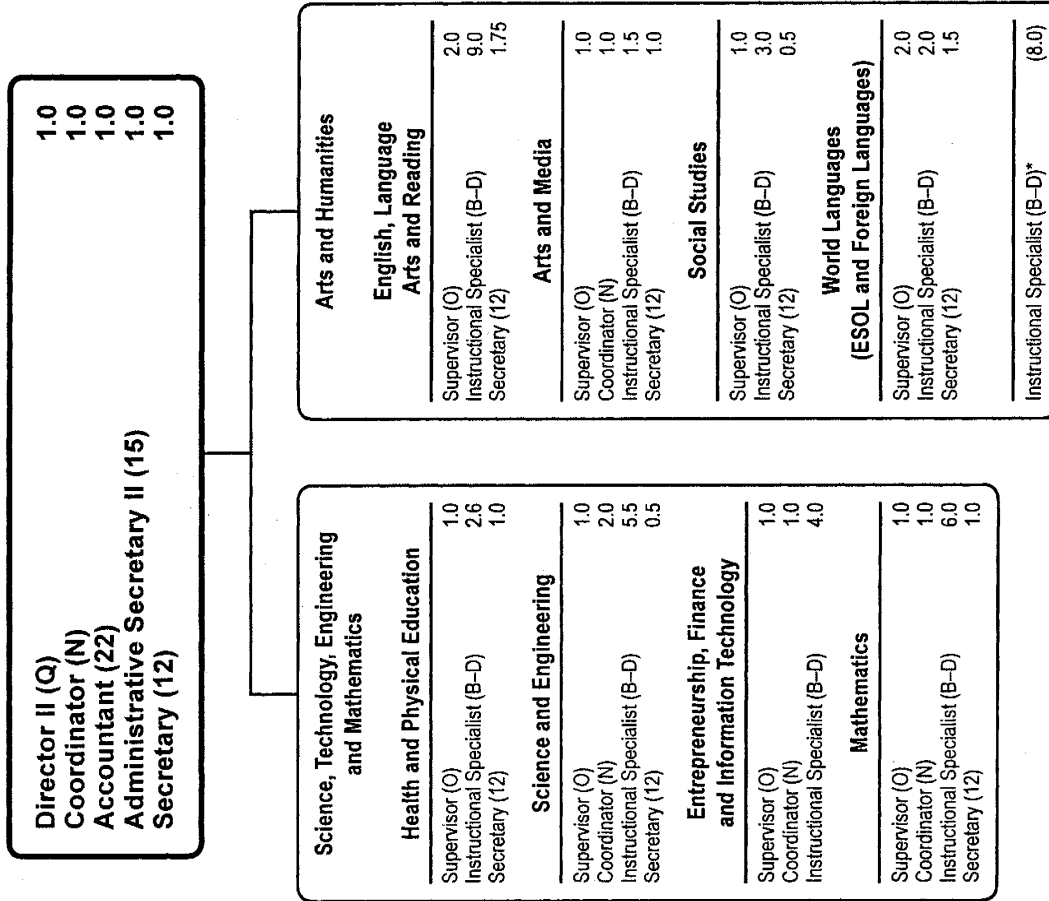
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	10.750	10.250	10.250	10,250	
Position Salaries	\$719,195	\$886,132	\$886,132	\$909,016	\$22,884
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		942	942		(942)
Supporting Services Part Time		1,733	1,733	1,760	27
Other					
Subtotal Other Salaries	160	2,675	2,675	1,760	(915)
Total Salaries & Wages	719,355	888,807	888,807	910,776	21,969
02 Contractual Services					
Consultants		1,050	1,050	1,050	
Other Contractual		3,060	3,060	3,112	52
Total Contractual Services		4,110	4,110	4,162	52
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,783	11,783	10,197	(1,586)
Other Supplies & Materials					
Total Supplies & Materials	7,722	11,783	11,783	10,197	(1,586)
04 Other					
Local Travel		6,000	6,000	5,500	(500)
Staff Development				9,500	9,500
Insurance & Employee Benefits					
Utilities					
Miscellaneous		7,200	7,200		(7,200)
Total Other	10,453	13,200	13,200	15,000	1,800
05 Equipment					
Leased Equipment					
Other Equipment		2,051	2,051	1,700	(351)
Total Equipment		2,051	2,051	1,700	(351)
Grand Total	<u>\$737,530</u>	<u>\$919,951</u>	<u>\$919,951</u>	<u>\$941,835</u>	<u>\$21,884</u>

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

Jeannie H. Franklin, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
3	O Supervisor			1.000	1.000	1.000	
3	N Coordinator		1.000				
2	BD Instructional Specialist		1.000	.500	.500	.500	
3	BD Instructional Specialist		2.000	2.000	2.000	2.000	
2	20 Consortium Enrollment Asst		1.000	1.000	1.000	1.000	
2	17 Data Management Coordinator		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.750	1.750	1.750	1.750	
2	14 School Registrar		1.000	1.000	1.000	1.000	
	Total Positions		10.750	10.250	10.250	10.250	

Department of Curriculum and Instruction



F.T.E. Positions 52.85

*(8.0) instructional specialist positions are shown in this unit as a placeholder until a more comprehensive plan for the reduction is developed.

Mission

The mission of the Department of Curriculum and Instruction (DCI) is to support schools by providing rigorous standards-based curriculum, assessments, instructional materials, career-themed programs, interventions, and grading and reporting resources aligned with state and national content/industry standards.

Major Functions

Comprised of two teams—Science, Technology, Engineering and Mathematics (STEM); and Arts and Humanities—representing all disciplines in eight major areas (Arts and Media; English Reading/Language Arts; Education, Entrepreneurship, and Information Technology; Health and Physical Education; Science and Engineering; Social Studies, and World Languages), DCI supports the nationally recognized reform effort in Montgomery County Public Schools (MCPS) to improve achievement of all students by providing a rigorous curriculum, comprehensive assessments, sound instructional practices, and clear communication regarding student progress. DCI coordinates the national Academies of Finance (AOF), Information Technology (AOIT), and Hospitality and Tourism (AOHT) as well as an advanced engineering program and a biomedical program sponsored by Project Lead the Way.

DCI produces curriculum frameworks, blueprints, instructional guides, assessments, and instructional resources in a dynamic digital environment, that incorporates components of Universal Design for Learning (UDL) to ensure that all students have access to general education curriculum and have the opportunity to demonstrate their learning. DCI evaluates and selects textbooks and instructional materials and establishes performance standards and criteria. DCI provides direct support to schools, including participation on Achievement Steering Committees, and holding regular Implementation meetings with resource teachers; reading specialists; literacy coaches; math content coaches; and training sessions with art, music, physical education, health education, foreign languages, and career and technology teachers. DCI develops resources and collaborates with other offices to support the Middle School Reform Initiative.

In consultation with the Office of Shared Accountability (OSA), DCI develops or selects complete assessments and assessment items to inform instructional and programmatic decisions, monitor student progress, and provide accountability measures (e.g., formative, end-of-unit assessments, and semester final examinations). DCI collaborates with the Office of Organizational Development (OOD) to design and deliver professional development on curriculum, assessment, and instruction and collaborates with the Office of School Performance (OSP) to monitor fidelity of curriculum implementation.

DCI leads the systemwide effort with the Directors of Instruction and Achievement in the Office of Curriculum and Instructional Programs (OCIP) to implement Board Policy IKA, *Grading and Reporting*. DCI engages stakeholders and collaborates with OSP and OOD, and the offices of Special

Education and Student Services (OSESS) and the Chief Technology Officer (CTO) to develop products and procedures aligned with the policy. This effort is designed to promote consistent practices within and among schools, and promote meaningful communication to parents, students, and the system about student achievement of MCPS curriculum.

DCI provides information to and invites input and feedback from all stakeholders in the development and review of products, programs, and services. DCI staff meets with principals and with the Councils on Teaching and Learning, Curriculum Advisory Committees, Curriculum Advisory Assembly, the Montgomery County Collaboration Board for Career and Technology Education, Montgomery County Council of Parent Teacher Associations, and Montgomery County Region, Maryland Association of Student Councils. DCI seeks to identify effective practices in benchmark districts, analyzes current research, and consults regularly with representatives of state and federal agencies, higher education, and business.

Trends and Accomplishments

DCI continued to develop or revise curriculum, instructional guides, and assessments and to provide research-based interventions. DCI collaborated with staff in OCIP OSP, OSA, OCTO, OOD, and OSESS to support and monitor curriculum implementation and promoted teaching and learning through direct school support. In FY 2009, DCI managed 18 federal, state, organization, and foundation grants in support of system initiatives.

Curriculum

During FY 2009, DCI developed instructional guides aligned with state and national content standards and industry certifications/licensures to provide explicit models of instruction that challenge and support all students in preparation for college and careers. DCI developed a new model for integrating curriculum across disciplines and for providing curriculum and resources electronically. The integrated instructional guide for all-day kindergarten provides clear direction to teachers so they are able to make natural and meaningful connections among the arts, science, social studies, physical education, English reading/language arts, and mathematics.

DCI also developed elementary instructional guides for Grade 5 science, Grade 3 art, and Grades 1–2 general/choral music. DCI developed secondary instructional guides for Bridge to Algebra 2, Grade 6 art, Grade 10 health education, high school music technology, and high school art. DCI developed instructional guides for English for Speakers of Other Languages (ESOL) in kindergarten and Multidisciplinary Educational Training and Support (METS) in Grades 6–8 and Grades 9–12, and revised instructional guides for Grades 7–8 reading. To support the Middle School Reform Initiative, DCI developed curriculum resources for advanced courses in science 6, English 7, and world history 7. DCI approved textbooks and/or instructional materials for kindergarten curriculum, Grades 1–3 art, Grades 1–2 general/choral music, Bridge to Algebra 2, and Grade 10 health education. DCI continued to revise curriculum for Family

and Consumer Sciences and Technology Education to reflect state and national standards. DCI staff review, evaluate, and select textbooks and instructional materials that align with new or revised MCPS curriculum based on state and national standards in order to prepare students for success on state assessments and later rigorous courses.

Comprehensive Career Pathway Programs, Career Clusters, and Career Academies

In FY 2009, DCI continued to reorganize the delivery of programs in schools around nationally accepted industry skills called career clusters. This effort helped high schools to create programs, such as AOF, AOIT, and AOHT, which help students earn industry credentials and college credits as they explore options for postsecondary education and careers. DCI continued to revise secondary programs to include the Maryland Voluntary State Curriculum (VSC) for career development and the Maryland Technology Literacy Standards.

Digital Curriculum

DCI collaborated with staff in OCIP, OCTO, and OOD to design and implement a digital platform for developing and disseminating curriculum, assessments, instructional resources, and professional development online. This dynamic environment supports teachers' use of technology in the classroom, UDL, collaboration among teachers, access to curriculum and instructional resources, and streamlined delivery systems.

Grading and Reporting

During FY 2009, DCI collaborated with staff in OCIP, OCTO, OOD, and OSESS on the effort to implement a Web-based standards-based grading and reporting tool, a revised standards-based report card, and revised standards-based instructional management tools for Grades 1–3 in 24 elementary schools. The department developed grading resources—assessments and rubrics for Grades 4 and 5 in preparation for expanded implementation in 2009–2010.

Interventions and Assessments

In FY 2009, DCI continued to provide reading intervention support. DCI guided school decisions on intervention strategies and programs, based on program feedback and student needs in reading and mathematics. DCI supported elementary schools implementing Reading Recovery and/or offering a second guided reading group as intervention and provided intervention materials to elementary schools upon request. In FY 2007, 2008, and 2009, DCI provided all secondary schools Read 180 materials and professional development for reading intervention. DCI collaborated with OSP and OSA to monitor and evaluate program implementation and student achievement data.

Implementation of Health Curriculum

DCI coordinated implementation of revised units and lessons in the comprehensive health education curriculum in secondary schools, in compliance with the Code of Maryland Administrative Regulation (COMAR) on Family Life and Human Development and HIV/AIDS Prevention Education §13A.04.18.04.

Continuous Improvement

DCI implemented procedures for collaborating with internal and external stakeholders to improve products and services and made improvements based on stakeholder input and feedback.

Grants

In FY 2009, DCI managed 18 federal, state, organization, and foundation grants to support system initiatives.

Major Mandates

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

- Policy IFA, *Curriculum* (Goal: Provide an effective instructional program) governs development of curriculum, instruction, and assessments.
- Policy IKA, *Grading and Reporting* (Goal: Ensure success for every student), requires the alignment of procedures for grading and reporting student achievement with MCPS curriculum and assessments.
- MCPS curriculum and assessments must align with Maryland VSC, High School Assessment (HSA), and Maryland School Assessments (MSA).
- The Middle School Reform Initiative requires DCI to collaborate with other MCPS offices to support schools in their efforts to improve student achievement and preparation for careers.
- COMAR governs implementation of health and technology education curriculum and instruction and the evaluation and selection of instructional materials in all content areas.
- By 2014, 30 percent of all MCPS graduates will complete a career pathway program; 80 percent of the students completing career pathway programs will be college and career ready.
- The *No Child Left Behind Act* (NCLB) requires MCPS to:
 1. Implement Maryland Technology Literacy Standards.
 2. Implement Reading First in four Title I schools.
 3. Provide interventions for students who are not meeting proficiency on the MSA or passing the HSA.
 4. Provide support for schools identified for school improvement and corrective action.

Strategies

- Provide direct, content-specific support to teachers and administrators to ensure that all students learn MCPS curriculum and succeed in rigorous courses and on external assessments.
- Write and/or revise Pre-K–12 curriculum aligned with the VSC and State and National Content Standards in STEM and in Arts and Humanities, including all disciplines within Arts and Media; English Reading/Language Arts; Education, Entrepreneurship, and Information Technology;

Health and Physical Education; Science and Engineering; Social Studies; and World Languages.

- Develop formative and summative assessments to provide information that guides adjustments to instruction that prepares all students for success in rigorous courses and external assessments, including SAT and Advanced Placement (AP), International Baccalaureate (IB), Cambridge, and national industry credentialing examinations.
- Increase enrollment in career pathway programs and technology courses by improving the quality of all career programs and courses.
- Develop and disseminate curriculum resources, assessments, and Instructional materials digitally to provide models of effective instructional practices that challenge and support all students
- Develop curriculum and instructional resources, collaborate on design and delivery of professional development, and provide direct support to schools to advance the Middle School Reform Initiative.
- Implement research-based intervention programs in mathematics and reading, and train staff in their use.
- Collaborate with other offices, departments, and divisions to promote effective teaching and faithful implementation of the revised standards-based curriculum and assessments; to support student success on MSA, HSA, SAT, AP, IB, and Cambridge examinations; and to promote consistent implementation of the grading and reporting policy Grades 1–12.

Performance Measures

Performance Measure: Number of existing curriculum documents that align with state and/or national standards and provide models of challenge and support

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Number of existing full-course instructional guides aligned with state and/or national standards	74	91	107
Number of existing instructional guides with models of challenge and support	74	91	107

Explanation: Curriculum developed by DCI must align with VSC and state content standards and national standards in the absence of state standards, in order to improve the achievement of students in all NCLB groups. Resources developed before the Maryland State Department of Education (MSDE) approved the VSC in a specific content must be revised. In order to promote access for all students to rigorous curriculum instructional guides must provide explicit models, embedded in lesson sessions and sequences, for challenging and supporting all students.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
75%	85%	90%

Explanation: Student enrollment and performance data for all MSDE-approved career pathway programs are compared annually with the Perkins Core Indicators of Performance benchmarks. This data is consolidated in a program quality index table, providing an overview of programs. High-performing career pathway programs exceed the State benchmarks in areas such as student success rates for the Algebra 1 and English 10 High School Assessments, industry and postsecondary credentialing examinations, completion of Algebra 2, and postsecondary experiences involving college and careers.

Performance Measure: Number of additional subjects/grade levels or courses for which new formative assessments are developed each year and number of courses for which semester final exams are revised each year.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Formative Assessments	6	12	19
Semester Final Examinations	16	16	24

Explanation: Assessments are designed to support schools in making informed decisions as they plan instruction and design programs to improve student achievement as measured by MSA, HSA, SAT, and AP, IB, and Cambridge examinations. DCI collaborates with OSP and OSA to analyze student performance data to monitor curriculum implementation and student achievement. 8 more CTE If you count finals by semester—4 courses now have countywide finals (2 for comp sci and 2 for tech ed). The industry credentialing examinations could be mentioned here as well—finals were developed to help ensure higher pass rates.

**Budget Explanation
Department of Curriculum and Instruction—232/164**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of a budget neutral reorganization resulting in \$501,324 added to this department's budget. Specifically, 2.0 director I positions and \$273,624 along with 2.0 administrative secretary I positions and \$112,172 have been realigned out of this budget and 3.0 instructional specialist positions and \$343,687 have been created. In addition, there are realignments increasing professional part-time salaries by \$10,622, stipends by \$5,300,

supporting services-part time salaries by \$4,466, instructional materials by \$19,603, local travel by \$2,298, furniture and equipment by \$2,774, and non-capitalized equipment by \$9,919. There are also realignments of a 1.0 supervisor position and \$122,307 and 3.0 coordinator positions and \$366,144 into this department's budget from the Division of Career and Technology Education.

The FY 2010 request for this department is \$7,386,700, a decrease of \$1,260,197 from the current FY 2009 budget of \$8,646,897. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$29,583)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$29,583 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—\$0

There are a number of budget neutral realignments among and between units under the Department of Curriculum and Instruction. Specifically, there are realignments decreasing instructional materials by \$5,457, program supplies by \$64,674, assessment scoring by \$161,130, and stipends by \$19. In addition, there are realignments increasing assessment development by \$219,337, consultants by \$3,860, local travel by \$2,083, and travel for staff development by \$6,000.

Other—\$1,746

There is a shift of \$1,746 for instructional materials from the Safe and Drug Free Schools Grant budget to the locally funded budget for this department.

Reductions—(\$1,232,360)

Reductions in the Department of Curriculum and Instruction are as follows:

Assessment development—(\$76,007)

1.0 coordinator position—(\$127,128)

2.0 instructional specialist positions—(\$138,677)

Professional part-time salaries—(\$78,040)

Stipends—(\$36,713)

Consultants—(\$87,158)

Contractual services—(\$30,000)

Non-capitalized equipment—(\$13,919)

Furniture and equipment—(\$2,774)

In addition, there is also a reduction of 8.0 instructional specialist positions and \$641,944. It is shown in this department as a placeholder until a more comprehensive plan for the reduction is developed.

Dept. of Curriculum and Instruction - 232/164

Betsy Brown, Director II

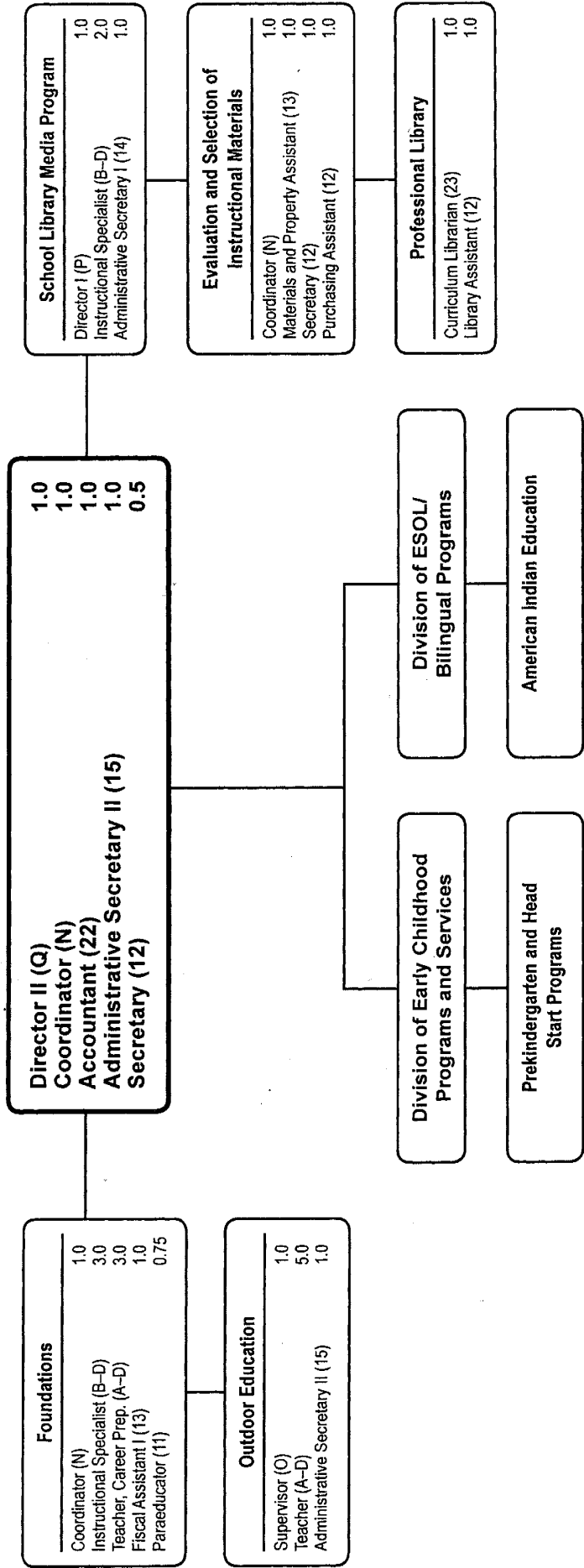
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	63.850	60.850	63.850	52.850	(11,000)
Position Salaries	\$5,693,773	\$6,343,505	\$6,789,847	\$5,852,515	(\$937,332)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends		49,519	54,819	18,087	(36,732)
Professional Part Time		343,827	354,449	314,739	(39,710)
Supporting Services Part Time		23,151	27,617	27,617	
Other					
Subtotal Other Salaries	317,886	416,497	436,885	360,443	(76,442)
Total Salaries & Wages	6,011,659	6,760,002	7,226,732	6,212,958	(1,013,774)
02 Contractual Services					
Consultants		105,158	105,158	21,860	(83,298)
Other Contractual		395,815	395,815	348,720	(47,095)
Total Contractual Services	181,590	500,973	500,973	370,580	(130,393)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		115,271	134,874	131,163	(3,711)
Office		33,393	33,393	33,393	
Other Supplies & Materials		693,753	693,753	590,044	(103,709)
Total Supplies & Materials	537,245	842,417	862,020	754,600	(107,420)
04 Other					
Local Travel		35,181	37,479	39,562	2,083
Staff Development		3,000	3,000	9,000	6,000
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	27,421	38,181	40,479	48,562	8,083
05 Equipment					
Leased Equipment					
Other Equipment		4,000	16,693		(16,693)
Total Equipment	3,988	4,000	16,693		(16,693)
Grand Total	\$6,761,903	\$8,145,573	\$8,646,897	\$7,386,700	(\$1,260,197)

Dept. of Curriculum and Instruction - 232/164

Betsy Brown, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		1.000	1.000	1.000	1.000	
2	P Director I		2.000	2.000			
2	O Supervisor		7.000	9.000	10.000	10.000	
2	N Coordinator		7.000	4.000	7.000	6.000	(1.000)
2	N Coordinator		2.000				
2	BD Instructional Specialist		21.600	21.600	24.600	14.600	(10.000)
3	BD Instructional Specialist		11.000	11.000	11.000	11.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000			
2	12 Secretary		8.250	8.250	8.250	8.250	
	Total Positions		63.850	60.850	63.850	52.850	(11.000)

Department of Instructional Programs



Mission

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

Major Functions

The department aligns staff and services to research program models and support the development and implementation of instructional programs to improve student achievement. DIP staff collaborates with the schools and offices of the Montgomery County Public Schools (MCPS), parents, and community stakeholders to provide quality programs and services, in compliance with federal, state, and local mandates, such as the No Child Left Behind Act of 2001 (NCLB Act), Title III of the Elementary and Secondary Education Act, and Maryland's Bridge to Excellence in Public Schools Act and in alignment with the goals and continuous improvement efforts as described in *Our Call to Action: The Pursuit of Excellence*—The Strategic Plan for the Montgomery County Public Schools 2008–2012. Programs and services provided by DIP enhance the school system's capacity for differentiated services and rigorous instructional programming for students served through the divisions and units of: 1) Early Childhood Programs and Services (DECPS); 2) English for Speakers of Other Languages (ESOL)/Bilingual Programs; 3) the Outdoor Education programs; 4) School Library Media Programs (SLMP); and 5) Foundations. In addition to program development and implementation, this department, in consultation with the Office of Organizational Development (OOD) and other MCPS offices, designs and implements training for school system staff that supports instructional practices and helps teachers identify students' strengths and achievement needs. DIP provides the community with a rich source of integrated support services for families. The goal of these integrated services is to ensure students can access and participate in rigorous, high-quality instructional programs that will help ensure their school success. In 2008, DIP planned a series of focus groups in order to ensure that customer needs are being met. Focus groups will continue in order to ensure programs meet the needs of the community.

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

In collaboration with the Office of the Deputy Superintendent of Schools and community leaders, DIP provides leadership and facilitation of the MCPS Latino Education Coalition. The

Coalition members include a broad spectrum of both internal and external stakeholders, including Latino community leaders. Goals for the Coalition include providing an alternate instructional pathway for international students who enter high school with interrupted or no formal education, building family engagement strategies, supporting diverse teacher recruitment and retention, supporting programs that attract MCPS students into the teaching field, and continuing to collaborate in professional development to address cultural competency and acculturation for professional and support professional staff.

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

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

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

The Outdoor Education program provides relevant and content rich educational experiences through an outdoor environmental education model. The programs engage MCPS students in a highly motivating outdoor environmental education curriculum through authentic, integrated, interdisciplinary learning experiences that focus on the Maryland

State Department of Education (MSDE) sciences and social studies curriculum indicators.

The SLMP unit coordinates a comprehensive school library media program that meets state and local guidelines to support all students and staffs as effective users of ideas and information. The division promotes literacy initiatives through a variety of print and electronic collections for readers and is supporting systemwide efforts to ensure academic success by integrating information literacy skills into the curriculum. The Evaluation and Selection Unit ensures the development of culturally diverse collections of print, nonprint, and electronic resources that support curriculum implementation. The Professional Library supports workforce excellence initiatives through staff research and development services.

Trends and Accomplishments

MCPS has had a long tradition of commitment to providing additional resources to serve targeted student populations, including those for whom English is a new language, homeless children, and others at risk of academic failure or not meeting their full potential. A large body of scientific evidence suggests that participation in quality preschool and early school programs lead to higher levels of academic success in later years. DIP actively has initiated revisions to MCPS prekindergarten programs and has planned with other MCPS offices and nationally recognized early childhood leaders to provide scientifically research-based initiatives, including findings that demonstrate the value of full-day prekindergarten programming. School Library Media Programs will continue to work with media specialists to ensure integration of information literacy skills into all curricular areas. Outdoor Education will expand its current services to ensure all students have access to the valuable instruction provided by the staff. Proper guidance, diverse offerings, and challenging instruction are necessary for all students. Given these circumstances, intensified efforts are underway to enable all students to attain higher levels of achievement by having the opportunity to access challenging curriculum and support in sustaining success in later years. DIP provides leadership and support to each of its divisions and units in addressing the issues necessary to provide quality programming and to support for continuous improvement for all students.

- Implemented a full-day Head Start model for 13 classrooms in 10 Title I schools.
- Continued a collaborative research in partnership with Georgetown University to study the effectiveness of prekindergarten programming on student achievement.
- Actively engaged with MSDE, the county council, agencies and children care providers in the development of a coordinated prekindergarten model for Montgomery County.
- Supported the ongoing development of ESOL services in response to Title III of the NCLB Act of 2001 and to better provide for the language acquisition needs of all students and schools in the Montgomery County community.
- Expanded the services of the Translation Unit, staffed with communication specialists to provide translation services in Spanish, Chinese, Vietnamese, Korean, and French, and continued development of translation management and communication systems.
- Initiated the rollout of an automated translation management system.
- Expanded a program for older high school-aged students with interrupted or no formal education focused on English language acquisition and entry level job skill.
- Supported and collaborated with OOD to provide cultural competency professional development that included information about acculturation and reunification issues faced by students and some staff members.
- Increased student participation in Foundations programs to more than 1,000 students at Clarksburg, Damascus, Gaithersburg, Rockville, Seneca Valley, and Thomas Edison high schools.
- Added the new Interior Design program at THEST to the Foundation Construction/Design programs.
- Renovated and sold 44 vehicles during the 2007–2008 school year through the Automotive program, finished building the 36th house through the Construction program and completed Year 1 of the two-year building process for the 37th student built house, and refurbished and sold 277 desktop computers through the Information Technology program.
- Presented more than \$30,000 in scholarships and awards to students in the Foundation programs.
- Served more than 9,200 students in the Grade 6 residential outdoor education program on three campuses and an additional 11,000 students in day-only programs offered at all grade levels by expanding day-only programs to the Kingsley Environmental Education site.
- Collaborated with the Chesapeake Bay Foundation, the Montgomery County Department of the Environment, Maryland National Park and Planning, MSDE, and various local agencies to provide professional development for teachers, curricular support, and resources to promote effective classroom instruction while extending and enhancing environmental education at the home school site.
- Developed and incorporated assessments into the pre-K–12 information literacy skills instructional guide and delivered professional development on assessing student learning in the library media center.
- Planned and implemented the Curriculum Resources Expo with 43 vendors to facilitate the review and evaluation of curricular materials by 252 participants.
- Organized the Montgomery County Schools Media Festival with the American Film Institute and 68 public and nonpublic schools with over 545 entries produced.
- Provided leadership for the statewide virtual library (MDK12 Digital Library), in partnership with 23 other Maryland school systems, to realize over \$200,000 in cost savings to offer all students and staff access to 12 online information databases that support the curriculum

and professional development in the use of digital content for teaching and learning.

Major Mandates

- Title II of the NCLB Act authorizes the Enhancing Education through Technology grant program that provides funds to establish the MDK12 Digital Library for all Maryland students and staff.
- Title III of the NCLB Act mandates services fostering the achievement of ELL and funding for bilingual and immigrant education programs.
- Title IV of the 1972 Indian Education Act authorizes the Indian Education-Formula Grant Program.
- Students with limited English proficiency (LEP) or ELL are protected by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Maryland's Bridge to Excellence in Public Schools Act mandates public schools to provide access to prekindergarten services for low-income 4-year olds.
- The Maryland Model for School Readiness requires that all kindergarten students must be screened each fall to determine their level of school readiness to be in compliance with local and state goals.
- Code of Maryland Administrative Regulations (COMAR) 13A.05.04.01 requires that all students and staff have access to a comprehensive school library media program that includes certified library media personnel and support professionals to support the schoolwide educational program.
- Implementation of the Environmental Education By-Law (COMAR 13A.04.17), which is achieved through the various offerings and resources provided by Outdoor and Environmental Education programs.
- Implementation of MSDE policies and regulations and supervision of automotive, construction, and network operation programs within MCPS.
- Facilitation of partnerships among schools and business, community, and higher education (*Our Call to Action: The Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2008–2012*).

Strategies

- Monitor departmental accounts to ensure use of resources is aligned with the strategic plans of each division and unit.
- Provide support for the development, implementation, and refinement of academic pathways for ESOL students, early childhood programs, and School Library Media programs, and Foundations as part of the students' instructional program.
- Monitor student readiness for kindergarten and continue to improve prekindergarten and early childhood instructional initiatives.

- Collaborate with the Department of Communications to facilitate parent outreach and communication related to Early Childhood, ESOL, and outdoor education programs and related services for students and families.
- Coordinate and monitor the collection of achievement and customer feedback data on all programs, services, and processes implemented by DIP and its divisions and units.
- Foster community, non-profit and for profit business, and higher education partnerships which support the work of DIP and its divisions and programs.
- Monitor student readiness for college and career to ensure programs prepare students for higher education opportunities and the workplace.
- Facilitate partnerships with the institutions of higher education, the research community, and the business community to ensure the most effective program practices.
- Facilitate the integration of information literacy skills into the content areas; promote the vertical articulation of these skills; and provide quality collections of library media materials that are accessible to all students and staff.

Performance Measurements

Performance Measure: DIP will collect customer and stakeholder feedback data to inform and strengthen performance on priority products, programs, initiatives, and services.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
74.2%	77%	80%

Explanation: Stakeholders include school-based and central services staff, students, families, business and community organizations, and institutions of higher education. Action plans are utilized for the continuous improvement of products, programs, and services. The work of DIP divisions is monitored through the collection and analysis of stakeholder feedback.

Performance Measure: Develop and submit formula and competitive grant proposals related to school system, OCIP, and DIP priorities in compliance with grant requirements.

The process used to complete grant proposals will result in an increased percentage of competitive grant applications that are awarded.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
85%	90%	95%

Explanation: DIP utilizes a grant process and timeline, which includes ongoing collaboration with community partners and other MCPS offices and departments, to provide timely and accurate formula and competitive grant proposals and related progress report preparation.

Performance Measure: Number of formative and summative assessments developed for Information literacy skills outcomes are developed each year.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
21	35	49

School Library Media Programs developed Information Literacy Guides in the summer of 2004. Staff is currently developing assessments for library media specialists to administer to students to determine whether students have mastered the information literacy skills identified in the instructional guides. Staff will analyze student performance data to monitor curriculum implementation, to design professional development sessions for school library media specialists and teachers, and to provide continuous improvement support for local school programs.

Performance Measure: Over a five-year period, increase the participation and diversity of students in schools with FARMS rate above 25 percent in the residential Outdoor and Environmental Education program.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
78.4%	80.7%	83.1%

Explanation: In collaboration with school-based and other central services staff, DIP monitors implementation of outdoor education programs to ensure increased student participation. Feedback on the program components, including curriculum, will be solicited from students, parents, and school staffs to ensure that the needs of all students are being met.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
60%	65%	70%

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

Budget Explanation

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

The FY 2010 request for this department is \$3,044,860, an increase of \$18,849 from the current FY 2009 budget of \$3,026,011. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$20,349

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$20,349 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—\$0

There are a number of budget neutral realignments among and between units under the Department of Instructional Programs. Specifically, there is a realignment of \$2,000 from office supplies to support dues, registration, and fees. In the Foundations Unit, there is a realignment of \$5,000 from non-capitalized equipment to office supplies. In addition, in the School Library Media Program, there is a realignment of \$1,000 from instructional materials and \$1,275 from local travel funds in the Evaluation and Instructional Materials Unit to local travel in the School Library Media Program. In the Outdoor Education Unit there is a realignment of \$500 from contractual services and \$500 from building rental costs to local travel.

Reductions—(\$1,500)

There is a reduction in the School Library Media Program of \$1,500 in contractual services.

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

Dr. Michael P. Cohen, Director II

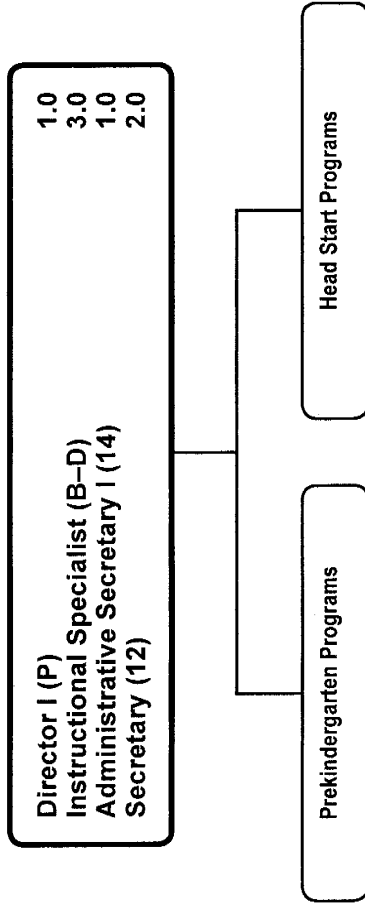
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	30.250	30.250	30.250	30.250	
Position Salaries	\$2,506,760	\$2,575,290	\$2,575,290	\$2,595,639	\$20,349
Other Salaries					
Supplemental Summer Employment		1,592	1,592	1,592	
Professional Substitutes					
Stipends					
Professional Part Time		6,379	6,379	6,379	
Supporting Services Part Time		7,617	7,617	7,617	
Other					
Subtotal Other Salaries	23,607	15,588	15,588	15,588	
Total Salaries & Wages	2,530,367	2,590,878	2,590,878	2,611,227	20,349
02 Contractual Services					
Consultants					
Other Contractual		289,153	289,153	286,653	(2,500)
Total Contractual Services	236,502	289,153	289,153	286,653	(2,500)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		11,312	11,312	10,312	(1,000)
Office		36,988	36,988	39,988	3,000
Other Supplies & Materials		65,000	65,000	65,000	
Total Supplies & Materials	80,795	113,300	113,300	115,300	2,000
04 Other					
Local Travel		8,148	8,148	10,148	2,000
Staff Development				2,000	2,000
Insurance & Employee Benefits		16,532	16,532	16,532	
Utilities					
Miscellaneous		3,000	3,000	3,000	
Total Other	22,422	27,680	27,680	31,680	4,000
05 Equipment					
Leased Equipment					
Other Equipment		5,000	5,000		(5,000)
Total Equipment	4,985	5,000	5,000		(5,000)
Grand Total	\$2,875,071	\$3,026,011	\$3,026,011	\$3,044,860	\$18,849

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

Dr. Michael P. Cohen, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	233 Department of Instructional Programs						
2	Q Director II		1.000	1.000	1.000	1.000	
2	N Coordinator		1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	12 Secretary		.500	.500	.500	.500	
	Subtotal		4.500	4.500	4.500	4.500	
	215 Foundations						
2	N Coordinator		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		3.000	3.000	3.000	3.000	
3	AD Teacher, Career Preparation	X	3.000	3.000	3.000	3.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
3	11 Paraeducator	X	.750	.750	.750	.750	
	Subtotal		8.750	8.750	8.750	8.750	
	261 Outdoor Education						
2	O Supervisor		1.000	1.000	1.000	1.000	
3	AD Teacher	X	5.000	5.000	5.000	5.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Subtotal		7.000	7.000	7.000	7.000	
	263 School Library Media Program						
2	P Director I		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		1.000	1.000	1.000	2.000	1.000
3	BD Instructional Specialist		1.000	1.000	1.000		(1.000)
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	264 Eval & Selec of Instruct Materials						
2	N Coordinator		1.000	1.000	1.000	1.000	
2	13 Materials & Property Assistant		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
2	12 Purchasing Assistant		1.000	1.000	1.000	1.000	
	Subtotal		4.000	4.000	4.000	4.000	
	265 Professional Library						
2	23 Curriculum Librarian		1.000	1.000	1.000	1.000	
2	12 Library Assistant		1.000	1.000	1.000	1.000	
	Subtotal		2.000	2.000	2.000	2.000	
	Total Positions		30.250	30.250	30.250	30.250	

Division of Early Childhood Programs and Services



Mission

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

Major Functions

The DECPS directs and coordinates the Montgomery County Public Schools (MCPS) prekindergarten, kindergarten, Head Start, and Judith P. Hoyer Early Child Care and Family Education and Enhancement Programs (Judy Centers) and ensures compliance with federal, state, and local mandates including the *No Child Left Behind Act of 2001* (NCLB Act), Maryland's Bridge to Excellence in Public Schools Act of 2002, Maryland Model for School Readiness Initiative (MMSR), the improving Head Start for School Readiness Act of 2007, and *Our Call to Action: Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2006–2011*, and the MCPS Early Success Performance Plan (ESPP). Division staff confers regularly with the United States Department of Education and the Maryland State Department of Education (MSDE) on the implementation of initiatives, including the MMSR, the Age of School Entry requirements, and the Judy Centers in Gaithersburg and Silver Spring. DECPS staff members collaborate routinely with program supervisors and instructional specialists in the Office of Curriculum and Instructional Programs to align early childhood programs and services with the curriculum. Staff also collaborates with the Office of Organizational Development to support early childhood teachers and paraeducators implementation of these initiatives.

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

Trends and Accomplishments

The DECPS focuses on coordination and collaboration among MCPS offices, county agencies, and community partners to maximize the efficient allocation of early childhood resources to schools and communities for the purpose of improving

student achievement and closing the achievement gap. Outreach to an increased number of child care providers and the expansion of Judy Center early childhood program partners has continued to reach additional families and areas of Montgomery County that previously went underserved.

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

Over the past few years, DECPS and the Office of Special Education and Student Services have worked to provide more opportunities for preschool children with special needs to be placed in the least restrictive environments. During the 2009–2010 school year, this partnership will continue to align programs and services for children with special needs. Shared professional development opportunities for all prekindergarten, Head Start, and preschool special education teachers will continue to ensure curriculum alignment.

The comprehensive kindergarten program is designed to provide all students with a rich, literacy-based program that maximizes their development in the early years and ensures their entrance into Grade 1 with the knowledge and skills necessary for academic success. In FY 2007, the transition to full-day kindergarten classes was completed, allowing all kindergarten students access to a full-day program. The division continues to support the full-day instructional program in all schools. Over the past few years, the implementation of a systemwide fully aligned assessment and monitoring process for Grades K–2 students was developed to measure student learning and provide ongoing student achievement data in the areas of reading/language arts and mathematics. Students who enter kindergarten with strong foundational reading skills perform at higher levels in Grades 1, 2, and 3. During the 2003–2004 school year, a prekindergarten/Head Start assessment tool was developed and implemented, and is aligned with the Grades K–2 assessments. It provides a common data point to help monitor student progress and make decisions regarding the implementation and delivery of the local instructional program.

The Silver Spring Judy Center (SSJC) serves approximately 300 children in the Rolling Terrace Elementary School community. All classroom programs and affiliated child care partners continue to receive the distinction of MSDE early childhood accreditation. Over the past few years, the number of parents participating in evening parent education

meetings, such as family literacy events and field trips, has increased from 137 to 262. Also, throughout the school year, over 75 families participated in a weekly toddler "Play and Learn" parent-child literacy activities. Other accomplishments include an expansion of the Family Literacy Learning Parties to Broad Acres and New Hampshire Estates elementary schools. In addition, early identification screenings with Infants and Toddlers were conducted at both schools. SSJC provides a weekly after school tutoring program with the Commonwealth Foundation serving 30 students.

The Gaithersburg Judy Center (GJC) serves approximately 418 children in the Rosemont, Summit Hall, and Washington Grove elementary school communities. The program collaborates with child care partners and continues to receive the distinction of MSDE early childhood accreditation. The GJC is committed to its many partnerships, including the City of Gaithersburg, with the mutual goal of serving Gaithersburg families with children birth to age 5 to promote school readiness. Over the past few years, the number of parents that have participated in family involvement events that promote education and school readiness throughout the year, such as evening "Family Literacy Learning Parties" and weekly toddler "Play and Learn" parent-child literacy activities, English classes for ESOL parents, and various other parent education and support programs, has increased from 130 to 449.

DECPS continues to provide direct support for elementary schools in order to manage the screening, entrance process, and placement of students, according to the state mandated Early Entrance to Prekindergarten, Kindergarten, and First Grade COMAR regulations concerning Age of School Entry.

Major Mandates

- Section 7-301 of the Education Article lowers the minimum age of compulsory school attendance; requires a child to attend kindergarten before entering first grade; and outlines exceptions to attendance requirements.
- Beginning in FY 2001, MSDE implemented the MMSR Initiative, a statewide assessment program to measure and monitor school readiness of students entering kindergarten.
- Full-day kindergarten for all students and the provision of a prekindergarten experience for all low income children whose parents request it, is mandated by the Maryland's Bridge to Excellence in Public Schools Act of 2002.
- COMAR 13A.08.01.02, Age for School Attendance, identifies the age of children entering prekindergarten, kindergarten, and Grade 1 for all public schools.
- Judith P. Hoyer legislation requires that 11 state component standards be met at all statewide Judy Centers.
- MCPS regulation JEB-RB Early Entrance to Prekindergarten, Kindergarten, and First Grade, sets forth the guidelines for early school entrance

Strategies

- Support school staff with the implementation of the pre-kindergarten and kindergarten curricula program components, the MCPS formative assessments, the MMSR, and the analysis of student data for instructional planning.
- Collaborate with county and community partners to implement the Montgomery County Early Childhood Initiative and the Montgomery County Early Care and Education Congress Agenda, to coordinate services for children ages birth to 5 years provided by child care providers, teachers, parents, public and private agencies, and other caregivers.
- Continue to plan and implement federal and state-funded early childhood grant projects serving families and children birth to 5 years of age.

Performance Measurements

Performance Measure: Percentage of all prekindergarten and Head Start students who demonstrate full readiness as measured by the MCPS Assessment Program Prekindergarten Reading Assessment, which measures progress in developing literacy and mathematics foundational skills.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
80%	83%	85%

Explanation: The ongoing diagnostic assessment of foundational reading and mathematics skills is essential for all prekindergarten and Head Start students. FY 2003–2004 was the first year of implementation of the MCPSAP pre-kindergarten assessments, which is used to assess the foundational literacy skills of oral language, phonological awareness, print concepts, alphabet knowledge, and mathematics skills.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
93%	Baseline	85%

Explanation: If students reach the end-of-year benchmark in text reading, they are more likely to be reading on grade level at the end of Grade 2. The benchmark for text reading has been revised to a higher level for FY 2009.

Division of Early Childhood Programs and Services—235

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

Gaithersburg Judy Center:

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
147	155	160

Silver Spring Judy Center:

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
117	120	125

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

Budget Explanation

Division of Early Childhood Programs and Services—235

The FY 2010 request for this division is \$725,203, a decrease of \$36,715 from the current FY 2009 budget of \$761,918. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$20,915)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$20,915 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$0

There is a realignment of \$506 from supporting services part-time salaries to local travel to reflect actual costs and operations of the division.

Reductions—(\$15,800)

Reductions in the Division of Early Childhood Programs and Services are as follows:

Professional part-time salaries—(\$800)

Materials—(\$15,000)

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

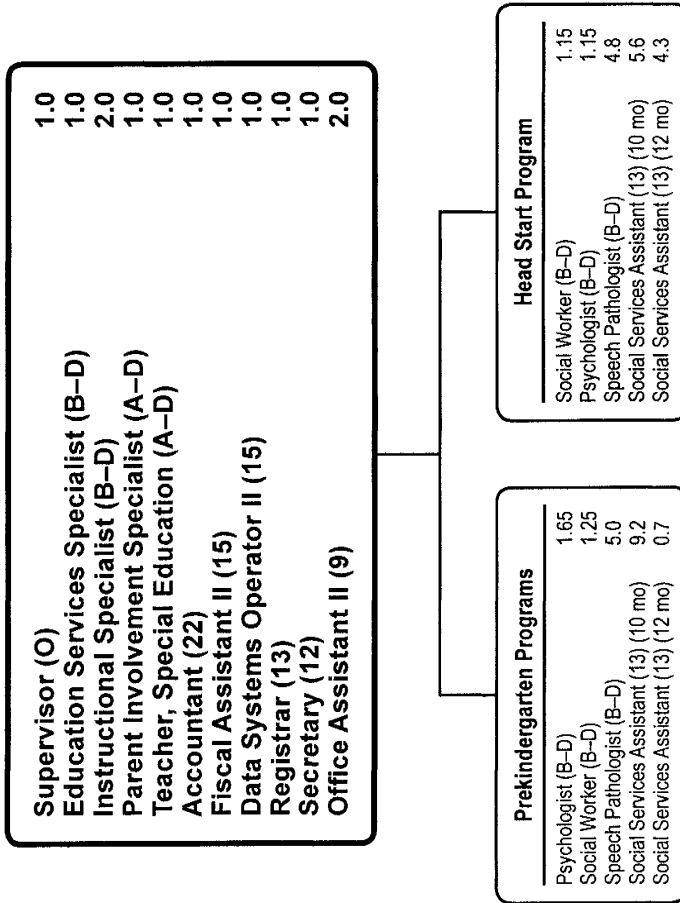
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	8.000	7.000	7.000	7.000	
Position Salaries	\$542,315	\$652,222	\$652,222	\$631,307	(\$20,915)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		20,000	20,000	19,200	(800)
Supporting Services Part Time		16,506	16,506	16,000	(506)
Other					
Subtotal Other Salaries	38,058	36,506	36,506	35,200	(1,306)
Total Salaries & Wages	580,373	688,728	688,728	666,507	(22,221)
02 Contractual Services					
Consultants		10,000	10,000	10,000	
Other Contractual		2,125	2,125	2,125	
Total Contractual Services	6,010	12,125	12,125	12,125	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		46,645	46,645	31,645	(15,000)
Office		1,965	1,965	1,965	
Other Supplies & Materials					
Total Supplies & Materials	23,431	48,610	48,610	33,610	(15,000)
04 Other					
Local Travel		9,955	9,955	10,461	506
Staff Development		2,500	2,500	2,500	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	5,701	12,455	12,455	12,961	506
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$615,515	\$761,918	\$761,918	\$725,203	(\$36,715)

Division of Early Childhood Programs & Services - 235

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		3.000	2.000	2.000	2.000	
3	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
	Total Positions		8.000	7.000	7.000	7.000	

Prekindergarten and Head Start Programs



F.T.E. Positions 47.8

(There are 120.35 school-based positions shown on K-12 charts)

Mission

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

Major Functions

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

Prekindergarten/Head Start programs provide intensive, full- and part-day, research-based, literacy-focused instructional programs for children that also include parent involvement, lunch, health, transportation, and social services. The pre-kindergarten program serves children from low-income families who are eligible for the Free and Reduced-price Meals System (FARMS). Children enrolled in Head Start classes reside in families who meet federal poverty income eligibility guidelines, and receive all federally mandated Head Start services in the daily instructional program. Children in prekindergarten and Head Start programs participate in physical education, art, and music classes as integral parts of the instructional program. Two Head Start classes are located in community-based sites in order to give parents options for full-day/full-year services; there are two four-hour Head Start classes for children with special needs, and one six-hour Head Start class for homeless children.

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

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

Children are assessed using the MCPS Assessment Program Prekindergarten Reading and Mathematics formative

assessments and the Early Childhood Observation Record (ECOR). These assessments provide common data points to identify student performance levels, monitor student progress, and guide classroom instruction.

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

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

Collaborative efforts with the Office of Special Education and Student Services have continued the operation of inclusive prekindergarten programs, and provided more opportunities for three- and four-year old students with special needs to participate in general prekindergarten classes.

Trends and Accomplishments

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

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

Data have shown that children who have participated in pre-kindergarten programs generally enter kindergarten better prepared than comparable peers who have not had a similar prekindergarten experience. The MCPS full-day kindergarten longitudinal study documented that on all measures of reading performance, ESOL and FARMS students who attended

both pre-K/Head Start followed by full-day kindergarten, outperformed their peers who also had attended full-day kindergarten but did not attend pre-K or Head Start.

In keeping with the strategic plan and the mandates of Maryland's Bridge to Excellence in Public Schools Act of 2002 that became effective in FY 2008, MCPS implements a comprehensive prekindergarten instructional program that serves at-risk, income-eligible four-year-old children while attempting to prevent the occurrence of an opportunity/achievement gap. The major mandates and strategies for the unit, listed below, are aligned closely with the strategic plan.

Major Mandates

- Provide access to prekindergarten services to all four-year-old children of low-income families by 2007, as mandated by the *Maryland's Bridge to Excellence in Public Schools Act of 2002*.
- Implement the Head Start program in accordance with the Head Start Program Performance Standards—the detailed regulations and procedures that govern program operations per the *Improving Head Start for School Readiness Act of 2007*.
- Implement the early entrance to prekindergarten process per COMAR regulations, and Board of Education policy JEB and accompanying regulation, JEB-RB.

Strategies

- Align prekindergarten curriculum standards with the Maryland Voluntary State Curriculum to ensure consistency and to build students' early literacy and mathematics skills.
- Continue to implement a locally funded prekindergarten program that includes the support elements of the federally funded Head Start program.
- Provide a variety of parent training opportunities for all parents that support and foster their children's foundational literacy and mathematics skills, as well as other domains of development.
- Implement wide-ranging recruitment strategies to identify and enroll income-eligible children.
- Provide challenging and rigorous literacy-based educational programs that equip students with the skills needed to master Maryland Model for School Readiness outcomes and ensure readiness for kindergarten.
- Conduct classroom visits that ensure teachers utilize appropriate assessment tools to monitor student progress, inform parents, and to differentiate classroom instruction for all students.

Performance Measures

Performance Measure: Percentage of MCPS prekindergarten students who consistently demonstrate full readiness as measured by the Early Childhood Observation Record.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
79%	80%	83%

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

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
72%	75%	78%

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

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
81%	85%	88%

Explanation: Families who participated in computer training, career development, self-sufficiency activities, and referrals for program support services developed more stable and secure home learning environments for their children. The family is the principal influence on the child's development and is considered a direct program participant. Parent engagement and involvement is a critical element of the MCPS prekindergarten and Head Start programs.

**Budget Explanation
Prekindergarten Program—294/297/
296/932**

The FY 2010 request for this program is \$10,426,175, a decrease of \$264,786 from the current FY 2009 budget of \$10,690,961. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$537,403)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$537,403 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$343,195
There is a shift of \$282,981 and 3.5 prekindergarten teacher positions and \$112,914 from the program supplies account in IDEA—Early Intervening Services to this program due to revenue projections in the grant. Partially offsetting this increase is a \$52,700 realignment to the Department of

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

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Financial Services for the benefits associated with these positions.

Other—\$277,712

There is an increase to the budget of \$277,712 in employee benefits to cover the full benefits cost for the budgeted number of positions funded by the grant.

Reductions—(\$348,290)

Reductions in the Prekindergarten and Head Start Programs are as follows:

2.0 social services assistant positions— (\$87,902)

1.5 psychologist positions—(\$158,083)

0.6 social worker position—(\$60,424)

Materials—(\$22,000)

Furniture and equipment—(\$19,881)

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$3,268,873	\$3,268,873	\$3,268,873
State			
Other			
County	<u>\$7,422,088</u>	<u>\$7,422,088</u>	<u>\$7,157,302</u>
Total	\$10,690,961	\$10,690,961	\$10,426,175

Budget Explanation

IDEA—Early Intervening Services Project—966

The FY 2010 request for this grant project is \$2,719,118, a decrease of \$282,981 from the current FY 2009 budget of \$3,002,099. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$16,920)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$13,658 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover. Benefits associated with continuing salary costs are decreased by \$3,262.

Realignment—(\$266,061)

There is a shift of 3.5 prekindergarten teacher positions and \$282,981 and \$112,915 from the program supplies account to the Prekindergarten and Head Start Programs to match the projected revenue of the grant for FY 2010. There is a realignment of \$129,835 from employee benefits in the Department of Financial Services to this program to cover the full benefits cost for the budgeted number of positions on the grant.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$3,002,099	\$3,002,099	\$2,719,118
State			
Other			
County			
Total	\$3,002,099	\$3,002,099	\$2,719,118

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

Janine G. Bacquie, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	159,290	154,750	154,750	154,150	(.600)
Position Salaries	\$8,995,946	\$9,304,329	\$9,304,329	\$8,757,633	(\$546,696)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		69,705	69,705	69,705	
Stipends					
Professional Part Time		15,311	15,311	15,311	
Supporting Services Part Time		125,646	125,646	125,646	
Other					
Subtotal Other Salaries	220,271	210,662	210,662	210,662	
Total Salaries & Wages	9,216,217	9,514,991	9,514,991	8,968,295	(546,696)
02 Contractual Services					
Consultants		40,195	40,195	40,195	
Other Contractual		7,778	7,778	7,778	
Total Contractual Services	45,589	47,973	47,973	47,973	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		155,160	155,160	245,045	89,885
Office		14,846	14,846	15,875	1,029
Other Supplies & Materials		101,737	101,737	101,737	
Total Supplies & Materials	173,102	271,743	271,743	362,657	90,914
04 Other					
Local Travel		29,917	29,917	29,917	
Staff Development		15,673	15,673	15,673	
Insurance & Employee Benefits		706,048	706,048	916,925	210,877
Utilities					
Miscellaneous		65,790	65,790	65,790	
Total Other	940,698	817,428	817,428	1,028,305	210,877
05 Equipment					
Leased Equipment					
Other Equipment		38,826	38,826	18,945	(19,881)
Total Equipment	43,735	38,826	38,826	18,945	(19,881)
Grand Total	\$10,419,341	\$10,690,961	\$10,690,961	\$10,426,175	(\$264,786)

IDEA - Early Intervening Services - 966

Janine G. Bacque, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	17.000	21.000	21.000	17.500	(3.500)
Position Salaries	\$1,225,164	\$1,691,809	\$1,691,809	\$1,395,170	(\$296,639)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		636,840	636,840	636,840	
Supporting Services Part Time		851	851	851	
Other					
Subtotal Other Salaries	636,571	637,691	637,691	637,691	
Total Salaries & Wages	1,861,735	2,329,500	2,329,500	2,032,861	(296,639)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		62,532	62,532	62,532	
Office					
Other Supplies & Materials		161,000	161,000	48,085	(112,915)
Total Supplies & Materials	192,269	223,532	223,532	110,617	(112,915)
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		449,067	449,067	575,640	126,573
Utilities					
Miscellaneous					
Total Other	439,472	449,067	449,067	575,640	126,573
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,493,476	\$3,002,099	\$3,002,099	\$2,719,118	(\$282,981)

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

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
294 Prekindergarten/Head Start Programs							
2	O Supervisor		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000	2.000	2.000	2.000	
2	BD Education Services Spec		1.000	1.000	1.000	1.000	
2	AD Parent Involvement Specialist		1.000	1.000	1.000	1.000	
3	AD Teacher, Special Education	X	1.000	1.000	1.000	1.000	
2	22 Accountant		1.000	1.000	1.000	1.000	
2	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
3	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
2	13 Registrar		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
3	9 Office Assistant II		2.000	2.000	2.000	2.000	
Subtotal			13.000	13.000	13.000	13.000	
297 Prekindergarten							
7	BD Social Worker		1.250	1.250	1.250	1.250	
3	BD Psychologist		2.690	2.650	2.650	1.650	(1.000)
3	BD Speech Pathologist	X	5.000	5.000	5.000	5.000	
3	AD Teacher		.500	.500	.500		(.500)
3	AD Teacher, Prekindergarten	X	29.500	25.500	25.500	29.500	4.000
7	13 Social Services Assistant	X	11.200	11.200	11.200	9.200	(2.000)
7	13 Social Services Assistant		.700	.700	.700	.700	
3	11 Paraeducator	X	36.050				
3	11 Paraeducator - Pre-K	X		35.550	35.550	35.550	
Subtotal			86.890	82.350	82.350	82.850	.500
296 Head Start/Local							
7	BD Social Worker		.600	.600	.600		(.600)
3	BD Psychologist		.500	.500	.500		(.500)
3	AD Teacher, Head Start	X	7.000	8.300	8.300	8.900	.600
7	13 Social Services Assistant		3.300	3.300	3.300	3.300	
3	11 Paraeducator Head Start	X	6.700	6.700	6.700	9.700	3.000
Subtotal			18.100	19.400	19.400	21.900	2.500
932 Head Start							
7	BD Social Worker		1.150	1.150	1.150	1.150	
3	BD Psychologist		1.150	1.150	1.150	1.150	
3	BD Speech Pathologist	X	4.800	4.800	4.800	4.800	
3	AD Teacher, Head Start	X	13.600	12.300	12.300	11.700	(.600)
7	13 Social Services Assistant	X	5.600	5.600	5.600	5.600	
7	13 Social Services Assistant		1.000	1.000	1.000	1.000	

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

Janine G. Bacquie, Director I

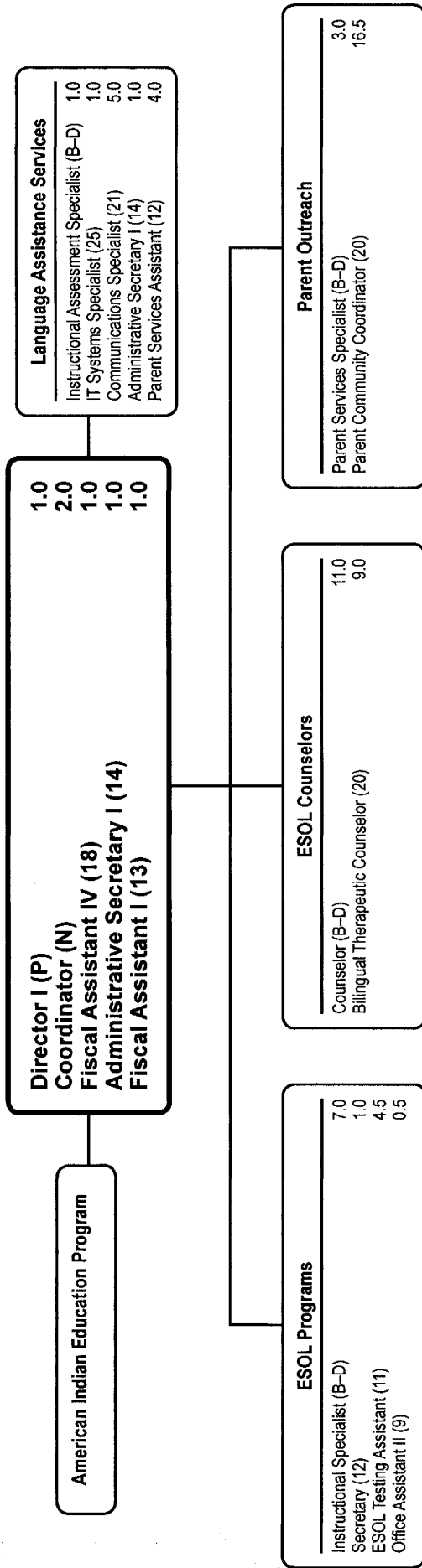
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	932 Head Start						
3	11 Paraeducator Head Start	X	14.000	14.000	14.000	11.000	(3.000)
	Subtotal		41.300	40.000	40.000	36.400	(3.600)
	Total Positions		159.290	154.750	154.750	154.150	(.600)

IDEA - Early Intervening Services - 966

Janine G. Bacquie, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
3	AD Teacher, Prekindergarten	X	17.000	21.000	21.000	17.500	(3.500)
	Total Positions		17.000	21.000	21.000	17.500	(3.500)

Division of 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) and Native American students to demonstrate successful academic performance across all curricular areas.

Major Functions

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

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

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

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

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

offices, as well as school system-sponsored activities and community forums.

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

Trends and Accomplishments

The number of students enrolled in ESOL programs increases each year. In FY 2008, enrollment exceeded the projected figure of 14,850 by 1,081 students, for a total of 15,931 students. The distribution by grade level continues to follow the pattern established over the past few years with the highest concentration of ESOL students at the prekindergarten and lower elementary grades. Students in Grades prekindergarten–2 make up 70 percent of the elementary ESOL enrollment and 50 percent of the total ESOL enrollment. Although born in the United States, most of these children have lived in non-English-speaking environments and come to school with very limited English language skills. In addition, many of them lack the basic oral language foundation in their own language that is a prerequisite for developing reading and writing skills in any language. The FY 2010 ESOL enrollment projection is 16,000 and reflects expected enrollment of 12,500; 1,800; and 2,700 ESOL students at the elementary, middle, and high school levels, respectively.

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

The elementary and secondary ESOL curricula currently are undergoing revision to ensure alignment to the state ELP standards, with several curriculum projects completed in FY 2008 and others that will be still in progress for FY 2009. The revisions follow the curriculum development policy established by the Board of Education. At the elementary level, curriculum blueprints that outline the language proficiency pathways for students in Grades 3–5, curriculum blueprints for newcomers in Grades 2–8, and assessments for standards-based ESOL measurement topics also were completed in FY 2008. The kindergarten ESOL instructional guide and standards-based ELP assessments are scheduled to be published during FY 2009. At the middle school level, the standards-based ESOL Level 3 Instructional Guide is scheduled to be published during FY 2009. County examinations for ESOL 3 and ESOL 2 are scheduled for development in FY 2009. The development of curriculum blueprints for

middle school ESOL Level 2 will be completed during the FY 2009. At the high school level, the standards-based ESOL Level 5 Instructional Guide is scheduled for publication in FY 2009. The curriculum blueprints also were developed for ESOL 3 and 4 are also scheduled for development in FY 2009. The high school semester and final exams are also scheduled for release in FY 2009.

Additional ESOL curriculum documents were created in FY 2008 to support ESOL students in the academic content areas. First, curriculum blueprints for the academic language class were developed and piloted to assist beginning level ESOL students with learning language and academic content in mathematics, social studies, and science. Curriculum blueprints also were developed and piloted for older ESOL students with limited or interrupted formal education, to assist them with developing the language and content skills needed to access mathematics and social studies content.

The Students Engaged in Pathways to Achievement (SEPA) program, for older high school ESOL students with interrupted formal education, was successfully implemented at Wheaton High School in FY 2008. SEPA is a career-focused English language development program that provides entry level career, English, literacy, and numeracy skills to Spanish-speaking ESOL students. Students in this program will not be able to earn the academic credits required for graduation from high school before they reach 21 years of age due to their limited schooling. SEPA curriculum development efforts include: the development of an English for Specific Purposes ESOL curriculum to develop proficiency in English and the language of the world of work; the development of a Spanish Literacy for Specific Purposes curriculum to teach native language literacy skills using career-focused language, and a summer career exploration curriculum to expose students to various career opportunities. The program also includes an intensive family outreach model along with a community safety net of resources consisting of non-profit providers in the Wheaton area for families. The program expanded to Albert Einstein for the 2008–2009 school year.

Overall reading and mathematics Maryland School Assessment (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 three years (2006–2008), with the gap between LEP and non-LEP students continuing to narrow during the same time period. However, in 2008, the percentage of LEP students performing at proficient and advanced levels on the Grade 3 reading MSA showed a slight decrease of 1.5 percent. A similar trend was evident on the Grade 10 reading MSA, with a decrease of .5 percent in the percentage of LEP students performing at proficient and advanced levels between 2006 and 2007. ESOL staff will continue to collaborate with the Office of Organizational Development (OOD) to support efforts to train reading and math teachers in differentiating instruction for ESOL students.

High School Assessment (HSA) scores for the LEP subgroup in Algebra, Biology, and Government have shown consistent

improvement in the percentage of students passing for three consecutive years (2005–2007). Additionally, the gap between LEP and non-LEP students has continued to narrow for HSA scores in Algebra, Biology, and Government. HSA scores for the LEP subgroup in English 2 show a modest increase for the past three years, with a slight .5 decrease in the percentage of students passing between 2006 and 2007. The gap between the percentage of LEP and non-LEP passing the English 2 HSA persists.

The ESOL parent outreach program ensures that MCPS is able to communicate with and involve all ELL parents in the education of their children. Title III of the NCLB Act mandates that parents remain informed of school activities and of their children's progress in a language that they understand. In FY 2008, ESOL parent assistants provided interpretation assistance at 7,771 meetings and provided family orientation sessions for more than 6,655 newly enrolled international students. ESOL parent community coordinators and parent specialists, in addition to providing direct, multilingual services to parents, collaborate with the office of Communications and Family Outreach to ensure a consistent and collaborative approach to parent outreach and family issues. The number of collaborative partnerships with MCPS offices, community organizations, and other county agencies, such as the Montgomery County departments of Police, Public Libraries, and Health and Human Services, has increased.

In FY 2008, the MCPS Language Assistance Services Unit (LASU) translated more than 796 documents consisting of 2,452 pages into 14 different languages to communicate essential systemwide information relating to curriculum, instruction, health, and safety. The translations enable schools and offices to provide vital information to parents to support academic achievement. FY 2008 was the third year of a three-year plan to form a LASU within the Division of ESOL/Bilingual Programs. During this third year, a systems programmer was added to the unit to increase the capacity for MCPS to produce translations of documents and other school materials. MCPS purchased a translation management system to automatize repetitive clerical tasks in the translation workflow, to ensure consistency in terminology and style among documents, and to improve the overall quality and efficiency of translated materials. The MCPS LASU works closely with various units in the Office of Communications and Family Outreach (OCFO) to provide information to the community in English and our five other most populous languages in a consistent and timely fashion. After full implementation of the translation management system with MCPS in FY 2009, LASU will study the possibility of offering fee-based written translation services to other school districts and community non-profit organizations.

The ESOL counselors' mission is to provide counseling services from a cross-cultural perspective to ESOL students so they achieve academically and adjust to a new social and cultural environment. The counselors align their work to the counseling standards in the MCPS Professional Growth System for counselors. Through ongoing collaboration with the

Office of Special Education and Student Services (OSESS), the ESOL counselors continue to work closely with school-based counselors to help ELL students adapt to their new school and community environment.

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

Major Mandates

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

Strategies

- Provide training, including job-embedded training, for all instructional staff on the implementation of the new ESOL curricula.
- Provide training for non-ESOL classroom teachers on strategies to differentiate instruction and improve the academic achievement of ELL in collaboration with the Office of Organizational Development (OOD).
- Continue to develop program models and curricular supports to serve ELL in prekindergarten.

- Monitor the achievement of ELL receiving ESOL services in language acquisition and all content areas through the work of the ESOL Achievement Specialist.
- Coordinate with the Office of School Performance (OSP) and OOD to provide services to schools with the greatest need and provide explicit assistance in developing collaborative models among school leadership teams for working with ELL.
- Involve ESOL teachers in developing, field-testing, and piloting the new ESOL curricula. Collaborate with staff from other core subject areas to ensure a meaningful alignment of the ESOL and non-ESOL curricula, as well as to embed ESOL strategies in core content curricula.
- Work with the Office of Shared Accountability to ensure continued successful administration and reporting of results on the state-mandated assessment of ELP.
- Collaborate with the Office of the Chief Technology Officer to develop data management systems that accurately identify ELL and disaggregate groups of ELL to monitor progress and increase program accountability.
- Coordinate services with OSP; OSESS; the Division of Academic Support, Federal and State Programs; the Division of Early Childhood Programs and Services; and the OCFO for clusters and communities needing greater outreach to parents who have limited proficiency in English.
- Collaborate with the International Students Admissions Office to streamline the enrollment process for international families and ensure a consistent orientation for all enrolling families.
- Conduct workshops that will increase student awareness of American Indian culture and heritage in order to provide educational opportunities for American Indian students.
- Involve parents in both the cultural and academic education of their children by recruiting them to assist with a variety of events and tasks during the school year.
- Maintain well qualified full-time translators and clerical staff for the LASU in the Division of ESOL/Bilingual Programs to increase the capacity to provide professional translation services to schools and offices in a variety of media, including Web, print, and television.
- Collaborate with the ESOL Counseling Team to improve the current model to provide school-based ESOL counseling services in all high school ESOL centers and middle schools with Multidisciplinary Educational Training and Support programs.

Performance Measures

Performance Measure: Percentage of ESOL students increasing performance on acquiring ELP as measured by the state-mandated ELP assessment.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
77.2%	85.2%	93.2%

Explanation: The statewide measure of ELP is administered to ELL upon their entry into the school system and

annually to identify ELP levels. Assessment results are used to decide each student's participation in ESOL programs. An ESOL student enrolled in his/her first full academic year in a U.S. school may meet student participation requirements on the MSA in reading by taking the state-mandated ELP assessment.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
69.1%	71.2%	73.2%

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

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

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Grade 3	65.5%	68.5%	71.5%
Grade 4	79.1%	82.1%	85.1%
Grade 5	75.0%	78.0%	81.0%
Grade 6	51.0%	54.0%	57.0%
Grade 7	44.8%	47.8%	50.8%
Grade 8	32.7%	35.7%	38.7%

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

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

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Grade 3	69.4%	72.4%	75.4%
Grade 4	74.0%	77.0%	80.0%
Grade 5	66.1%	69.1%	72.1%
Grade 6	52.0%	55.0%	58.0%
Grade 7	38.1%	41.1%	44.1%
Grade 8	39.9%	42.9%	45.9%

Explanation: A student enrolled in his/her first full academic year in a U.S. school meets student participation requirements in mathematics by taking the MSA in mathematics. However, schools are not required to include this score when determining AYP. All ESOL students, regardless of ELP, must achieve AYP in mathematics to satisfy the mandates of the NCLB Act beginning in their second year of attendance in a U.S. school. To prepare ESOL students to meet this requirement, *Our Call to Action: Pursuit of Excellence—The Strategic Plan for the Montgomery County Public Schools 2008–2012* requires that mathematics curricula contain strategies and activities that address the language needs of ELL. Students who have exited LEP services have their scores on the MSA in mathematics included (with the identified LEP subgroup) in LEP AYP calculations for the two years following their exit from ESOL instructional services.

**Budget Explanation
Division of ESOL/Bilingual
Programs—239, 927**

The current FY 2009 budget for this division is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the technical correction decreasing a 0.7 bilingual therapeutic counselor position out of this division to align resources with the approved budget.

The FY 2010 request for this division is \$42,135,417, a decrease of \$2,016,386 from the current FY 2009 budget of \$44,151,803. An explanation of this change follows.

*Continuing and Negotiated Salary
Costs—(\$2,220,869)*

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$2,220,869 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Enrollment Changes—\$1,017,741

There is an increase of 19.2 ESOL teachers and \$959,904 due to a projected increase of 1,000 students in FY 2010. There is also an increase of \$26,477 for substitutes, \$12,670 for textbooks, and \$18,690 for instructional materials.

Inflation—\$31,983

Applying an inflation factor of 6 percent increases the budget \$12,924 for textbooks and \$19,059 for instructional materials.

Other—(\$30,229)

There is a shift of 1.1 bilingual therapeutic counselor positions and \$65,233, along with professional part-time salary funds totaling \$77,852, and instructional materials totaling \$239,341 from the Title III—Limited English Proficiency (LEP) Grant budget to the locally funded budget for the Division of ESOL/Bilingual Programs. An additional \$30,229

is also shifted to the budget for employee benefits in the Department of Financial Services.

Reductions—(\$815,012)

Reductions in the Division of ESOL/Bilingual Programs are as follows:

- 10.0 ESOL teacher positions—(\$769,302)
- Professional part-time salaries—(\$1,315)
- Instructional materials—(\$31,983)
- Dues, registration, and fees—(\$2,002)
- Furniture and equipment—(\$10,410)

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$3,521,667	\$3,207,854	\$3,207,854
State			
Other			
County	<u>\$40,944,791</u>	<u>\$40,630,136</u>	<u>\$38,927,563</u>
Total	\$44,466,458	\$43,837,990	\$42,135,417

Budget Explanation

American Indian Education Grant—903

The FY 2010 request for this grant program is \$22,290 and there is no net change from the current FY 2009 budget.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$22,290	\$22,290	\$22,290
State			
Other			
County			
Total	\$22,290	\$22,290	\$22,290

ESOL / BILINGUAL PROGRAMS - 239/927

	FY 2008 Actual	FY 2009 Current Budget	FY 2010 Budget	Staffing Allocation Guidelines
Elementary				
Students	9,400	11,500	12,500	41.0 : 1
Teachers	229.0	280.5	302.7	
Paraeducators				
Middle				
Students	1,650	1,800	1,800	35.0 : 1
Teachers	47.0	51.4	47.7	
Paraeducators				
High School				
Students	2,700	2,700	2,700	30.0 : 1
Teachers	90.0	90.0	84.7	
Paraeducators	19.5	19.5	19.5	
Elementary-METS				
Students	90	90	90	0.75 per class
Classes	6	6	6	
Teachers	6.0	6.0	6.0	
Paraeducators	4.5	4.5	4.5	
Middle-METS				
Students	130	130	130	0.75 per class
Classes	10	10	10	
Teachers	10.0	10.0	10.0	
Paraeducators	7.5	7.5	7.5	
High School-METS				
Students	190	190	190	0.5 per class
Classes	14	14	14	
Teachers	7.0	7.0	7.0	
Paraeducators	7.0	7.0	7.0	

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

- Elementary School Staffing Allocations: 12,500 students - 90 METS students = 12,410 students/302.7 teachers = 41.0:1.
- Middle School Staffing Allocations: 1,800 students - 130 METS students = 1,670 students/47.7 teachers = 35.0:1.
- High School Staffing Allocations: 2,700 students - 160 METS students (85% of METS) = 2,540/84.7 teachers = 30.0:1.

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	547,545	567,245	566,545	574,745	8,200
Position Salaries	\$36,989,145	\$41,991,714	\$41,931,877	\$39,819,611	(\$2,112,266)
Other Salaries					
Supplemental Summer Employment		88,963	147,959	147,959	
Professional Substitutes		79,953	79,953	79,449	(504)
Stipends					
Professional Part Time		60,527	93,870	160,555	66,685
Supporting Services Part Time		56,039	56,039	25,998	(30,041)
Other					
Subtotal Other Salaries	513,754	285,482	377,821	413,961	36,140
Total Salaries & Wages	37,502,899	42,277,196	42,309,698	40,233,572	(2,076,126)
02 Contractual Services					
Consultants					
Other Contractual		429,608	431,613	365,964	(65,649)
Total Contractual Services	459,703	429,608	431,613	365,964	(65,649)
03 Supplies & Materials					
Textbooks		215,400	215,400	240,994	25,594
Media			4,320	19,156	14,836
Instructional Supplies & Materials		313,396	269,025	425,141	156,116
Office		525	525	525	
Other Supplies & Materials		14,835	14,835		(14,835)
Total Supplies & Materials	529,150	544,156	504,105	685,816	181,711
04 Other					
Local Travel		61,762	61,762	61,762	
Staff Development		2,002	2,002		(2,002)
Insurance & Employee Benefits		759,559	765,103	784,157	19,054
Utilities					
Miscellaneous					
Total Other	847,769	823,323	828,867	845,919	17,052
05 Equipment					
Leased Equipment					
Other Equipment		77,520	77,520	4,146	(73,374)
Total Equipment	36,233	77,520	77,520	4,146	(73,374)
Grand Total	\$39,375,754	\$44,151,803	\$44,151,803	\$42,135,417	(\$2,016,386)

American Indian Education - 903

Dr. Karen C. Woodson, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		4,781	4,781	4,781	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	7,728	4,781	4,781	4,781	
Total Salaries & Wages	7,728	4,781	4,781	4,781	
02 Contractual Services					
Consultants		4,000	4,000	4,000	
Other Contractual		4,972	4,972	4,972	
Total Contractual Services	5,126	8,972	8,972	8,972	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		7,572	7,572	7,572	
Office					
Other Supplies & Materials					
Total Supplies & Materials	1,875	7,572	7,572	7,572	
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		367	367	367	
Utilities					
Miscellaneous					
Total Other	591	367	367	367	
05 Equipment					
Leased Equipment					
Other Equipment		598	598	598	
Total Equipment		598	598	598	
Grand Total	\$15,320	\$22,290	\$22,290	\$22,290	

Division of ESOL and Bilingual Programs - 239/927

Dr. Karen C. Woodson, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	P Director I		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	N Coordinator		1.000	1.000	1.000	1.000	
3	BD Instruct Assessment Spec		1.000	1.000	1.000	1.000	
2	BD Instructional Specialist		2.000	2.000	2.000	2.000	
3	BD Instructional Specialist		8.000	8.000	8.000	8.000	
3	BD Counselor	X	11.000	11.000	11.000	11.000	
3	AD Teacher		1.000	1.000	1.000	1.000	
3	AD Teacher, ESOL	X	416.700	433.700	432.700	441.900	9.200
3	AD Teacher, Resource	X	20.200				
3	AD Teacher, ESOL Resource	X		20.200	20.200	20.200	
3	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
3	21 Comm Spec/Web Producer		4.000	5.000	5.000	5.000	
3	20 Parent Community Coord		16.500	16.500	16.800	16.500	(.300)
3	20 Bilingual Therap Counselor		8.700	9.700	9.700	9.000	(.700)
2	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		2.000	2.000	2.000	2.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
3	12 Parent Services Assistant		4.800	4.000	4.000	4.000	
3	11 ESOL Testing Assistant		4.500	4.500	4.500	4.500	
3	11 Paraeducator	X	39.645				
3	11 Paraeducator - ESOL	X		41.145	41.145	41.145	
2	9 Office Assistant II		.500	.500	.500	.500	
	Total Positions		547.545	567.245	566.545	574.745	8.200

Chapter 5

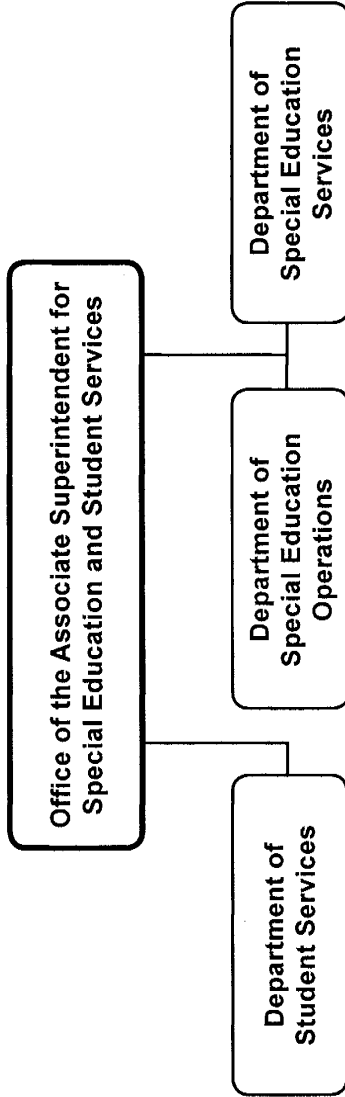
Special Education and Student Services

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Office of Special Education and Student Services
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	55,000	52,000	52,000	50,000	(2,000)
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,132,800	2,261,700	2,261,700	2,246,500	(15,200)
Supporting Services	1,424,313	1,436,049	1,436,049	1,478,116	42,067
TOTAL POSITIONS	3,613,113	3,750,749	3,750,749	3,775,616	24,867
01 SALARIES & WAGES					
Administrative	\$6,687,856	\$6,684,992	\$6,684,992	\$6,399,497	(\$285,495)
Business/Operations Admin.		79,650	79,650	82,295	2,645
Professional	166,390,022	182,393,383	182,380,530	181,256,162	(1,124,368)
Supporting Services	49,590,523	53,399,513	53,403,575	55,313,536	1,909,961
TOTAL POSITION DOLLARS	222,668,401	242,557,538	242,548,747	243,051,490	502,743
OTHER SALARIES					
Administrative					
Professional	5,539,276	6,002,563	6,084,559	6,391,943	307,384
Supporting Services	2,953,448	3,131,843	3,131,843	2,998,222	(133,621)
TOTAL OTHER SALARIES	8,492,724	9,134,406	9,216,402	9,390,165	173,763
TOTAL SALARIES AND WAGES	231,161,125	251,691,944	251,765,149	252,441,655	676,506
02 CONTRACTUAL SERVICES	3,612,492	2,785,749	2,805,049	2,782,778	(22,271)
03 SUPPLIES & MATERIALS	1,627,520	3,215,589	3,218,235	2,597,954	(620,281)
04 OTHER					
Staff Dev & Travel	523,139	667,443	681,938	760,059	78,121
Insur & Fixed Charges	5,819,772	5,318,083	5,296,374	7,183,207	1,886,833
Utilities	11,272	25,000	25,000	20,000	(5,000)
Grants & Other	35,507,127	36,755,245	36,749,254	39,244,089	2,494,835
TOTAL OTHER	41,861,310	42,765,771	42,752,566	47,207,355	4,454,789
05 EQUIPMENT	210,150	398,492	382,196	296,351	(85,845)
GRAND TOTAL AMOUNTS	\$278,472,597	\$300,857,545	\$300,923,195	\$305,326,093	\$4,402,898

Office of Special Education and Student Services—Overview



The attached resource pages and personnel complements do not yet fully reflect reorganizations for FY 2010 shown on the organization charts for this office.

Office of the Associate Superintendent for Special Education and Student Services

Associate Superintendent	1.0
Assistant to Associate Superintendent (N)	1.0
Fiscal Supervisor (27)	1.0
Administrative Services Manager I (17)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0

Mission

The mission of the Office of Special Education and Student Services (OSESS) is to build the capacity of students, staff, and families for securing the foundations of student success through collaboration among key stakeholders. OSESS works to ensure equitable access to high quality instruction, services, and information to empower students to fulfill their potential as contributing citizens.

Major Functions

The Office of Special Education and Student Services is composed of three departments: the Department of Special Education Services (DSES), the Department of Special Education Operations (DSEO), and the Department of Student Services (DSS). The DSES provides and monitors the delivery of a comprehensive and seamless continuum of services for students with disabilities from birth to age 21. The DSEO has overall responsibility for staffing and the budget, along with the Placement and Assessment Services Unit (PASU), the Equity Assurance and Compliance Unit (EACU), the Medical Assistance Program (MAP), and the Autism Waiver Program. DSS includes Alternative Programs, Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Admissions and Residency Unit, Liaison to Linkages to Learning and School Health Services, Pupil Personnel Services and Section 504 Coordinator, Psychological Services, School Counseling Services, Student Affairs, and Student Services Field Offices.

OSESS delivers special education programs, coordinated student services, and alternative program options to students; and establishes partnerships with human services agencies and postsecondary institutions. The office promotes communication with diverse community interests and perspectives. OSESS facilitates and enhances communication with parents, schools, and the community. It does this by strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities.

OSESS is charged with oversight of the delivery of special education services to about 17,191 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; 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, increase interventions and inclusive opportunities, ensure Adequate Yearly Progress (AYP), and provide increased LRE options for students.

OSESS oversees Alternative Programs that provides a positive and effective education program for adolescents who have not been successful in comprehensive schools. Level 1 alternative programs are located in comprehensive middle

and high schools, while levels 2 and 3 are located outside of the comprehensive school setting. These environments prepare students to return successfully to regular school settings or graduate to the world of work or postsecondary education.

The Admissions and Residency Unit (ARU), formally the International Student Admissions Office (ISAO) and Enrollment and Attendance Compliance Unit (EAC), provides information and services regarding enrollment, attendance, and residency for families establishing residency in Montgomery County, homeless students, international students, foreign students, and U.S. citizen students coming from foreign schools into MCPS. ARU staff work closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. ARU collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements. ARU collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations and coordinate a harmonious admission process for foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

Trends and Accomplishments

In FY 2006, OSESS initiated the Disproportionality Steering Committee. This multi-stakeholder group was established to review current policies and practices that may be contributing to the disproportionate identification of students with disabilities based on race and ethnicity. This committee focused on five main topics: guidelines for confirming emotional disturbance, process for confirming mental retardation, identification of additional interventions and instructional practices, provision of professional development regarding cultural competence, and changes needed for identification and reevaluation processes. The committee's final report, currently in draft format, will be forthcoming with recommendations for implementation.

A significant trend is the increased interagency collaboration between MCPS and other county and community agencies that provide services in the least restrictive environment to children with disabilities. Child Find staff members represent early childhood special education on committees under the auspices of the Montgomery County Collaboration Council addressing the needs of preschool children. The Special Education Continuous Improvement Team Advisory Committee (SECITAC) functions as an advisory committee to the Board of Education and is composed of a wide range of stakeholders. SECITAC continues to review and monitor special education programs to ensure continuous improvement and student access to high-quality, rigorous instruction within the least restrictive environment.

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 least restrictive environment. Practices have been developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that

students with disabilities are successful. Least Restrictive Environment (LRE) data on students receiving special education services in general education settings (LRE A) has improved 16.68 percentage points over the last five years, from 43.77 percent in FY 2003 to 60.45 percent in FY 2007. MCPS continues to progress toward achievement of state targets set to decrease the number of students with disabilities in separate classrooms (LRE C). LRE C has been reduced from 30.2 percent to 19.5 percent over the same time period, a difference of 10.7 percentage points.

The achievement of students with disabilities in MCPS is improving while at the same time students with disabilities are increasing by gaining access to rigorous instruction in less restrictive settings. For example, on the Maryland State Assessment (MSA), students receiving special education services demonstrated increased proficiency in reading and mathematics from 2003 to 2008. Early interventions and increased access to the general education environment enabled Grade 3 students with disabilities to increase their performance on the reading assessment from 65.4 percent proficient or advanced in 2007 to 67.6 percent proficient or advanced in 2008. Grade 3 students continued to score in the proficient range on the mathematics assessments of the MSA over the past 4 years, increasing from 57.8 percent proficient or advanced in 2005 to 62 percent proficient or advanced in 2008. In addition, high school students with disabilities are increasing their participation and performance on assessments, such as the High School Assessments (HSAs). For example, on the Algebra HSA, passing rates increased from 45.9 percent to 48.1 percent in 2007.

The Department of Student Services provides support to students and families, and assigns personnel to all schools to support the effective and efficient implementation of the school program. The staff collaborates with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the mental health of students, while supporting a high-quality, world-class education for every student. In FY 2008, the Home and Hospital Teaching program provided instructional services to 758 students with conditions that hindered their regular school attendance. DSS supported 33 schools in the implementation of Positive Behavior Interventions and Supports (PBIS) in FY 2008. In FY 2008, the Court Liaison assisted over 50 students with the transition from a juvenile services placement. Due to the informal partnerships between the School Counseling Services Unit and Spelman College, Morehouse College, and Morgan State University, students received scholarship awards totaling \$1,022,100 during FY 2008. Linkages to Learning provided mental health and social services to about 3573 children, and adult ESOL classes at 9 sites in FY 2008. The Bilingual Assessment Team (BAT) administered over 900 assessments to students.

Major Mandates

- The federal *Individuals with Disabilities Education Improvement Act* (IDEA 2004) requires MCPS to identify, assess, and provide educational programs to children with

disabilities, ages three through 21 years old; to collect and report data about services to children with disabilities; and to ensure that the Individualized Education Program (IEP) developed for each child with disabilities has the required components. It mandates identification of and services to families who have children with developmental delays, birth to age three.

- Maryland regulations require implementing federal bylaws concerning the education of children with disabilities, children with developmental delays, birth to age three, and their families.
- The *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973* prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland regulations require each school system to provide a coordinated program of pupil services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision of home and hospital teaching; transfer of students within the county; student suspension or expulsion; and home teaching where parents choose to educate their children at home.
- Ensuring implementation of MCPS Policy JED, *Residency, Enrollment and Tuition*, to provide a free public education for all qualified Montgomery County residents.

Strategies

- Advance primary prevention, early intervention, and appropriate instruction for students.
- Promote professional development opportunities to support use of a variety of instructional strategies and technology to meet the needs of students in a wide range of educational settings.
- Provide students with disabilities access to general education to the maximum extent appropriate.
- Advance the development of data systems to evaluate program effectiveness and identify trends.
- Facilitate interagency collaboration to coordinate efficient and effective services delivery models among education and health and human service providers.

Budget Explanation

Office of Special Education and Student Services—511

The FY 2010 request for this office is \$634,321, a decrease of \$24,803 from the current FY 2009 budget of \$659,124. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$5,161)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010.

Office of Special Education and Student Services—511

Dr. Carey M. Wright, Associate Superintendent

301-279-3604

There is a decrease of \$5,161 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$0

There are budget neutral realignments within this office. There is a decrease in other program funds and an increase in office supplies of \$5,000.

Reductions—(\$19,642)

Reductions in the Office of Special Education and Student Services are as follows:

Contractual services—(\$10,000)

Travel for staff development—(\$9,642)

The attached resource pages and personnel complements do not yet fully reflect reorganizations for FY 2010 shown on the organization charts for this office.

Office of Special Education and Student Services - 511

Dr. Carey Wright, Associate Superintendent

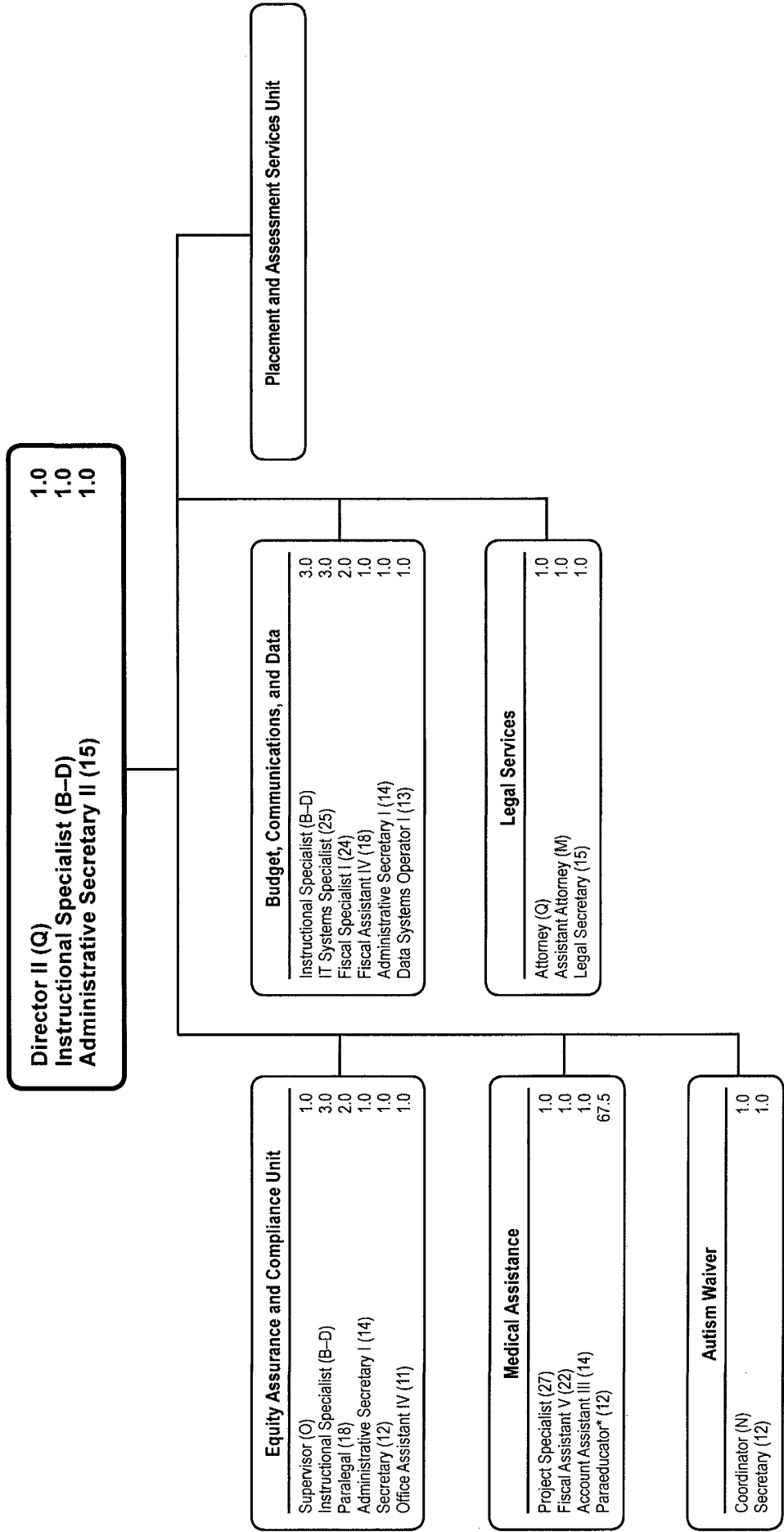
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	6,000	6,000	6,000	6,000	
Position Salaries	\$537,374	\$575,984	\$575,984	\$570,823	(\$5,161)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		3,200	3,200	3,200	
Supporting Services Part Time		5,268	5,268	5,268	
Other					
Subtotal Other Salaries	10,488	8,468	8,468	8,468	
Total Salaries & Wages	547,862	584,452	584,452	579,291	(5,161)
02 Contractual Services					
Consultants					
Other Contractual		32,945	32,945	22,945	(10,000)
Total Contractual Services	33,176	32,945	32,945	22,945	(10,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,072	4,072	9,072	5,000
Other Supplies & Materials					
Total Supplies & Materials	4,032	4,072	4,072	9,072	5,000
04 Other					
Local Travel		1,728	1,728	1,728	
Staff Development		10,927	10,927	1,285	(9,642)
Insurance & Employee Benefits					
Utilities		25,000	25,000	20,000	(5,000)
Miscellaneous					
Total Other	13,687	37,655	37,655	23,013	(14,642)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$598,757</u>	<u>\$659,124</u>	<u>\$659,124</u>	<u>\$634,321</u>	<u>(\$24,803)</u>

Office of Special Education and Student Services - 511

Dr. Carey Wright, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Associate Superintendent		1.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
1	27 Supervisor		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Total Positions		6.000	6.000	6.000	6.000	

Department of Special Education Operations



F.T.E. Positions 98.5
 *67.5 positions in Medical Assistance are school-based

FY 2010 OPERATING BUDGET

Placement and Assessment Services Unit

Supervisor (O)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	1.0

Placement and Assessment Unit			
	Placement Services	Preschool and Private/Religious School Services	
Coordinator (N)	1.0	Coordinator (N)	1.0
Psychologist (B-D)	3.0	Teacher, Resource (A-D)	1.0
Instructional Specialist (B-D)	6.0	Office Assistant IV (11)	1.0
Secretary (12)	3.0		
Office Assistant II (9)	1.0		

Mission

The mission of the Department of Special Education Operations (DSEO) is to provide the highest quality resources and services that are essential to the educational success of students with disabilities. The department ensures that the rights of children with disabilities and their parents/guardians are protected, that students who require service in a nonpublic special education school receive the services they need, that noneducational services are provided under the Autism Waiver to eligible students with autism and their families, that federal funds are secured for all eligible Individualized Education Program (IEP) health-related services, and that educators have the necessary resources to improve educational results for children with disabilities by supporting system improvement activities.

Major Functions

DSEO has overall responsibility for the Placement and Assessment Services Unit (PASU), the Equity Assurance and Compliance Unit (EACU), the Medical Assistance Program (MAP), and the Autism Waiver Program. DSEO monitors each unit to ensure implementation of continuous improvement activities in alignment with the Montgomery County Public Schools (MCPS) strategic plan.

Staff from the PASU facilitates and monitors student access to intensive special education services as well as the return to less restrictive educational services, as appropriate, through the Central Individualized Education Program (CIEP) team. Placement specialists have knowledge of the continuum of public and nonpublic special education services and assist parents/guardians, students, special education supervisors, school-based IEP teams, and other public agencies for children and youth in identifying appropriate special education services. PASU specialists also provide case management for students placed in nonpublic special education schools. They participate in the development of students' IEPs, monitor student performance and progress, and plan for preschool and school-aged students' transition to less restrictive educational settings. PASU staff also participates in Maryland State Department of Education (MSDE) site monitoring of nonpublic schools and provide accountability for tuition funds for nonpublic school services.

PASU staff provides direct support to school-based staff in completing the CIEP process for students. PASU specialist assignments are aligned with the six quint/quad-clusters so that specialists can provide technical support to schools. They work closely with special education supervisors to identify and meet the needs of students who require intensive special education services. In addition, to facilitate the phase out of the Mark Twain program, PASU staff provide a single point of contact for former Mark Twain students to re-enter MCPS in order to access special education programs and services.

PASU staff members also conduct initial evaluation IEP team meetings for preschool children who are transitioning from special education services through the Infants/Toddlers Program to preschool special education services, and for

preschool children who have been evaluated through Developmental Evaluation Services for Children (DESC). PASU staff members implement Child Find procedures for students whose parents choose to enroll them in private or religious schools. In addition, PASU oversees the countywide summer assessment process to support schools in conducting IEP procedures within mandated timelines.

The Medicaid Home and Community-Based Autism Waiver Program is a collaborative effort that provides noneducational services to qualified students with autism and their families. Staff from the Autism Waiver Program collaborate with the Montgomery County Department of Health and Human Services, MSDE, and the Department of Health and Mental Hygiene (DHMH) to coordinate and monitor services for participants in the program. Through the Autism Waiver Program, students and families receive respite care, environmental accessibility adaptations, family training, supported employment, intensive individual support services in the home and community, therapeutic integration service, service coordination, and, in some cases, residential habilitation service.

In addition, DSEO works to guarantee procedural safeguards for students with disabilities and their parents/guardians under the Individuals with Disabilities Education Improvement Act (IDEA 2004). This is achieved by providing training and technical support to schools to ensure compliance with applicable laws and regulations, coordinating special education mediations and due process hearings, coordinating resolution sessions and MSDE complaints, monitoring the overrepresentation of minority students in special education, and promoting effective strategies and procedures to address such disproportionality.

DSEO manages the Medical Assistance Program which enables MCPS to secure federal funding for eligible IEP health-related services including speech and language therapy, occupational and physical therapies, audiological services, psychological services, and certain social work services. Case management (i.e., service coordination) also is covered under the project. Funding obtained from MAP is used to supplement existing special education services such as assistive technology, staffing, and instructional materials.

The Model Learning Center is an educational program at the Montgomery County Correctional Facility in Boyds, Maryland. As part of the Model Learning Center, MCPS has 1.5 teachers and a cadre of part time teachers that provide services to incarcerated students with and without disabilities. Students in this program can elect to continue working towards a high school diploma or certificate.

Trends and Accomplishments

During the 2007–2008 school year, DSEO staff continued to focus on providing data to the MCPS special education leadership team in user-friendly formats that informed decision making about the resources necessary to improve educational results for children with disabilities. DSEO

continued to make improvements to the following reports: Newly Identified for Special Education Quarterly and Annual Reports, Least Restrictive Environment (LRE) Report, and Home School Report. These reports were shared with community superintendents, principals, and school-based staff to help them analyze and manage the special education identification process and service delivery for students with disabilities. DSEO also implemented enhanced procedures for effective budget development, implementation, and monitoring. In addition, DSEO supported the delivery of special education services through facilitation of the special education staffing plan process. Finally, the DSEO fiscal team provided rigorous financial monitoring and reporting, while the MAP team maintained Medical Assistance (MA) revenues despite frequent changes to federal and state Medicaid regulations during the fiscal year.

MAP continues to adapt to the changes in Medicaid laws and requirements following more intensive federal monitoring/auditing of the program. The MAP team works closely with DSEO leadership to ensure that Medicaid service providers are thoroughly trained to meet the standards for documentation of services. In May 2007, MSDE reduced the Local School System (LSS) Medicaid reimbursement rate for many of the health-related IEP services covered under the program. MSDE took this action to reduce the potential financial liability of the state, LSS, and nonpublic schools against future audit exceptions by the Office of the Inspector General (OIG). In March 2008, the Centers for Medicare and Medicaid Services released new regulations that prevented school systems from billing Medicaid for case management. Subsequent Congressional legislation resulted in a moratorium that extends MCPS' ability to bill for case management through April 2009.

In FY 2008, DSEO continued to implement Encore, a multi-year project which focuses first on establishing the online IEP and then expanding in subsequent years to incorporate additional student information databases. Between July 1, 2007 and June 30, 2008, 2,221 teachers, paraeducators, administrators, school secretaries, counselors, and psychologists were provided with professional development focusing on the use of the Encore tool. The DSEO Encore Project team and the MCPS Help Desk supported school staff with Encore implementation through direct on-site support, a telephone support line, and e-mail assistance. During the second half of the school year, surveys and focus groups collected information from users in attempt to learn of best practices and to inform future training needs. In response to MSDE's announcement that the mandatory State IEP will be updated and due for release each July, DSEO is collaborating with the Encore vendor to update current Encore IEP forms for compliance with MSDE updates. Mandatory professional development will be provided during Fall 2008 to all staff who are involved with the development of IEPs.

During the 2007–2008 school year, EACU data continued to reflect a downward trend in the number of special education due process hearings, mediations, and Maryland State Department of Education complaints. Data also reflected

an increase in the percentage of cases that were resolved successfully through the mediation process. Participation in resolution sessions has contributed to the decrease in the number of due process hearings. EACU is committed to providing proactive professional development focused on state and federal regulations and ongoing site-specific support to schools in their efforts to provide high quality special education instruction to students. Consistent with the intent of IDEA, the focus of these efforts has been to emphasize how educational decisions, made in compliance with state and federal mandates, facilitate improved instruction and achievement for students.

As part of the MCPS systemwide effort to reduce disproportionate identification of minority students in special education, EACU participates in the implementation of Positive Behavioral Interventions and Supports (PBIS). EACU staff joins school-based professional learning communities as they work to problem solve and identify general education solutions for students and reduce disproportionate identification patterns in special education. In addition, EACU staff provides technical assistance to schools in the effort to address the disproportionate suspension rate of students with disabilities.

In FY 2008, PASU continued an initiative to decentralize the CIEP process that has effectively empowered school-based IEP teams to make decisions about students who need more intensive special education services available within MCPS. Decentralization has increased capacity for local decision making and reduced the timeline for cases referred to the CIEP team. Reduction in the number of school-age cases considered by the CIEP team has enabled the team to focus on the most complex cases, including those referred from EACU.

The number of initial evaluation IEP team meetings held for preschool aged students has increased. During FY 2007, 749 meetings were offered centrally. In FY 2008, 533 pre-kindergarten CIEP team meetings were scheduled at PASU, and 324 prekindergarten CIEP meetings were offered at local Infants and Toddlers and MCPS assessment sites, for a total of 877 central meetings. Children who were referred to PASU through the Child Find process had their meetings within 25 days of receipt of their file, in accordance with timeline regulations.

State legislation (HB 99, 1998) initiated the Autism Waiver Program through the DHMH. In the initial three-year phase beginning in July 2001, this Medicaid-funded program was aimed at preventing the institutionalization of children with autism spectrum disorders by providing medically necessary services at home and in the community through local school system cofunding. In October 2004, the federal government approved a five-year renewal of the Autism Waiver Program. Beginning in 2005 and proceeding for five years, the MSDE is cofunding the wraparound services provided through this Medicaid program. Prior to the initiation of the Autism Waiver Program in Montgomery County, many of the students that currently meet the medical necessity criteria for this program required residential service to meet both their

medical and educational needs. The current Autism Waiver Program has been able to provide comprehensive in-home and community based supports to 190 students and families and has prevented the need to consider more costly residential placements. While the program provides noneducational services, staff providing these services work closely with MCPS staff to coordinate school and waiver programs.

Major Mandates

- Public Law 108-446, Individuals with Disabilities Education Improvement Act (IDEA 2004), mandates a free and appropriate education for students with disabilities in the least restrictive environment that meets the students' needs. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA 2004 also mandates transition goals for students no later than age 16. The Code of Maryland Regulations (COMAR) requires that transition be considered for students beginning at age 14.
- The *No Child Left Behind Act* (NCLB) mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- COMAR 13A.05.01 requires each local school system to submit an annual special education staffing plan to MSDE. The plan must demonstrate public input and be approved by the local Board of Education prior to its submission to MSDE. The locally-approved staffing plan is submitted to MSDE annually by July 1 with the local application for federal funds.
- In compliance with Maryland House Bill 99 and COMAR 10.09.56, MCPS coordinates efforts and services under the Autism Waiver, Section 1915c of the Social Security Act of 1981. Services for those students found eligible under the Act may include respite care, environmental accessibility adaptations, family training, supported employment, day habilitation, residential habilitation, and case management.
- COMAR 10.09.50, Early Periodic Screening Diagnosis and Treatment School Health Related or Health Related Early Intervention Services; COMAR 10.09.52, Service Coordination for Children; and COMAR 10.09.25, Transportation Services under the IDEA 2004, mandate the process for accessing medical assistance reimbursement for covered services in an IEP or Individualized Family Service Plan for eligible students.

- Goal 2 of the MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, mandates reducing the disproportionate representation of African American students in special education.
- IDEA 2004, COMAR, and MCPS policy require that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.
- Public Law 108-445, IDEA 2004, and COMAR require each school district to provide Child Find procedures to all children within their jurisdiction regardless of enrollment in the public school system. In addition, IDEA 2004 and COMAR require that each public school system expend a proportionate share of the Federal Part B funds for students in private/religious schools.

Strategies

- Provide leadership to all special education units in the areas of budget development, enrollment projections, and staffing.
- Involve all special education departments, divisions, and units in operation and process improvement.
- Work collaboratively with other MCPS offices and community partners in implementing the DSEO strategic plan that will guide the department toward agreed-upon outcomes.
- Use performance measure data to identify opportunities for process and training improvements.
- Develop systems and reports to monitor special education information and inform decision making, such as the Monthly Trends in Non-public Enrollment Report, Newly Identified Special Education Students Quarterly and Annual Reports, Least Restrictive Environment (LRE) Report, Home School Report, and Encore Online Individualized Education Program (IEP).
- Ensure systemwide implementation of MCPS policies and procedures; federal, state, and local laws; and regulations related to special education.
- Monitor the achievement of students with disabilities in public and nonpublic schools to ensure adequate yearly progress in the LRE.
- Maintain and expand collaborative partnerships with business, community, and local government agencies to provide services for students with disabilities.
- Continue to monitor the disproportionate representation of African American students in special education through annual Disproportionality Reports that provide data disaggregated by race, disability, school level, and special education identification code.

Performance Measures

Performance Measure: To access the maximum allowable federal revenue from the Medical Assistance Program through the use of continuous improvement practices and intensive monitoring.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$2,450,421	\$3,783,395	\$4,376,500

Explanation: This measure indicates revenue generated by Medical Assistance fee-for-services claim processing that can be used to support educational services.

Performance Measure: To increase the percentage of successful mediation sessions by working cooperatively with parents and advocates by implementing successful dispute resolution processes.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
67.1%*	70%	74%

Explanation: This measure identifies the results of efforts to implement successful dispute resolution processes in mediation. *This is the percentage of successful mediation sessions held in FY 2008 during the first three quarters.

Performance Measure: To reduce the number of complaints from parents to MSDE by analyzing the cause of the violations and assisting schools in carrying out the required corrected actions.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
6	5	4

Explanation: This measure identifies the results of systemwide efforts to provide feedback and training regarding MCPS policies, procedures, and implementation of corrective actions to individual schools, in order to reduce the number of complaints filed by parents to the state.

Performance Measure: To decrease the percentage of African American students with disabilities (SWD) in Least Restrictive Environment C (separate class > 60 percent of the time).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
34.4%*	34%	33%

Explanation: This measure represents the percentage of African American SWD placed in more restrictive placements as measured by the MSDE for the purpose of determining significant disproportionality. *MSDE Census Report, October 2007

Performance Measure: To increase the percentage of school age day students transitioning to less restrictive environments, as appropriate, who are currently enrolled in nonpublic special education settings.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
2.7%	3.2%	3.6%

Explanation: This measure documents the degree to which students currently enrolled in nonpublic placements are transitioned to public school settings.

**Budget Explanation
Department of Special Education
Operations and Services—241/257**

The FY 2010 request for this department is \$3,667,698, a decrease of \$57,025 from the current FY 2009 budget of \$3,724,723. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$53,445
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$53,445 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$86,765)
A 1.0 IT systems specialist position and \$68,301 is realigned from this department to the budget for the Office of the Chief Technology Officer. An additional \$18,464 is realigned from this department to support budgetary needs in other OSESS units.

Realignments within this department's budget include a reduction of \$49,143 for a 1.0 secretary position and a reduction totaling \$39,064 from a variety of other accounts to create a fiscal specialist I position at a cost of \$88,207.

Reductions—(\$23,705)
Reductions in the Department of Special Education Operations are as follows:
Professional part-time salaries—(\$7,705)
Consultants—(\$16,000)

**Budget Explanation
Placement and Assessment Services
Unit—255**

The FY 2010 request for this unit is \$41,363,103, an increase of \$2,333,485 from the current FY 2009 budget of \$39,029,618. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$41,723
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is

an increase of \$41,723 in continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—\$2,688,878

There is an increase of \$2,688,878 for tuition for students requiring nonpublic placements during FY 2010. An increase of \$1,109,031 is due to a projected increase in enrollment in nonpublic programs of 27 students in FY 2010. An additional increase of \$1,647,690 is necessary to adjust for a deficit resulting in higher than anticipated costs in FY 2009.

Other—(\$214,486)

There is an increase of \$1,048,623 for projected rate increases in tuition for students in nonpublic placements. In FY 2010, approximately 26 students that would have attended nonpublic programs will be served in MCPS preschool autism classes. This allows for a reduction of \$1,238,836 in nonpublic tuition. This redirection is partially offset by an increase for 6.0 teacher and 20.64 paraeducator positions, funds for materials and other classroom start-up funds budgeted in the Division of Prekindergarten Special Programs, and Related Services.

The budget also includes an additional secretary position offset by a reduction of a fiscal assistant V position for net reduction of \$18,857, a decrease of \$3,000 for testing materials, \$638 for office supplies, and \$2,000 for training support. There is an increase of \$222 for local travel mileage reimbursement.

Reductions—(\$182,630)

Reductions in the Placement and Assessment Services Unit are as follows:

- 1.0 instructional specialist position—(\$108,778)
- 1.0 office assistant IV position—(\$43,852)
- Professional part-time salaries—(\$30,000)

Budget Explanation

Medical Assistance Program—939

The FY 2010 request for this program is \$4,519,801, an increase of \$1,870,201 from the current FY 2009 budget of \$2,649,600. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$161,171)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$161,171 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$1,984,401

It is projected that MCPS will receive \$1,870,210 in additional revenue for FY 2010. This allows for 27.5 special education itinerant paraeducator positions and \$887,694 and \$484,920 for contractual services to be realigned to this program from the locally-funded Department of Special Education Services budget. Also, \$616,508 is realigned into this budget for employee benefits from the Department of Financial Services. There is a realignment of \$4,721 in supporting services part-time salaries from this budget to other OSESS units.

Other—\$46,971

An increase of \$46,971 is necessary to fund the contract for medical billing services.

Project's Recent Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$2,649,600	\$3,617,042	\$4,519,801
State			
Other			
County			
Total	\$2,649,600	\$3,617,042	\$4,519,801

Departments of Spec Ed Ops. and Svcs. - 241/257

Judith Pattik and Gwen Mason, Directors II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	34.000	32.000	32.000	31.000	(1.000)
Position Salaries	\$2,598,893	\$2,820,816	\$2,820,816	\$2,839,481	\$18,665
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		21,750	21,750	26,924	5,174
Stipends		19,574	19,574	14,400	(5,174)
Professional Part Time		84,362	84,362	69,657	(14,705)
Supporting Services Part Time		5,695	5,695		(5,695)
Other					
Subtotal Other Salaries	80,824	131,381	131,381	110,981	(20,400)
Total Salaries & Wages	2,679,717	2,952,197	2,952,197	2,950,462	(1,735)
02 Contractual Services					
Consultants		32,812	32,812	16,812	(16,000)
Other Contractual		636,148	636,148	611,148	(25,000)
Total Contractual Services	1,373,562	668,960	668,960	627,960	(41,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		18,264	18,264	16,438	(1,826)
Other Supplies & Materials		15,387	15,387	30,612	15,225
Total Supplies & Materials	24,287	33,651	33,651	47,050	13,399
04 Other					
Local Travel		7,970	7,970	15,281	7,311
Staff Development		8,536	8,536	8,536	
Insurance & Employee Benefits					
Utilities					
Miscellaneous		13,000	13,000	8,000	(5,000)
Total Other	19,282	29,506	29,506	31,817	2,311
05 Equipment					
Leased Equipment					
Other Equipment		40,409	40,409	10,409	(30,000)
Total Equipment	6,565	40,409	40,409	10,409	(30,000)
Grand Total	\$4,103,413	\$3,724,723	\$3,724,723	\$3,667,698	(\$57,025)

Departments of Spec Ed Ops. and Svcs. - 241/257

Judith Pattik and Gwen Mason, Directors II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	241 Departments of Spec Ed Ops and Svcs						
6	Q Director II		2.000	2.000	2.000	2.000	
6	Q Attorney		1.000	1.000	1.000	1.000	
6	O Supervisor		1.000	1.000	1.000	1.000	
6	M Assistant Attorney		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		7.000	6.000	6.000	6.000	
6	25 IT Systems Specialist		4.000	4.000	4.000	3.000	(1.000)
6	24 Fiscal Specialist I		1.000	1.000	1.000	2.000	1.000
6	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
6	15 Administrative Secretary II		2.000	2.000	2.000	2.000	
6	15 Legal Secretary		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	13 Data Operator I		1.000	1.000	1.000	1.000	
	Subtotal		23.000	22.000	22.000	22.000	
	257 Equity Assurance & Compliance Unit						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		4.000	3.000	3.000	3.000	
6	18 Paralegal		2.000	2.000	2.000	2.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		2.000	2.000	2.000	1.000	(1.000)
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Subtotal		11.000	10.000	10.000	9.000	(1.000)
	Total Positions		34.000	32.000	32.000	31.000	(1.000)

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	23.000	22.000	22.000	20.000	(2.000)
Position Salaries	\$2,057,166	\$1,948,992	\$1,948,992	\$1,801,339	(\$147,653)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		395,540	395,540	365,540	(30,000)
Supporting Services Part Time		5,880	5,880	5,880	
Other					
Subtotal Other Salaries	365,901	401,420	401,420	371,420	(30,000)
Total Salaries & Wages	2,423,067	2,350,412	2,350,412	2,172,759	(177,653)
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		6,239	6,239	3,239	(3,000)
Office		6,383	6,383	5,745	(638)
Other Supplies & Materials					
Total Supplies & Materials	9,056	12,622	12,622	8,984	(3,638)
04 Other					
Local Travel		13,270	13,270	13,492	222
Staff Development		2,000	2,000		(2,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		36,651,314	36,651,314	39,167,868	2,516,554
Total Other	35,373,415	36,666,584	36,666,584	39,181,360	2,514,776
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$37,805,538	\$39,029,618	\$39,029,618	\$41,363,103	\$2,333,485

Placement and Assessment Services Unit - 255

David Patterson, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
6	O Supervisor		1.000	1.000	1.000	1.000	
6	N Coordinator		2.000	2.000	2.000	2.000	
6	BD Instructional Specialist		7.000	7.000	7.000	6.000	(1.000)
3	BD Psychologist		4.000	3.000	3.000	3.000	
6	AD Teacher, Special Education	X	1.000				
6	AD Teacher, Resource Spec Ed			1.000	1.000	1.000	
6	22 Fiscal Assistant V		1.000	1.000	1.000		(1.000)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Secretary		3.000	3.000	3.000	4.000	1.000
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
6	9 Office Assistant II		2.000	2.000	2.000	1.000	(1.000)
	Total Positions		23.000	22.000	22.000	20.000	(2.000)

Medical Assistance Program - 939

Judith Pattik, Director II

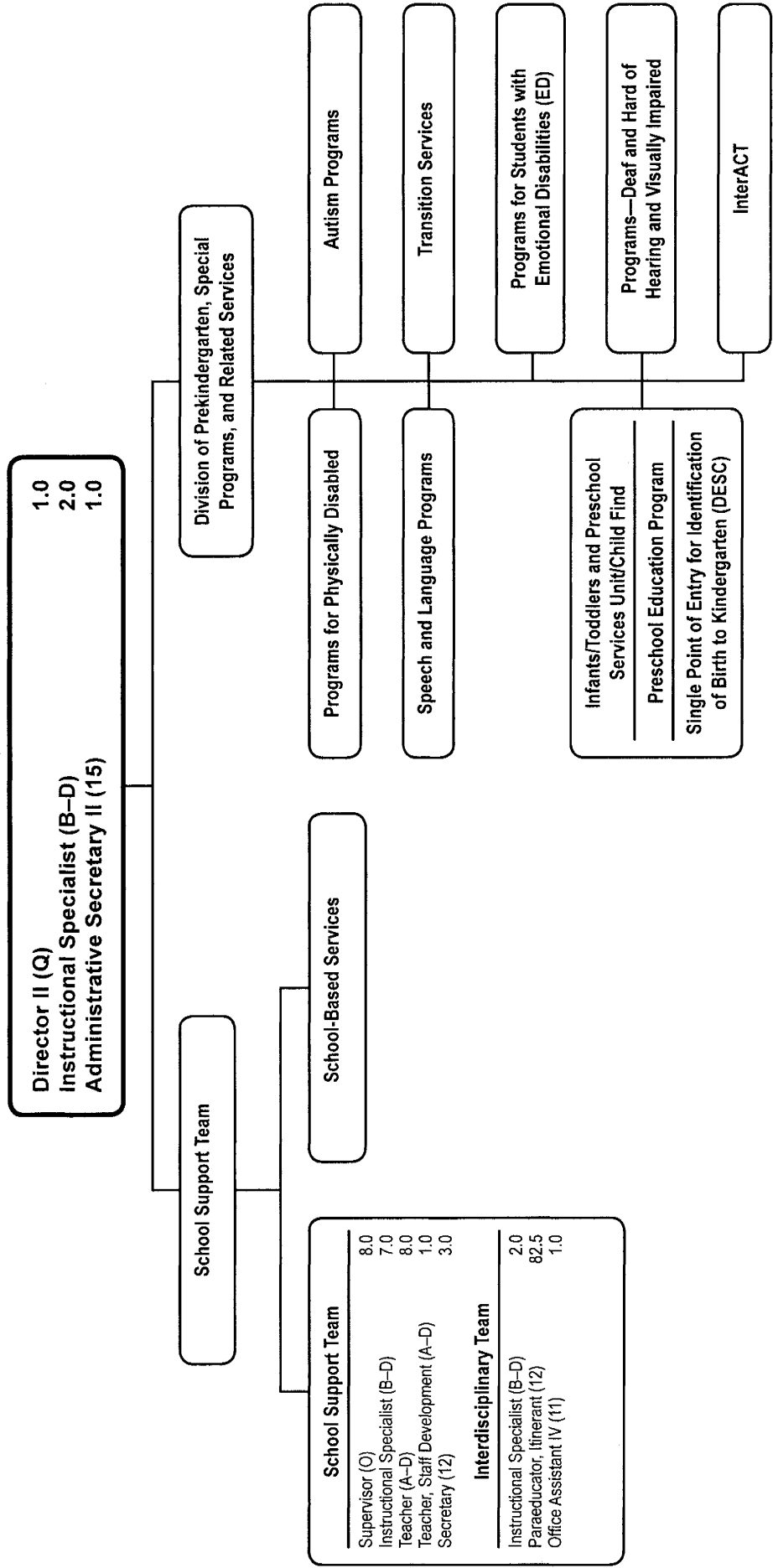
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	76.000	45.000	45.000	72.500	27.500
Position Salaries	\$1,389,121	\$1,720,334	\$1,720,334	\$2,477,926	\$757,592
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		4,721	4,721		(4,721)
Other					
Subtotal Other Salaries	542	4,721	4,721		(4,721)
Total Salaries & Wages	1,389,663	1,725,055	1,725,055	2,477,926	752,871
02 Contractual Services					
Consultants					
Other Contractual		233,172	233,172	765,063	531,891
Total Contractual Services	471,047	233,172	233,172	765,063	531,891
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		671,273	671,273	1,256,712	585,439
Utilities					
Miscellaneous		20,100	20,100	20,100	
Total Other	1,095,420	691,373	691,373	1,276,812	585,439
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$2,956,130</u>	<u>\$2,649,600</u>	<u>\$2,649,600</u>	<u>\$4,519,801</u>	<u>\$1,870,201</u>

Medical Assistance Program - 939

Judith Pattik, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
6	N Coordinator		1.000	1.000	1.000	1.000	
6	27 Project Specialist		1.000	1.000	1.000	1.000	
6	22 Fiscal Assistant V		1.000	1.000	1.000	1.000	
6	14 Account Assistant III		1.000	1.000	1.000	1.000	
6	12 Secretary		1.000	1.000	1.000	1.000	
6	12 Spec Ed Itinerant Paraeducator	X	71.000	40.000	40.000	67.500	27.500
Total Positions			76.000	45.000	45.000	72.500	27.500

Department of Special Education Services



Mission

The mission of the Department of Special Education Services (DSES) is to provide and monitor the delivery of a comprehensive and seamless continuum of services for students with disabilities from birth through age 21. In order to improve student achievement for all students with disabilities and ensure access to the Montgomery County Public Schools' (MCPS) curricula in compliance with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the *No Child Left Behind Act 2001* (NCLB), DSES ensures the implementation of Individualized Education Programs (IEPs), provides access to rigorous high-quality instruction for students with disabilities, offers a broad range of early intervention services, and supports the development of appropriate skills for students to access post-secondary outcomes based upon attaining a high school diploma or Maryland Certificate of Exit and to enter the world of work as responsible citizens.

Major Functions

In order to provide cohesive, coordinated efforts, DSES aligned its goals and objectives with the MCPS Strategic Plan *Our Call to Action: Pursuit of Excellence*. To accomplish system wide goals, DSES, in collaboration with the Office of School Performance (OSP), the Office of Curriculum and Instructional Programs (OCIP), and the Office of Organizational Development (OOD), develops, coordinates, and enhances efforts to promote collaboration between general and special education teachers to improve the performance outcomes of students with disabilities on county and state accountability measures. These offices recommend services, develop professional development activities, and coordinate and monitor the implementation of scientifically research-based interventions and strategies to ensure that state-of-the-art curricula, instruction, and behavioral practices are provided to students with disabilities. In addition, DSES promotes and coordinates the use of technology necessary to facilitate the unification of special and general education to meet the needs of every student. DSES provides ongoing monitoring of school-based, cluster, and countywide programs to increase the graduation rate of students in special education, reduce the overrepresentation of African American students in special education, and ensure the provision of a Free and Appropriate Public Education (FAPE) for students with disabilities as required by state and federal mandates.

Trends and Accomplishments

In support of the system wide endeavor to ensure success for every student through *Our Call to Action: Pursuit of Excellence* and the *No Child Left Behind Act 2001* (NCLB), DSES is committed to promoting improved academic achievement for all students with disabilities in the least restrictive environment (LRE) setting in which they are served. LRE settings are defined according to the percentage of time spent outside of a regular classroom: for 6–21 year old students, less than 21 percent of the day (LRE A), and more than 60 percent of the day (LRE C). For children ages 3–5, Maryland

State Department of Education (MSDE) monitors the percentage of preschool students with disabilities served in settings with typically developing peers. The MSDE LRE goal for MCPS is for the percentage of students with disabilities, ages 6–21, receiving special education services in the general education setting (LRE A) to increase annually and the percentage of students receiving special education services in self-contained classrooms (LRE C) to decrease. According to the MSDE Census Data from 2002–2007, MCPS has demonstrated a strong five-year trend in increasing the number of students with disabilities in LRE A while decreasing the number of students in LRE C. An analysis of the October 26, 2007, Census Data report indicates that the percentage of students receiving services in LRE C decreased by 6.5 percent from 2003 to 2007. The October 26, 2007, Census Data report also shows that the percentage of students receiving services in LRE A increased from 48.11 percent in 2003, to 61.05 percent in 2007. The 12.94 percentage point increase in students receiving services in LRE A over the past four years in MCPS has outpaced the 5.10 percentage point increase in the state. More progress needs to be made in the preschool category (ages 3–5). In 2004–2005, MSDE established a new goal, 43.5 percent, and baseline for reporting the percentage of preschool students receiving special education services in settings with their typically developing peers. The percentage of MCPS children with disabilities receiving services in settings with typically developing peers increased by 26.1 percentage points, from 30.8 percent in school year 2006–2007, to 56.9 percent in school year 2007–2008.

In order to meet the goal of increasing the academic performance of students with disabilities in the LRE, DSES is increasing the capacity for more inclusive education through systematic training, technology initiatives, and expansion of LRE options and supports. MCPS was acknowledged by MSDE for exemplary implementation of the AYP Grant, which is being implemented in nine middle schools to support both reading and math. During the 2007–2008 school year, reading intervention programs were expanded at all levels, and mathematics interventions were implemented in selected elementary, middle, and high schools. The mathematics interventions included the implementation of a base-10 mathematics program for learners with cognitive disabilities in all middle schools Fundamental Life Skills (FLS) programs and three high school FLS programs; a software program that helps struggling students develop fluency with basic math facts in the four operations installed in all middle schools, all elementary schools with learning centers, as well as eight additional elementary schools; a computer assisted program to be used with students in Grades 4 through 10 installed in 11 high schools receiving former learning center students. Currently, research-based reading interventions are supported in 30 elementary schools, 36 middle schools, and 17 high schools. Research-based math interventions are currently supported in 19 elementary schools, 37 middle schools, and 12 high schools. For the 2008–2009 school year, the number of interventions and support in existing schools will be increased, and interventions will be expanded into 3 new elementary schools and one additional high school. This initiative enables students to access the

general education environment by improving reading and math skills. The students receiving these reading interventions continue to make significant growth over time based upon the data from intervention-embedded assessments and countywide assessments. DSES staff provides ongoing consultation, coaching, and professional development to staff in all participating schools. Comprehensive, mandatory professional development, coordinated with general education initiatives, ensures that more teachers are prepared to meet the challenge of having special education students in their classrooms. In light of the goal to improve the academic outcomes for students with disabilities while increasing the percentage of students receiving services in their home and/or consortia schools, MCPS provided two days of mandatory professional development in the summer of 2008 to new Grade 6 and all Grade 7 and Grade 9 general and special educators, who were responsible for co-teaching, on co-teaching best practices, the effective use of paraeducators, the accessibility planning process and universal design for learning, and technology to help students access the curricula. Mandatory professional development was provided on the Alt-MSA for all special education teachers in Grades 3 through 8 and Grade 10. All mandatory curriculum professional development for elementary, middle, and high school teachers included special education teachers, providing further opportunities for collaboration. Also in the summer of 2008, the department provided professional development for paraeducators, who support Grade 7 and Grade 9 students, and itinerant paraeducators, who support students in Grades K-12. High quality professional development was provided to over 5,000 employees at various levels including school, cluster, quad-cluster, and county on topics related to co-teaching, inclusive practices, reading and mathematics interventions, behavior management, and assistive technology.

Selected preschool general and special education teachers, responsible for implementing the collaborative preschool programs designed to provide prekindergarten students with disabilities access to the general education environment, participated in ongoing professional development during the 2007-2008 school year. The combined professional development and collaborative planning efforts of general and special education teachers for the combined preschool classes led to dramatic outcomes for students with disabilities transitioning to kindergarten. In FY 2008, 86.3 percent of the children from the collaborative preschool classes were recommended for less restrictive environments for kindergarten or were dismissed from special education, a 9 percentage point increase from FY 2007. This 9 percentage point increase continues a five-year trend of providing services to children in more inclusive settings. During the 2008-2009 school year, 100 percent of students from the Pre-K Vision classes will attend Kindergarten in their home school. Also, 87.9 percent of the students in PEP Classic, PEP Itinerant, or Pre-K Language classes who live in the attendance area of a Home School Model will attend their home school in the 2008-2009 school year. Preschool and Related Services will expand the Three-year-old PILOT (Providing Inclusive Learning Opportunities for Threes) classes to include an additional site; thus providing a total of seven

sites with county wide feeder patterns in 2008-2009. In FY 2009, the collaborative preschool classrooms initiative will expand to 13 sites.

According to the October 2007 Maryland State Department of Education (MSDE) Census Data, Montgomery County Public Schools (MCPS) met the LRE-A target for FY 2007 increasing the number of students receiving services inside regular education classrooms. From 2003 to 2007, MCPS has increased the percentage of students receiving special education services in the general education setting by 12.9 percent. MCPS did not meet the target for LRE C; however the number of students receiving services in self-contained environments did decrease by 2.4 percent from last year, based on the October 2006 MSDE Census Data report. From 2003 to 2007, MCPS has reduced the percentage of students receiving special education services in the self-contained setting by 6.5 percent according to information from the MSDE Census Data report. The October 2007 MSDE Census Data indicate that the trend in the state's high incidence growth disabilities categories closely parallels the trend in Montgomery County Public Schools and indicates an increase in the number of students in the autism category. While students with specific learning disabilities and speech/language impairments comprise the majority of students receiving special education services, DSES continued to monitor the increased identification of students with autism, and provided a variety of instructional programs and multiple opportunities for all students with disabilities to access the MCPS curricula. The High Incidence Accessible Technology (HIAT) team provided technology training, online materials, guides, resource links, and examples of universally-designed instruction to support student access to the MCPS curriculum. HIAT expanded the availability of assistive technology services to a wider range of students with disabilities so that they could not only participate in general education classes but also compensate for their learning differences and achieve at higher levels. During the 2007-2008 school year, DSES, OCIP, and OOD collaborated to expand the use of the Universal Design for Learning (UDL). HIAT was responsible for implementing the two-day mandatory professional development in UDL for new Grade 6 teachers and all Grade 7 and Grade 9 general and special educators during the summer of 2008.

DSES is committed to monitoring the achievement of students with disabilities as compared to their counterparts statewide. An analysis of the 2008 Maryland School Assessment preliminary results indicates that 73.7 percentage of our special education students reached proficiency. This exceeds the state target of 71 percent for all students by 2.7 percent. Data from the Maryland State Department of Education (MSDE) indicate that during the 2007-2008 school year, MCPS students with disabilities achieved 67 percentage proficiency in reading and 52.6 percentage in mathematics as compared to the students with disabilities across the state, who attained 55 percentage proficiency in reading and 45.1 percentage in mathematics. These data indicate that the MCPS students outperformed students statewide on the Maryland School Assessments (MSA) in Grades 3-8 by 12 percentage points in reading and 7.5 percentage points in

mathematics. Increased student performance links to initiatives to provide inclusive opportunities and hours-based staffing, which has been expanded to three additional middle schools.

Students with disabilities are increasing their participation in rigorous courses and assessments at the high school level. DSES recognizes the importance of continuously monitoring the participation and completion rates of students with disabilities, who are enrolled in HSA bearing courses, to ensure that these students will exit with a high school diploma. DSES staff works collaboratively with OCIP, OSP, and the Office of Shared Accountability (OSA) on initiatives to support improving HSA performance.

Major Mandates

- Public Law 108-446, Individuals with Disabilities Education Improvement Act (IDEA 2004), requires a free and appropriate education for students with disabilities in LRE to improve student achievement. It also requires providing services to these students from birth through the school year in which a student reaches age 21, including related services that support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, mobility training, and psychological services. IDEA 2004 also mandates transition services for students no later than age 14.
- The *No Child Left Behind Act* (NCLB) mandates that state and local education agencies be held accountable to the federal requirements and guidelines regarding academic standards, assessment, and accountability for all students. The standards, testing, and accountability provisions are the core of this law and will be monitored annually. Local schools are mandated to focus instruction where it is most needed and to address achievement gaps for the benefit of all students.
- Federal regulations mandate early intervention services for infants and toddlers (birth through age two) that have or are at risk for developmental delays. MCPS delivers these services to children and their families in cooperation with other county agencies through the Montgomery County Infants and Toddlers Program.
- Maryland regulations mandate standards for earning a special education program certificate for students with disabilities who do not meet diploma requirements. This includes enrollment in an education program until the end of the school year in which the student turns age 21, if needed, in order to develop the skills required to enter the world of work as a responsible citizen. State regulations also mandate timelines for completing assessments, identifying a disability, and placement in a special education program.
- MCPS policy requires that students with disabilities and their parents be guaranteed procedural safeguards with respect to their rights to a free and appropriate public education.

Strategies

- Make improved student performance a primary focus of the MCPS/MSDE self-improvement plan.
- Work collaboratively with other MCPS offices and community partners in implementing the Department of Special Education Services strategic plan that will guide the department toward agreed-upon outcomes.
- Develop and monitor the implementation and analysis of data related to the indicators of success for students with disabilities and special education services.
- Collaborate with community superintendents and principals to review individual school data to identify needs and develop strategies to improve special education student performance.
- Provide services that align with the Maryland Content Standards and utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Monitor the achievement of students with disabilities in public and nonpublic schools to ensure adequate yearly progress in the acquisition of knowledge and skills.
- Maintain and expand collaborative partnerships with business, community, and local government agencies to provide services for students with disabilities.
- Provide professional development to promote teacher use of a variety of instructional strategies and technologies to meet the needs of students with disabilities.
- Monitor LRE data and work with schools to increase the participation of students with disabilities in the LRE.
- Continue to monitor special education placements of students with disabilities to reduce the overrepresentation of African American students in special education.

Performance Measures

Performance Measure: To increase the percentage of students with special needs in general education settings (LRE A), as suggested by the MSDE self-evaluation guidelines.

FY 2008 Actual	FY 2009 Estimated	FY 2010 Recommended
61.05%	61.11%	61.61%

Explanation: This measure indicates the degree to which students with special needs are educated in general education settings. Achievement of this performance measure will bring MCPS into compliance with MSDE recommended guidelines.

Performance Measure: One hundred percent of all students at the third, fourth, fifth, sixth, seventh, and eighth grade levels must be at the advanced or proficient level in reading and mathematics by the year 2014, to meet standards for the Maryland State Assessment (MSA) program. Based on the actual student performance data in FY 2008, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 3.75 percentage points per year in reading and 8.65 percentage

points per year in mathematics for Grades 3-5 in order to achieve this outcome. In Grades 6-8, the percentage of students with special needs at the advanced and proficient levels combined will need to increase by approximately 10.5 percentage points per year in reading and 13.8 percentage points per year in mathematics. Annual performance measures for Grades 3 through 5 and Grades 6 through 8 for reading and mathematics are as follows:

<u>Grades 3-5</u>		
FY 2008	FY 2009	FY 2010
Actual	Estimated	Recommended
73.7%	77.45%	81.2%
Reading	Reading	Reading
62.1%	70.75%	79.4%
Mathematics	Mathematics	Mathematics

<u>Grades 6-8</u>		
FY 2008	FY 2009	FY 2010
Actual	Estimated	Recommended
60.7%	70.75%	80.8%
Reading	Reading	Reading
43.8%	57.6%	71.4%
Mathematics	Mathematics	Mathematics

Mathematics Explanation: This measure assesses critical academic performance and is used to assess adequate yearly progress relative to the *No Child left Behind Act*.

Performance Measure: Below is the FY 2007 actual performance data for students in Grades 9-12. Based upon this data, the percentage of special education students achieving a passing score on the Algebra High School Assessment will need to increase by 5.6 percentage points per year in order to achieve the 2010 MSDE recommended target of 64.9 percent. The percentage of special education students achieving a passing score on the English 2 High School Assessment will need to increase by 10 percentage points per year in order to attain the MSDE recommended target of 72.7 percent in FY 2010.

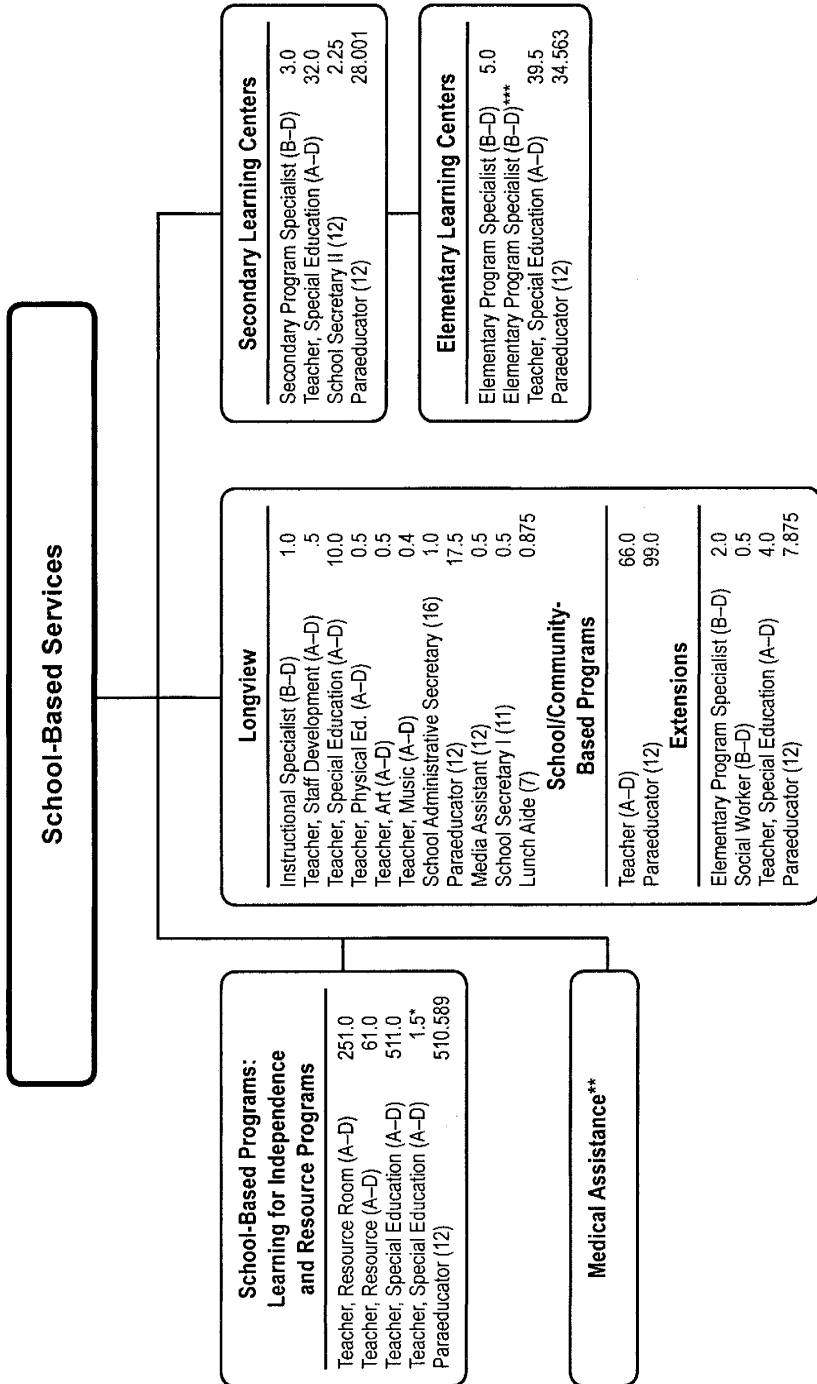
<u>Grades 9-12</u>			
FY2007	FY 2008	FY 2009	FY 2010
Actual	Estimated	Estimated	Recommended
48.1%	53.7%	59.3%	64.9%
Algebra	Algebra	Algebra	Algebra
42.7%	52.7%	62.7%	72.7%
English 2*	English 2	English 2	English 2

Explanation: This measure assesses critical academic performance and can be used to assess adequate yearly progress relative to the *No Child Left Behind Act*.*

**Budget Explanation
Department of Special Education
Services—241**

The budget explanation for this department is combined with the budget explanation for the Department of Special Education Operations.

School-Based Services



F.T.E. Positions 1,692.053
 * Model Learning Center
 ** Resources for Medical Assistance are shown in the Department of Special Education Services Operations
 *** 1.0 position funded by IDEA

Special Schools*

Rock Terrace/Crossroads	
Principal (P)	1.0
Assistant Principal (N)	1.0
Psychologist (B-D)	1.0
Social Worker (B-D)	2.0
Media Specialist (B-D)	0.5
Counselor (B-D)	1.0
Teacher, Staff Development (A-D)	1.0
Teacher, Special Education (A-D)	18.0
Teacher, Physical Education (A-D)	0.6
Teacher, Art (A-D)	0.6
Teacher, Music (A-D)	0.6
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	.375
School Financial Assistant (14)	1.0
Security Assistant (14)	1.0
School Secretary II (12)	1.0
Paraeducator (12)	17.0
Media Assistant (12)	1.0

Carl Sandburg	
Principal (O)	1.0
Elementary Program Specialist (B-D)	2.0
Psychologist (B-D)	1.0
Media Specialist (B-D)	0.5
Teacher, Staff Development (A-D)	1.0
Teacher, Special Education (A-D)	16.0
Teacher, Art (A-D)	0.7
Teacher, Music (A-D)	0.5
Teacher, Physical Education (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	.25
Paraeducator (12)	17.5
Media Assistant (12)	0.5
School Secretary I (11)	1.0
Lunch Aide (7)	.875

Stephen Knolls	
Coordinator (N)	1.0
Media Specialist (B-D)	0.5
Teacher, Staff Development (A-D)	0.5
Teacher, Special Education (A-D)	10.5
Teacher, Physical Education (A-D)	0.7
Teacher, Art (A-D)	0.5
Teacher, Music (A-D)	0.4
Teacher, Physical Ed. (A-D)**	
Teacher, Art (A-D)**	
Teacher, Music (A-D)**	
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	.375
Paraeducator (12)	19.25
Media Assistant (12)	0.5
School Secretary I (11)	0.5
Lunch Aide (7)	.875

RICA-Rockville	
Principal (P)	1.0
Assistant Principal (N)	1.0
Secondary Program Specialist (B-D)	2.0
Media Specialist (B-D)	1.0
Teacher, Staff Development (A-D)	1.0
Teacher, Special Education (A-D)	22.0
Teacher (A-D)	0.5
Teacher, Transition (A-D)	1.0
Teacher, Physical Education (A-D)	2.0
Teacher, Art (A-D)	1.0
School Administrative Secretary (16)	1.0
Instructional Data Assistant (15)	.25
Security Assistant (14)	1.0
School Secretary II (12)	1.0
Media Assistant (12)	0.5
Paraeducator (12)	21.25
School Secretary I (11)	1.0

F.T.E. Positions 189.6

*Special schools are supervised by the Office of School Performance

** .6 FTE positions funded by IDEA

Mission

The mission of the School-Based Services (SBS) is to provide students with disabilities in Grades K-12 access to high quality and rigorous instructional programs, and to ensure the implementation of Individualized Education Programs (IEPs) in compliance with the Individuals with Disabilities Education Improvement Act (IDEA 2004). The attainment of this mission will be achieved by ensuring success for every student as identified in the Montgomery County Public Schools (MCPS) Strategic Plan *Our Call to Action: Pursuit of Excellence* and the *No Child Left Behind Act of 2001* (NCLB).

Major Functions

SBS provides oversight of all school-based special education services in Grades K-12. This includes ensuring the implementation of special education services along a continuum of settings, ranging from the general education environment to special class placements. The division is responsible for providing direct oversight of the following array of services: Resource, Learning and Academic Disabilities (LAD) services, School-Based Learning Centers, Learning for Independence services, and School/Community-Based services.

SBS is responsible for developing and coordinating services for 14,910 school-aged students with disabilities. In support of the systemwide endeavor to ensure success for every student through *Our Call to Action: Pursuit of Excellence* and NCLB, the division is committed to providing an effective instructional program that promotes success in the general education environment in all schools throughout the county.

One of the major functions of the division is to ensure that students with disabilities achieve the goals of the MCPS curriculum or the Fundamental Life Skills curriculum. Toward this end, SBS special education supervisors and instructional specialists provide support and assistance to schools to ensure implementation of the curriculum and the placement of students with disabilities in the least restrictive environment (LRE). Special emphasis is placed on assisting and providing professional development activities for general and special education teachers on research-based instructional strategies and practices to enable students access to the general education curriculum. SBS also provides a cadre of eight itinerant resource teachers whose function is to work with school-based staff and provide professional development activities on inclusive practices, the effective use of para-educators, and the provision of accommodations for students with disabilities to ensure access to the curriculum.

The SBS staff also provides technical assistance to local school IEP teams regarding the identification, evaluation, and placement of students with disabilities. Outreach and collaboration efforts with parents; federal, state, and community agencies; and professional organizations as supported by *Our Call to Action: Pursuit of Excellence* and NCLB are major initiatives for the division.

Trends and Accomplishments

The SBS is an integral part of the MCPS instructional program and is committed to increasing collaboration among all offices and staff to provide a seamless delivery of services that effectively and efficiently meets the needs of all students. The impetus for ensuring that the Department of Special Education Services (DSES) is an integral part of the MCPS instructional program is directly linked to the reauthorization of IDEA 2004. This law ensures that students receive a free and appropriate public education (FAPE) in the LRE to the maximum extent possible. The law also mandates that students with disabilities not only be given access to the general education curriculum, but that they make adequate academic progress. The importance of educating students in the LRE has moved the division to establish services in an increasing number of neighborhood schools so that students with disabilities can be served within their home communities.

The Maryland State Department of Education (MSDE) has set targets for including students in the general education environment that are monitored to ensure that schools meet established standards, and holds schools and local systems accountable for student performance. Until the 2005-2006 school year, MCPS was required by MSDE to work toward the goal of having 80 percent of students with disabilities in the general education setting for 40 percent or more of the school day (LRE A and LRE B). In February 2007, MSDE increased the target for the percentage of students with disabilities in LRE A to more than 60.11 percent and decreased the target for the percentage of students with disabilities in LRE C to less than 16.61 percent. Students in LRE A receive special education and related services in the general education classroom for 80 percent or more of the day, LRE B is not targeted or monitored by MSDE at this time, and students in LRE C are removed from general education classrooms for more than 60 percent of the day (i.e. self-contained classrooms). It is assumed that as LRE C decreases, students will naturally transition into less restrictive settings, either LRE A or B. Between 2002-2007, MCPS made significant progress in including students with disabilities in general education environments (LRE A), while reducing the percentage of students educated in self-contained classrooms (LRE C). Recently, MCPS improved its LRE A data by increasing from 57.05 percent in FY 2006 to 59.10 percent in FY 2007, reaching the 60.11 MSDE target. MCPS also made progress in reducing the time students spend in segregated settings by reducing LRE C from 20.66 percent in FY 2006 to 19.44 percent in FY 2007.

As part of the plan to increase service in LRE A, Home School Model services will be expanded to additional elementary schools, while five high school clusters continue to provide home school services in all their elementary schools. MCPS is striving to improve student achievement and meet the target set by MSDE for participation of students with disabilities in the general education environment by expanding inclusive practices at the secondary level as well. In order to serve more secondary students in their home schools, MCPS has

developed a six-year plan to phase out secondary learning centers beginning in FY 2007. This plan will enable middle and high school students to have increased access to rigorous instruction from highly qualified content teachers, while providing a continuum of supports to the students.

In an era of standards and accountability, current state and federal guidelines, practices, and trends require school systems to provide instruction that is based on ensuring that students with disabilities work towards the attainment of the state's standards. Meeting those needs is a shared responsibility that focuses on instruction rather than labels, categories, or programs. To achieve this goal, the division collaborates with the Office of School Performance (OSP), Office of Curriculum and Instructional Programs (OCIP), the Office of Organizational Development (OOD), Title I, Head Start, and Prekindergarten programs to meet the increasingly complex needs of MCPS students. One of the most significant accomplishments of the division was the expansion of a series of mandatory summer professional development sessions for Grades 6, 7 and 9 grade general and special education teachers regarding best practices for co-teaching. This major accomplishment was achieved as a result of collaboration with OCIP and OOD. In addition, a full day of professional development was provided to paraeducators working with Grade 7 and 9 students and itinerant paraeducators prior to the beginning of the 2008–2009 school year. The division continues to develop a more effective, efficient service delivery system that is responsive to the changing needs of students, families, and staff.

SBS provides ongoing support and refinement of 10 reading research-based interventions and 3 mathematics interventions across the county. Currently research based reading interventions are supported in 30 elementary schools, 36 middle schools and 17 high schools. Research-based mathematics interventions are currently supported in 19 elementary schools, 37 middle schools and 12 high schools. For the 2008-2009 school year SBS will increase the number of interventions and support in existing schools and expand interventions into 3 additional elementary schools and one additional high school. This initiative enables students to access the general education environment by improving reading and mathematics skills. The students receiving these reading interventions continue to make significant growth over time, based upon the data from intervention-embedded assessments and countywide assessments. Ongoing coaching, consultation, and professional development training is provided to staff in all participating schools.

On the Maryland State Assessment (MSA), students receiving special education services demonstrated increased proficiency in reading and mathematics from 2004 to 2008. Early interventions and increased access to the general education environment enabled Grade 3 students with disabilities to increase their performance on the reading assessment from 30.3 percent proficient in 2003, to 73.7 percent proficient on the reading assessment in 2008 an increase of over 40 percentage points. The provision and expansion reading and

mathematics interventions in elementary, middle and high schools will continue to enable more students to achieve proficiency in reading as they progress to high school.

Students receiving special services have shown substantial increases in HSA scores over the last five years, reaching the highest proficiency rates to date on the 2007 Maryland HSAs. Increases are most notable on the English and Government HSAs. From 2006-2007, the largest proficiency gains for students with disabilities were observed on the English HSA (18 percentage points) and the Government HSA (16 percentage points). For both subject areas, the achievement gap was reduced by 11 percentage points from 2006 to 2007. Proficiency gains were also observed in Biology (10.3 percentage points) and Algebra HSA (2.3 percentage points) from 2006 to 2007. Reductions in the achievement gap also occurred on the Algebra and Biology HSAs. The Algebra HSA gap decreased to 32.9 percentage points in 2007 from an all time high of 45.5 percentage points in 2004. For Biology, the achievement gap between students receiving special services and their general education peers decreased from 41.6 percentage points in 2006 to 32.8 percentage points in 2007. SBS staff collaborates with OCIP, OSP, and OSA to organize and optimize the use of existing resources for improved academic results of students with disabilities.

The graduation rate for students with disabilities has shown an upward trend over the past few years. In 2007, 88.32 percent of students with disabilities graduated. This is quickly approaching the rate of graduation for nondisabled students of 91.87 percent in Montgomery County, and exceeds the state graduation rate in both categories.

To address the above trends, SBS has collaborated closely with OSP and OCIP to identify best practices to improve the performance of students with disabilities in all grade levels and in all areas of assessment.

Major Mandates

- Public Law 108–446, Individuals with Disabilities Education Improvement Act (IDEA 2004), that updates P.L. 105.17, mandates a free and appropriate public education for students with disabilities in LRE to meet the students' needs. It also requires the provision of services, birth through age 21, including related services, to support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, and assistive technology, as well as psychological services. IDEA 2004, also mandates transition services no later than age 14.
- The *No Child Left Behind Act* mandates that state and local education agencies be held accountable to the federal requirements and guidelines for academic standards and assessment programs, and the achievement of adequate yearly progress for all students. The standards, testing, and accountability provisions are the core of this law. Local schools are mandated to focus instruction where it is most needed and address gaps for the benefit of all students.

School-Based Services—251/240/242/243/244/245/246/247/248/256/258/259/272/273/274/275/295

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- The Code of Maryland Regulations (COMAR) mandates standards for the completion of a special education program with a Maryland high school certificate for those students with disabilities who cannot meet the requirements for a diploma. This includes enrollment in an education program until age 21, if needed, to develop appropriate skills to enter the world of work as a responsible citizen. COMAR also mandates the timeline for completion of assessments, identification of a disability, and provision of special education services.
- The Montgomery County Public Schools' Strategic Plan *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.
- The Montgomery County Public Schools' Strategic Plan *Our Call to Action: Pursuit of Excellence* mandates an increase of participation of diverse learners, including students with disabilities, in Honors and Advanced Placement classes.

Strategies

- Make improved student performance a primary focus of the MCPS/MSDE self improvement plan.
- Work collaboratively with other MCPS offices and community partners in implementing the DSES strategic plan that will guide the department toward agreed-upon outcomes.
- Develop and monitor the implementation and analysis of data related to the indicators of success for students with disabilities and special education services.
- Collaborate with community superintendents and principals to review individual school data to identify needs and develop strategies to improve special education student performance.
- Provide services that align with the Maryland Content Standards and utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Monitor the achievement of students with disabilities in public schools to ensure adequate yearly progress in the acquisition of knowledge and skills.
- Maintain and expand collaborative partnerships with business, community, and local government agencies to provide services for students with disabilities.
- Provide professional development to promote teacher use of a variety of instructional strategies and technologies to meet the needs of students with disabilities.
- Monitor LRE data and work with schools to increase the participation of students with disabilities in the LRE.
- Continue to monitor special education placement of students with disabilities to reduce the overrepresentation of African American students in special education.

Performance Measures

Performance Measure: Increase the number of participants, general and special education staff, attending professional development activities related to students receiving special education services in the LRE.

FY 2008 Actual	FY 2009 Estimated	FY 2010 Recommended
4,156	4,300	4,500

Explanation: This measure indicates the division's efforts in collaboration with ODD and OCIP to provide professional development for general and special education teachers on effective strategies to improve student outcomes in the LRE.

Performance Measure: To increase the percentage of students with disabilities in LRE A (general education) settings to 62.11 percent and to decrease the percentage of students with disabilities in LRE C (separate class) to 16.61 percent, as suggested by the MSDE self-evaluation guidelines.

FY 2008 Actual	FY 2009 Estimated	FY 2010 Recommended
61.05 %	61.11%	62.11 %
LRE C 17.04%	LRE C 16.11%	LRE C 15.86%

Explanation: This measure documents the results of the division's efforts to increase the goal of providing students with disabilities access to the general education environment and improve student achievement.

Budget Explanation

School-Based Services—251/242/244/245/246/248/256/258/259/274/275

The FY 2010 request for this division is \$137,290,681, a decrease of \$7,663,404 from the current FY 2009 budget of \$144,954,085. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$2,518,006)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$2,518,006 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

School-Based Services—251/240/242/243/244/245/246/247/248/256/258/ 259/272/273/274/275/295

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Enrollment Changes—(\$677,490)

There is a net decrease of 16.532 positions and \$677,490 related to changes in student enrollment in the programs in this division. There is a decrease of 3.0 paraeducator positions and \$81,648 due to changing enrollment in School/Community Based programs. In addition there is a decrease of 2.5 teacher and 2.187 paraeducator positions and \$193,216 for Secondary Learning Center programs. In the budget for the Elementary Learning Centers, there is a decrease of a .5 teacher and .439 paraeducator positions and \$38,687. Reductions in school-based programs include 11.9 teacher and 11.726 paraeducator positions and \$955,522.

There is an increase of 1.0 teacher and 1.5 paraeducator positions and \$94,302 for programs with students with emotional disabilities. Increasing enrollment projected for students with autism requires an additional 4.5 teacher and 8.72 paraeducator positions and \$477,975. An additional \$19,306 is budgeted for substitute teacher salaries.

Realignment—(\$2,841,578)

There is increase of 2.4 positions and \$132,462 realigned to this division from other OSESS units. There is a realignment of 27.5 special education itinerant paraeducator positions and \$887,694 from this division into the budget for the Medical Assistance program. To align resources where they are most needed, there is a \$2,086,346 shifted to the Individuals with Disabilities Education budget (IDEA) from a variety of accounts.

Inflation—\$83,662

Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$83,662.

Other—\$143,528

University Partnerships—\$143,528

The Office of Human Resources is engaged in partnership programs with George Washington University, the Johns Hopkins University, and the University of Maryland that are designed to assist in meeting the need for qualified teachers, especially in critical shortage areas. There is a net increase of \$143,528 in this budget. Overall, the budget for the university partnerships is neutral, and there are offsetting amounts in other parts of the budget.

Reductions—(\$1,853,520)

In the School-Based Services budget there is a reduction of a 1.0 director I and a 1.0 secretary position and \$192,898. In addition there is a reduction of a 1.0 elementary program specialist position and \$74,882. For FY 2010 there is a revision to the Elementary Home School Model that will result in a budget reduction of \$417,314. This net reduction corresponds to a reduction of 20.5 teacher positions and an increase of 24.95 paraeducator positions. A reduction of 5.0 reading teachers and the secondary level will result in a reduction of \$267,390. The budget for Secondary Learning Centers will be reduced by 8.5 teacher and 3.0 secretary positions and \$608,179. There is a reduction of \$194,028 in part-time salaries for extended-school year services; \$49,014 for the new copier initiative and \$49,815 budgeted for 6 percent

inflation for textbooks and instructional materials. Further detail is available in The Superintendent's Recommended FY 2010 Operating Budget in Brief.

Budget Explanation

Special Schools—240/243/247/ 272/273/295

The FY 2010 request for special schools is \$12,156,601, an increase of \$215,918 from the current FY 2009 budget of \$11,940,683. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$335,254

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$335,254 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$51,029)

There are a number of realignments among and between special schools. There are decreases at JLC-RICA of 2.0 special education teacher positions and \$159,960, a 1.0 special education secondary program specialist position and \$94,977 in this budget. In addition, there are realignments decreasing equipment rental \$1,212, local travel \$1,026, and furniture and equipment \$2,013. There are offsetting realignments increasing a 1.0 special education teacher position at Rock Terrace and \$72,927, a .1 physical education teacher position at Rock Terrace and \$7,569, a .1 art teacher position at Rock Terrace and \$7,891, a .1 general music teacher position at Rock Terrace and \$8,372, a .5 school secretary position at Rock Terrace and \$19,483, a .2 physical education teacher position at Stephen Knolls and \$15,138, and a 1.0 special education teacher position at Carl Sandburg and \$76,779.

Inflation—\$3,379

Applying a 6 percent inflation factor increases the budget for textbooks and instructional materials by \$3,379.

Reductions—(\$71,686)

The \$3,379 added for the 6 percent inflation factor textbooks and instructional materials is eliminated for FY 2010. There is a reduction of \$5,000 for summer employment for the RICA program and \$63,307 from other accounts in this budget.

School Based Services - 251/242/244/245/246/248/256/258/259/274/275

Gwendolyn J. Mason, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	2,224.101	2,324.937	2,324.937	2,295.393	(29.544)
Position Salaries	\$121,365,022	\$136,366,237	\$136,366,237	\$131,818,292	(\$4,547,945)
Other Salaries					
Supplemental Summer Employment		1,291,744	1,291,744	1,170,602	(121,142)
Professional Substitutes		2,143,980	2,143,980		(2,143,980)
Stipends		117,266	117,266	197,521	80,255
Professional Part Time		121,039	121,039	20,784	(100,255)
Supporting Services Part Time		2,585,415	2,585,415	2,502,878	(82,537)
Other		128,203	128,203	98,203	(30,000)
Subtotal Other Salaries	6,107,050	6,387,647	6,387,647	3,989,988	(2,397,659)
Total Salaries & Wages	127,472,072	142,753,884	142,753,884	135,808,280	(6,945,604)
02 Contractual Services					
Consultants		31,725	31,725	31,725	
Other Contractual		480,061	480,061	210,021	(270,040)
Total Contractual Services	603,328	511,786	511,786	241,746	(270,040)
03 Supplies & Materials					
Textbooks		186,812	186,812	136,811	(50,001)
Media		21,235	21,235	13,235	(8,000)
Instructional Supplies & Materials		1,270,346	1,270,346	893,489	(376,857)
Office		10,424	10,424	9,382	(1,042)
Other Supplies & Materials		19,337	19,337	4,337	(15,000)
Total Supplies & Materials	1,039,389	1,508,154	1,508,154	1,057,254	(450,900)
04 Other					
Local Travel		122,287	122,287	164,042	41,755
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		23,359	23,359	14,359	(9,000)
Total Other	159,222	145,646	145,646	178,401	32,755
05 Equipment					
Leased Equipment					
Other Equipment		34,615	34,615	5,000	(29,615)
Total Equipment	39,472	34,615	34,615	5,000	(29,615)
Grand Total	\$129,313,483	\$144,954,085	\$144,954,085	\$137,290,681	(\$7,663,404)

School Based Services - 251/242/244/245/246/248/256/258/259/274/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
251 School Based Services							
6	P Director I		1.000	1.000	1.000		(1.000)
6	O Supervisor		7.000	7.000	7.000	7.000	
6	BD Instructional Specialist		10.500	9.000	9.000	9.000	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	6.000	6.000	6.000	8.000	2.000
6	14 Administrative Secretary I		1.000	1.000	1.000		(1.000)
6	12 Secretary		3.000	3.000	3.000	3.000	
6	12 Spec Ed Itinerant Paraeducator	X	79.000	110.000	110.000	82.500	(27.500)
6	11 Office Assistant IV		1.000	1.000	1.000	1.000	
Subtotal			109.500	139.000	139.000	111.500	(27.500)
242 School-Community Based							
6	AD Teacher, Special Education	X	69.500	66.000	66.000	66.000	
6	12 Special Education Paraeducator	X	104.250	102.000	102.000	99.000	(3.000)
Subtotal			173.750	168.000	168.000	165.000	(3.000)
244 Secondary Learning Centers							
6	BD Sp Ed Elem Prgrm Spec	X	6.000				
6	BD Sp Ed Secondary Prgrm Spec	X	7.000	5.000	5.000	3.000	(2.000)
6	AD Teacher, Special Education	X	102.500	43.000	43.000	32.000	(11.000)
6	12 School Secretary II		5.250	5.250	5.250	2.250	(3.000)
6	12 Special Education Paraeducator	X	89.690	37.626	37.626	28.001	(9.625)
Subtotal			210.440	90.876	90.876	65.251	(25.625)
245 Bridge Program							
7	BD Social Worker		2.000	2.000	2.000	2.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	17.000	20.000	20.000	20.000	
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Resource	X	2.000				
6	AD Teacher, Resource Spec Ed			4.000	4.000	4.000	
6	12 School Secretary II		2.000	2.000	2.000	2.000	
6	12 Special Education Paraeducator	X	21.250	25.000	25.000	25.000	
Subtotal			47.250	56.000	56.000	56.000	
246 Elementary Learning Centers							
6	BD Sp Ed Elem Prgrm Spec	X		6.000	6.000	5.000	(1.000)
6	AD Teacher, Special Education	X		40.000	40.000	39.500	(.500)
6	12 Special Education Paraeducator	X		35.002	35.002	34.563	(.439)
Subtotal				81.002	81.002	79.063	(1.939)
248 School-Based Special Education							
6	AD Teacher, Special Education	X	495.800	551.400	551.400	512.500	(38.900)
6	AD Teacher, Sp Ed Resource Room	X	251.000	251.000	251.000	251.000	

School Based Services - 251/242/244/245/246/248/256/258/259/274/275

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CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
248 School-Based Special Education							
6	AD Teacher, Resource	X	59.000				
6	AD Teacher, Resource Spec Ed			59.000	59.000	61.000	2.000
6	12 Special Education Paraeducator	X	455.256	489.929	489.929	510.589	20.660
Subtotal			1,261.056	1,351.329	1,351.329	1,335.089	(16.240)
256 Transition Services							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	BD Sp Ed Secondary Prgm Spec	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Sp Ed Transition	X	45.500	46.000	46.000	46.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	22.500	22.750	22.750	22.750	
Subtotal			72.000	72.750	72.750	72.750	
258 Programs for Students with SED							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Specialist Emotional Disab		1.000	1.000	1.000	1.000	
7	BD Social Worker		6.000	6.000	6.000	6.000	
3	BD Psychologist		7.000	7.000	7.000	7.000	
6	BD Sp Ed Secondary Prgm Spec	X	13.000	13.000	13.000	13.000	
6	AD Teacher, Special Education	X	61.500	69.000	69.000	67.900	(1.100)
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	72.750	72.000	72.000	78.000	6.000
Subtotal			163.250	170.000	170.000	174.900	4.900
259 Autism Program							
6	BD Instructional Specialist		2.500	2.500	2.500	2.500	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	BD Sp Ed Elem Prgm Spec	X	4.500	4.500	4.500	4.500	
6	AD Teacher, Special Education	X	45.500	47.500	47.500	58.000	10.500
6	12 Secretary		.500	.500	.500	.500	
6	12 Special Education Paraeducator	X	88.830	92.330	92.330	121.690	29.360
Subtotal			142.830	148.330	148.330	188.190	39.860
274 Longview							
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Staff Development	X	.500	.500	.500	.500	
6	AD Teacher, Special Education	X	10.000	10.000	10.000	10.000	
6	AD Teacher, Physical Education	X	.500	.500	.500	.500	
6	AD Teacher, Art	X	.500	.500	.500	.500	
6	AD Teacher, General Music	X	.400	.400	.400	.400	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	17.500	17.500	17.500	17.500	

School Based Services - 251/242/244/245/246/248/256/258/259/274/275

Gwendolyn J. Mason, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	274 Longview						
6	12 Media Assistant	X	.500	.500	.500	.500	
6	11 School Secretary I		.500	.500	.500	.500	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
	Subtotal		33.275	33.275	33.275	33.275	
	275 Extensions						
7	BD Social Worker		.500	.500	.500	.500	
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Special Education	X	3.000	4.000	4.000	4.000	
6	12 Special Education Paraeducator	X	5.250	7.875	7.875	7.875	
	Subtotal		10.750	14.375	14.375	14.375	
	Total Positions		2,224.101	2,324.937	2,324.937	2,295.393	(29.544)

Special Schools - 240/243/247/272/273/295

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	229.100	189.600	189.600	189.600	
Position Salaries	\$13,072,832	\$11,698,587	\$11,698,587	\$11,987,063	\$288,476
Other Salaries					
Supplemental Summer Employment		110,414	110,414	60,473	(49,941)
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		48,508	48,508	30,143	(18,365)
Other		21,275	21,275	21,275	
Subtotal Other Salaries	171,671	180,197	180,197	111,891	(68,306)
Total Salaries & Wages	13,244,503	11,878,784	11,878,784	12,098,954	220,170
02 Contractual Services					
Consultants					
Other Contractual		1,212	1,212		(1,212)
Total Contractual Services		1,212	1,212		(1,212)
03 Supplies & Materials					
Textbooks		9,486	9,486	9,485	(1)
Media		9,505	9,505	9,505	
Instructional Supplies & Materials		37,323	37,323	37,323	
Office					
Other Supplies & Materials					
Total Supplies & Materials	51,582	56,314	56,314	56,313	(1)
04 Other					
Local Travel		2,360	2,360	1,334	(1,026)
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,087	2,360	2,360	1,334	(1,026)
05 Equipment					
Leased Equipment					
Other Equipment		2,013	2,013		(2,013)
Total Equipment		2,013	2,013		(2,013)
Grand Total	\$13,297,172	\$11,940,683	\$11,940,683	\$12,156,601	\$215,918

Special Schools - 240/243/247/272/273/295

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	243 Rock Terrace						
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assisant Principal		1.000	1.000	1.000	1.000	
7	BD Social Worker		2.000	2.000	2.000	2.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	BD Counselor	X	1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	15.000	17.000	17.000	18.000	1.000
6	AD Teacher, Physical Education	X	.500	.500	.500	.600	.100
6	AD Teacher, Art	X	.500	.500	.500	.600	.100
6	AD Teacher, General Music	X	.500	.500	.500	.600	.100
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	15 Instructional Data Assistant	X	.375	.375	.375	.375	
6	14 School Financial Assistant		1.000	1.000	1.000	1.000	
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	12 School Secretary II	X	.500	.500	.500	1.000	.500
6	12 Special Education Paraeducator	X	15.000	17.000	17.000	17.000	
6	12 Media Assistant	X	1.000	1.000	1.000	1.000	
	Subtotal		43.875	47.875	47.875	49.675	1.800
	247 Mark Twain						
6	P Principal		1.000				
6	N Assistant Principal		1.000				
7	BD Social Worker		1.000				
3	BD Psychologist		1.000				
6	BD Sp Ed Secondary Prgm Spec	X	1.000				
6	AD Teacher	X	.500				
6	AD Teacher, Staff Development	X	1.000				
6	AD Teacher, Special Education	X	15.000				
6	AD Teacher, Physical Education	X	1.000				
6	25 IT Systems Specialist		1.000				
6	16 School Admin Secretary		1.000				
6	14 School Registrar		1.000				
6	14 Security Assistant	X	1.000				
6	12 School Secretary II		1.000				
6	12 Special Education Paraeducator	X	12.500				
6	12 Media Assistant	X	.500				
	Subtotal		40.500				
	272 Stephen Knolls						
6	N Coordinator LV/Stephen Knolls		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	.500	.500	.500	.500	

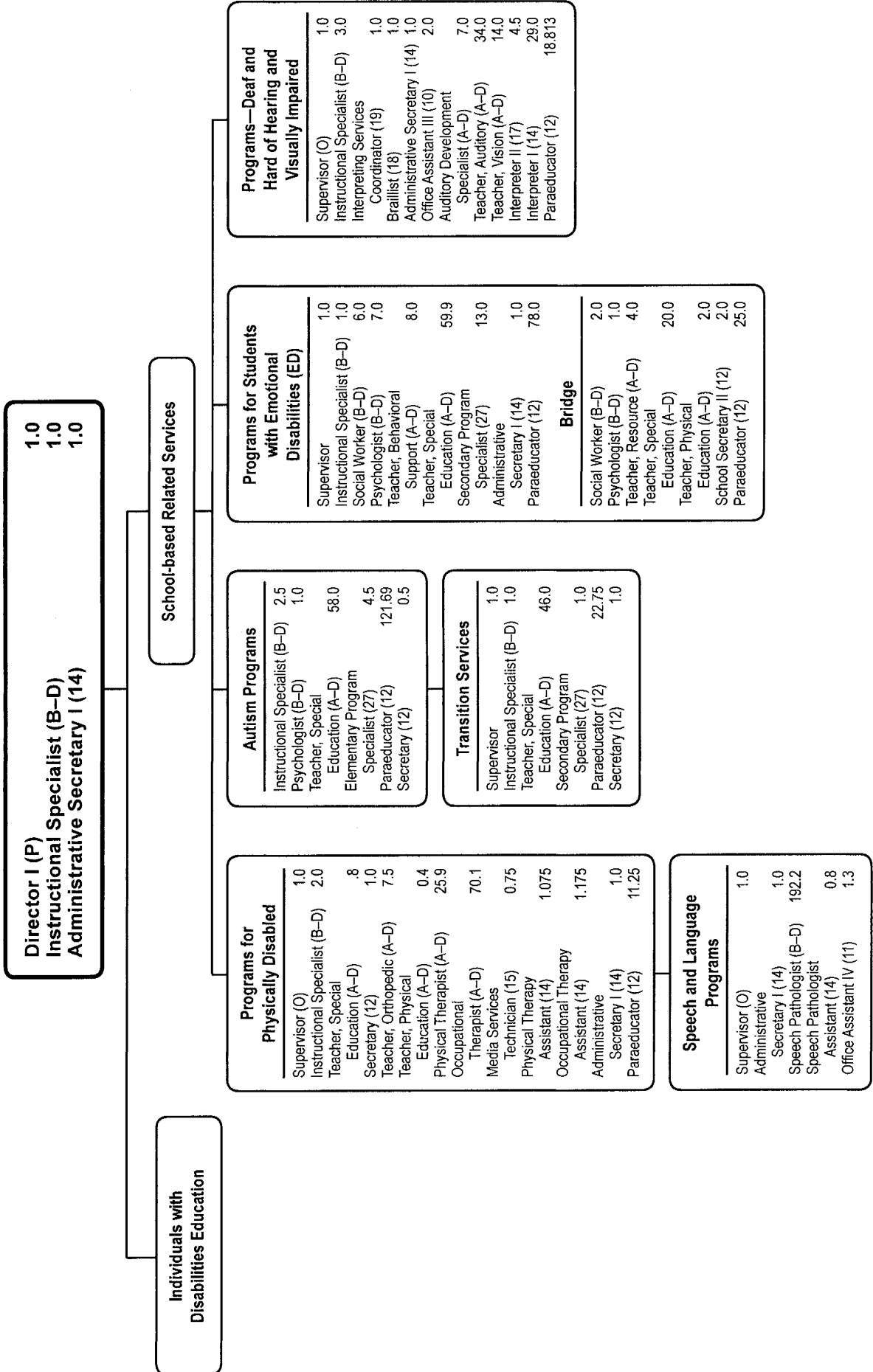
Special Schools - 240/243/247/272/273/295

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	272 Stephen Knolls						
6	AD Teacher, Special Education	X	10.500	10.500	10.500	10.500	
6	AD Teacher, Physical Education	X	.500	.500	.500	.700	.200
6	AD Teacher, Art	X	.500	.500	.500	.500	
6	AD Teacher, General Music	X	.400	.400	.400	.400	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	15 Instructional Data Assistant	X	.375	.375	.375	.375	
6	12 Special Education Paraeducator	X	19.250	19.250	19.250	19.250	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	11 School Secretary I		.500	.500	.500	.500	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
	Subtotal		36.400	36.400	36.400	36.600	.200
	273 Carl Sandburg						
6	O Principal		1.000	1.000	1.000	1.000	
3	BD Psychologist		1.000	1.000	1.000	1.000	
6	BD Sp Ed Elem Prgrm Spec	X	2.000	2.000	2.000	2.000	
6	BD Media Specialist	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	15.000	15.000	15.000	16.000	1.000
6	AD Teacher, Physical Education	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Art	X	.700	.700	.700	.700	
6	AD Teacher, General Music	X	.500	.500	.500	.500	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	15 Instructional Data Assistant	X	.250	.250	.250	.250	
6	12 Special Education Paraeducator	X	17.500	17.500	17.500	17.500	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	11 School Secretary I		1.000	1.000	1.000	1.000	
6	7 Lunch Hour Aide - Permanent	X	.875	.875	.875	.875	
	Subtotal		43.825	43.825	43.825	44.825	1.000
	295 JLG - RICA						
6	P Principal		1.000	1.000	1.000	1.000	
6	N Assistant Principal		1.000	1.000	1.000	1.000	
6	BD Media Specialist	X	1.000	1.000	1.000	1.000	
6	BD Sp Ed Secondary Prgrm Spec	X	3.000	3.000	3.000	2.000	(1.000)
6	AD Teacher	X	.500	.500	.500	.500	
6	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Special Education	X	27.000	24.000	24.000	22.000	(2.000)
6	AD Teacher, Physical Education	X	2.000	2.000	2.000	2.000	
6	AD Teacher, Art	X	1.000	1.000	1.000	1.000	
6	AD Teacher, Sp Ed Transition	X	1.000	1.000	1.000	1.000	
6	16 School Admin Secretary		1.000	1.000	1.000	1.000	
6	15 Instructional Data Assistant	X	.250	.250	.250	.250	

Special Schools - 240/243/247/272/273/295

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	295 JLG - RICA						
6	14 Security Assistant	X	1.000	1.000	1.000	1.000	
6	12 School Secretary II		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	21.250	21.250	21.250	21.250	
6	12 Media Assistant	X	.500	.500	.500	.500	
6	11 School Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		64.500	61.500	61.500	58.500	(3.000)
	Total Positions		229.100	189.600	189.600	189.600	.000

Division of Prekindergarten, Special Programs, and Related Services



Mission

The mission of the Division of Prekindergarten, Special Programs, and Related Services (DPSPRS) is to provide services to young children with disabilities and their families. Division goals are to lessen the impact of the disability through early identification and a broad range of parent/caregiver education services; to provide special services uniquely designed to meet the needs of students with physical disabilities, speech/language, hearing, and/or vision impairments; and to provide related services to students with disabilities from birth to age 21. The division continues to work towards preparing the prekindergarten students for entry into school aged services. Montgomery County Public Schools (MCPS) continues efforts to keep young children with disabilities in public schools and as close to home as possible. Plans are underway to return prekindergarten students currently in non-public settings to the public schools by increasing the number of public prekindergarten special education classes. DPSPRS promotes the attainment of Success for Every Student goals as identified in the Children's Agenda, the Montgomery County Public Schools (MCPS) Strategic Plan *Our Call to Action: Pursuit of Excellence*, the *No Child Left Behind Act of 2001*, and the Maryland State Department of Education's Bridge to Excellence plan.

Major Functions

DPSPRS oversees and monitors the Child Find/Early Childhood Disabilities Unit, Preschool Education Program (PEP), the Montgomery County Infants and Toddlers Program (MCITP), speech and language services, Interdisciplinary Augmentative Communication and Technology (InterACT), services for students with physical disabilities, occupational and physical therapy services, services for students who are deaf or hard of hearing, services for students with vision disabilities, services for students with autism spectrum disorders, and emotional disabilities clusters services, including bridge and transition services.

Early identification begins at birth to age three through the MCITP, an interagency program that includes the Montgomery County Department of Health and Human Services, MCPS, and private contractors. After referral, staff members work with families to identify children with developmental delays and implement plans to address them. Between the ages of three and five, the Child Find office conducts developmental screenings and refers children who may need further assessment to an interagency assessment team, the Bilingual Assessment Team, or the local school.

A child with an educational disability requires access to a wide range of special education services to acquire developmental skills. For children under the age of three, the focus is on providing the family with the tools they need to foster developmental skills. MCPS staff members provide special instruction; parent training; and speech, occupational, or physical therapy primarily in homes or child care settings, the natural environments for infants and toddlers. The focus of intervention is on teaching caregivers to address

the developmental needs of the child. For prekindergartners over the age of three, the focus shifts to providing more traditional educational services ranging from consultation to services in community preschools, itinerant services at a local school, or small supportive classes located within an elementary school. The provision of these early intervention services decreases the likelihood that children will need special education services and/or reduces the intensity of the services required as they enter kindergarten.

Integrated throughout these functions are interagency collaborative efforts to address the needs of children with disabilities and their families. These include interagency planning committees, development of grant applications with other agencies and community organizations, and MCPS participation in current interagency projects, such as the MCITP, the Montgomery County Early Care and Education Congress, the Integrated Early Childhood Budget Committee, the Home Visiting Consortium, and the Judy Centers. Funds also support outreach to local early care and education settings, and development of collaboration among MCPS prekindergarten programs such as Head Start/prekindergarten, PEP and the Child Development Program.

Speech and language services are provided for the prevention, assessment, diagnosis, and intervention of communication disabilities for students from birth to age 21. Services focus on the development of oral, gestural, and/or augmentative communication skills and are individualized for each student to support the goals and provide access to the MCPS curriculum or the Fundamental Life Skills curriculum, as appropriate.

The Physical Disabilities Program provides comprehensive special education instruction and related services to students with physical and health-related disabilities in prekindergarten through Grade 12. Individualized instruction focuses on access to the general education curriculum in the least restrictive environment. Related services of occupational and physical therapy are provided to children and adolescents with disabilities throughout the county in accordance with the Individual Family Services Plan for eligible children from birth to age three or through the Individualized Education Program (IEP) for ages three to 21.

Programs for students who are Deaf or Hard of Hearing (D/HOH) provide educational services and access to the general education environment by supporting the development of critical cognitive, language, and communication skills. Three communication methodologies—auditory/oral, cued speech, and total communication—are offered to address individual student needs and family preferences. Special classes are offered for students ages three through 21 in centrally-located schools, providing an intensive instructional program. Itinerant services are available in students' neighborhood schools or other recommended sites. Interpreting services are provided to students throughout the county who require the support to benefit from their instructional program. Specialized communication skill development is necessary to address the complex needs presented by

significant hearing loss, in conjunction with expert assistance to students, families, and staff to keep abreast of continuing technological developments in hearing aids and FM amplification devices. D/HOH teachers and staff (including an educational audiologist and parent educator) provide ongoing consultation to school staff and vital outreach to parents to maximize students' development.

Vision Services support the instructional program of students with visual impairments by providing essential direct services in compensatory skills and the use of specialized materials, equipment, and technology for students, as well as ongoing consultation to school staff. A vision preschool class, in a centrally-located school, provides a critical and unique multisensory approach to the MCPS preschool curriculum. Itinerant vision services, assistive technology, and specially-formatted materials (Braille, large print, digitized books, audio tapes, etc.) are provided to students, as appropriate, in their neighborhood schools or other recommended sites, enabling students to access the curriculum and more fully participate with peers. Orientation and mobility services are provided to teach students how to travel safely in their schools and communities. Parent education and outreach activities help ensure the implementation of compensatory life strategies at home, in the community, and in post-secondary settings.

Trends and Accomplishments

In response to the Montgomery County Children's Agenda, interagency collaboration between MCPS and other county and community agencies that provide services to young children with disabilities and their families continues to grow. These efforts enable parents to address their children's special needs by accessing direct and linkage services in Montgomery County, as demonstrated on a small scale by ChildLink, the single source of information for parents seeking early childhood services in Montgomery County. Due in part to these efforts, the number of very young children referred to MCITP increased by 13 percent during FY 2008. MCITP served over 3,747 children, representing an increase of 264 children since FY 2007. The steady increase over the years indicates that outreach to families and communities is successful, and that children and their families are receiving early intervention and supports. Slightly over 40 percent of children referred in FY 2008 spoke a language other than English as their primary language.

Child Find screening clinics continue at a steady pace for children between the ages of three and five. Screening clinics are scheduled at the centrally located Carver Educational Services Center, community centers, and local libraries to improve access for families. Spanish-speaking screening staff from Child Find and MCITP serve at several clinics arranged through local liaison groups. During FY 2009, community-specific clinics are planned for the Crossways Community Center, the TESS Community Service Center, and the Bohrer Activity Center, as well as public libraries. Demographic shifts are evident in assessment referrals of

speakers of languages other than English and in referrals of children with mental health issues. Twenty-nine percent of referrals to Child Find require services from an interpreter an increasing trend over the last few years. The most frequently requested languages are Spanish, Vietnamese, French, Amharic, Russian, and Mandarin.

In response to growing evidence regarding the importance of stimulation and early intervention for children under the age of five, the Montgomery County Council created an Early Childhood Services Initiative. Early childhood services staff members work with county agencies and private providers to address issues related to young children and their families. Child Find and MCITP staff members represent early childhood special education and MCPS on committees and projects in this interagency effort. Examples of interagency collaboration include the Montgomery County Early Care and Education Congress, the Home Visiting Consortium, the Early Childhood Public Engagement Campaign subcommittee, the Early Childhood Workgroup of the Child Well-Being Committee of the Montgomery County Collaboration Council, and the Judy Centers advisory boards. Child Find and PEP staff members consult with community early care and education programs about child development, curriculum modifications, and accommodations to support children with disabilities throughout the year.

Although early identification and intervention decrease the need for intensive special education services when children reach school age, there is a significant increase in the number of infants and toddlers entering MCPS who require services. This trend can be attributed to increases in prenatal exposure to drugs, alcohol, or viral infections, and to technologically-advanced medical interventions for babies who are born prematurely or have low birth weight. The increased referrals affect all aspects of pre-kindergarten special education programs. The implementation of the federally-mandated Developmental Delay code for prekindergarten children resulted in approximately an 82 percent increase of children who do not meet the eligibility requirements of other disability codes under the Individuals with Disabilities Education Improvement Act (IDEA 2004) into special education services. Additionally, legislation delaying the age of kindergarten entry increased the number of prekindergarteners each year through FY 2006; currently up to 25 percent of eligible children remain in preschool special education for three years instead of two years prior to their entering kindergarten. The combination of these factors has resulted in increases in the prekindergarten special education population since FY 2003. These trends are expected to continue for the foreseeable future.

MCPS continues efforts to keep young children with disabilities in public schools and as close to home as possible. Serving children closer to home eases transition to kindergarten and minimizes transportation costs. PEP co-locates Classic classes with more intensive Beginnings and/or Intensive Needs classes to allow flexible, heterogeneous grouping and provide a challenging curriculum for all children served.

Division of Prekindergarten, Special Programs, and Related Services—271/ 249/252/253/254/299/913/930

Felicia Piacente, Director I

301-279-8520

Beginning July 2007, new prekindergarten Least Restrictive Environment (LRE) categories were mandated by the Maryland State Department of Education. Baseline LRE data was collected during FY 2008.

Students in prekindergarten special education classes continue to work with other MCPS programs, such as Head Start and MCPS prekindergarten, on joint activities when located in the same school. During FY 2008, special education and general education staff co-taught classes for four-year-old students at 12 school locations. During FY 2007, PEP initiated Providing Inclusive Learning Opportunities for Threes (PILOT) classes at four schools. Neighborhood peers attend classes with PEP students, providing an environment for students with and without disabilities to learn together. In FY 2008, PILOT expanded to six locations, and seven schools will offer PILOT in FY 2009. Head Start/prekindergarten and special education preschool staff members participate jointly in training for new teachers as well as all preschool staff during the school year.

In order to continue to meet the needs of prekindergarten children with speech-language disabilities, MCPS Speech and Language Services has expanded the range of services for students in FY 2008 by implementing a two-day per week language class program. This program complements the prekindergarten speech centers which provide itinerant speech language services within each high school cluster, and the five-day per week language class program, allowing for a continuum of services available to youngsters with speech language disabilities. Fifty students were served in the two-day prekindergarten language classes during FY 2008. Of the fifty students in the program 34 percent were able to move to less intensive services or no service after one year in the program. In classes, speech-language pathologists focus on the development of oral communication skills, utilizing environments and materials designed to meet the needs of their students. Ongoing opportunities are provided for parent training and collaboration, consistent with best practices for speech and language development.

To continue to address the critical shortage of speech-language pathologists, MCPS continues its participation in a partnership with the University of Maryland. The partnership provides financial support for tuition of selected graduate students, involves ongoing collaboration regarding coursework and training for students, and includes an internship placement in MCPS for each student. Students commit to work as speech-language pathologists in MCPS for a specified number of years after the conclusion of the graduate program. Since the initiation of the program, MCPS has filled 17 FTE positions with speech-language pathologists who have a strong background and training in provision of speech-language services in the public school setting. An additional five students will be placed in positions during FY 2009.

The capability of assistive technology and augmentative communication for providing access to the general education

curriculum for students with disabilities continues to drive the heavy demand for services. The support and use of assistive technology and augmentative communication is a vital component of educational plans for many students with disabilities. The Interdisciplinary Augmentative Communication and Technology team (InterACT) provides consultative services, maintains a lending library of equipment, conducts professional development, and provides examples of adapted instructional materials to support the communication and curricular access needs of student with disabilities from birth through age 21. InterACT has received recognition from the National Council on Communicative Disorders for exemplary use of best practices that contribute to the improvement of the quality of life for persons with communication disorders. By providing professional development to school teams in the use of tools such as voice-output devices, alternative keyboards, and picture communication symbols, students have greater access and participation in the curriculum. In FY 2008, the InterACT team received 166 new requests from school teams for consultative services to support students. After previewing each student, 117 students required ongoing consultative support. The InterACT Team also provides consultative services to MCPS staff, supporting 587 children in over 100 locations throughout the county. Through InterACT's support, school team members are able to continue developing skills in the use of assistive technology so students can participate and progress in the curriculum as outlined in the individualized education plan.

In FY 2008, the Physical Disabilities Program began an inclusive prekindergarten class where neighborhood peers attend class with students with physical disabilities. A second class is scheduled to open in FY 2009. The High Incidence Assistive Technology Team (HIAT) continues to expand its consultation and training to MCPS school teams on universal design for learning (UDL) and the use of technology to achieve curricular outcomes. HIAT courses include UDL and the use of assistive technology for reading and writing for students with high incidence disabilities, such as learning disabilities. In FY 2008, HIAT provided support to 106 MCPS schools and conducted over 90 professional development sessions this past year. Over 360 MCPS staff members, both general and special educators, are actively completing technology related professional development provided by HIAT, InterACT and the Technology Consulting Team through a program called E-TIPS. In FY 2008 HIAT provided five parent workshops on the use of universally designed learning strategies and accessible technology tools to support students at home. The HIAT Web site was expanded to include over 90 downloadable tools and has doubled its number of site visitors compared to FY 2007. The Accessible Technology Steering Committee continues to facilitate collaboration among MCPS offices involved in meeting technology initiatives.

Services for students who are deaf or hard of hearing are on the rise due to the increase in use of cochlear implants in students of every age group, from prekindergarten through high school, with the most significant increase in the birth to

age three population. Children as young as 12 months of age are now receiving bilateral cochlear implants (i.e., implementation in both ears). Demand for skilled auditory communication specialists continues to be significant, with the need to provide the unique and intensive communication rehabilitation required following cochlear implant surgery and the expert audiological support and monitoring of student needs countywide required for providing cutting-edge amplification equipment. The Universal Newborn Hearing Screening legislation in the state of Maryland has significantly improved early detection of hearing loss, which is resulting in growth in the prekindergarten population along with an increased demand for technical audiological services required for evaluating and fitting amplification devices. Educational audiologist positions are critical in order to keep current with the latest trends and innovations in equipment for students who are deaf or hard of hearing, to deliver training and support to staff, and to provide support to parents. Along with the increase in the number of students accessing the general education environment in their neighborhood schools, there also are more students who have multiple disabilities and are deaf, requiring sign language support in other special education programs. Both of these trends indicate a need for additional interpreters and itinerant paraeducators to provide communication access and support. In a continued effort to address the national shortage of educational interpreters, the D/HOH program has reached out to nationwide agencies and training institutions in an effort to recruit sign language interpreters and cued speech transliterators. On-site mentoring support and training opportunities from the D/HOH staff in the Office of Interpreting Services enhances the professional development of existing staff.

The increased number of students who are deaf or hard of hearing and are English Language Learners has impacted the instructional and parent supports provided by the D/HOH program. The parent educator provides in-home support groups for Latino parents to learn more about amplification and communication for their children, teaching sign language as they learn English. Workshops on the "multicultural deaf" perspective provides insight and training opportunities for D/HOH staff.

Vision Services continue to implement a privately funded grant from the Aid Association for the Blind of the District of Columbia. Grant funds provide students, who are blind or visually impaired, opportunities to participate in leisure and community activities outside of the school day. Vision Services remain current with state-of-the-art technology and TechMod upgrades in MCPS schools. It continues to be necessary to upgrade equipment and software that enables students countywide to fully and independently participate at the highest levels of academic functioning.

In FY 2008, consistent with the countywide initiatives to provide increased inclusive practices at the prekindergarten level, the Vision prekindergarten class continued its participation in collaborative programming with the MCPS prekindergarten class located in the school. This shared

programming provided structured social interactions and academic learning opportunities for children who are visually impaired along with nondisabled peers; this effort will continue in FY 2009.

During the past two decades, there has been an increasing number of babies born who have been diagnosed with Cortical Visual Impairments (CVI). These children typically have multiple disabilities in addition to a visual impairment. Research has shown that using very specific teaching strategies and materials and creating specially adapted environments, increases the likelihood of children to make progress. Vision services continue to adapt to these changing student needs.

In support of the Children's Agenda, the Success for Every Student plan, the MCPS Strategic Plan *Our Call to Action: Pursuit of Excellence*, and the *No Child Left Behind Act*, DPSPRS, in collaboration with Partners for Success, provides child development education, resource information, and training to parents and caregivers. The strong emphasis on parent education is designed to help parents develop the skills to be active decision makers in their child's education.

Major Mandates

- Public Law 108-446, IDEA 2004, which updated P.L. 101-476 (IDEA 1997), mandates a free and appropriate public education for students with disabilities in the least restrictive environment to meet students' needs. It also requires the provision of services, birth to age 21, including related services, to support access to special education. Related services include speech, occupational and physical therapies, school health services, transportation, assistive technology, and psychological services. IDEA 2004, Part C, mandates identification of and services to families who have children with developmental delays, birth to age three, on a year-round basis.
- Maryland regulations set forth state requirements for implementing federal laws concerning the education of children with disabilities, children with developmental delays, birth to age three, and their families.
- Montgomery County Public Schools delivers services to children and their families in participation with other county agencies through MCITP. The Early Childhood Education policy requires an appropriate program for children, birth through age five, who participate in educational programs.
- The *No Child Left Behind Act* mandates that state, district, and local schools are accountable to federal requirements and guidelines for academic standards and testing programs; the intersection of state testing and national assessment; the tracking of yearly progress; and a variety of interventions, rewards, and sanctions. Standards, testing, and accountability are the foundations of this act. Local schools are mandated to focus instruction where it is most needed and address achievement gaps for the benefit of all students.

Division of Prekindergarten, Special Programs, and Related Services—271/249/252/253/254/299/913/930

Felicia Piacente, Director I

301-279-8520

- The Montgomery County Public Schools' strategic plan and *Our Call to Action: Pursuit of Excellence* mandates a reduction of the overrepresentation of African American students in special education.

Strategies

- Provide an educational environment in preschool special education services in which children and families receive respect, encouragement, and an opportunity to build knowledge, skills, and attitudes to be successful; provide assistance to general preschool programs focused on the same goal.
- Support special education services that involve parents, students, and community members to ensure that students are ready for school by age five.
- Encourage involvement of parents, business/community representatives, and students in DPSPRS programs.
- Provide programs that utilize a variety of instructional strategies and service delivery models for students with intensive special education needs.
- Support special education programs that involve parents, students, and community members to prepare students for higher learning and workplace success.
- Increase cooperative partnerships with the business community to provide services for students with disabilities.
- Provide instruction, technology, and service delivery models that support access to the MCPS curriculum in the least restrictive environment.
- Provide staff development that promotes the use of research-based assessment and instructional strategies and technologies to increase student achievement on local, state, and national assessments.
- Provide parents the information and support they need to be actively involved in their child's education.

Performance Measures

Performance Measure: To increase the percentage of children receiving prekindergarten special education services who consistently demonstrate skills, behaviors, and knowledge for school to "full" readiness based on the Maryland Model for School Readiness (MMSR).

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
43%	48%	52%

Explanation: This measure determines readiness for learning in the fall of the kindergarten year. Targeted performance measures are for children deemed at "full" readiness for kindergarten.

Performance Measure: To increase the percentage of children currently attending prekindergarten special education classes, being recommended for services in their home school in kindergarten.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
66.7%	60%	70%

Explanation: This measure indicates effectiveness of early intervention of special education services in decreasing the impact of a child's disability or developmental delay upon entering kindergarten.

Performance Measure: To increase the percentage of children ages three through five receiving services in settings with typically developing peers.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
56.9%	43%	43.5%

Explanation: This measure indicates improvement toward LRE mandates and promotes special education instruction in early childhood environments.

Budget Explanation

Division of Prekindergarten, Special Programs, and Related Services—271/249/252/253/254

The FY 2010 request for this division is \$34,821,351, an increase of \$831,933 from the current FY 2009 budget of \$33,989,418. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$689,451

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$689,451 in continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—\$382,961

There are budget changes resulting from projected changes in student enrollment in FY 2010. There is an increase of 5.0 speech pathologists and \$313,440. In the budget for Programs for Students with Physical Disabilities there is an increase of 1.3 occupational and physical therapist positions and \$69,521.

Realignment—(\$14,470)

There are several realignments within accounts budgeted in the Division of Prekindergarten, Special Programs, and Related Services. There is a realignment of 1.5 paraeducator positions and \$54,090 to the IDEA budget. There are also funds realigned to other budgets for travel (\$6,160). There is \$45,780 realigned to this budget from other OSESS units for instructional materials.

Division of Prekindergarten, Special Programs, and Related Services—271/249/252/253/254/299/913/930

Felicia Piacente, Director I

301-279-8520

Inflation—\$42,237

Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$42,237.

Other—(\$162,531)

There are decreases for equipment (\$30,000), materials (\$145,318), and field trips and funds for special events (\$7,000). There is an increase of \$19,787 for local travel.

Reductions—(\$105,715)

The \$42,239 added for 6 percent inflation for textbooks and instructional materials is eliminated. There is a reduction of a 1.0 teacher position and \$53,476 in the budget for Programs for Students who are Deaf/Hard of Hearing. Funds for contractual services are reduced by \$10,000.

**Budget Explanation
Individuals with
Disabilities—299/913/930**

The FY 2010 request for this program is \$45,824,687, an increase of \$7,442,322 from the current FY 2009 budget of \$38,382,365. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$2,573,529

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$2,573,529 in continuing salary costs to reflect step or longevity increases for current employees.

Enrollment Changes—\$1,853,743

For the programs funded by IDEA, there is an increase of 17.0 teacher positions and \$894,565, 7.1 speech/language pathologist positions and \$431,725, 3.9 occupational/physical therapist positions and \$251,347, and 9.61 paraeducator positions and \$276,106.

Realignments—(\$492,652)

There is \$492,652 realigned from this budget to employee benefits budgeted in the Department of Financial Services.

Other—\$3,507,702

For FY 2009, the revenue received for the Infants and Toddlers grant program is \$126,431 more than budgeted. For FY 2010, funds are realigned to this budget from the Provision for Future Supported Projects for the additional appropriation. Funds totaling \$3,381,271 and 39.6 positions are shifted to this budget from other OSESS units.

Inflation—\$11,247

Applying an inflation factor of 6 percent increases the budget for textbooks and instructional materials by \$11,247.

Reductions—(\$11,247)

The \$11,247 added in the budget for 6 percent inflation for textbooks and instructional materials is eliminated from the budget.

**Project's Recent Funding History
Individuals with Disabilities Education
(IDEA)—299/913**

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$24,153,858	\$23,694,356	\$23,694,356
State			
Other			
County	<u>\$13,479,091</u>	<u>\$13,479,091</u>	<u>\$21,193,175</u>
Total	\$37,632,949	\$37,173,447	\$44,887,531

**Project's Recent Funding History
Infants and Toddlers—930**

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal			
State			
Other			
County	<u>\$749,416</u>	<u>\$875,847</u>	<u>\$937,156</u>
Total	\$749,416	\$875,847	\$937,156

Div. of PreK Spec Programs and Related Svcs. - 271/249/252/253/254

Felicia Piacente, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	445.962	435.762	435.762	439.563	3.801
Position Salaries	\$30,564,462	\$32,398,302	\$32,398,302	\$33,363,146	\$964,844
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		151,749	151,749	201,749	50,000
Other					
Subtotal Other Salaries	209,463	151,749	151,749	201,749	50,000
Total Salaries & Wages	30,773,925	32,550,051	32,550,051	33,564,895	1,014,844
02 Contractual Services					
Consultants					
Other Contractual		404,500	404,500	344,500	(60,000)
Total Contractual Services	396,569	404,500	404,500	344,500	(60,000)
03 Supplies & Materials					
Textbooks		28,038	28,038	28,037	(1)
Media					
Instructional Supplies & Materials		478,241	478,241	388,864	(89,377)
Office		4,804	4,804	4,324	(480)
Other Supplies & Materials		201,047	201,047	191,367	(9,680)
Total Supplies & Materials	162,561	712,130	712,130	612,592	(99,538)
04 Other					
Local Travel		172,862	172,862	186,489	13,627
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		18,550	18,550	11,550	(7,000)
Total Other	183,413	191,412	191,412	198,039	6,627
05 Equipment					
Leased Equipment					
Other Equipment		131,325	131,325	101,325	(30,000)
Total Equipment		131,325	131,325	101,325	(30,000)
Grand Total	\$31,516,468	\$33,989,418	\$33,989,418	\$34,821,351	\$831,933

Div. of PreK Spec Programs and Related Svcs. - 271/249/252/253/254

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
271 Dept. of Prschl Sp Ed & Related Svc							
6	P Director I		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
Subtotal			3.000	3.000	3.000	3.000	
249 Deaf and Hard of Hearing Programs							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	G Interpreting Svcs Coordinator		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		2.000	2.000	2.000	2.000	
6	AD Teacher, Special Education	X	1.000	1.000	1.000		(1.000)
6	AD Teacher, Auditory	X	34.000	34.000	34.000	34.000	
6	AD Auditory Development Spec	X	7.000	7.000	7.000	7.000	
6	17 Interpreter Hearing Impair II	X	4.500	4.500	4.500	4.500	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Interpreter Hearing Impair I	X	29.000	29.000	29.000	29.000	
6	12 Special Education Paraeducator	X	16.187	16.187	16.187	16.188	.001
6	10 Office Assistant III		1.000	1.000	1.000	1.000	
Subtotal			97.687	97.687	97.687	96.688	(.999)
252 Speech and Language Services							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Speech Pathologist	X	195.400	187.200	187.200	192.200	5.000
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Speech/Language Path Asst	X	.800	.800	.800	.800	
6	11 Office Assistant IV		1.300	1.300	1.300	1.300	
Subtotal			199.500	191.300	191.300	196.300	5.000
253 Visually Impaired Programs							
6	BD Instructional Specialist		1.000	1.000	1.000	1.000	
6	AD Teacher, Vision	X	14.500	14.000	14.000	14.000	
6	18 Brailist		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	2.625	2.625	2.625	2.625	
6	10 Office Assistant III		1.000	1.000	1.000	1.000	
Subtotal			20.125	19.625	19.625	19.625	
254 Physically Disabled Programs							
6	O Supervisor		1.000	1.000	1.000	1.000	
6	BD Instructional Specialist		1.000	2.000	2.000	2.000	
6	AD Teacher, Orthopedic	X	8.500	7.500	7.500	7.500	
6	AD Teacher, Special Education	X				.800	.800
6	AD Teacher, Physical Education	X	.400	.400	.400	.400	
6	AD Physical Therapist	X	26.100	25.600	25.600	25.900	.300
6	AD Occupational Therapist	X	72.400	69.900	69.900	70.100	.200

Div. of PreK Spec Programs and Related Svcs. - 271/249/252/253/254

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	254 Physically Disabled Programs						
6	17 Media Services Technician			.750	.750	.750	
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
6	14 Occupational Therapy Asst	X	1.175	1.175	1.175	1.175	
6	14 Physical Therapy Assistant	X	1.075	1.075	1.075	1.075	
6	12 Secretary		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	12.000	12.750	12.750	11.250	(1.500)
	Subtotal		125.650	124.150	124.150	123.950	(.200)
	Total Positions		445.962	435.762	435.762	439.563	3.801

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	435.900	450.400	450.400	486.010	35.610
Position Salaries	\$29,346,083	\$32,003,171	\$31,994,380	\$35,812,513	\$3,818,133
Other Salaries					
Supplemental Summer Employment		149,867	197,132	197,956	824
Professional Substitutes				2,352,003	2,352,003
Stipends		272,858	272,858	272,858	
Professional Part Time		107,124	84,608	86,148	1,540
Supporting Services Part Time		48,418	48,418	48,418	
Other					
Subtotal Other Salaries	168,951	578,267	603,016	2,957,383	2,354,367
Total Salaries & Wages	29,515,034	32,581,438	32,597,396	38,769,896	6,172,500
02 Contractual Services					
Consultants					
Other Contractual		343,769	343,769	343,769	
Total Contractual Services	242,302	343,769	343,769	343,769	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		267,747	265,747	312,747	47,000
Office		5,000	5,000	5,000	
Other Supplies & Materials		316,700	318,700	271,700	(47,000)
Total Supplies & Materials	172,231	589,447	589,447	589,447	
04 Other					
Local Travel		198,196	212,691	215,491	2,800
Staff Development		12,000	12,000	12,000	
Insurance & Employee Benefits		4,479,289	4,454,827	5,708,485	1,253,658
Utilities					
Miscellaneous		10,272	4,281	6,062	1,781
Total Other	4,572,998	4,699,757	4,683,799	5,942,038	1,258,239
05 Equipment					
Leased Equipment					
Other Equipment		167,954	167,954	179,537	11,583
Total Equipment	164,113	167,954	167,954	179,537	11,583
Grand Total	\$34,666,678	\$38,382,365	\$38,382,365	\$45,824,687	\$7,442,322

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

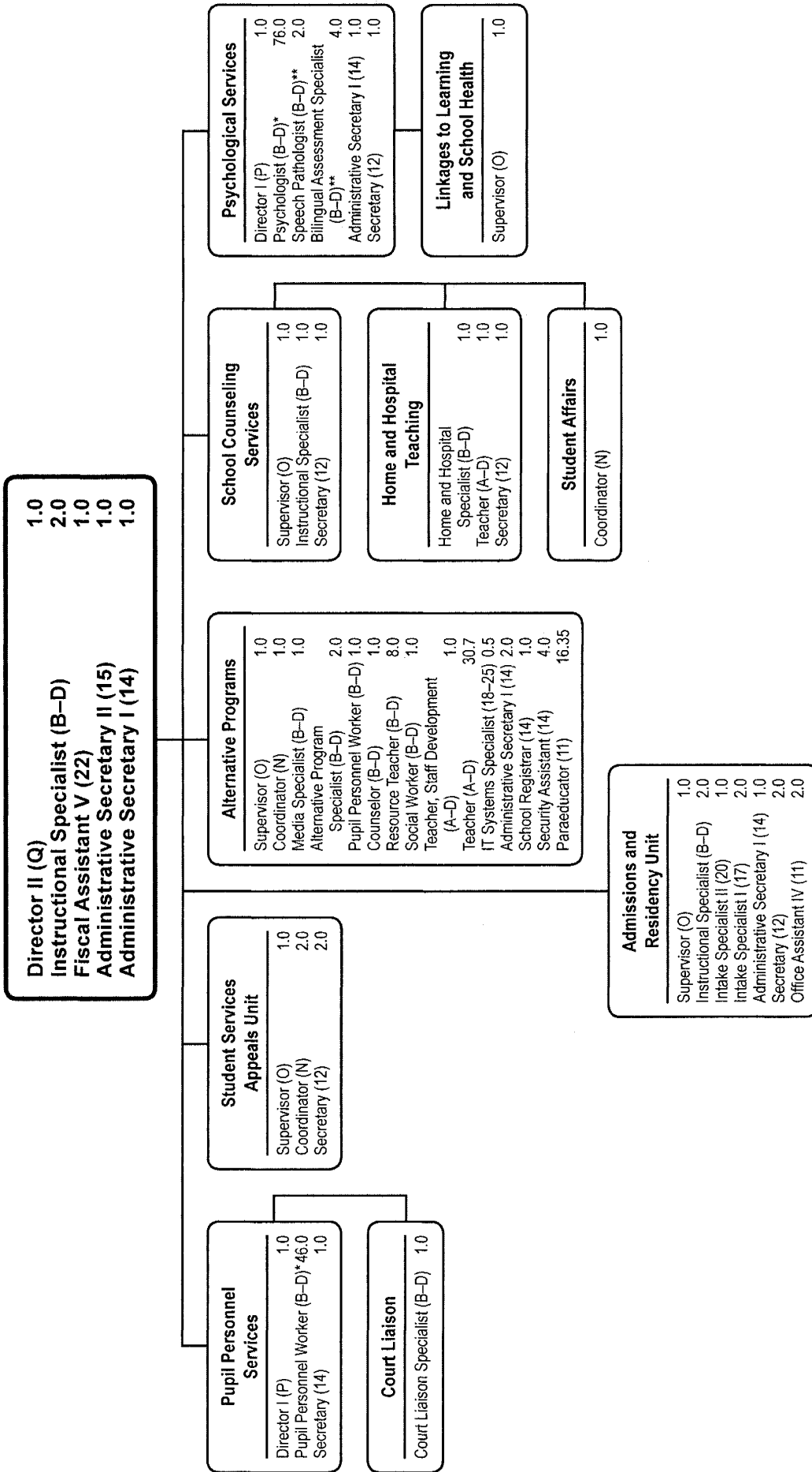
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	299 Individuals with Disabilities Educ.						
6	O Supervisor		1.000	1.000	1.000	1.000	
6	N Coordinator		6.000	6.000	6.000	6.000	
6	BD Instructional Specialist		9.000	9.000	9.000	9.000	
3	BD Psychologist					4.500	4.500
6	BD Sp Ed Elem Prgrm Spec	X	1.000	1.000	1.000		(1.000)
6	BD Speech Pathologist	X	13.700	17.700	17.700	38.600	20.900
6	AD Teacher, Infants & Toddlers	X		1.500	1.500	50.400	48.900
6	AD Teacher, Preschool Education	X	50.200	54.200	54.200	59.200	5.000
6	AD Teacher, Special Education	X	22.200	22.200	22.200	22.200	
6	AD Teacher, Physical Education	X				.200	.200
6	AD Teacher, Art	X				.200	.200
6	AD Teacher, General Music	X				.200	.200
6	AD Physical Therapist	X	.500	2.000	2.000	2.600	.600
6	AD Occupational Therapist	X	1.400	1.400	1.400	5.100	3.700
6	17 Media Services Technician		1.000	1.000	1.000	1.000	
6	14 Administrative Secretary I		4.000	4.000	4.000	4.000	
6	12 Secretary		5.000	5.000	5.000	5.000	
6	12 School Secretary II		1.000	1.000	1.000	1.000	
6	12 Special Education Paraeducator	X	81.650	85.150	85.150	99.260	14.110
6	11 School Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		198.650	213.150	213.150	310.460	97.310
	913 Individuals with Disabilities Educ.						
3	BD Psychologist		4.500	4.500	4.500		(4.500)
6	BD Sp Ed Elem Prgrm Spec	X	3.000	3.000	3.000	3.000	
6	BD Speech Pathologist	X	64.900	64.900	64.900	50.800	(14.100)
6	AD Teacher, Beginnings	X	7.000	7.000	7.000	6.000	(1.000)
6	AD Teacher, Infants & Toddlers	X	48.500	48.500	48.500	13.000	(35.500)
6	AD Teacher, Preschool Education	X	6.000	6.000	6.000	5.600	(.400)
6	AD Teacher, Vision	X	3.000	3.000	3.000	3.000	
6	AD Teacher, Special Education	X	3.500	3.500	3.500		(3.500)
6	AD Teacher, Physical Education	X	.200	.200	.200		(.200)
6	AD Teacher, Art	X	.200	.200	.200		(.200)
6	AD Teacher, General Music	X	.200	.200	.200		(.200)
6	AD Physical Therapist	X	32.000	32.000	32.000	31.500	(.500)
6	AD Occupational Therapist	X	36.000	36.000	36.000	36.900	.900
6	AD Teacher, Auditory	X	4.000	4.000	4.000	4.000	
6	12 Special Education Paraeducator	X	19.250	19.250	19.250	15.750	(3.500)
	Subtotal		232.250	232.250	232.250	169.550	(62.700)
	930 Infants and Toddlers						
6	BD Sp Ed Elem Prgrm Spec	X	3.000	3.000	3.000	4.000	1.000
6	AD Physical Therapist	X	1.000	1.000	1.000	1.000	

Individuals with Disabilities Education - 299/913/930

Felicia Piacente, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	930 Infants and Toddlers						
6	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		5.000	5.000	5.000	6.000	1.000
	Total Positions		435.900	450.400	450.400	486.010	35.610

Department of Student Services



F.T.E. Positions 235.55

*Includes 5.0 positions funded by IDEA

**Positions will be disbursed to other OSESS departments in FY 2010

Mission

The mission of the Department of Student Services (DSS) is to support the strategic plan of the Montgomery County Public Schools (MCPS) by optimizing the educational experience and well-being of every student. This is achieved through the development and implementation of a coordinated series of programs, services, and activities that include student and family support, personal advocacy, direct and indirect services, and focused interventions. The department implements and coordinates these activities at the system and school levels in an effort to ensure the academic priorities of the Board of Education are achieved. Data on DSS programs and services are collected and analyzed to verify effectiveness and impact on student achievement and school performance.

Major Functions

DSS includes the following: Admissions and Residency, Alternative Programs, Bilingual Assessment Team, Court Liaison, Home and Hospital Teaching, Liaison to Linkages to Learning and School Health Services, Pupil Personnel Services and Section 504 Coordinator, Psychological Services, School Counseling Services, and Student Affairs. DSS develops and maintains partnerships with county government agencies, private for-profit and non-profit organizations, and other community groups that serve students and their families.

At the school level, DSS supports all schools through coordinated teams of school counselors, school psychologists, and pupil personnel workers who assist school staff in addressing the academic, behavioral, social, and emotional needs of students in order to support academic achievement. DSS staff members also serve as resources for schools and for staff, and participate in community presentations on a variety of topics related to mental health and well-being. The services provided by health technicians and school nurses support DSS efforts through a formal partnership with the Montgomery County Department of Health and Human Services (DHHS).

The Admissions and Residency Unit (ARU) provides information and services regarding enrollment, attendance, and residency for families establishing residency in Montgomery County, homeless students, international students, foreign students, and U.S. citizen students coming from foreign schools into MCPS. ARU staff is conversant and literate in the major languages spoken in Montgomery County. ARU works closely with parents, principals, school counselors, and school registrars to facilitate school enrollment. ARU collaborates with the School Health Services Center to ensure that students coming from abroad comply with Maryland health requirements and implement preventive practices for early identification of communicable diseases. ARU provides support and supervision to the staff of the Hispanic Hotline, a 24-hour telephone service available to parents and MCPS staff. ARU collaborates with the Department of Homeland Security and the United States Department of State to ensure compliance with existing regulations and coordinate

a harmonious admission process for foreign students with exchange (J-1) and non-Immigrant student (F-1) visas.

The ARU data collection systems provide MCPS with information related to the international student population, including countries of origin, languages spoken, previous schools, special education needs, distribution of students by schools and clusters, and trends in the international student population to assist in enrollment projection and planning.

Alternative Programs works to provide a positive and effective educational program for adolescents who have not been successful in comprehensive schools for reasons that include delinquency, truancy, substance abuse, and classroom disruption. In addition to supporting these adolescents through consultation in the Level 1 alternative programs located in comprehensive middle and high schools, Alternative Programs operates eight Level 2 and Level 3 programs located outside of the comprehensive school setting. The Level 2 programs provide direct instruction in the areas of academics and social emotional development. The Level 3 Randolph Academy high school program and the Fleet Street middle school program serve students in lieu of expulsion, and a 45-day alternative program serves special education students who are involved with drugs, weapons, or serious bodily injury offenses.

The Bilingual Assessment Team (BAT) provides consultation, screening, and assessment services to Limited English Proficient (LEP) students who are suspected of having a handicapping condition that qualify them for special education services. When a LEP student is suspected of having a disability, BAT staff completes language dominance screenings and, when appropriate, conducts educational, psychological, and speech/language assessments in close collaboration with school-based staff.

The court liaison serves as a link between MCPS and the Montgomery County Department of Juvenile Services (DJS). Part of the partnership between MCPS and DJS is the continued implementation of "Spotlight on Schools," a program that provides juvenile counselors in secondary schools who meet with students on a probation status. The court liaison chairs the Interagency Transition Team, which facilitates the process for adjudicated youth to return to school.

Home and Hospital Teaching (HHT) is an instructional service for students who are unable to participate in their schools of enrollment due to a physical or emotional condition. HHT is routinely providing for a minimum of six hours per week for students in a full-day program. This service is available to all Montgomery County residents who are enrolled in MCPS Grades PreK through 12, have been placed by MCPS in a nonpublic school, or attend a private school and qualify for special education services.

The Linkages to Learning program provides school-based health, mental health, and social services to more than 3,573 children and 1,895 families through a partnership/collaboration with MCPS, DHHS, and public, nonprofit partner agencies. Linkages' staff works on-site in 28 elementary and middle schools to lessen the effects of poverty by

removing barriers to learning that affect student academic achievement, in addition to their social and emotional development.

Pupil Personnel Services works to remove barriers to academic success by working to ensure a positive link between families, communities, and schools. The pupil personnel workers (PPW) problem solve and identify prevention and early intervention strategies for student success through a collaborative process. PPWs serve primarily as an advocate for all students and their families in accessing information on policies, procedures, and resources, and act as a consultant to parents/guardians and school staff on a variety of issues such as chronic attendance issues and drop-out, homelessness, alcohol and other drug abuse, and special education. In an effort to forge home-school-community partnerships, the PPW serves as a liaison between various departments within local school systems and local government. PPWs collaborate with school staffs, other MCPS departments, and community agencies and organizations to facilitate direct and indirect services for students and their families. This unit is responsible for the oversight of implementation of the federal *Section 504 of the Rehabilitation Act of 1973* and the Interagency Truancy Review Board. The unit coordinates a program of professional development for PPWs.

Psychological Services supports healthy child development and academic success by helping schools implement positive behavioral supports and interventions; functional behavioral assessments and behavior improvement plans; social skills programs; bullying prevention approaches; instructional consultation; and leadership in best practices for mental wellness and behavioral health. The unit supports collaborative approaches to analyzing and resolving barriers that inhibit a student's academic, behavioral, or social growth. Psychological Services continues to assume primary responsibility for monitoring and maintaining all psychological assessments and records while also providing for the distribution and analysis of this information at the school and district levels. In collaboration with other offices, this unit plans and implements an annual program of professional supervision and evaluation; and coordinates a comprehensive program of professional development for all school psychologists.

The School Counseling Services Unit (SCSU) works to maximize the academic success and personal growth of every student across five domains of student development (academic, career, personal, interpersonal, and healthy development) mandated by state regulation through a variety of activities that support the mission of DSS and MCPS. To sustain the successful, consistent implementation of the Comprehensive School Counseling Program, the unit provides support, collaboration, and consultation with school counselors, administrators at all levels, and a wide range of school system offices and staff. The SCSU offers more than 60 professional development opportunities to counselors and college/career information coordinators throughout the year. SCSU is actively involved in systemwide crisis training and response and works closely with other DSS staff, DHHS, and the Mental Health Association of Montgomery County (MHA) to

coordinate crisis support as needed. In addition, SCSU staff provides parent education and outreach and serves as the liaison to a number of community groups.

Program standards that identify key foundational components for all school counseling programs have been developed. Counselors are aligning school programs with these standards and planning for program improvement through ongoing data collection and analysis. The SCSU is working to identify the most effective prevention and intervention strategies for building pathways to academic rigor, post secondary aspirations, and career planning for all students. The SCSU works collaboratively with other school system offices to ensure that school counseling programs are aligned with other significant initiatives such as the Minority Scholarships Project Team.

The Student Affairs Office is responsible for coordinating activities related to students by providing advice, counsel, and support to student government organizations within schools and at the county and state level. The unit also facilitates the revision of "A Student's Guide to Rights and Responsibilities," coordinates the election of the Montgomery County student member of the Board of Education, monitors the selection of the Montgomery County Delegation of Maryland Legislative Page Program applicants, and facilitates the "Drive for Supplies" project at the end of the school year.

The three Student Services Field Offices, in collaboration with the DSS central office supervisors, improve and support schools by working with pupil personnel workers and school psychologist teams that are responsible for consultation and collaboration with teachers, parents, and administrators to identify barriers to learning, conduct analysis, provide interventions, and monitor student progress. The field offices support systemwide initiatives such as Positive Behavioral Interventions and Support (PBIS) through ongoing professional development and training. The offices also support the implementation of Board of Education policies through verification of residency, investigation of change of school assignments, and assurance of home schooling compliance. To promote safe and healthy schools, field offices process all expulsion requests, consult and collaborate with school-based administrators on local school issues, provide crisis response, and mental health support. The field offices collaborate with Pupil Personnel Services, Psychological Services, Alternative Programs, other DSS units, and MCPS departments and community agencies and organizations to facilitate the delivery of services to students and their families.

Trends and Accomplishments

DSS provides support to students and families, and assigns personnel to all schools to support the effective and efficient implementation of the school program. The staff collaborates with others in MCPS to positively impact the academic, personal, and interpersonal well-being, as well as the mental health of students, while supporting a high-quality, world-class education for every student.

- The Maryland State Department of Education (MSDE) completed a site review of the MCPS student services program and delivery model. The review team shared only praise and was highly complimentary to the work of the Department of Student Services. There were no identified areas for improvement.
- Approximately 250 students enroll in Alternative Programs outside of the comprehensive school setting annually. With the assistance of the Alternative Programs transition teacher, over 100 students successfully transitioned back to their home schools at the end of each semester.
- In FY 2008, BAT staff conducted 519 language dominance assessments, 171 educational assessments, 239 psychological assessments, and 112 speech/language assessments. With the assistance of BAT members, teachers were able to better plan for the academic strengths and needs of these students, ensuring greater school success for each.
- In FY 2008, the Home and Hospital Teaching program provided instructional services to 758 students with conditions that hindered their regular school attendance. These services allowed students a chance to continue their coursework of study while recuperating.
- ISAO served more than 6,071 students from 137 countries in FY 2008. Responses from the parent questionnaire express 99.52 percent satisfaction with their experience working with the ISAO staff. A total of 99.45 percent of the parents responded that ISAO expedited the enrollment process.
- In FY 2008, DSS supported 33 schools in the implementation of Positive Behavior Interventions and Supports (PBIS).
- Mental health crisis response training is provided yearly to develop the skills of new DSS staff and to refresh and enhance the skills of veteran staff. At the system level, DSS continues to collaborate with DHHS and MHA to implement a Memorandum of Understanding on mental health response in a large scale crisis. This agreement formalizes the collaboration among these agencies so that appropriate numbers of well-trained staff can respond to schools as needed. In order to support this initiative, a comprehensive training program in mental health crisis response is offered each year to new and veteran staff to ensure that all responders are equipped with the latest information and resources to serve students and staff during a large-scale crisis situation. In FY 2007, crisis response teams were sent to address over 20 situations. Feedback was collected from the school administrators, which indicated a performance satisfaction level of 3.9 out of a 4.0 scale.
- In FY 2008, the Court Liaison assisted over 50 students with the transition from a juvenile services placement to an educational placement.
- Psychological services staff created functional behavior assessment (FBA) and behavior improvement plan (BIP) forms, and training modules.
- Psychological services staff created a series of useful “Tips” on specific mental wellness and school topics for parents.
- SCSU has established informal partnerships with Morehouse College, Morgan State University, Coppin State University, Bowie State University, and the University of Maryland/Eastern Shore that involve admission officials from those schools visiting MCPS to interview and offer admissions and/or scholarships to high school seniors. In FY 2008, these partnerships resulted in 790 interviews, 454 offers of admission, and 138 scholarship awards totaling \$1,022,100.
- SCSU is working collaboratively with Johns Hopkins University on the assignment of counselor interns and enhanced professional development opportunities available to school counselors.
- SCSU staff worked collaboratively with the MCPS Minority Scholarships Project Team. Several outcomes were the result of this collaboration. High schools were provided with a preliminary plan to support minority students and parents in the application process during the 2007–2008 school year. A survey was developed to identify best practices relative to 1) the recruitment of students for on-the-spot admissions and scholarship events and 2) the dissemination and monitoring of scholarship information as well as the nomination and support of students applying for these scholarships. The data from this survey will serve as baseline data to help the project team meet its charge. A process for gathering data on the number of African American and Hispanic students who apply for and receive scholarships was developed. A Web-based application (WorkSpaceK12) was identified and a training plan for high school counseling staff on the expectations, tools, and processes for handling, tracking, and reporting scholarship information was developed.
- SCSU staff established a working relationship with Morgan State University to provide a workshop on early college awareness for middle school students and their parents. Current plans are to expand this partnership to provide multiple workshops during the 2008–2009 school year.
- The Interagency Truancy Review Board (TRB) was initiated by DSS to address chronic and severe truancy issues. In FY 2008, 62 cases were referred to TRB for intervention.
- In FY 2008, the Student Services Field Offices conducted investigative conferences for 660 expulsion requests. Field Office leadership collaborated with school based administrators to make disciplinary decisions that support school safety and security.
- In FY 2008, the Student Services Field Offices conducted investigations for 5,438 Change of School Assignment (COSA) requests. Field office directors, along with PPWs, worked with parents/guardians and school-based staff so that recommendations could be made to support individual student achievement and success.
- In FY 2008, the Student Services Field Offices conducted nearly 1,000 home schooling reviews. Parents who elect

to educate their children in the home were provided with feedback on their educational program, and were offered suggestions and resources to improve their instructional delivery.

- PPWs collaborated with the Department of Reporting and Regulatory Accountability (DRRA) and school staff to verify the residency of over 10,000 Grade 8 students as a part of the MCPS Residency Verification Initiative.
- PPWs provided case management, advocacy, and referral services for approximately 29 students who participated in a Expulsion Review Board hearing.
- Pupil Personnel Services, in collaboration with many PPWs, psychologists, and the SCSU, provided Section 504 systemwide training for approximately 600 MCPS staff.
- In FY 2008, DSS worked collaboratively with the Department of Health and Human Services to continue to support the first high school wellness center located at Northwood High School.
- DSS partners with three local community agencies to provide activities, programs, and services to schools located in communities impacted by gang activity.
- The Student Affairs Office facilitates the election of the student member on the Board of Education. This election of a public official is the tenth largest election in the state. All secondary students participate in the election process.
- The Drive for Supplies program, facilitated by the Student Affairs office and in cooperation with Learn Shop, Inc., is an end-of-the-school-year collection of used, yet usable, school supplies. Several tons of materials are collected and sorted by students each year. The supplies are distributed to local schools and non-profit organizations, surrounding counties, and other organizations for overseas use.
- Linkages to Learning provided adult ESOL classes at nine sites, serving 16 school communities and an average of 500 students during the 2007-2008, which more than quadrupled the enrollment from the program's inception in 2005-2006.
- In FY 2008, Linkages to Learning provided intensive mental health and social services to 3,573 students. In addition, Linkages provided school supplies to more than 900 students and holiday food baskets to 750 families.

Major Mandates

- *Our Call to Action: Pursuit of Excellence*, the strategic plan for MCPS, provides the guiding tenets and focus for all schools, offices, and departments.
- Maryland regulations require each school system to provide a coordinated program of student services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.

- MCPS policy and regulation expects school counseling programs to remove barriers to learning and to promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services. MCPS policies and regulations also expect schools to exercise responsible open-enrollment practices with regard to honors and advanced placement courses.
- The federal *Individuals with Disabilities Education Improvement Act* (IDEA 2004) requires MCPS to implement strategic general educational interventions; and, if those general education interventions are ineffective, staff must identify, assess, and determine if the child has an educational disability and then provide special education services for these identified children.
- The *Americans with Disabilities Act* and *Section 504 of the Rehabilitation Act of 1973* prohibit discrimination against individuals with disabilities in MCPS programs, services, and activities.
- The *McKinney-Vento Homeless Education Act* requires that students who are homeless be immediately enrolled in the school that is in his or her best interest.
- Maryland law requires each child between the ages of 5 and 16 to attend school.
- Maryland state regulation requires, under certain circumstances, the disclosure of a police record and a juvenile court record concerning a child to the superintendent of schools to determine the need for adjustments or modifications in the education program.
- The *Safe Schools Reporting Act* requires the Maryland State Department of Education to require county boards of education to report incidents of harassment or intimidation against students in public schools under the county board's jurisdiction.
- Maryland law requires elementary schools with suspension rates at specific percentages over the next five years to implement a positive behavioral intervention and support program or an alternative program.
- Maryland law requires instructional services to public school students who are unable to participate in their school of enrollment due to a physical or emotional condition.

Strategies

- Provide a coordinated program of student services that includes guidance, pupil personnel, school psychology, and school health services; state timelines for completing assessments to determine eligibility for special education; provision for home and hospital teaching; transfer of students within the county; student suspension and expulsion; and home schooling.
- Develop staffing assignments that provide each school with student services staff.
- Provide leadership and support to implement Positive Behavioral Interventions and Supports (PBIS) in schools to create a more positive and academically-focused school environment.

- Support schools with the understanding and implementing of *Section 504 of the Rehabilitation Act of 1973*.
- Implement initiatives to provide a continuum of prevention and intervention services to support student academic achievement and self management through collaboration, problem solving and response to intervention practices.
- Implement school counseling program standards, K-12, which utilize a strategic planning process to increase academic rigor for all students.
- Expand the range of data-based tools that can assist counselors in identifying students for more rigorous coursework and in strategically reviewing and revising school counseling programs and practices.
- Continue to work collaboratively with schools to reduce the incidence of habitual truancy through school strategies, student interventions, and the implementation of the Interagency Truancy Review Board.
- Design and implement coordinated professional development that increases DSS staff capacity to deliver mental health crisis response services on a school or system level.
- Implement effective Level 2 and Level 3 alternative education programs to support student academic, behavioral, and social/emotional achievement.
- Support schools through the processing of requests for change of school assignments and the processing of requests for expulsion.
- Support schools with guidance, information, and support for collaborative problem-solving teams.
- Represent the school system on county, state, and regional committees.
- Work with non-profit organization to deliver positive youth development programs to students.
- Complete home schooling reviews twice each year for those families who are not affiliated with a MSDE registered group.
- Facilitate and monitor the distribution of funds to children/families in need through Neediest Kids, Inc.
- Support schools with understanding and adhering to the *Safe Schools Act*.
- Assist with the systemwide residency reverification of all Grade 8 students.
- Support school-based health centers, including the first high school wellness center located at Northwood High School.

Performance Measures

Performance Measure: Participants attending student services professional development meetings will respond that the information presented was meaningful to their work.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Pupil Personnel Services		
NA	85%	95%
School Counseling Services		
NA	85%	95%
School Psychological Services		
NA	85%	95%
Field Office Services		
NA	85%	95%

Explanation: Professional development that related directly to job function and is considered meaningful will have a great impact on the delivery of student services.

Performance Measure: Increase the percentage of requests for financial reimbursement for psychological services in which medical assistance payment is available.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
—	95%	100%

Explanation: Financial reimbursement for services provided is available to the school system by the medical assistance project.

Performance Measure: To increase the percentage of students whose attendance improves in the semester following an Interagency Truancy Review Board hearing.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
NA	75%	80%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the strategic plan to ensure success for every student. Pupil personnel workers are the case managers who support students and their families through the TRB process.

Performance Measure: At the end of one semester in alternative programs, the percentage of students identified as truant when entering alternative programs will decrease.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
50%	45%	40%

Explanation: Regular school attendance is directly correlated with student academic success and is aligned with the Montgomery County Public Schools strategic plan to ensure success for every student.

Department of Student Services—551/552/553/555/561/628/937/964

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Performance Measure: Reduce the percentage of students in alternative programs with multiple suspensions (two or greater).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
35%	30%	24%

Explanation: Participation in programs that help students to better understand the school system's code of conduct and to learn to better control behaviors that lead to suspensions is in alignment with the MCPS strategic plan.

Performance Measure: Increase the percentage of students who begin home and hospital teaching (HHT) services no later than 10 school days from the date the application for service is approved.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
83%	85%	90%

Explanation: Beginning HHT services promptly will limit any disruption to the instructional program.

Performance Measure: To maintain a high level of parent satisfaction with the services of the Admissions and Residency Unit.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
NA	80%	90%

Performance Measure: To maintain a high level of parent satisfaction with the field office Investigative Conference held in response to a suspension/expulsion request as indicated on satisfaction surveys.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
NA	85%	90%

Explanation: It is important that parents feel they had the opportunity to express their concerns and were treated in a professional manner.

Performance Measure: Schools implementing Positive Behavioral Interventions and Supports (PBIS) will report a decrease in office referrals when comparing this school year to the previous.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
NA	80%	90%

Performance Measure: Students who participate in Transition Team meetings will either enroll in MCPS or enroll in a GED program.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
NA	90%	100%

Performance Measure: Increase principal/school satisfaction with the mental health crisis response services of the Department of Student Services.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
93%	95%	97%

Explanation: Effective mental health supports provided after a crisis assists with the prompt return to a school environment that promotes academic environment.

Performance Measure: Increase the percentage of students who meet the established exit criteria and transition to their home/comprehensive school at the end of the school year.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
41%	49%	55%

Explanation: Each student has individualized exit criteria (based on academics, behaviors, and attendance) to transition from alternative programs to a home/comprehensive school.

Budget Explanation Department of Student Services—551/552/553/555/561/628

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. There is a technical realignment of \$65,650 from the Office of Organizational Development budget to this department's budget.

The FY 2010 request for this program is \$24,084,777, a decrease of \$524,534 from the current FY 2009 budget of \$24,609,311. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$106,504

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$106,504 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$175,471

Part-time salaries for psychologists and related materials and local travel funds totaling \$170,000 are realigned to this department from the elementary schools budget. A psychologist position is shifted to this budget along with \$5,471 from the IDEA—Early Intervening Services grant project. There are several other realignments within this department's budget

to fund the remaining salary needed for the psychologist position and to ensure that the budget accounts are aligned with program needs.

Other—\$42,682

There is an increase of \$42,682 for the contract with National Institutes of Health (NIH). The contract provides for instructional services to children at the facility.

Inflation—\$11,020

Applying an inflation factor of 6 percent increases the budget by \$11,020 for textbooks and instructional materials for students in alternative programs.

Reductions—(\$860,211)

There is a net reduction of 6.0 positions and \$492,006 as a result of the proposed reorganization of the Department of Student Services. Positions eliminated for FY 2010 include 3.0 field office director positions, 2.0 instructional specialist positions, a 1.0 counselor position, and 3.0 administrative secretary/secretary positions. Positions added include a 1.0 supervisor and 2.0 coordinator positions.

A plan to relocate the Emory Grove and McKenney Hills alternative programs at the Mark Twain site will result in a net reduction of 1.5 positions and \$105,644. There is a reduction of a 1.0 coordinator, a 1.0 counselor, and a 1.0 administrative secretary and an increase of a 1.0 social worker and .5 IT system specialist positions.

There also are reductions of \$46,620 for an office assistant IV position and \$49,995 for an instructional specialist position in the department. Other reductions include \$150,000 in contractual services for anti-violence programs, \$4,283 for travel, and \$643 for dues, registrations, and fees. The \$11,020 added for inflation for textbooks and instructional materials is eliminated.

Further detail of these reductions is available in the *Superintendent's FY 2010 Operating Budget in Brief*.

Budget Explanation

Neglected and Delinquent Youth—937

The FY 2010 request for this grant program is \$114,051, a decrease of \$21,195 from the current FY 2009 budget of \$135,246. An explanation of this change follows.

Realignment—(\$21,195)

There is a reduction in this program of \$21,195 due to a decrease in projected revenue for this program in FY 2010.

Project's Recent Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$135,246	\$145,051	\$114,051
State			
Other			
County			
Total	\$135,246	\$145,051	\$114,051

Budget Explanation

IDEA—Early Intervening Services—964

The FY 2010 request for this program is \$849,022, the same as the current FY 2009 budget of \$849,022.

Project's Recent Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$849,022	\$849,022	\$849,022
State			
Other			
County			
Total	\$849,022	\$849,022	\$849,022

Department of Student Services - 551/552/553/555/561/628

Stephen Zagami, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	133.050	239.050	239.050	230.550	(8.500)
Position Salaries	\$21,127,190	\$22,357,609	\$22,357,609	\$21,816,105	(\$541,504)
Other Salaries					
Supplemental Summer Employment		83,613	83,613	50,000	(33,613)
Professional Substitutes		17,291	17,291		(17,291)
Stipends		71,980	131,980	67,980	(64,000)
Professional Part Time		937,185	937,185	1,328,232	391,047
Supporting Services Part Time		123,741	123,741	81,438	(42,303)
Other		14,970	14,970	14,970	
Subtotal Other Salaries	1,352,997	1,248,780	1,308,780	1,542,620	233,840
Total Salaries & Wages	22,480,187	23,606,389	23,666,389	23,358,725	(307,664)
02 Contractual Services					
Consultants		6,274	6,274	5,274	(1,000)
Other Contractual		497,123	501,173	345,410	(155,763)
Total Contractual Services	404,233	503,397	507,447	350,684	(156,763)
03 Supplies & Materials					
Textbooks		22,561	22,561	11,000	(11,561)
Media					
Instructional Supplies & Materials		172,834	174,434	120,716	(53,718)
Office		30,760	30,760	24,898	(5,862)
Other Supplies & Materials		55,582	55,582	45,582	(10,000)
Total Supplies & Materials	111,329	281,737	283,337	202,196	(81,141)
04 Other					
Local Travel		106,881	106,881	136,881	30,000
Staff Development		8,426	8,426	3,500	(4,926)
Insurance & Employee Benefits		12,301	12,301	16,561	4,260
Utilities					
Miscellaneous		18,650	18,650	16,150	(2,500)
Total Other	242,397	146,258	146,258	173,092	26,834
05 Equipment					
Leased Equipment					
Other Equipment		5,880	5,880	80	(5,800)
Total Equipment		5,880	5,880	80	(5,800)
Grand Total	\$23,238,146	\$24,543,661	\$24,609,311	\$24,084,777	(\$524,534)

Department of Student Services - 551/552/553/555/561/563/628/937/964

Stephen Zagami, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	551 Department of Student Services						
7	Q Director II		1.000	1.000	1.000	1.000	
7	P Director I		3.000	3.000	3.000	2.000	(1.000)
3	O Supervisor		1.000	1.000	1.000	1.000	
7	O Supervisor		3.000	3.000	3.000	1.000	(2.000)
7	N Coordinator		1.000	1.000	1.000	4.000	3.000
7	BD Court Liaison Specialist		1.000	1.000	1.000	1.000	
7	BD Instructional Specialist		7.000	6.000	6.000	3.000	(3.000)
7	BD Pupil Personnel Worker			43.000	43.000	43.000	
3	BD Psychologist			67.000	67.000	68.000	1.000
7	22 Fiscal Assistant V		1.000	1.000	1.000	1.000	
7	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
7	14 Administrative Secretary I		4.000	4.000	4.000	3.000	(1.000)
3	12 Secretary				1.000	1.000	
7	12 Secretary		6.000	4.000	4.000	2.000	(2.000)
	Subtotal		29.000	136.000	137.000	132.000	(5.000)
	552 Bilingual Assessment Team						
2	BD Instruct Assessment Spec		2.000	2.000	2.000	2.000	
3	BD Instruct Assessment Spec		3.000	3.000	3.000	2.000	(1.000)
3	BD Psychologist		6.000	6.000	6.000	6.000	
3	BD Speech Pathologist		2.000	2.000	2.000	2.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
3	12 Secretary		1.000	1.000			
	Subtotal		15.000	15.000	14.000	13.000	(1.000)
	553 Home & Hospital Teaching						
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
2	AD Teacher		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		3.000	3.000	3.000	3.000	
	555 International Students Admiss. Office						
7	O Supervisor		1.000	1.000	1.000	1.000	
7	BD Intl Students Admission Spec		1.000	1.000	1.000	2.000	1.000
7	20 ISAO Intake Specialist II		1.000	1.000	1.000	1.000	
7	17 ISAO Intake Specialist I		1.000	2.000	2.000	2.000	
7	14 Administrative Secretary I		1.000	1.000	1.000	3.000	2.000
7	14 School Registrar			1.000			
7	12 Secretary		1.000				
7	11 Office Assistant IV		1.000	1.000	2.000	2.000	
7	10 Office Assistant III		1.000				
	Subtotal		8.000	8.000	8.000	11.000	3.000

Department of Student Services - 551/552/553/555/561/563/628/937/964

Stephen Zagami, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	561 Alternative Programs						
2	O Supervisor		1.000	1.000	1.000	1.000	
2	N Coordinator		2.000	2.000	2.000	1.000	(1.000)
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		1.000	1.000	1.000	1.000	
7	BD Pupil Personnel Worker		1.000	1.000	1.000	1.000	
7	BD Social Worker					1.000	1.000
3	BD Counselor	X	2.000	2.000	2.000	1.000	(1.000)
3	BD Media Specialist	X	1.000	1.000	1.000	1.000	
3	AD Teacher, Staff Development	X	1.000	1.000	1.000	1.000	
3	AD Teacher, Alternative Programs	X	30.700	30.700	30.700	30.700	
3	AD Teacher, Resource	X	8.000	8.000	8.000	8.000	
2	25 IT Systems Specialist					.500	.500
2	14 Administrative Secretary I		3.000	3.000	3.000	2.000	(1.000)
2	14 School Registrar		1.000	1.000	1.000	1.000	
2	14 Security Assistant	X	4.000	4.000	4.000	4.000	
2	11 Office Assistant IV		1.000	1.000	1.000		(1.000)
3	11 Paraeducator	X	16.350	16.350	16.350	16.350	
	Subtotal		74.050	74.050	74.050	71.550	(2.500)
	628 Enrollment & Attend. Compliance Unit						
1	N Coordinator		1.000				
7	BD Instructional Specialist		1.000	1.000	1.000		(1.000)
7	12 Secretary		2.000	2.000	2.000		(2.000)
	Subtotal		4.000	3.000	3.000		(3.000)
	964 IDEA Early Intervening Services						
7	BD Pupil Personnel Worker		3.000	3.000	3.000	3.000	
3	BD Psychologist		3.000	3.000	3.000	2.000	(1.000)
	Subtotal		6.000	6.000	6.000	5.000	(1.000)
	Total Positions		139.050	245.050	245.050	235.550	(9.500)

Chapter 6

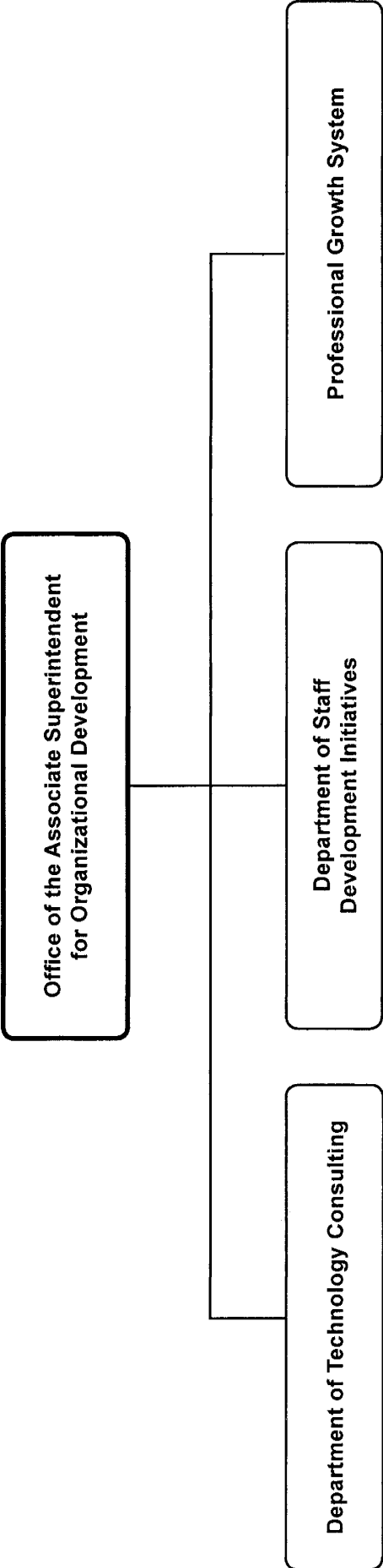
Office of Organizational Development

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**Office of Organizational Development
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	19.000	19.000	19.000	19.000	
Business/Operations Admin.					
Professional	114.000	94.000	94.000	82.300	(11.700)
Supporting Services	33.500	33.500	33.500	33.500	
TOTAL POSITIONS	166.500	146.500	146.500	134.800	(11.700)
01 SALARIES & WAGES					
Administrative	\$2,378,577	\$2,627,394	\$2,627,394	\$2,654,824	\$27,430
Business/Operations Admin.					
Professional	11,630,801	10,235,473	10,235,473	9,401,637	(833,836)
Supporting Services	1,887,812	2,120,270	2,120,270	2,189,986	69,716
TOTAL POSITION DOLLARS	15,897,190	14,983,137	14,983,137	14,246,447	(736,690)
OTHER SALARIES					
Administrative					
Professional	3,730,843	4,937,701	4,866,384	3,693,802	(1,172,582)
Supporting Services	150,462	526,246	526,246	431,620	(94,626)
TOTAL OTHER SALARIES	3,881,305	5,463,947	5,392,630	4,125,422	(1,267,208)
TOTAL SALARIES AND WAGES	19,778,495	20,447,084	20,375,767	18,371,869	(2,003,898)
02 CONTRACTUAL SERVICES	1,129,670	1,284,042	1,269,492	1,097,609	(171,883)
03 SUPPLIES & MATERIALS	411,627	775,264	784,981	589,030	(195,951)
04 OTHER					
Staff Dev & Travel	358,430	344,345	354,845	269,478	(85,367)
Insur & Fixed Charges	1,009,999	1,064,329	1,064,329	966,476	(97,853)
Utilities					
Grants & Other	3,625,315	3,488,844	3,488,844	3,888,844	400,000
TOTAL OTHER	4,993,744	4,897,518	4,908,018	5,124,798	216,780
05 EQUIPMENT	101,469	49,838	49,838	71,000	21,162
GRAND TOTAL AMOUNTS	\$26,415,005	\$27,453,746	\$27,388,096	\$25,254,306	(\$2,133,790)

Office of Organizational Development—Overview



Office of the Associate Superintendent for Organizational Development



Mission

The mission of the Office of Organizational Development is to develop all staff and improve the effectiveness of the organization to ensure high achievement for every student while eliminating racial academic disparities. This mission includes a focus on instruction, curriculum, assessment, planning, expectations, and professional learning community. It emphasizes a competency-based professional growth system for all employees. Individuals and teams focus on actions and activities within the Montgomery County Public Schools Strategic Plan *Our Call to Action* plan Goal 4: "Create a Positive Work Environment in a Self-Renewing Organization."

Major Functions

The functions of the office have changed significantly in the last nine years because of the development and implementation of new professional growth systems for teachers, administrators, and support professionals. Efforts to align the induction, mentoring, professional development, support systems, and evaluation processes have resulted in a systematic and systemic approach to the development of all staff. As a result, the training and development programs being provided are more research-based, job-embedded, and results-oriented. Also, a deliberate emphasis is on building systemic capacity to eliminate the institutional barriers that perpetuate inequities in student achievement by race, ethnicity, socio-economics, language, and disability. The major functions of the office fall into numerous projects and programs that are supported and implemented by seven departments and teams:

- Department of Staff Development Initiatives
- Staff Development Programs Team
- Skillful Teaching/Leading Team
- Consulting Teacher Team
- Equity Training and Development Team
- Leadership Development Team
- Technology Consulting Team

The focus of each of the teams and the projects implemented is toward a high quality workforce described in Goal 4 of *Our Call to Action: Pursuit of Excellence*. The teams lead and facilitate staff development efforts for individual staff members, schools, clusters, and for other offices to support continuous improvement initiatives. Projects within the Office of Organizational Development focus on specific client groups or specific project goals.

Building the Capacity of Teachers

MCPS and OOD believe that the most critical factor in the success of a student is the quality of the teacher in the classroom. Accordingly, OOD is organized to build the capacity of all teaching staff through New Teacher Induction, consulting teacher support, mentor teachers, support from school-based staff development teachers, curriculum training, support from technology consultants, Studying Skillful Teaching classes, support for National Board certification, training for

substitute teachers, and full implementation of the MCPS Teachers Professional Growth System.

Building the Capacity of Administrators

Research shows that one of the keys to the success of a school is a strong instructional leader as the principal. Accordingly, OOD is devoted to building the capacity of our current and aspiring school and office leaders through the Leadership Development Program, consulting principal support, Observing and Analyzing Teaching coursework, ongoing professional development for administrators, equity training and development, and full implementation of the Administrative and Supervisory Professional Growth System.

Building the Capacity of Support Professionals

Supporting services employees, through filling many roles within MCPS, play a critical role in the success of students and our overall system. Consequently, OOD is committed to building the capacity of all support professionals through supporting services training, professional growth consultant support, paid training for ten-month staff, Skillful Teaching classes for paraeducators, support from the paraeducator coordinator, and full implementation of the Supporting Services Professional Growth System.

Building the Capacity of Schools, Teams, and Offices

MCPS believes in the power of collaboration and invests in helping groups of committed individuals work collectively toward personal, group, and system goals. To realize this mission, OOD supports schools, teams, and offices through support from staff development specialists, the Professional Learning Communities Institute, Equity Training and Development, the School Leadership Team Institute, and staff development substitutes.

Developing and Implementing a Systemic Plan to Support Equity and Excellence for All Students

In FY 2010, MCPS will continue efforts to promote student achievement by providing all students with equitable learning environments characterized by academic rigor, high expectations for all students, and relationships that support student success. The Office of Organizational Development will play a critical role in realizing this mission by providing MCPS staff with professional development that raises consciousness, contributes to staff knowledge, and builds the skills of our workforce to help all students achieve while simultaneously eliminating racial disparities in student performance. All OOD staff members, including consulting teachers, consulting principals, professional growth consultants, curriculum specialists, staff development specialists, technology consultants, leadership development staff, staff development programs personnel, and in-district trainers on the Skillful Teaching and Leading Team have received intensive training in equity awareness and strategies for the past three years. OOD staff members apply this knowledge and these skills in their daily work with clients, helping to change practice and promote equity for all MCPS students. For FY2010, one instructional specialist position is being realigned from the Curriculum Training and Development Team to the Equity Training and Development Team to

increase its capacity to provide direct support to schools and offices. OOD will work closely with other MCPS offices and the Executive Leadership Team to develop and implement a systemic plan for equity, thereby furthering our efforts to help all students to be college ready.

Innovative Professional Development

For FY 2010, the Office of Organizational Development is creating a new team to support efforts to provide all staff with engaging, easily accessible, differentiated professional development through capitalization on technology resources. This new team is being created through the realignment of 3.5 instructional specialist positions in order to create a team of 1.0 supervisor and three instructional specialists. The Innovative Professional Development Team (IPDT) will focus on researching, creating, and maintaining professional development resources using innovative technology. The IPDT will create professional development products that utilize video, audio, interactive web presentations, web-based conferencing, video conferencing, simulations, online professional learning communities, and assessments. The IPDT will collaborate with and support other teams in OOD. Professional development products created through this collaboration will support teachers, administrators, support professionals, and teams throughout the system. In addition, these resources will support efforts to promote equity and eliminate the achievement gap. The IPDT will work in conjunction with other offices, including the Office of Curriculum and Instructional Programs and the Office of the Chief Technology Officer to support professional development that will improve teaching and learning throughout the system.

Trends and Accomplishments

MCPS recognizes the essential role a quality workforce plays in improving student achievement for all students, and over the past five years OOD has made numerous strides in this area. A series of reform efforts consistent with the teacher quality movement and the expectations of the *No Child Left Behind* legislation have been developed, implemented, and evaluated in collaboration with the teacher, administrative and supervisory, and support staff unions. MCPS has made improved learning for all students the goal of these workforce initiatives. In doing so, the initiatives focus not only on what to teach and how to lead; but also on the underlying role of expectations and beliefs on teaching and learning. The workforce initiatives align closely with other initiatives in curriculum, instruction, assessment, and technology. The accomplishments of these groups are more fully discussed in the sections pertaining to leadership development, curriculum, instruction, assessment, technology, continuing professional development, and university partnerships.

Major Mandates

- The Board of Education priorities, and *Our Call to Action* plan are the major drivers of the office's activities. In addition, the negotiated agreements between the Board of Education and the three employee bargaining units provide for certain programs in the staff development and

training domain. Finally, the Maryland State Department of Education certification regulations governing in-service course quality requirements and our university partners training course/credit requirements drive these credit program offerings.

- The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills, strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology will be pursued.
- Federal, state, and local mandates require elimination of the disparities in student achievement by race, ethnicity, socioeconomic, language, and disability. They also require building individual, group, and system capacity to close the longstanding achievement gaps; and to provide equitable educational opportunities for students from groups that have traditionally been undeserved.
- Furthermore, school system initiatives, including the reading and mathematics initiatives and the Early Success Performance Plan require training and development for those staff members directly involved. The revised curriculum, including blueprints, frameworks, and instructional guides require a coordinated effort among offices to provide training and support of the implementation of these initiatives.
- The State of Innovation: The Maryland Plan for Technology in Education, 1999–2003, recommends that schools be provided with staff training and support for integrating the most appropriate and effective technology into all aspects of the educational process.
- The Maryland State Department of Education has a focus on high quality professional development.
- *No Child Left Behind* legislation requires that only those strategies and methods "proven effective by the standard of scientifically based research should be included in school reform programs." This requirement includes the work of staff development.
- *No Child Left Behind*, Title II Part A, states that professional development programs will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluation used to improve the quality of professional development."

Strategies

- Build the capacity of staff in the Office of Organizational Development to explicitly incorporate diversity/equity content and processes into all office programs and projects.
- Coordinate and facilitate the effective delivery of professional development experiences throughout Montgomery County Public Schools. This includes providing high

quality professional development experiences at separate training sites, within schools and offices, and in online environments.

- Design, develop, and deploy innovative professional development tools and experiences, including online courses, simulations, and virtual meetings.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of the Office of Organizational Development's strategic plan and goals of *Our Call to Action*.
- Identify and provide staff development opportunities and experiences to the staff of the Office of Organizational Development to meet the goals of the office.
- Utilize and facilitate the effective use of technology to disseminate materials, information, and resources that support the implementation of equitable education for all students.

Budget Explanation Office of Organizational Development— 614/160/616/618/619/620

The current FY 2009 budget for this office is changed from the budget adopted by the Board of Education on June 10, 2008. To align resources where they are managed, \$65,650 is realigned from this office's budget into the Division of School-based Special Education Services' budget for the CAP/PBIS project.

The FY 2010 request for this office is \$2,602,423 an increase of \$334,320 from the current FY 2009 budget of \$2,268,103. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$11,961)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$11,961 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—\$473,919

Office of the Associate Superintendent—(\$286,544)

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 1.7 instructional specialist positions and \$208,544 from the Office of the Associate Superintendent into the Innovative Professional Development Team. Line item realignments decreasing stipends by \$65,000 and building rental costs by \$13,000 will support other OOD unit budget needs.

Professional Development Support Project—\$125,607

There are realignments totaling an increase of \$125,607 into the Professional Development Support Project. Specifically, there are realignments decreasing substitutes by \$79, decreasing program supplies by \$31,646, and increasing building rental costs by \$157,332.

Equity Training and Development Team—\$42,038

There is a realignment of a 1.0 instructional specialist and \$110,515 from the Department of Staff Development Initiatives into the Equity Training and Development Team. Various realignments decreasing professional part-time salaries, stipends, supporting services part-time salaries, and program supplies in this unit by \$68,477 will support substitutes and building rental costs in other OOD unit budgets.

Innovative Professional Development Team—\$592,818

A 1.0 supervisor position and \$127,027 is realigned from the Department of Staff Development Initiatives into the Innovative Professional Development Team. In addition, 3.0 instructional specialist positions and \$353,612 is realigned into this program from other OOD unit budgets. There are also various realignments increasing professional part-time salaries, program supplies, and furniture and equipment by \$112,179.

Reductions—(\$127,638)

Office of the Associate Superintendent—(\$83,638)

There is a reduction of \$55,000 for travel for staff development and a reduction of \$28,638 for furniture and equipment.

Equity Training and Development Team—(\$44,000)

Reductions in the Equity Training and Development Team are as follows:

Substitutes—(\$40,000)

Building rental costs—(\$4,000)

Budget Explanation IDEA—Early Intervening Services Project—967

The FY 2010 request for this grant project is \$286,990, a reduction of \$906 from the current FY 2009 budget. An explanation of this change follows.

Realignments—(\$906)

The budget includes various budget neutral realignments for FY 2010. There are realignments from substitutes, stipends, dues, registration and fees, and employee benefits associated with part-time salaries to fund professional part-time salaries, consultants, and program supplies. In addition, there is a realignment of \$906 from this project to support employee benefits associated with part-time salaries in the Department of Financial Services.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$287,896	\$286,990	\$286,990
State			
Other			
County	_____	_____	_____
Total	\$287,896	\$286,990	\$286,990

Office of Organizational Development - 614/160/616/618/619/620

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	15,500	15,500	15,500	18,800	3,300
Position Salaries	\$1,533,099	\$1,510,659	\$1,510,659	\$1,895,197	\$384,538
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		8,228	8,228	124,003	115,775
Stipends		355,973	295,973	28,820	(267,153)
Professional Part Time		40,560	40,560	63,237	22,677
Supporting Services Part Time		7,960	7,960	2,710	(5,250)
Other					
Subtotal Other Salaries	29,589	412,721	352,721	218,770	(133,951)
Total Salaries & Wages	1,562,688	1,923,380	1,863,380	2,113,967	250,587
02 Contractual Services					
Consultants		36,000	36,000	36,000	
Other Contractual		59,614	55,564	196,896	141,332
Total Contractual Services	80,138	95,614	91,564	232,896	141,332
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		156,128	154,528	120,567	(33,961)
Total Supplies & Materials	62,610	156,128	154,528	120,567	(33,961)
04 Other					
Local Travel		48,293	48,293	48,293	
Staff Development		70,700	70,700	15,700	(55,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	80,825	118,993	118,993	63,993	(55,000)
05 Equipment					
Leased Equipment		11,000	11,000	11,000	
Other Equipment		28,638	28,638	60,000	31,362
Total Equipment	101,469	39,638	39,638	71,000	31,362
Grand Total	\$1,887,730	\$2,333,753	\$2,268,103	\$2,602,423	\$334,320

IDEA - Early Intervening Services - 967

James Virga Jr., Associate Superintendent

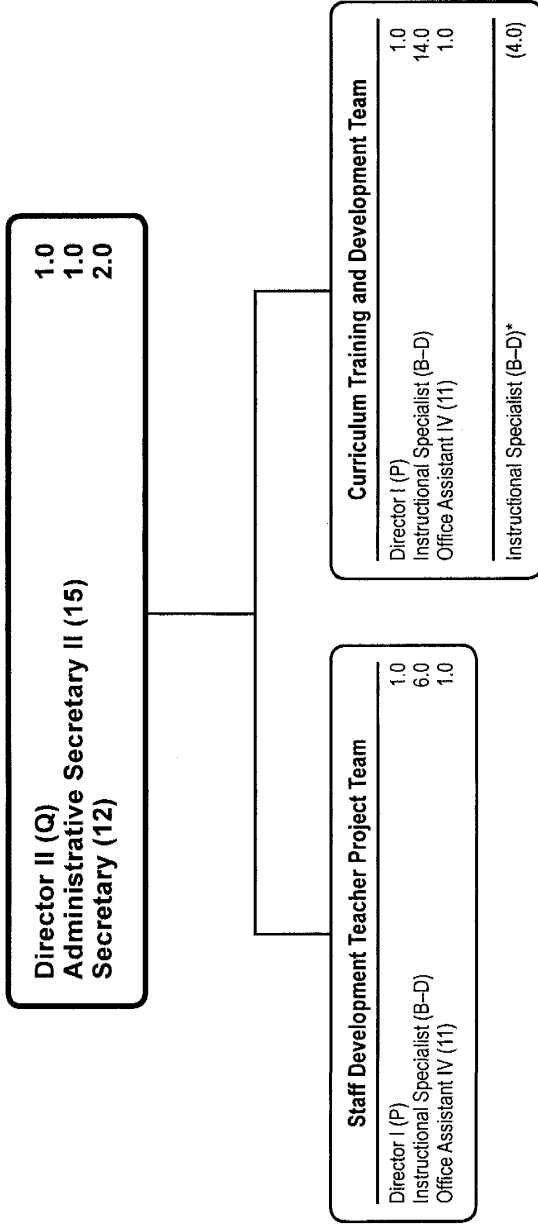
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		68,460	68,460	49,647	(18,813)
Stipends		49,000	61,683	1,800	(59,883)
Professional Part Time		24,000		12,000	12,000
Supporting Services Part Time					
Other					
Subtotal Other Salaries	143,643	141,460	130,143	63,447	(66,696)
Total Salaries & Wages	143,643	141,460	130,143	63,447	(66,696)
02 Contractual Services					
Consultants		104,500	104,500	140,500	36,000
Other Contractual		10,500		4,000	4,000
Total Contractual Services	49,651	115,000	104,500	144,500	40,000
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		10,119	21,436	64,873	43,437
Total Supplies & Materials	54,245	10,119	21,436	64,873	43,437
04 Other					
Local Travel					
Staff Development		10,000	20,500	10,000	(10,500)
Insurance & Employee Benefits		11,317	11,317	4,170	(7,147)
Utilities					
Miscellaneous					
Total Other	5,141	21,317	31,817	14,170	(17,647)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$252,680</u>	<u>\$287,896</u>	<u>\$287,896</u>	<u>\$286,990</u>	<u>(\$906)</u>

Office of Organizational Development - 614/160/616/618/619/620/967

James Virga Jr., Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Associate Superintendent		1.000	1.000	1.000	1.000	
2	P Director I				1.000	1.000	
2	O Supervisor		1.000	1.000			
3	O Supervisor					1.000	1.000
2	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
3	BD Instructional Specialist		6.500	6.500	6.500	8.800	2.300
2	23 Fiscal/Logistics Assistant		1.000	1.000	1.000	1.000	
2	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
2	11 Office Assistant IV		1.000	1.000	1.000	1.000	
	Total Positions		15.500	15.500	15.500	18.800	3.300

Department of Staff Development Initiatives



F.T.E. Positions 24.0

*(4.0) instructional specialist positions are shown in this unit as a placeholder until a more comprehensive plan for the reduction is developed.

Mission

The mission of the Department of Staff Development Initiatives is to provide professional development opportunities for teachers, teacher leaders, and administrators that support the effective implementation of a rigorous Pre-K–12 curriculum and Montgomery County Public Schools initiatives. The department supports school and office staff as they develop and maintain professional learning communities and effective instructional leadership teams in schools. Curriculum, assessment, planning, expectations, instruction and collaborative leadership serve as the primary foci for the work of the department.

Major Functions

The Department of Staff Development Initiatives, consisting of staff development content specialists and staff development specialists, works collaboratively within and among MCPS offices to develop and provide ongoing system wide professional development and job-embedded support and follow up.

The staff development content specialists collaborate with the Office of Curriculum and Instructional Programs and the Office of Special Education and Student Services to facilitate the design and delivery of curriculum training and development that prepares teachers to meet the diverse needs of all students. In addition, they provide training to central services instructional specialists, principals, and teacher leaders.

Staff development specialists work with staff development teachers (SDTs), other teacher leaders, and administrators to ensure the effective development, monitoring, and maintenance of professional learning communities as well as the development, implementation and monitoring of professional development plans that are aligned with the school improvement plan. They support principals and leadership teams with effective teams and meeting skills in order for all systems within the school organization to be as effective as possible and with school improvement plans including the Baldrige-guided school improvement process. Moreover, they collaborate with the Office of School Performance and the Office of Curriculum and Instructional Programs in support of their visions and missions.

Trends and Accomplishments

To meet the professional development needs of a diverse staff, the FY 2008 curriculum training focused on a deeper study of key curriculum elements through job-embedded coaching for teams and school-based leaders, planning and consultation sessions at the local school, and voluntary professional development sessions. The professional development that was provided to support curriculum implementation was aligned with system targets for student achievement. At the elementary level, numerous sessions were provided, including the following:

- New fifth grade teachers of Mathematics 6 (Math A) and Mathematics 7 (Math B) attended three 3-hour sessions

in October, December, and March. Mathematics content coaches participated in eight 3-hour sessions (ten 3-hour sessions for new coaches), designed to develop their knowledge of measurement and statistics including connections to other mathematics content and the application of this knowledge to instructional planning.

- With an increase in the number of new reading specialists, differentiated professional development was provided for them. Small group reading instruction for teachers of grades 3-5 was another area of focus.
- The Title I gifted and talented teachers attended six 6-hour sessions. The outcomes for the sessions focused on implementing effective coaching strategies to build the instructional capacity of teachers; ensuring implementation of effective instructional strategies to actively engage all students in differentiated lessons; and articulating the social and historical context of institutionalized racism and its continuing impact on teaching and learning.
- As part of the Early Childhood Project, teachers new to pre-kindergarten and kindergarten attended four 2-hour after-school sessions. In collaboration with the Office of Curriculum and Instructional Programs, the County Department of Health and Human Services, childcare providers attended the 2007 New Educator Orientation.
- Elementary principals continue to participate in Lenses on Learning I to gain a deeper understanding of mathematics teaching and learning, including issues of equity and implications for leadership. Administrators completing Lenses on Learning I may enroll in Lenses on Learning II, where they learn skills to help them be more effective observers in standards-based mathematics classrooms.
- Ongoing Grading and Reporting job-embedded professional development and support were provided to teachers of grades 1 and 2 by core teams consisting of staff development teachers, reading specialists, and math content coaches. The goal is to build the capacity of teacher leaders so they can provide differentiated professional development and follow-up support.

At the secondary level, the main focus of the Department of Staff Development Initiatives was professional development to support middle school reform. This comprehensive effort involved designing, planning, and delivering intensive training for leadership teams from the Phase I schools. In addition, targeted professional development was provided to middle school literacy coaches and math content specialists. Other secondary efforts included the following:

- High school literacy coaches participated in nine full-day sessions designed to build a professional learning community around the discussion of *The Literacy Coach's Survival Guide* to develop coaching skills. The participants gained an understanding of coaching through discussions of authentic school-based challenge.
- Middle school teachers of Reading 7 and 8, reading specialists, and the instructional resource teacher supervising teachers of Reading 7 and 8 attended four 3-hour sessions to support curriculum implementation. Middle school reading specialists continued to receive

professional development at their monthly meetings focused on content literacy connections.

- Training was provided for teachers new to National, State, and Local Government (NSL).
- As a follow-up to summer required training, high school teams participated in three 3-hour sessions focused on improving Algebra 1 instruction.
- The professional learning community for Algebra lead teachers focused on developing and refining a process to gather data from formal and informal observations in Algebra 1 classrooms and effective coaching skills. Selected teachers participated in the Grade 8 and Grade 10 health curriculum.
- Other secondary curriculum professional development training for resource teachers and selected social studies teachers.

The Staff Development Teacher Project team supports school-based staff development teachers and school teams and plays a major role in systemic training on grading and reporting, middle school reform, and grading and reporting. The FY 2008 comprehensive SDT professional development plan provided training and development which was differentiated in the following three key areas:

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

Literacy, race and equity, and grading and reporting were the areas of focus for secondary SDTs. Elementary SDTs also focused on race and equity and on grading and reporting, but specific to the needs of grades 1 and 2 teachers who were implementing the revised policy this year. In addition the plan for all SDTs provided for a consistent focus on developing, improving, and/or maintaining the repertoire of skills required to facilitate collaborative planning, decision-making, and data analysis as well as processes to develop effective school improvement plans supported by comprehensive professional development plans. SDT training and development also consistently focused on coaching skills required to support teachers in their understanding of pedagogy, curriculum and content. The comprehensive training and development plan for SDTs includes a number of opportunities for them to be together in professional learning communities of their own, organized by geographic cluster or by school level, in order for them to study together, share best practices, and support and coach each other as they refine their craft. Moreover, the staff development specialists team provides ongoing job-embedded coaching to all SDTs, differentiated and prioritized based on experience, skills, and special needs of students and staff within individual schools.

In addition to the training and development for SDTs, the Staff Development Teacher Project team is responsible for training in which school leadership teams continue to participate in the School Leadership Teams Institute (SLTI), a special project resulting from the negotiated agreement with MCEA and focusing on shared leadership and collaborative

decision-making to improve teaching and learning. School leadership teams attend one or more of four distinct workshops focused on the specific needs of their school: (1) Shared Leadership: A Team Examination of Collaboration and Empowerment; (2) Effective School Leadership Teams; (3) Facilitation of Effective Meetings; and (4) Skillful Team Collaboration.

In FY 2009, the Department of Staff Development Initiatives will focus on training and development to support the Middle School Reform Initiative. Special projects will include additional professional development support for the Phase I middle schools, AEI literacy coaches, AEI mathematics content specialists, and innovative technology. In addition, the team will include equity strategies in all training and development. The secondary content specialists will continue to focus on literacy in middle and high schools and algebra instruction in high schools. Professional development will be provided for high school literacy coaches and for teachers of AP courses. Moreover, the budget will reflect the implementation of grading and reporting for teachers of grades 1–3, including the Online Achievement Reporting System (OARS).

Major Mandates

- *No Child Left Behind Act of 2001* (NCLB) contains specific requirements for the certification and qualifications of staff in both Title I and all other public schools.
- *Our Call to Action: Pursuit of Excellence*, the MCPS strategic plan, has as one of its goals the creation of a positive work environment in a self-renewing organization.
- *Our Call to Action: Pursuit of Excellence*, Goal 2 addresses the development of an effective instructional program.
- Bridge to Excellence in Public Schools Act is consistent with the federal NCLB and requires that all students reach high standards, at a minimum attaining proficiency or better in reading/language art and mathematics by 2013–2014.
- The National Staff Development Council and the Maryland Teacher Professional Development standards support the mandates of NCLB.
- Malcolm Baldrige Criteria for Performance Excellence is used by MCPS as its model for continuous improvement.

Strategies

- Align training and development experiences with the rigor of the revised curricula and Maryland Assessment Program.
- Collaborate with the Office of Curriculum and Instructional Programs to ensure fidelity of the curriculum and a consistent message.
- Design and provide training and development experiences that result in high quality teaching and learning.
- Coordinate and facilitate the effective implementation of professional learning communities throughout Montgomery County Public Schools.

- Facilitate schools and offices in developing Baldrige Guided School Improvement plans.
- Engage stakeholders in providing input and feedback related to training and development opportunities.
- Differentiate training and development opportunities based on experience, expertise, school, and participant need.

Performance Measures

Performance Measure: Percent of elementary teachers of Math 6 (Math A) who agreed that they were able to identify instructional practices that support the teaching and learning of statistics and/or ratio and proportion.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure provides information on participant knowledge gained during training. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the training.

Performance Measure: Percent of elementary teachers of Math 7 (Math B) who agreed that they were able to identify instructional practices that support teaching and learning of statistics and/or algebraic reasoning.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure provides information on participant knowledge gained during training. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the training.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
(1) 93%	95%	97%
(2) 91%	94%	97%
(3) 89%	93%	95%
(4) 87%	93%	95%

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

feedback from the teachers in their buildings regarding the supports they provide. These surveys are also directly aligned with the job description and the performance standards for SDTs.

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

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99%	100%	100%

Explanation: This measure provides information on the actual impact of the shared leadership training and development provided to school teams. Through surveys participants indicated the degree to which their knowledge was enhanced by the end of the two-day training.

**Budget Explanation
Department of Staff Development
Initiatives—650/651/652**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$110,606 from the Professional Growth System Program into this department’s budget to fund a 1.0 instructional specialist position.

The FY 2010 request for this department is \$3,799,944 a decrease of \$2,051,629 from the current FY 2009 budget of \$5,851,573. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$223,420)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$223,420 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—(\$224,683)
*Department of Staff Development
Initiatives—(\$94,818)*

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 3.0 instructional specialist positions and \$331,545 from the Department of Staff Development Initiatives into various other OOD unit budgets. There are also line item realignments decreasing consultants, building rental costs, and program supplies by \$130,770 and increasing substitutes, stipends, and local travel by \$367,497.

Staff Development Teacher Project—(\$129,865)
There are realignments decreasing substitutes, consultants, building rental costs, and program supplies by \$181,795.

Department of Staff Development Initiatives—650/651/652

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Funds totaling \$51,930 are also realigned from other units into this department to support stipends and local travel.

Reductions—(\$1,603,526)

Department of Staff Development

Initiatives—(\$1,555,077)

Reductions in the Department of Staff Development Initiatives are as follows:

2.0 instructional specialist positions—(\$186,833)

Professional part-time salaries—(\$15,000)

Substitutes—(\$7,272)

Stipends—(\$1,000,000)

Program supplies—(\$25,000)

In addition, there is a reduction of 4.0 instructional specialist positions and \$320,972. It is shown in this unit as a placeholder until a more comprehensive implementation plan for the reduction is developed.

Staff Development Teacher Project—(\$48,449)

There is a reduction in the Staff Development Teacher Project of \$48,449 for stipends.

Department of Staff Development Initiatives - 650/651/652

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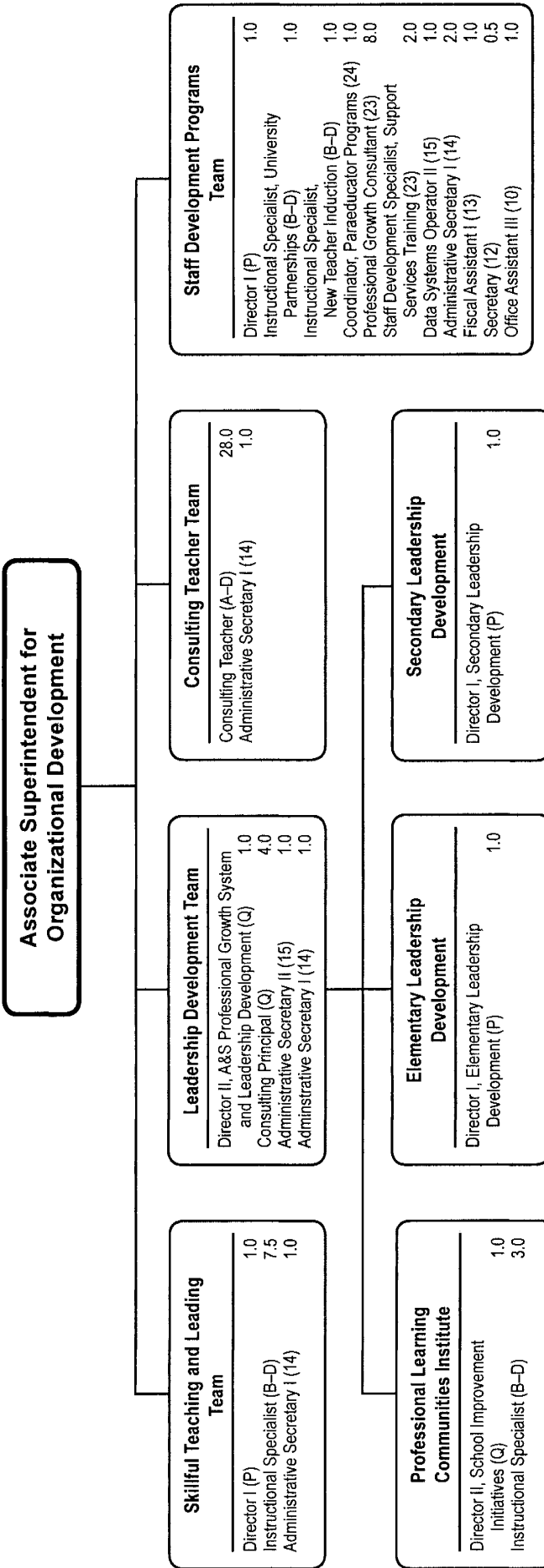
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	42,000	34,000	33,000	24,000	(9,000)
Position Salaries	\$4,031,451	\$3,772,860	\$3,662,254	\$2,599,484	(\$1,062,770)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		279,959	279,959	191,418	(88,541)
Stipends		1,516,283	1,516,283	867,555	(648,728)
Professional Part Time		45,442	45,442	30,442	(15,000)
Supporting Services Part Time		16,000	16,000	16,000	
Other					
Subtotal Other Salaries	1,462,687	1,857,684	1,857,684	1,105,415	(752,269)
Total Salaries & Wages	5,494,138	5,630,544	5,519,938	3,704,899	(1,815,039)
02 Contractual Services					
Consultants		90,750	90,750	24,250	(66,500)
Other Contractual		62,740	62,740	14,100	(48,640)
Total Contractual Services	84,793	153,490	153,490	38,350	(115,140)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		173,600	173,600	43,969	(129,631)
Total Supplies & Materials	81,679	173,600	173,600	43,969	(129,631)
04 Other					
Local Travel		4,545	4,545	12,726	8,181
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	36,579	4,545	4,545	12,726	8,181
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$5,697,189	\$5,962,179	\$5,851,573	\$3,799,944	(\$2,051,629)

Department of Staff Development Initiatives - 650/651/652

Betty Collins, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		1.000	1.000	1.000	1.000	
2	P Director I		2.000	2.000	2.000	2.000	
3	BD Instructional Specialist		34.000	26.000	25.000	16.000	(9.000)
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	12 Secretary		2.000	2.000	2.000	2.000	
2	11 Office Assistant IV		2.000	2.000	2.000	2.000	
	Total Positions		42.000	34.000	33.000	24.000	(9.000)

Professional Growth System



Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Mission

The mission of the Professional Growth System (PGS) is threefold: 1) to establish and clarify standards of performance for all employees, including administrators, teachers, and support professionals; 2) to provide supports to employees who need additional assistance; and 3) to support a collaborative process used to measure each employee's job performance. The Teacher PGS includes the development of teaching staff through a comprehensive induction program for teachers new to MCPS and through direct instructional support of novice and experienced staff performing below standard; the Administrative and Supervisory PGS (A&SPGS) supports development of high performing staff and instructional leaders who have the knowledge, skills, strategies, beliefs and practices that result in student achievement; and the Supporting Services PGS (SSPGS) ensures the development of supporting services staff through professional development courses, coaching, modeling, and mentoring support, and the promotion of the continued professional development of the MCPS workforce. All three professional growth systems reflect the Montgomery County Public Schools focus on career-long learning through the professional and academic growth and development of all members of the workforce.

Major Functions

The major functions of this program are divided into four teams: the Consulting Teacher Team (supports the Teacher PGS), the Leadership Development Team (supports the A&S PGS), the Staff Development Programs Team (supports the SS PGS) and the Skillful Teaching and Leading Team, which supports employees in all three professional growth systems.

The Consulting Teacher (CT) Team's function is to support novice and underperforming teachers through ongoing coaching, modeling, observation, and review. Consulting teachers provide intensive, individualized instructional support and resources to teachers. Their caseloads are composed of novice and underperforming teachers and are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming.

The Leadership Development Team (LDT) oversees the Administrative and Supervisory (A&S) Professional Growth System and other leadership development projects including Professional Learning Communities Institute and the Leadership Training and Development program. The vision of the Administrative and Supervisory Professional Growth System is to create a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing administrators in a dynamic structure for critical reflection, continuous improvement, and life-long learning. In FY 2005 full implementation was begun. An implementation team ensures that the work of the A&S PGS is put into practice with quality. A multi-faceted action plan has been generated and administrative leaders have been given the opportunity to provide feedback on the priorities that have been set

within the action plan. Based upon this feedback, the Office of Organizational Development (OOD) has begun to increase specific professional development opportunities for school-based and central services administrators. Examples of this work are as follows:

- An orientation program for new administrators,
- A course on data analysis for principals and selected teacher leaders,
- In-service programs on developing a portfolio and creating a professional development plan.

Another major function of the Leadership Training and Development Team is the design, implementation and oversight of the Leadership Development Program (LDP) within the Administrative and Supervisory Professional Growth System. The LDP supports assistant school administrators, school-based coordinators, assistant principals, elementary and secondary school interns in developing the knowledge, skills, strategies, attitudes and aspirations to become effective school-based leaders and to improve student learning. Consulting principals on the Leadership Development Team provide individualized support to novice principals, principals who have moved to a new level (elementary, middle, or high school), and principals who have been identified as under-performing.

The function of the Staff Development Programs Team is to provide training and development opportunities that support the professional growth system for administrators, supervisors, teachers, and supporting services staff. These supports are in the form of higher education partnerships, tuition reimbursement, continuing professional development courses (CPD), new teacher induction, and training and development for supporting services staff. The focus of each of these programs is toward a high quality workforce described in goal four of *Our Call to Action: Pursuit of Excellence*. The team develops, coordinates, leads and facilitates staff development academic growth and development efforts to support continuous improvement initiatives. The professional growth consultants (PGCs) on the Staff Development Programs team provide individualized support to supporting services employees who have been identified as not meeting one or more of the SSPGS competencies, which establish clear expectations for the job performance of every support professional.

The functions of the Skillful Teaching/Leading Team are the training and the support of staff to implement the knowledge, skills, strategies, beliefs and practices of five courses taught by the team: Studying Skillful Teaching 1 and 2, Observing and Analyzing Teaching 1 and 2 and Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. The outcome for each course is listed below:

- Studying Skillful Teaching 1: Teachers will expand their repertoire of instructional strategies and reflect on the impact of matching strategies to student needs; examine how teacher and student beliefs impact student learning, and learn skills for collaborating effectively with peers.

- Studying Skillful Teaching 2: Teachers will increase skills in collecting and analyzing data about student learning in order to plan, investigate, and implement strategies to eliminate obstacles to student success.
- Observing and Analyzing Teaching 1: Instructional leaders will be able to observe and analyze teaching and develop skills in communicating to teachers in a balanced way about the teacher's repertoire.
- Observing and Analyzing Teaching 2: Instructional leaders will develop knowledge, skills, and confidence to confront and address mediocre and ineffective teaching.
- Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning: Paraeducators will examine how paraeducator, teacher, and student beliefs impact student learning; learn strategies to assist student academic achievement; and learn and practice communication skills to be more effective in supporting student learning.

Trends and Accomplishments

Consulting Teacher Team

The consulting teachers work to provide intensive individualized instructional support and resources to every novice and underperforming teacher within the PAR (Peer Assistance and Review) Program. Their work is guided by the MCPS Teacher Performance Standards. In FY 2008, 36 consulting teachers worked with a total of 550 novice and underperforming teachers.

Leadership Development Team

OOD has focused on the quality of its administrators and supervisors through the development of systems of support. The leadership development program (LDP) is a comprehensive three-year program that includes monthly full-day seminars, seven days of summer training, and the utilization of development teams to examine portfolio materials developed by the administrative candidate. The LDP logged over 20,000 training hours. Included in those hours are seminars for future administrators, and mentoring by Office of School Performance administrators and by experienced MCPS principals. All new principals participated in monthly seminars on current issues. They also received individualized mentoring from one of the consulting principals. Assistant school administrators from the secondary program received summer and monthly seminars on the Administrative and Supervisory Professional Growth System standards.

The Secondary Internship Program prepares experienced assistant principals to make the next step to the school principalship. Additionally, the elementary program completed a unique internship opportunity, whereby the roles of an elementary intern and assistant principal were combined in order to offer a cost effective vehicle to prepare administrative candidates for the principalship in their third year of training.

The Administrative and Supervisory Professional Growth System was implemented fully in FY 2005. Since that time, all principals scheduled for evaluation have been evaluated using the new leadership standards and performance criteria.

A handbook with the standards is distributed annually to all school-based and central services administrators. The six leadership standards for principals have been modified to create standards and performance criteria for assistant principals, student support specialists, and coordinators of school-based programs. This set of standards and performance criteria is aligned with the principals' standards in order to facilitate a consistent approach to school leadership. A set of online modules providing training on the leadership standards is used for the professional development of all assistant principals in the leadership development program and is now available for use by all administrators. A third set of standards has been developed for central services administrators. While this set of standards and performance criteria was derived from the principals, the resultant performance criteria were adjusted to fit the different roles within central services.

In FY 2008, two consulting principals and several retired principals hired as professional part-time staff provided one-on-one mentoring for new principals, principals new to MCPS, and principals who are identified as having performance issues. A review panel of community superintendents, directors of school performance, and principals analyzes the work of the consulting principals. This panel will provide additional support in assisting principals to be highly effective. Ultimately, the review panel makes recommendations to the superintendent regarding employment status of principals. Review panels for assistant principals and central services administrators and supervisors also have been established.

Staff Development Programs Team

A critical component of the workforce initiative for the Staff Development Programs Team develops teacher quality. The New Teacher Induction program is a comprehensive program with several components designed to provide support and professional development for novice and new-to-MCPS teachers in order to increase their skill levels and to introduce them to the ideas of MCPS professional learning communities. Tiered support is offered to new educators in the form of consulting teachers for novices and mentors for experienced teachers. New Educator Orientation (NEO) is held at the beginning of the school year for all new educators. This year, 490 participants attended 3½ days of training in curriculum, instruction, and MCPS policies and procedures. The number of NEO participants represents approximately 90 percent of the new educators under contract for the opening of the new school year.

When a teacher is new to Montgomery County Public Schools, but has previous experience as a teacher in another system, he/she does not receive consulting teacher support. Instead, these experienced, new to MCPS teachers receive one-on-one support from highly trained and qualified mentor teachers. During the 2007–2008 school year, a total of 195 educators completed the Mentoring the New Teacher course and 324 peer mentors spent over 11,750 hours working with new teachers ensuring that they had the resources

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and supports they needed to be successful and remain in MCPS. In addition, 145 new teachers attended the New Teacher Training courses (NTT-01, Beginning Your First Year of Teaching; NTT-02, Finishing Your First Semester of Teaching; and NTT-03, Finishing Your First Year of Teaching), which provided resources on creating a positive classroom environment, planning for instruction, differentiation, and strategies for exceptional learners. Furthermore, 171 new educators, mentors, and paraeducators participated in ten New Educator workshops and mentor forums. Ninety-five percent of the workshop participants felt the workshops were relevant and provided them an opportunity to apply knowledge and skills.

A new teacher focus group worked with the NEO design team by sharing their unique perspectives and experiences to enhance NEO 2007. The New Teacher Induction team is building a profile of new teacher concerns through surveys, focus groups, and other data collection tools to further differentiate the needs of novice and experienced teachers. These opportunities provided data-driven, research-based instructional strategies to meet the needs of diverse student learners. Evaluation data from new teachers indicates that the quality and support of the induction program is critical to their decision to remain in MCPS.

Supporting Services Development

In collaboration with SEIU Local 500, Montgomery County Public Schools has developed the Supporting Services Professional Growth System (SSPGS). This system is directly aligned to Goal 4 of *Our Call to Action: Pursuit of Excellence* and based on core competencies and performance criteria that reflect the high level of skills and commitment to excellence expected of all supporting services personnel. The SSPGS recognizes the roles of supporting services employees as multifaceted, ever-changing, and integral to supporting high-quality teaching and learning. It establishes an infrastructure that describes the skills and knowledge required for support professionals to assist in building learning communities for students and staff. Similar to the professional growth systems for teachers and administrative and supervisory personnel, the purpose of the SSPGS is to institute a comprehensive system for recruiting, staffing, evaluating, developing, recognizing, and retaining high-quality supporting services in all of our schools and offices. One component of the SSPGS is the performance improvement process (PIP) which includes eight professional growth consultants (PGCs) who are the supporting services equivalent of the consulting teachers and consulting principals. The PGCs completed training to enable them to effectively support underperforming supporting services employees in meeting competency. The PGCs are the direct liaison among supporting services employees, administrators/supervisors, and the Peer Assistance and Review panel. PIP provides underperforming supporting services employees an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of the SSPGS. The SSPGS PIP offers support professionals several options to address issues of

underperformance, including a six-month Peer Assistance & Review (PAR) program, a 90-day special evaluation, or an opportunity for reassignment to a previously held position at which the employee was successful. PGCs fulfill their roles of providing intensive, individualized support to underperforming support professionals as generalists. As such, the intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress and document professional growth for each client. Over the two-year implementation of the SSPGS, PGCs have spent an average of 55 hours per client to complete the six-month PAR program.

To assist in increasing the awareness of supporting services staff around the SSPGS, the PGCs conducted overview presentations for approximately 5,140 staff, 94 percent of whom either agreed or strongly agreed on having increased their knowledge of the SSPGS as a result of the overview presentation. Additionally, a series of evaluator trainings was developed and delivered to MCPS staff responsible for evaluating supporting services employees.

The paraeducator coordinator housed in the Office of Organizational Development works collaboratively with the Staff Development Programs Team, other teams within OOD, and SEIU Local 500 to design, plan, and implement professional development opportunities for paraeducators and other support professionals. In FY 2008 all 10-month supporting services employees were provided with multiple opportunities to attend four hours of paid training on "no work" days throughout the calendar. Over 1,000 support professionals took advantage of this opportunity and provided very positive feedback on the training that was provided.

Paraeducator Career Ladder training was designed in 2003 in collaboration with SEIU Local 500 to provide an 18-hour course to enhance the classroom skills of MCPS paraeducators and to provide paraeducators with an opportunity for advancement. Approximately 2,300 paraeducators are eligible for this training. Since the implementation of this training, 1,517 paraeducators have completed the training and have earned a grade increase. OOD will continue to offer this opportunity, and the number of sessions will decrease as more paraeducators complete the training.

The Department of Transportation and the Division of Food and Nutrition Services, in collaboration with the Career Development and Education Improvement Committee (CDEI), OOD, and the Office of Shared Accountability, conducted an employee survey to identify and analyze the needs of employees with limited English proficiency. The survey will be conducted for other departments and groups of employees in the coming year. Meanwhile, pilot programs were implemented beginning this fall to determine materials and delivery systems that are most appropriate for diverse audiences. Training also has been developed to improve access to our diverse workforce. Target audiences will be trainers as well as supervisors of entry level staff.

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The Supporting Services PGS established the School Finance Training Committee in January 2007. The School Finance Training Project has produced a series of training modules for MCPS employees who deal with school finances. These modules include a general overview of the MCPS finance system, as well as additional modules specific to four job descriptions: elementary school administrative secretary, financial assistant, business manager, and visiting book-keeper. The first training module was delivered in Fall 2007.

The successful training partnership between MCPS and Montgomery County Government is in its third year. The two agencies shared a total of 46 classes in FY 2007. In addition to shared classes, Montgomery County, Montgomery College, the Montgomery County Housing Opportunity Commission, and MCPS collaborated to present the 3rd Annual Administrative Professionals Conference at Johns Hopkins University, which was attended by 250 administrative secretaries, 72 of who are from MCPS.

Skillful Teaching and Leading Team

MCPS recognizes the essential role a quality workforce plays in improving student achievement for all students. The Studying Skillful Teaching and Observing and Analyzing Teaching coursework focuses on teacher quality, but also provides opportunities for administrators and support professionals to build their Instructional and Supervisory skills. FY 2008 was the eighth year of implementation of the Studying Skillful Teaching 1 course, the fifth year of implementation of Studying Skillful Teaching 2, the tenth year of implementation of Observing and Analyzing Teaching and the second year for Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. During FY 2008, 508 teachers participated in Studying Skillful Teaching 1 classes, 230 teachers participated in Studying Skillful Teaching 2 classes, 198 school leaders and aspiring administrators participated in Observing and Analyzing Teaching (OAT) 1 classes, 63 school leaders participated in (OAT) 2 classes, and 216 paraeducators participated in Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning. Data from end-of-course surveys indicate that an overwhelming majority of the participants were satisfied with their course and are implementing strategies learned. Data from surveys given a year or more after participants have completed the course indicate that participants are implementing strategies from each strand of the course. Team members are supporting teachers and instructional leaders at their sites as they implement Skillful Teacher/Leader strategies.

Our Call to Action: Pursuit of Excellence specifically addresses the need to provide staff with what they need to meet the needs of our diverse learners. The Skillful Teaching and Leading Team has worked to make explicit in each session of each course how the content addresses diverse learners. Workshops designed collaboratively with the Diversity Training and Development Team have reinforced how strategies learned in Skillful Teacher coursework supports equity and closing the achievement gap.

No Child Left Behind legislation has made it clear that quality teaching goes beyond training classroom teachers and includes paraeducators. The Skillful Teaching/Leading Team collaborated with an outside consultant during FY 2005 to design a Studying Skillful Teacher course for paraeducators, piloted the first Studying Skillful Teaching for Paraeducators: Supporting Teaching and Learning during FY 2006, and offered multiple sections during FY 2007.

Other Professional Development Projects

Other initiatives, including continuing professional development courses, tuition reimbursement, and higher education partnerships, focus on specific needs of individual staff, hiring needs, and training needs. For those individuals who choose to further their education, tuition reimbursement is available for supporting services staff, teachers, and administrators. MCPS offered \$2.9 million in reimbursement to 2,535 teachers for taking 5,074 higher education courses in FY 2008.

Higher education partnerships continue to increase in number and in areas of critical need and those of a diverse work force. This year, 108 teachers and 16 supporting services staff graduated from various partnership programs. Also, through the efforts of OOD and the Office of Human Resources (OHR), 69 career changers were brought into MCPS via partnerships focusing on critical hiring areas. These critical need areas included secondary mathematics, science, English, languages, and computer science. In FY 2007, a grant was awarded to MCPS and the University of Maryland, College Park, to support a literacy coaching partnership for secondary teachers and middle school mathematics teachers. The number of Professional Development Schools (PDS) decreased from 53 to 33 to better align the recruitment needs of MCPS with the placement of student teaching interns. Approximately 400 teachers, 15 administrators, and 60 supporting services staff are currently participating in higher education partnerships and 35 interest meetings were held to share information on various higher education partnerships for approximately 500 teachers and supporting services staff. Information on higher education partnerships also is communicated through the OOD and OHR Web pages and brochures that outline teacher preparation, career enhancement, and leadership development degree pathways. There are approximately 90 teaching fellows participating in teacher preparation partnerships through OHR with support from OOD.

Opportunities for professional development for new educators as well as veteran educators also are available through the Continuing Professional Development (CPD) program. Through this program, teachers are able to complete courses and receive credit from the Maryland State Department of Education for certification renewal and salary advancement. For FY 2008, 62 CPD courses (147 sections) were offered with 3,161 participants completing coursework. In addition, the registration process has been automated and two full-online courses were offered as well as partial online sessions for elementary reading and HR courses.

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Major Mandates

- The Board of Education academic priorities, and *Our Call to Action* plan are the major drivers of the office's activities. In addition, the negotiated agreements between the Board of Education and the three employee bargaining units provide for certain programs in the staff development and training domain. Finally, the Maryland State Department of Education certification regulations governing in-service course quality requirements and our university partners training course/credit requirements drive these credit program offerings.
- The MCPS commitment to continuous improvement and building staff capacity requires appropriate staff development and training to provide the skills, strategies, and tools necessary for understanding and applying continuous improvement principles and instruments. Improved, coordinated, and focused training will raise expectations and increase the likelihood of effective implementation. Exploration and implementation of alternative methods of presenting and providing training, especially utilizing technology will be pursued.
- The Maryland State Department of Education has a focus on high quality professional development.
- *No Child Left Behind* legislation requires that only those strategies and methods "proven effective by the standard of scientifically based research should be included in school reform programs." This requirement includes the work of staff development.
- *No Child Left Behind* Title II, Part A, states that professional development program will be "regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluation used to improve the quality of professional development."

Strategies

- Coordinate and facilitate the effective delivery of professional development experiences throughout Montgomery County Public Schools.
- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems.
- Provide differentiated support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Acquire and align resources in order to meet the goals of the Office of Organizational Development's strategic plan and goals of *Our Call to Action*.
- Identify and provide staff development opportunities and experiences to the staff of the Office of Organizational Development to meet the goals of the office.
- Conduct observations of teaching performance.
- Provide coaching and support to teachers based on observed needs.

- Align training and professional development experiences with competencies and standards of various stakeholder and participant groups identified in professional growth systems. Skillful Teacher/Leading coursework is supported by the work of the PGS Implementation Team which has representatives from MCEA, MCAASP, and SEIU Local 500.
- Provide support to schools and offices with the planning and implementation of professional development and improvement efforts.
- Align leadership training and professional development experiences and instructional materials with the Administrative and Supervisory Professional Growth System.
- Continue offering a variety of certification and degree programs that help expand the teacher and administrator candidate pools.

Performance Measures

Performance Measure: Percentage of teachers successfully released to the Professional Growth System.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
87%	80%	80%

Explanation: This measure demonstrates the effectiveness of the program by providing the percentage of CT clients who successfully completed the PAR process and were released to the professional growth cycle. The remaining clients resigned, retired, received a second year of PAR support, were on extended leave, or were non-renewed/dismissed.

Performance Measure: Percent of participants who indicated satisfaction with the Skillful Teacher coursework.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
98%	98%	98.5%

Explanation: Participants report satisfaction with both SST and OAT classes. Participant feedback is used in planning sessions in order to better meet the needs of our customers.

Performance Measure: Percent of participants who demonstrated their knowledge through performance assessments.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
97%	95%	98%

Explanation: Data indicates that participants have been able to apply their learning on the performance assessments. The Skillful Teaching and Leading team members continue to work beyond the completion of the course with those staff members who need support in being able to apply the learning.

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Performance Measure: Percent of participants who felt the new teacher induction courses were relevant.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
95.4 %	96.4%	97.4%

Explanation: Data indicates that participants feel the courses offered through the new teacher induction program are relevant. The new teacher induction program will continue to offer courses that enhance the comprehensive induction model.

Performance Measure: Percent of participants who felt the new teacher induction workshops were relevant.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
96.3%	97.3%	98.3%

Explanation: Data indicates that participants feel the workshops offered through the new teacher induction program are relevant. The new teacher induction program will continue to offer workshops that enhance the comprehensive induction model.

Performance Measure: Percent of novice principals who indicated that they are satisfied with the supports they receive from their consulting principals.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
98%*	98%	100%

Explanation: This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the novice principals' experiences as the clients who received the services. The training and support is directly aligned with the consulting principals' job description and performance standards in the A&S PGS. (*Of respondents)

Performance Measure: Percent of novice principals who met standard on the A&S PGS evaluation.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
92%	98%	98%

Explanation: This measure provides information on the actual impact of the differentiated and job-embedded training and development support provided by the consulting principals to novice principals through analysis of the community superintendents' assessments of the quality of the novice principals' performance. The evaluations are aligned with the standards and performance criteria in the A&S PGS.

Performance Measure: Percent of principals who have successfully completed the course "Instructional Leadership through Data-driven Decision-making."

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
94%	95%	100%

Explanation: This measure provides information on the rate of implementation of training on data analysis/decision-making for principals. This training is directly aligned with Standard 2 of the A&S PGS. (*184/200) Due to new appointments, promotions, and retirements, fifty-three current principals need to complete the course.

Performance Measure: Percent of principals who responded that the course "Instructional Leadership through Data-driven Decision-making" was relevant to their work in raising student achievement.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
100%	100%	100%

Explanation: This measure provides information on the actual impact of the data/analysis/decision-making training on the work of principals. This training is directly aligned with Standard 2 of the A&S PGS.

Performance Measure: Percent of administrators who indicated that professional development seminars (e.g. evaluation writing, portfolio development) were relevant to their work in schools or central offices.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
99%	99%	100%

Explanation: This measure provides information on the actual impact of professional development seminars on the work of school-based and central services administrators and supervisors. This training is directly aligned with Standard 5 of the A&S PGS.

Budget Explanation Professional Growth System— 655/631/ 632/633/653/654/656/657/658/659/ 660/665

The current FY 2009 budget for this program is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$110,606 from this program's budget into the Department of Staff Development Initiatives' budget to fund a 1.0 instructional specialist position.

The FY 2010 request for this program is \$11,510,339 an increase of \$16,155 from the current FY 2009 budget of \$11,494,184. An explanation of this change follows.

Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Continuing and Negotiated Salary Costs—\$55,398

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$55,398 in continuing salary costs to reflect step or longevity increases for current employees.

Realignments—(\$136,801)

Administrative and Supervisory Professional Growth System—\$583,589

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of 4.0 consulting principal positions and \$584,992 from the Professional Learning Communities Institute (PLCI) project into this program's budget. There are also line item realignments decreasing consultants by \$4,860, local travel by \$5,870 and increasing professional part-time salaries by \$377, program supplies by \$2,950, and supporting services part-time salaries by \$6,000.

New Teacher Induction Project—(\$60,468)

There are realignments decreasing substitutes, stipends, supporting services part-time salaries, and consultants by \$87,147. Funds totaling \$26,679 are realigned into this project to support professional part-time salaries, building rental costs, program supplies, and travel for staff development.

Teacher Professional Growth System—(\$16,526)

There are realignments decreasing program supplies by \$3,246 and local travel by \$13,280 to support various other OOD budgets.

Elementary Leadership Development

Project—(\$53,771)

There are realignments decreasing professional part-time salaries, supporting services part-time salaries, consultants, building rental costs, program supplies, and local travel by \$53,771 to support various other OOD budgets.

Secondary Leadership Development Project—(\$1,273)

There are realignments decreasing consultants by \$42,720 and building rental costs by \$3,516 and increasing professional part-time salaries, program supplies, and local travel by \$44,963.

Professional Learning Communities Institute (PLCI)

Project—(\$450,604)

There is a realignment of 4.0 consulting principal positions and \$584,992 from this project into the Administrative and Supervisory Professional Growth System's budget. In addition, there is a realignment of a 1.0 instructional specialist position and \$110,515 from the Department of Staff Development Initiatives into this project's budget. There are also line item realignments decreasing building rental costs by \$22,128 and increasing substitutes, supporting services part-time salaries, program supplies, and local travel by \$46,001.

Supporting Services Professional Growth System—(\$33,384)

There are realignments decreasing stipends, supporting services part-time salaries, consultants, and building rental costs by \$80,308 and increasing professional part-time salaries and program supplies by \$46,924.

Continuing Professional Development Project—\$15,621

There are realignments decreasing consultants by \$2,900 and program supplies by \$3,217 and increasing substitutes, professional part-time salaries, and building rental costs by \$21,738.

Higher Education Partnerships Project—(\$25,000)

There are realignments decreasing stipends, consultants, program supplies, and travel for staff development by \$27,162. There are also realignments increasing substitutes and program supplies by \$2,162.

Substitute Teacher Training Project—(\$38,352)

There are realignments decreasing substitutes, building rental costs, and program supplies by \$38,352 to support various other OOD budgets.

Local Skillful Teaching and Leading

Project—(\$56,633)

There is a realignment of a 0.3 instructional specialist position and \$32,633 from this project into the budget for the Innovative Professional Development Team. There are also line item realignments decreasing substitutes, stipends, building rental costs, program supplies, and local travel by \$85,318. Other realignments increase professional part-time salaries and supporting services part-time salaries by \$61,318.

Enrollment Changes—\$420,000

There is an increase of 6.0 consulting teacher positions and \$420,000 due to rising enrollment projections and to help reduce the consulting teacher caseload.

Other—\$699,557

Tuition Reimbursement Project—\$400,000

An additional \$400,000 is budgeted for tuition reimbursement. These funds are necessary to cover the costs associated with contractually mandated tuition reimbursement for employees. Costs for this project have been steadily increasing as more employees are participating in additional education opportunities.

Teacher Professional Growth System—\$299,557

There is a shift of 3.0 consulting teacher positions and \$299,557 for salaries for consulting teachers from the Title IIA—Consulting Teacher Project Grant budget to the locally funded budget for this program.

Reductions—(\$1,021,999)

Elementary Leadership Development

Project—(\$33,000)

There is a reduction in the Elementary Leadership Development Project of \$33,000 for professional part-time salaries.

Professional Growth System—655/631/632/633/653/654/656/657/658/ 659/660/665/915/961

James Virga Jr., Associate Superintendent

301-601-0300

Secondary Leadership Development

Project—(\$33,000)

There is a reduction in the Secondary Leadership Development Project of \$33,000 for professional part-time salaries.

Administrative and Supervisory Professional Growth System—(\$100,000)

Reductions in the Administrative and Supervisory Professional Growth System are as follows:

- Professional part-time salaries—(\$70,000)
- Program supplies—(\$5,000)
- Consultants—(\$25,000)

New Teacher Induction Project—(\$31,375)

Reductions in the New Teacher Induction Project are as follows:

- Professional part-time salaries—(\$3,000)
- Program supplies—(\$23,000)
- Building rental costs—(\$4,000)
- Travel for staff development—(\$1,375)

Supporting Services Professional Growth System—(\$145,000)

Reductions in the Supporting Services Professional Growth System are as follows:

- Professional part-time salaries—(\$35,000)
- Supporting services part-time salaries—(\$100,000)
- Program supplies—(\$10,000)

Continuing Professional Development Project—(\$400)

There is a reduction in the Continuing Professional Development Project of \$400 for building rental costs.

Higher Education Partnerships Project—(\$38,951)

Reductions in the Higher Education Partnerships Project are as follows:

- 0.5 instructional specialist position—(\$34,063)
- Travel for staff development—(\$4,888)

Local Skillful Teaching and Leading

Project—(\$220,273)

There is a reduction in the Local Skillful Teaching and Leading Project of 3.2 instructional specialist positions and \$220,273.

Teacher Professional Growth System—(\$420,000)

There is a reduction in the Teacher Professional Growth System of 6.0 consulting teacher positions and \$420,000.

Budget Explanation

Title IIA—Improving Teacher Quality Grant, Skillful Teaching and Leading Project—915

The FY 2010 request for this grant project is \$604,923, no net change from the current FY 2009 budget.

Realignments—\$0

The budget includes various budget neutral realignments for FY 2010. There are realignments from stipends, consultants, and training supplies to fund substitutes, professional part-

time salaries, building rental costs, and employee benefits associated with part-time salaries.

Project's Funding History

Sources	FY 2009 Projected	FY 2009 Received	FY 2010 Projected
	7/1/08	11/30/08	7/1/09
Federal	\$604,923	\$604,923	\$604,923
State			
Other			
County			
Total	\$604,923	\$604,923	\$604,923

Budget Explanation

Title IIA—Improving Teacher Quality Grant, Consulting Teacher Project—961

The FY 2010 request for this grant project is \$3,672,598, a decrease of \$3,828 from the current FY 2009 budget of \$3,676,426. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$486,802

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$486,802 in continuing salary costs to reflect step or longevity increases for current employees.

Other—(\$490,630)

There is a shift of \$490,630 for salaries and benefits for 3.0 consulting teacher positions from the Title IIA—Consulting Teacher Project budget to the locally funded budget for the Professional Growth System.

Project's Funding History

Sources	FY 2009 Projected	FY 2009 Received	FY 2010 Projected
	7/1/08	11/30/08	7/1/09
Federal	\$4,025,595	\$3,676,598	\$3,672,598
State			
Other			
County			
Total	\$4,025,595	\$3,676,598	\$3,672,598

Prof. Growth Sys. - 655/631/632/633/653/654/656/657/658/659/660/665

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	48,000	45,000	46,000	46,000	
Position Salaries	\$4,575,723	\$4,421,550	\$4,532,156	\$4,710,657	\$178,501
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		303,082	303,082	261,617	(41,465)
Stipends		891,000	891,000	747,652	(143,348)
Professional Part Time		769,267	769,267	718,055	(51,212)
Supporting Services Part Time		479,786	479,786	390,410	(89,376)
Other					
Subtotal Other Salaries	1,663,743	2,443,135	2,443,135	2,117,734	(325,401)
Total Salaries & Wages	6,239,466	6,864,685	6,975,291	6,828,391	(146,900)
02 Contractual Services					
Consultants		612,571	612,571	474,098	(138,473)
Other Contractual		100,089	100,089	28,947	(71,142)
Total Contractual Services	716,807	712,660	712,660	503,045	(209,615)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		239,327	239,327	237,803	(1,524)
Total Supplies & Materials	106,962	239,327	239,327	237,803	(1,524)
04 Other					
Local Travel		73,012	73,012	52,256	(20,756)
Staff Development		5,050	5,050		(5,050)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		3,488,844	3,488,844	3,888,844	400,000
Total Other	3,682,778	3,566,906	3,566,906	3,941,100	374,194
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$10,746,013	\$11,383,578	\$11,494,184	\$11,510,339	\$16,155

Title II A - Skillful Teaching and Leading Project - 915

James Virga Jr., Associate Superintendent

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE) Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		43,006	43,006	120,355	77,349
Stipends		103,680	103,680	72,480	(31,200)
Professional Part Time		20,344	20,344	42,616	22,272
Supporting Services Part Time					
Other					
Subtotal Other Salaries	229,496	167,030	167,030	235,451	68,421
Total Salaries & Wages	229,496	167,030	167,030	235,451	68,421
02 Contractual Services					
Consultants		192,250	192,250	162,250	(30,000)
Other Contractual				8,568	8,568
Total Contractual Services	192,250	192,250	192,250	170,818	(21,432)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		124,129	124,129	70,613	(53,516)
Total Supplies & Materials	6,077	124,129	124,129	70,613	(53,516)
04 Other					
Local Travel					
Staff Development		109,205	109,205	109,205	
Insurance & Employee Benefits		12,309	12,309	18,836	6,527
Utilities					
Miscellaneous					
Total Other	110,913	121,514	121,514	128,041	6,527
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$538,736	\$604,923	\$604,923	\$604,923	

Title II A - Consulting Teacher Project - 961

James Virga Jr., Associate Superintendent

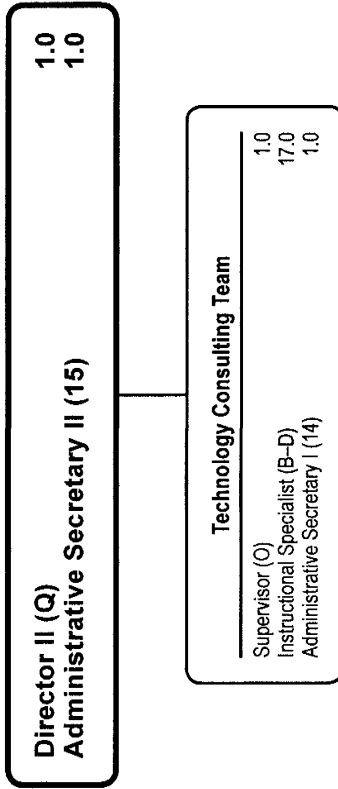
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	35.000	28.000	28.000	25.000	(3.000)
Position Salaries	\$3,251,961	\$2,635,723	\$2,635,723	\$2,729,128	\$93,405
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	5,831				
Total Salaries & Wages	3,257,792	2,635,723	2,635,723	2,729,128	93,405
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials	42,978				
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits		1,040,703	1,040,703	943,470	(97,233)
Utilities					
Miscellaneous					
Total Other	1,044,046	1,040,703	1,040,703	943,470	(97,233)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$4,344,816	\$3,676,426	\$3,676,426	\$3,672,598	(\$3,828)

Prof. Growth Sys. - 655/653/631/632/633/654/656/657/658/659/660/665/915/961

James Virga Jr., Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
2	Q Director II		3.000	2.000	2.000	2.000	
2	Q Consulting Principal		3.000	4.000	4.000	4.000	
2	P Director I		4.000	4.000	4.000	4.000	
3	BD Instructional Specialist		16.500	14.500	15.500	12.500	(3.000)
3	AD Teacher, Consulting	X	36.000	28.000	28.000	28.000	
3	24 Coordinator Paraeducator Prog		1.000	1.000	1.000	1.000	
2	23 Staff Development Spec		2.000	2.000	2.000	2.000	
3	23 Professional Growth Consultant		8.000	8.000	8.000	8.000	
2	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
2	15 Data Systems Operator II		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		5.000	5.000	5.000	5.000	
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
2	12 Secretary		.500	.500	.500	.500	
2	10 Office Assistant III		1.000	1.000	1.000	1.000	
	Total Positions		83.000	73.000	74.000	71.000	(3.000)

Department of Technology Consulting



Mission

The mission of the Department of Technology Consulting (DTC) is to assure the successful integration of technologies that support student achievement and workforce excellence, facilitate the identification of needs that can be addressed through technology, and educate stakeholders on how MCPS leverages technology.

Major Functions

The department accomplishes its mission by providing technology consultation services to school leadership, conducting staff training on technology use on systemwide applications to support teaching and learning, supporting school improvement plans with proven technologies, collaborating with MCPS offices and schools to identify needs for which technology solutions can be applied, and developing, distributing, and supporting interactive distance learning. DTC provides leadership and program management for the implementation of the Technology for Curriculum Mastery (TCM), which deploys new technologies to schools to increase teacher capacity by saving valuable time. The DTC manages the Center for Technology Innovation which is the school system's primary technology training facility for all staff. The department supports the instructional implementation of the Educational Technology Policy in all schools and the Technology Modernization Program. The department collaborates with appropriate staff to create communication plans and products for Office of Organizational Development customers and stakeholder groups.

The department provides on-site, centralized, and web-based training to school and office staff on skills and strategies needed for data-driven decision-making, integrating technology into instructional and management practices including using Performance Matters, Integrated Quality Management System (comprised of the Data Warehouse and the Instructional Management System), assessment technologies, communications applications, curriculum and course management platforms, instructional applications and electronic resources. The department develops online training modules using state-of-the-art tools and methodologies, translation of application functions into MCPS business practices, and research and development of the latest instructional tools and software. The department consults with school leadership and identifies targeted, exemplary technology integration practices. The department also helps identify hardware, software, and electronic resources to support school improvement objectives, and provides support and training to media specialists, media assistants, and other school staff. The department also supports the Middle School Integrated Reform Initiative 21st Century Classroom project to increase student engagement using interactive instructional technologies. In addition, development of deployment of training and documentation for the new Financial Management System has continued.

Trends and Accomplishments

Educational technology has evolved from being viewed solely as a tool to support direct instruction and provide valuable resources to students to include tools to efficiently provide meaningful information about student performance that guides instructional and school improvement decisions. The web has increasingly become a primary source for providing easily accessible information about what students are expected to know and be able to do, communicating to students, parents, and the community secure and appropriate information on achievement, locating and delivering targeted instructional resources aligned to curricular outcomes, and providing just-in-time professional development opportunities to teachers and administrators. New technologies make it possible to assess student progress on a regular basis, efficiently score and report results in a timely manner to help teachers and administrators make real-time decisions, provide a tailored instructional program to students, and allocate human and capital resources quickly to achieve desired results. While there are a wide variety of technology solutions for many of the work related tasks and functions required in a school system, it is imperative to continually receive feedback regarding the time saving value and effectiveness of these solutions. The mission of the DTC has been crafted to meet the challenges of the dynamic nature of technology and the unique needs of Montgomery County Public Schools.

During the 2007–2008 school year, 21st Century ActivClassrooms, including Promethean boards, were installed in a number of MCPS schools, including Phase I Middle School Reform sites and schools already scheduled for Technology Modernization. The infusion of this new technology is intended to more fully engage students in instruction and therefore, increase learning. Professional development was provided to teachers and staff members to support full utilization of the new technologies. In selected middle schools, Performance Matters was also instituted as a data analysis tool for teachers to use to inform instruction. Teachers in grades K–12 have online access to curriculum documents and student formative and summative assessment data. For articulation purposes, middle and high school staff are able to see data on incoming 6th or 8th graders while those students are still in feeder schools. Technology for Curriculum Mastery continued in elementary schools, providing hand-held assessment tools to monitor reading achievement and report results, a platform for developing and delivering formative achievement checks on student learning, and technologies that simplify record-keeping for teachers, and improve school/family communication through a website that reports student progress. The Measure for Academic Progress–Reading (MAP–R), another TCM initiative, was deployed by the DTC in all elementary and middle schools. This computer adaptive test is taken by students online and provides longitudinal information about reading in a highly effective manner. Each school received direct support from a DTC Technology Consultant to provide School Improvement Plan technology-based strategies, train staff on technologies to support the SIP, and collect and report feedback on

technology systems. The department supports Unitedstreaming from Discovery Communications, which provides schools with access to a vast on-demand video library to support instruction. The department designed and provided oversight to the construction of the Center for Technology Innovation, the school system's new state-of-the-art technology training facility.

Major Mandates

Title II Part D of the *No Child Left Behind* (NCLB) legislation has as its primary goal to “improve student academic achievement through the use of technology in elementary schools and secondary schools” which includes:

- all students being technologically literate by the time they finish the 8th grade.
- the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods.
- The Maryland Instructional Leadership Framework developed by the Maryland State Department of Education (MSDE) and adopted by the Maryland State Board of Education states in outcome 6 that school leadership will “use technology and multiple sources of data to improve classroom instruction.”

Strategies

- Assure the successful integration of technologies that support student achievement and workforce excellence by embedding achievement technologies within SIP activities, provide principals with look-fors and monitoring tools, and develop anywhere/anytime support training materials.
- Develop relationships to facilitate the identification of needs that can be addressed through technology and formalize user feedback channels to application development/deployment teams.

Performance Measurements

Performance Measure: Satisfaction with Technology Training (Scale: 1–Poor to 5–Excellent)

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
4.2	4.5	4.7

Explanation: Measure the degree to which training sessions meet the stated outcomes and needs of participants as indicated on post training survey.

**Budget Explanation
Department of Technology
Consulting—415/435**

The FY 2010 request for this department is \$2,777,089, a decrease of \$427,902 from the current FY 2009 budget of \$3,204,991. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$29,631)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$29,631 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignments—(\$112,435)

The budget includes a number of realignments among and between various programs under the Office of Organizational Development to align budgeted resources with program needs for FY 2010. Specifically, there is a realignment of a 1.0 instructional specialist position and \$112,435 from the Department of Technology Consulting into the Innovative Professional Development Team. In addition there are various budget neutral line item realignments decreasing stipends, contractual maintenance, training supplies, and local travel to support substitutes, instructional materials, and travel for staff development.

Reductions—(\$285,836)

Reductions in the Department of Technology Consulting are as follows:

- 1.0 specialist position—(\$119,390)
- 1.0 instructional specialist position—(\$68,908)
- Instructional materials—(\$68,371)
- Contractual maintenance—(\$7,025)
- Travel for staff development—(\$11,942)
- Furniture and equipment—(\$10,200)

Department of Technology Consulting - 415/435

John L. Burke, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	26.000	24.000	24.000	21.000	(3.000)
Position Salaries	\$2,504,956	\$2,642,345	\$2,642,345	\$2,311,981	(\$330,364)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes		17,115	17,115	37,611	20,496
Stipends		402,302	402,302	324,494	(77,808)
Professional Part Time					
Supporting Services Part Time		22,500	22,500	22,500	
Other					
Subtotal Other Salaries	346,316	441,917	441,917	384,605	(57,312)
Total Salaries & Wages	2,851,272	3,084,262	3,084,262	2,696,586	(387,676)
02 Contractual Services					
Consultants					
Other Contractual		15,028	15,028	8,000	(7,028)
Total Contractual Services	6,031	15,028	15,028	8,000	(7,028)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		53,230	53,230	39,900	(13,330)
Office					
Other Supplies & Materials		18,731	18,731	11,305	(7,426)
Total Supplies & Materials	57,076	71,961	71,961	51,205	(20,756)
04 Other					
Local Travel		23,540	23,540	21,298	(2,242)
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	33,462	23,540	23,540	21,298	(2,242)
05 Equipment					
Leased Equipment					
Other Equipment		10,200	10,200		(10,200)
Total Equipment		10,200	10,200		(10,200)
Grand Total	\$2,947,841	\$3,204,991	\$3,204,991	\$2,777,089	(\$427,902)

Department of Technologoy Consulting - 415/435

John L. Burke, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
1	O Supervisor		1.000	1.000	1.000	1.000	
1	M Specialist		1.000	1.000	1.000		(1.000)
3	BD Instructional Specialist		21.000	19.000	19.000	17.000	(2.000)
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Total Positions		26.000	24.000	24.000	21.000	(3.000)

Chapter 7

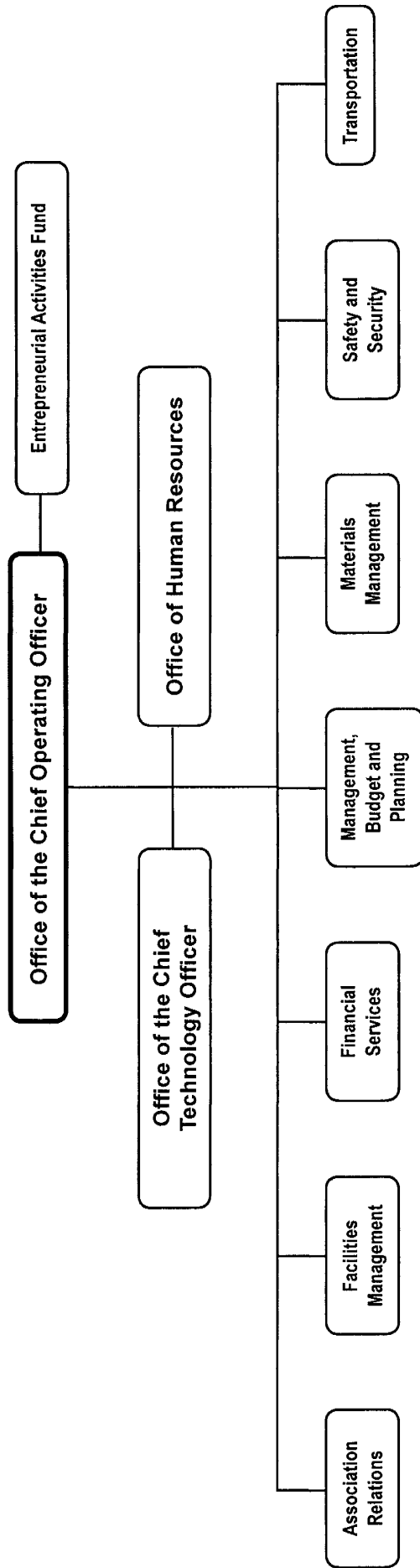
Office of Chief Operating Officer

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**Office of the Chief Operating Officer
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	36,000	34,000	33,000	33,000	
Business/Operations Admin.	40,000	39,000	45,000	45,000	
Professional	2,000	2,000	2,000	3,000	1,000
Supporting Services	4,172,742	4,179,922	4,172,922	4,154,522	(18,400)
TOTAL POSITIONS	4,250,742	4,254,922	4,252,922	4,235,522	(17,400)
01 SALARIES & WAGES					
Administrative	\$4,446,512	\$4,714,817	\$4,604,031	\$4,602,154	(\$1,877)
Business/Operations Admin.		3,605,182	4,135,976	4,232,028	96,052
Professional	313,912	217,556	217,556	290,741	73,185
Supporting Services	153,784,562	165,834,104	165,414,096	167,967,224	2,553,128
TOTAL POSITION DOLLARS	158,544,986	174,371,659	174,371,659	177,092,147	2,720,488
OTHER SALARIES					
Administrative					
Professional	263,937	310,234	284,234	215,638	(68,596)
Supporting Services	19,031,827	13,772,151	13,820,031	13,749,761	(70,270)
TOTAL OTHER SALARIES	19,295,764	14,082,385	14,104,265	13,965,399	(138,866)
TOTAL SALARIES AND WAGES	177,840,750	188,454,044	188,475,924	191,057,546	2,581,622
02 CONTRACTUAL SERVICES	6,635,666	10,299,502	10,246,317	10,702,025	455,708
03 SUPPLIES & MATERIALS	35,346,847	35,995,951	36,044,917	35,394,583	(650,334)
04 OTHER					
Staff Dev & Travel	558,613	558,584	616,549	609,480	(7,069)
Insur & Fixed Charges	398,744,316	411,178,146	411,107,486	437,604,470	26,496,984
Utilities	40,178,098	42,085,015	42,085,015	45,026,165	2,941,150
Grants & Other	10,716,736	7,913,181	7,913,181	7,895,835	(17,346)
TOTAL OTHER	450,197,763	461,734,926	461,722,231	491,135,950	29,413,719
05 EQUIPMENT	11,236,080	11,072,149	11,066,149	11,001,576	(64,573)
GRAND TOTAL AMOUNTS	\$681,257,106	\$707,556,572	\$707,555,538	\$739,291,680	\$31,736,142

Chief Operating Officer—Overview



F.T.E. Positions 4,235.522

(In addition, there are 61.5 Capital Budget positions, 21.0 from ICB, 25.5 funded by Trust Funds. There are 1,921.222 school-based positions shown on K-12 charts.)

Office of the Chief Operating Officer

Chief Operating Officer	1.0
Director II (Q)	1.0
Executive Assistant (P)	2.0
Director I (P)	2.0
Instructional Specialist (B-D)	1.0
Administrative Services Manager II (19)	1.0
Copy Editor/Executive Secretary I (17)	1.0
Administrative Secretary III (16)	1.0
Allocations Assistant (16)	1.0
Appeals/Transfer Control Assistant (16)	1.0
Administrative Secretary I (14)	1.0
Secretary (12)	2.5

Mission

The mission of the Office of the Chief Operating Officer (OCOO) is to provide the highest quality business operations and support services that are essential to the educational success of students through staff committed to excellence and continuous improvement.

The OCOO is committed to the tenets of the Organizational Culture of Respect compact developed among the Montgomery County Education Association (MCEA), the Montgomery County Association of Administrative and Supervisory Personnel (MCAASF), the Montgomery County Business and Operations Administrators (MCBOA), the Service Employees International Union (SEIU) Local 500, the Board of Education, and the superintendent of schools. In an organizational culture of respect, individuals are aware and understand the impact of their behavior and decisions on others. The chief operating officer expects that the actions and behaviors of all individuals and groups within the OCOO are consistent with and reflect this organizational culture.

Major Functions

The OCOO works at the direction of the superintendent and in collaboration with the deputy superintendent of schools to ensure the implementation of the Board of Education's goals and academic priorities. The OCOO, working closely with the deputy superintendent and the Executive Leadership Team, monitors the implementation of *Our Call to Action: Pursuit of Excellence*, the strategic plan for the Montgomery County Public Schools (MCPS), and developed the Maryland State Department of Education's mandated five-year master plan for MCPS.

The OCOO has overall responsibility for the Office of Human Resources; the Office of the Chief Technology Officer; the Department of School Safety and Security; the Department of Facilities Management; the Department of Financial Services; the Department of Management, Budget, and Planning; the Department of Transportation; the Department of Materials Management; the Department of Association Relations; the Appeals/Transfer Team; and High School Athletics. The OCOO monitors each of its office, department, and division strategic plans to ensure that they are aligned to the MCPS strategic plan. The OCOO works with each of its offices and departments to develop, monitor, and assess short and long-term goals and performance measures. All units monitor data and provide progress reports on a family of measures—financial results, organizational results, workforce excellence, and customer focus. Additionally, this office has primary responsibility for legal services, staffing of schools, and the Entrepreneurial Activities Fund. The OCOO provides leadership and training in the area of Baldrige to all schools and offices. The Baldrige categories create an integrated management system that enables schools and offices to focus systematically on performance excellence and continuous improvement aimed at getting results. Through a partnership with United Healthcare, several senior staff members have been trained on Six Sigma processes. The OCOO also prepares items for the Board of Education action,

discussion, and information relating to schools, procurement, facilities planning and management, budget, materials management, transportation, association relations, and all financial matters.

The OCOO is responsible for coordinating the development of the superintendent's operating and capital budgets and acts as a liaison with the County Council and county government staff on budget and fiscal matters. Through its Department of Management, Budget, and Planning, the OCOO helps each MCPS unit plan effectively; budget accurately; spend as planned; provide budget-related information; develop budget data and forecasts; assist units with applying for, acquisition of, monitoring, and reporting activities for federal, state, and privately funded projects; and manage efficiently to maximize resources devoted to the achievement of *Our Call to Action: Pursuit of Excellence*.

The OCOO, through the Office of Human Resources and under the leadership of the associate superintendent, recruits, selects, and works to retain the most qualified and productive employees to serve the diverse needs and quality expectations of the school system to achieve workforce excellence. In addition, efforts are in place to ensure compliance with the *No Child Left Behind Act* (NCLB) to have teachers and paraeducators designated "highly qualified."

The OCOO, through the Department of School Safety and Security, works with all schools and facilities in developing and updating individual emergency crisis plans. In addition, Code Red and Code Blue drills occur throughout the school year. The Educational Facilities Officer (EFO) program has expanded to 29 officers working with our schools. A security initiative which includes the installation of digital cameras in all middle and high schools is funded through the CIP, beginning in FY 2009.

Through its Department of Financial Services and its Division of Controller, the office manages employee benefits programs, including health care, life insurance, retirement, workers' compensation, disability, and tax-sheltered annuity programs and continually seeks ways to contain costs. Payroll, leave accounting, and unemployment benefit functions are provided. Staff assists employees in dealing with financial matters and retirement planning, monitors benefit and retirement trust investments, and ensures that all financial transactions comply with applicable laws and regulations.

The OCOO and the Office of the Chief Technology Officer implemented a new financial system (FMS) effective July 1, 2007. Development work on the FMS continues. The FMS provides the budget, general ledger, and procurement data required to manage the financial operations of the school system. This new system will improve efficiency and data quality and provide required reporting through automation of processes, online, real-time access, and financial best practices. The system also provides an online ordering system, accounts payable, inventory, accounts receivable, grant and project accounting, and capital asset functionality.

Through the Department of Facilities Management, the OCOO coordinates the construction of new schools and the

modernization of aging facilities, provides comfortable and clean school facilities, and oversees the maintenance of existing facilities and performance of minor renovations to accommodate changing program needs. Staff manages utility costs at all schools and oversees an energy conservation program to ensure efficient use of utilities, ensures that building space is used efficiently to support instructional programs, acquires potential future school sites, and manages an inventory of existing sites.

Through the Division of Long-range Planning, the OCOO oversees demographic studies, enrollment projections, school boundary change processes, management of school boundaries and assignment information, and related geographic information services. In addition, through the Division of Long-range Planning, and the Capital Budget Team, the OCOO oversees preparation of long-range facility plans and the capital improvements program.

In concert with the Department of Transportation, the OCOO ensures the safe and cost-effective operation of regular and special education bus service for eligible students, including homeless students and students placed in temporary shelters. Included in this function is the monitoring of route planning and driver/aide assignments, training, general personnel services, accounting, and fleet maintenance services.

Through its procurement, supply and property management units, and the Division of Food and Nutrition Services, the Department of Materials Management coordinates the purchase of goods and services, manages the school system's warehouse and distribution network, processes school library media purchases centrally to ensure uniformity, facilitates systematic cataloging of records, and provides nutritious, cost effective meals to students and staff.

Through the Department of Association Relations, the OCOO oversees the enforcement and interpretation of employee contracts. This department works with employee associations to ensure compliance with negotiated agreements. As part of MCAASP, a new association was established, and a contract was ratified for the Montgomery County Business and Operations Administrators. In addition, Association Relations hears employees' grievances and administrative complaints and represents the interests of the Board of Education in negotiation.

Trends and Accomplishments

Montgomery County experienced weak economic performance in 2007 and rapidly worsening conditions in 2008. This was evidenced by declines in resident employment, declines in home sales, declines in new housing construction, weak consumer spending, sharp increases in energy costs, and across-the-board increases in consumer prices. This Fall financial losses triggered by the sub-prime mortgage crisis are having devastating impacts on the economy. The bursting of the "housing bubble" has left banks holding large amounts of mortgage debt and has increased home foreclosures. This has led to unprecedented federal involvement to contain the financial meltdown. Huge losses in the

stock market have reduced the value of personal investments and retirement accounts, reducing consumer spending. Consumer spending is key to the economy as it makes up two-thirds of economic activity. Financial losses have resulted in banking institutions restricting credit much more than in the past. This makes economic recovery slower as business investments and consumer spending is constrained. This effect can be seen in the county housing market, where the inventory of homes on the market greatly exceeds the demand. The number of residential sales declined during the year by 34.3 percent. The number of days a house is on the market before being sold increased from the 28 days in 2005 to a high of 106 days in 2008.

MCPS enrollment grew by over 1,500 students between 2007 and 2008. This was the case despite a weak economy and housing market. The increase in enrollment was driven by increases in county births, movement of private school students into public schools, and more households staying put in the county as commuting costs have risen and home sales have declined. Births have increased every year since 2000 and reached an all-time high of 13,843 in 2007. Consequently, elementary school enrollment is increasing rapidly, with a gain of 5,700 students projected by 2014–2015. Secondary enrollment is being affected by a temporary dip in enrollment that began at the elementary school level in 2002. A projected decrease in middle and high school enrollment will soon be replaced by growth—beginning in 2011 for middle school enrollment, and in 2014 for high school enrollment. Overall, MCPS enrollment is projected to increase from 139,276 in 2008 to 144,932 in 2014.

Race and ethnic diversity have been a hallmark of MCPS growth. Immigration, primarily of Asian and Hispanic students, to the county has resulted in a school system that has been transformed. In 1972, 90 percent of the school population was non-Hispanic white, compared with 39 percent in 2008. All of the enrollment increases that have occurred since 1983 (47,000 more students) are attributable to growth in African American, Asian American, and Hispanic enrollment.

Socioeconomic diversity in the student population also has increased. Movement into the county of economically impacted households has resulted in high levels of participation in the federal Free and Reduced-price Meals System (FARMS). Since 1985, the proportion of MCPS students participating in FARMS has risen from 12 percent to 27.1 percent in 2008, representing 37,692 students receiving assistance.

The growth and diversification of the school system continues to affect all aspects of work in the OCOO. This office will continue to implement continuous improvement strategies that are effective and cost-efficient in pursuit of excellence through the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*. The revised strategic plan adopted by the Board of Education in 2006 includes a fifth goal, "Provide High-Quality Business Services that are Essential to the Educational Success of Students." This goal reflects much of the work of this office and sets clear goals for the performance of its staff.

Major accomplishments of this office include the successful completion and approval of the operating and capital budgets and the implementation of cost saving measures. It effectively managed all expenditures for the operating and capital budgets. The FY 2008 Operating Budget is built on the Board of Education goals and academic priorities and provides money to support program initiatives from *Our Call to Action: Pursuit of Excellence*. The FY 2009 operating budget was funded for \$2,066,683,294, a 4.1 percent increase over the FY 2008 operating budget. The FY 2009–2014 Capital Improvements Program was approved by the County Council for a total of \$1.288 billion in expenditures over six years. In addition, the County Council approved \$236.5 million in capital expenditures for FY 2009.

The OCOO, in collaboration with the deputy superintendent of schools, monitors and assigns school system assets to align both human and material resources with *Our Call to Action: Pursuit of Excellence* and the master plan for MCPS. The OCOO, through the Department of Financial Services, operates the Employee and Retiree Service Center to better serve the financial and benefit needs of active and retired employees.

Major accomplishments in the area of school facilities include the completion of 10 major capital projects that will add significant new capacity to facilities and help reduce our dependence on relocatable classrooms. For school year 2007–2008, new construction added 333,294 square feet and school modernizations added 418,481 square feet, for a total of 751,775 square feet. One new school, Arcola Elementary School, opened in the Downcounty Consortium, providing capacity relief for overcrowding at Glen Haven, Highland, and Kemp Mill elementary schools.

On February 10, 2004, the Board of Education aligned the budget and strategic planning processes by adopting a set of recommendations from the Research and Evaluation Committee to change the process for public involvement in the development of the MCPS strategic plan and operating budget. The Board's goals included encouraging greater public involvement in long-range strategic issues and emphasizing public involvement in the development phase of the strategic plan and the operating budget instead of primarily in the critique phase following the superintendent's presentation of the operating budget. As a result of this initiative, the Board of Education has continued to sponsor community forums during the fall. The forums result in significant feedback on issues involving the strategic plan and budget. To build on the success of the forums, the Board of Education has planned for expanded community outreach during FY 2009 to include continuous dialogue and input from a variety of community organizations and individuals through the MCPS Web site.

MCPS has adopted the Malcolm Baldrige Education Criteria for Performance Excellence as its model for continuous improvement. Leadership for this effort comes from the OCOO. The criteria are designed to help organizations use an integrated approach that results in the delivery of ever-improving value to students and stakeholders, contributing to education quality, improvement of overall organizational

effectiveness and capabilities, and organizational and personal learning. In addition, Six Sigma processes have been introduced, and a number of significant projects throughout MCPS are utilizing this model to ensure the highest quality goods and services for our students, staff, and community.

Major Mandate

Each department has a set of major mandates that are described in its section of the budget document. The OCOO assumes the responsibility of ensuring the quality of each department's efforts to meet these mandates.

Performance Measures

The OCOO has developed a family of measures to monitor the performance of its offices, departments, and divisions. The Family of Measures includes the following categories: Organizational Results, Financial Results, Customer Focus, and Workforce Excellence. Additionally, the OCOO is working in collaboration with the Office of the Deputy Superintendent of Schools on monitoring and managing the school system's strategic plan, *Our Call to Action: Pursuit of Excellence*. The Call to Action Annual Report published each December provides trend data on the specific milestones and data points in the strategic plan.

Budget Explanation Office of the Chief Operating Officer—331

The FY 2010 request for this office is \$2,327,508, an increase of \$79,482 from the current FY 2009 budget of \$2,248,026. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$613)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$613 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$60,889

There is also a realignment of \$60,889 from the Applied Research Unit in the Office of Shared Accountability into this office for professional part-time salaries related to the Kennedy Cluster Project.

Other—\$73,401

There is an increase to the budget of \$73,401 for contractual services to continue work on business process improvement initiatives and school improvement planning.

Reductions—(\$54,195)

Reductions in the Office of the Chief Operating Officer are as follows:

Legal expenses—(\$50,000)

Travel out—(\$3,303)

Dues, registrations, and fees—(\$892)

Office of the Chief Operating Officer - 331

Larry A. Bowers, Chief Operating Officer

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	16,500	15,500	15,500	15,500	
Position Salaries	\$1,593,164	\$1,665,458	\$1,665,458	\$1,664,845	(\$613)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time				60,889	60,889
Supporting Services Part Time		8,397	8,397	8,397	
Other		1,695	1,695	1,695	
Subtotal Other Salaries	34,571	10,092	10,092	70,981	60,889
Total Salaries & Wages	1,627,735	1,675,550	1,675,550	1,735,826	60,276
02 Contractual Services					
Consultants		2,500	2,500	2,500	
Other Contractual		559,926	559,926	583,327	23,401
Total Contractual Services	715,085	562,426	562,426	585,827	23,401
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,586	3,586	3,586	
Other Supplies & Materials		404	404	404	
Total Supplies & Materials	1,895	3,990	3,990	3,990	
04 Other					
Local Travel		1,865	1,865	1,865	
Staff Development		4,195	4,195		(4,195)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	10,844	6,060	6,060	1,865	(4,195)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,355,559	\$2,248,026	\$2,248,026	\$2,327,508	\$79,482

Office of the Chief Operating Officer - 331

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Chief Operating Officer		1.000	1.000	1.000	1.000	
1	Q Director II			1.000	1.000	1.000	
2	P Director I		1.000	1.000	1.000	1.000	
1	P Director I		1.000				
2	P Director I		1.000	1.000	1.000	1.000	
1	P Executive Assistant		3.000	2.000	2.000	2.000	
2	BD Instructional Specialist		1.000	1.000	1.000	1.000	
1	19 Admin Services Manager II		1.000	1.000	1.000	1.000	
1	17 Copy Editor/Admin Sec			1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000				
2	16 Appls Trans Control Asst		1.000	1.000	1.000	1.000	
1	16 Administrative Secretary III		1.000	1.000	1.000	1.000	
1	16 Allocations Assistant		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		2.500	2.500	2.500	2.500	
Total Positions			16.500	15.500	15.500	15.500	

Entrepreneurial Activities Fund

Instructional Specialist (B-D)	2.0
Applications Developer I (23)	1.0
Printing Equipment Operator III (17)	1.0
Customer Services Specialist (16)	1.0
Fiscal Assistant I (13)	1.0
Bindery Equipment Operator I (11)	2.0
Supply Worker II (10)	2.0

Mission

The mission of the Entrepreneurial Activities Fund (EAF) is to provide supplemental funding to enable the school system to enhance its services and support the instructional program through the sale of MCPS expertise, services, and products.

Major Functions

The purpose of this activity is to serve as the main focal point to organize marketing efforts, identify and mobilize staff resources and expertise, plan and implement revenue-generating activities, and identify and secure the start-up capital necessary to expand the program with additional revenue-generating activities. Activities that have been moved into this fund include the Taylor Science Materials Center, Supply Warehouse, Printing and Graphic Services, Student Online Learning, managing human resources transaction and professional development online, and entrepreneurial activity development.

The Taylor Science Materials Center provides complete sets of science materials for MCPS teachers and students. Through bulk purchasing practices, the cost of providing an effective inquiry-based, hands-on, minds-on science program is significantly reduced. The center sells customized science kit materials and tools and manipulatives for assessment activity to school districts that are implementing similar science programs.

The Supply Warehouse Services operates a general supply warehouse that provides, through bulk purchases, quality school supplies to schools and offices in order to efficiently operate our instructional programs. Through technological advancements, the operating capacity of the supply warehouse activity increased, allowing this service to expand to other local governments and nonprofit organizations.

The Editorial, Graphics and Publishing Services unit (EGPS) is a centrally-funded function that provides direct support to schools and offices. Products include classroom documents, exams, and instructional guides, as well as staff development, budget, regulatory and administrative publications required for effective MCPS operations. The EGPS entrepreneurial activities are directed toward local and county government agencies, nonprofit and commercial organizations, and the independent activities and parent teacher-association sponsored initiatives within MCPS schools. Revenue generated with this activity is used to improve efficiencies and capabilities within EGPS, reducing the annual operating budget requirements for the publishing needs of the school system.

The MCPS partnership with a private company has created a hand-held-based formative reading assessment for use by primary grade teachers. The private partner markets this product nationally to school systems interested in using technology-enhanced assessments to replace traditional paper-based assessments with state-of-the-art technology to monitor and analyze student performance. Administering the assessment electronically improves the process and

accuracy of providing individual student data to teachers and principals to support teaching and learning.

The Student e-Learning (formerly Student Online Learning) program provides the opportunity for high school students to take courses outside of the traditional classroom setting. The primary goal of the Student e-Learning program is to provide all students in MCPS with the opportunity to enhance their educational experience through quality online course and web-enhanced classroom experiences. The program will receive revenue from student tuition for online courses and the sale and licensing of MCPS-developed online courses.

The Human Resources Online (HRO) will provide an online system that will utilize automation, workflow, business rules, process metrics, and self-service applications to enable Montgomery County Public Schools to continuously improve the development, efficiency, and management of its human resource processes. The system will replace manual, paper-based, inefficient processes with electronic transactions utilizing a reusable process library for greater control and flexibility.

The Professional Development Online (PDO) system incorporates a powerful registration component, course management, and electronic portfolio with automation of Mentor tracking and Tuition Reimbursement. PDO delivers customized reporting solutions to the Office of Organizational Development and streamlines complex processes such as payment for attending Tier 1 Training and tracking required course completion.

The development of additional entrepreneurial activities continues to be identified in areas of instructional and business services. Examples of possible products and services developed in support of the educational process include instructional curriculum guides, business and instructional software, video productions, and educational training services.

Trends and Accomplishments

With increasing competition for limited tax dollars for direct support to the educational program of the school system, it is important that MCPS explores creative ways to generate alternative sources of revenue while maintaining and improving the high-quality level of the instructional program. It also is anticipated that the activities in this fund will allow MCPS to move some expenditures out of the general fund so that they are not competing with limited tax dollars.

Major Mandate

This program must operate within the confines of appropriate federal, state, and county laws regarding taxing, funding, and expenditures for public sector activities of this nature.

Strategies

- Establish activities that, when fully implemented, will generate enough revenue that the activity will contribute to the enhancement of the instructional program.

Entrepreneurial Activities Fund—820/822/823

Larry A. Bowers, Chief Operating Officer

301-279-3626

- Market and sell only goods and services that are exempt and reflect positively on the school system.

Performance Measures

Performance Measure: Taylor Science Materials Center—Profit and loss activity.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
115.7%	117.1%	120.0%

Explanation: This measure reflects the percentage of elementary science material center expenditures funded by the Entrepreneurial Fund.

Performance Measure: Supply Warehouse Services revenue activity.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$126,627	\$132,000	\$137,000

Explanation: This measure reflects the growth of supply warehouse sales through entrepreneurial activities and represents the funding shift of 2.0 supply worker positions from the Operating Budget.

Performance Measure: Graphics and Publishing—Annual revenue and percentage retained as profit and reinvestment.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$550,712 14%	\$565,000 12%	\$595,000 10%

Explanation: This measure reflects the gross revenue received and the percentage retained as cash surplus and dollars spent on durable equipment systems utilized to directly support the schools.

Budget Explanation Entrepreneurial Activities Fund— 820/822/823

The current FY 2009 budget for this fund is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$30,000 from contractual services to supporting services part-time salaries to reflect actual operations of the fund.

The FY 2010 request for this fund is \$1,774,100, an increase of \$213,025 from the current FY 2009 budget of \$1,561,075. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$4,663

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$4,663 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a realignment of \$5,005 from supporting services part-time salaries and \$2,205 in travel out to consultants and dues, registrations, and fees to reflect the actual costs and operations of the Online Learning unit.

Reductions—\$208,362

There is an increase of \$208,362 and 2.0 FTEs which represents a shift of funding from tax supported funds to this enterprise fund. This shift is due to reductions taken in positions that were originally budgeted in the Department of Career and Technology Education and related benefits in the Department of Financial Services.

Entrepreneurial Activities Fund - 820

Larry A. Bowers, Chief Operating Officer

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	5.500	4.000	4.000	4.000	
Position Salaries	\$354,956	\$251,130	\$251,130	\$255,901	\$4,771
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		21,333	51,333	51,333	
Other		25,098	25,098	25,098	
Subtotal Other Salaries	29,823	46,431	76,431	76,431	
Total Salaries & Wages	384,779	297,561	327,561	332,332	4,771
02 Contractual Services					
Consultants					
Other Contractual		30,000			
Total Contractual Services	897	30,000			
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		210,000	210,000	210,000	
Office					
Other Supplies & Materials					
Total Supplies & Materials	371,016	210,000	210,000	210,000	
04 Other					
Local Travel		6,500	6,500	6,500	
Staff Development		6,000	6,000	6,000	
Insurance & Employee Benefits		70,078	70,078	70,659	581
Utilities					
Miscellaneous					
Total Other	127,730	82,578	82,578	83,159	581
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$884,422	\$620,139	\$620,139	\$625,491	\$5,352

Entrepreneurial Activities Fund - 820/822/823

Larry A. Bowers, Chief Operating Officer

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	820 Entrepreneurial Activities Fund						
81	N Coordinator		1.000				
81	BD Instructional Specialist		1.000	1.000	1.000	1.000	
81	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
81	10 Office Assistant III		.500				
81	10 Supply Worker II Shift 1		2.000	2.000	2.000	2.000	
	Subtotal		5.500	4.000	4.000	4.000	
	822 Printing Services						
81	17 Printing Equip Operator III		1.000	1.000	1.000	1.000	
81	16 Customer Service Spec		1.000	1.000	1.000	1.000	
81	11 Bindery Equip Operator I		2.000	2.000	2.000	2.000	
	Subtotal		4.000	4.000	4.000	4.000	
	823 Student Online Learning						
81	BD Instructional Specialist					1.000	1.000
81	23 Applications Developer I					1.000	1.000
	Subtotal					2.000	2.000
	Total Positions		9.500	8.000	8.000	10.000	2.000

Department of Financial Services

Chief Financial Officer (Q) 1.0
 Investment Specialist (27) 1.0*
 Administrative Secretary II (15) 1.0

Division of Controller

Employee and Retiree Call Center and Transactions Unit

ERSC Call Center Transactions Supervisor (K)	1.0
ERSC Call Center Transactions Assistant Supervisor (G)	1.0
Payroll Supervisor (G)	1.0
Payroll Assistant (14)	3.0
Transactions Assistant I (14)	3.5
Transactions Assistant I (14)	8.0*

Employee Services Administration

Director I (P)	1.0
Senior Specialist, Insurance and Retirement (K)	1.0*
Senior Specialist, Position and Salary Administration (J)	1.0
Senior Specialist, Leave and Workers Compensation (I)	1.0
Specialist, Leave and Workers Compensation (19)	1.0*
Specialist, Insurance and Retirement (19)	2.0*
Specialist, Payroll (19)	2.0
Specialist, Position and Salary Administration (19)	2.0
Medicare Specialist	1.0*
Garnishments Assistant (17)	1.0
Assistant, Leave and Workers Compensation (15)	1.0

Technology, Reporting, and Systems Support

Administrator on Special Assignment (P)	1.0
Systems Support Specialist (M)	1.0*
Development Project Manager (27)	0.5*
Data Integration Specialist (23)	1.0*
Data Support Specialist I (21)	1.0
Data Support Specialist I (21)	1.0*
Communications Specialist (21)	1.0
Administrative Secretary I (14)	1.0*

Benefits Strategy and Vendor Relations

Director I (P)	1.0*
Risk Management Specialist (24)	1.0*
Specialist, Insurance and Retirement (19)	2.0*
Benefits Assistant (15)	1.0*
Administrative Secretary I (14)	1.0*

F.T.E. Positions 23.5

(*In addition the chart above includes 24.5 positions funded by Trust Funds)

Mission

The mission of the Department of Financial Services is to ensure broad access to accurate and timely financial information using a fully integrated suite of business applications that include the Human Resources Information System (HRIS), the Financial Management System (FMS), and the Benefits Workstation Retirement System (BW) to provide high quality services to schools and employees, and to provide a comprehensive employee compensation and benefits, loss prevention, and risk management program that supports success for every student through the role of employee compensation and benefits in attracting and retaining highly qualified staff.

Major Functions

The Department of Financial Services coordinates the functions and operations of the Employee and Retiree Service Center (ERSC) and the Division of the Controller while maximizing the efficiency of departments that use the FMS and HRIS systems and creating cross-functional opportunities for process improvement. The integration of financial services improves productivity in data entry, reporting, and access to information that ultimately will result in increased effectiveness and expanded management information. The Division of Controller prepares the financial statements, provides for the internal controls of all accounting activities, processes accounting transactions, collects amounts owed to MCPS, makes all payments on behalf of MCPS, and coordinates system cash.

ERSC is a single point of contact for employees and retirees for information about compensation and benefits. It operates a call center, transactions unit, and a communications program; provides support for policy implementation; and provides continued expansion of the use of technology to improve service and efficiency.

The ERSC staff processes employee transactions to ensure effective use of the HRIS system. ERSC coordinates the activities of maintaining employee files, processing all employee transactions, collecting time and attendance information, producing paychecks, and administering leave and collecting related data. Changes in compensation, benefit offerings, and related administrative requirements due to new or amended laws and regulations or changes in negotiated agreements are communicated and implemented by ERSC staff.

Both the Division of the Controller and ERSC provide information to schools, departments, and individuals regarding the business operations of MCPS through workshops, communications, and direct assistance. By providing assistance and support to schools and departments, staff members in the Department of Financial Services contribute to the efficient functioning of MCPS in support of the goals in *Our Call to Action: Pursuit of Excellence*. As the unit responsible for financial and employee data, the department has the depth of understanding of data to answer complex questions and provide consistent, accurate responses to data requests, surveys, and other required reporting.

Employee and Retiree Benefits

MCPS employees and retirees may choose to participate in medical, dental, prescription drug, vision, and life insurance plans. Medical plan options include three point-of-service (POS) plans and three health maintenance organization (HMO) options. Dental coverage includes a choice between a preferred dental option (PDO) plan with both in- and out-of-network benefit features and a dental maintenance organization (DMO). Employee life, dependent life, and optional life insurance programs are offered, and employees have the opportunity to participate in pretax flexible spending plans for qualifying medical and dependent care expenses. MCPS matches the first \$100 contributed to a medical flexible spending account as an incentive to employees to participate in this program.

The Benefits Strategy and Vendor Relations Unit is responsible for the design and delivery of employee and retiree benefit programs and manages all aspects of contract and vendor relations associated with the benefit plans. The unit collaborates with ERSC staff to ensure that the benefit plans are administered according to contract and regulations, and that all stakeholders are operating from a common framework of understanding about the benefit plans. Staff is responsible for evaluating vendor performance; conducting ongoing financial monitoring, budget, and rate development; managing the competitive bid process; and measuring performance on an ongoing basis.

This unit prepares and disseminates information about plan provisions, maintains and analyzes statistical and demographic data, tracks plan utilization and expense data, remits monthly premiums to vendors, and oversees all benefit plan-related contracts. In addition, the unit manages periodic filings with the Internal Revenue Service to maintain qualified plan status and oversees banking and cash management arrangements for the employee benefit program. The unit also coordinates the MCPS retiree benefits with Medicare, particularly the Medicare Part D program where the MCPS retiree prescription benefit qualifies as an actuarially equivalent plan qualifying for subsidy payments from Medicare.

The investment and retirement function of this unit administers contracts related to the MCPS Employees Retirement and Pension Systems and the trust for Other Post Employment Benefits, oversees vendor relations with tax deferred annuity and deferred compensation carriers, serves as liaison to the Board of Investment Trustees, and monitors plan investment performance. The Risk Management function of this unit acts as the liaison with the Montgomery County self-insurance fund and oversees the MCPS loss prevention program.

Trends and Accomplishments

At the start of FY 2008, MCPS implemented a new Financial Management System (FMS) using Oracle. The system improved the timeliness of financial information through the introduction of electronic workflows, expanded access to data, and streamlined operations. During the first year of any new system, knowledge of how to use the system expanded

across the user community. Process improvements continue as experience and expertise increase.

The number of MCPS employees and retirees continues to increase each year. The complexity of benefit programs and the compliance requirements related to compensation and benefits also increase. It is anticipated that additional changes and mandates affecting accounting, human resource transactions, payroll processing, and employee and retiree benefit plans will occur. A priority of the centralized call center is the improvement of customer service provided to employees, retirees, and their families. Performance measurements include wait time, abandoned call volume, and duration of answered calls.

Containment of rising employee and retiree medical, dental, and prescription costs is an important focus of the Department of Financial Services. During FY 2008, the comprehensive employee and retiree communications program continued, using a variety of media including active employee retirement statements, an expanded Web site, and employee presentations. This program educates employees about their compensation, benefits, and other related issues, such as retirement planning, leave, and workers' compensation. Employees are encouraged through the ERSC communication program to expand their knowledge of the retirement program and to increase retirement savings to supplement state and MCPS pension plans.

Improved communications to employees include better access to data regarding the employee's pay. To provide better service and increased information, the Department of Financial Services, in partnership with the Office of the Chief Technology Officer, implemented an ePaystub for employees during FY 2006. Electronic pay stubs are accessible by all employees from any computer with access to the Internet. Employees now can see additional details of their time reported by job, pay, and deductions in advance of pay day, permitting more timely resolution of questions. On March 2, 2007, paper pay advices were eliminated for all employees participating in direct deposit, saving more than \$60,000 per year in postage, paper, and handling.

The Department of Financial Services uses several computer systems to track data and provide information to schools, departments, employees, retirees, and other partners. The retirement system tracks service credit, contributions, and retirement benefits. The HRIS system is continually adapted and refined to address business needs and regulatory requirements. The department continues to reduce manual processing and improve services through the expanded use of technology. Cross training of staff continues, providing better service and greater efficiency.

During FY 2008, the Department of Financial Services continued to use a document imaging system, moving to electronic images of vendor, employee, and retiree forms, as well as correspondence. The system allows shared access to imaged forms, improving efficiency in the storage and retrieval of documents. Newly hired employees no longer have paper folders but have all forms stored electronically

which enhances the safety of the forms from water, fire, or other damage. Staff is developing processes to image historical employee and retiree forms. The Office of Human Resources also has implemented the same document imaging system, leveraging the lessons learned and foundation used by the Department of Financial Services

During FY 2008, work began on an Applicant Tracking System. This system will primarily benefit both internal and external applicants for positions but will impact the coordination and workflow from the Office of Human Resources to the Employee and Retiree Service Center as data is gathered that will support the timely and accurate processing of newly hired employees and employees changing positions or work schedule.

Benefits Strategy and Vendor Relations

The cost of health insurance, including prescription plans, is a significant part of the MCPS budget, and this unit has initiated efforts to contain costs, educate employees and retirees to become better educated health care consumers, and provide high-quality health care at competitive prices. MCPS has taken the lead in working with other county agencies in joint procurement efforts that combine the purchasing power of the agencies that resulted in several million dollars of savings for each. In FY 2008, several county agencies joined together to competitively bid their pharmacy benefit management and health plans, with the results of that process to be reflected in vendor contracts effective January 1, 2008. Future joint efforts will focus on pooling stop-loss coverage and providing a single disease management program for all agency health plans. During FY 2007, the 403(b) and 457(b) plans were bid in an effort to reduce costs to employees and improve educational efforts. The number of vendors was reduced to nine effective on January 1, 2007, providing expanded communications and reduced investment fees to employees. During FY 2008, one of the nine vendors was selected to serve as the common remitter for the plans, improving compliance with IRS regulations taking effect on January 1, 2009.

Major Mandates

- The overriding mandate is to comply with all federal and state laws and Board of Education policies regarding accounting, insurance, payroll, benefit plans, and investments, including generally accepted accounting standards, reporting requirements, income and other taxes, social security, fair labor standards, and supported projects procedures and requirements.
- Maryland law requires MCPS to have comprehensive liability insurance and workers' compensation coverage. This is provided through the Montgomery County Self-insurance Program.
- Maryland law requires insurers to provide prescription drug plans to cover contraceptives under the same terms as other drugs.
- Maryland law requires a fidelity bond for the superintendent and any employees who handle system funds.

- The Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) requires the continuation of group health insurance for active employees (and their dependents) who terminate or become disabled and are not eligible for retirement, as well as for dependents who no longer qualify under the Employee Benefit Plan.
- The Health Insurance Portability and Accountability Act of 1996 (HIPAA) imposes many administrative obligations on employer-sponsored health plans, requiring certificates of coverage as well as termination of coverage under various circumstances. In FY 2003, HIPAA mandated significant administration requirements on employers relative to the privacy of employee health benefits.
- Maryland law requires MCPS to provide parity in mental health benefits among various health plans. Historically, mental health benefits were limited or capped, but this requires all Maryland employer health plans to treat mental health expenses the same as any other medical expenses covered under the plan.
- Medicare Part D prescription plan coverage became available to eligible retirees on January 1, 2006. MCPS prescription coverage has been actuarially determined to be equivalent to the Medicare Part D program, and MCPS received \$3.6 million of employer subsidy during FY 2008. MCPS has provided reporting and other data requirements, as required, and anticipates continued receipt of the subsidy.

Strategies

- Provide leadership on financial issues and requirements.
- Involve all levels of department staff in operation and process improvement.
- Involve all levels of department staff in planning and process improvement in the use of the new financial system.
- Provide communications to employees and retirees to help them become effective users of health insurance and prescription programs. Wellness and disease management programs are examples of services offered to encourage employees and retirees to be active partners in the use of health benefits and to select programs that meet their particular needs. Ongoing communications educate participants about available options and help them make educated choices as consumers of health care.
- Expand education efforts to ensure that employees understand the need to contribute to defined contributions plans to augment the benefits provided by the state- and county-sponsored defined benefit program.
- Continue cross-functional process review and improvements to increase coordination, accuracy, and efficiency of financial and human resource transactions.
- Expand training offerings to units and offices to facilitate adherence to procedures and use of management data.
- Use performance measure data to identify opportunities for process and training improvements.

- Expand a comprehensive communication plan to provide information and receive critical input concerning goals, functions, and issues.
- Rotate staff across tasks and ensure that these tasks are continually reassessed for effectiveness and efficiencies.
- Support management decision making through the use of reporting and analysis tools.
- Expand technical training for ongoing HRIS enhancements, software operations, and emerging methodologies.
- Explore additional technology solutions for improved information, efficiency, and service.

Performance Measures

Call Center Efficiency:

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
• Average wait time	52 sec.	45 sec.	45 sec.
• Average duration	2 min., 59 sec.	2 min., 50 sec	2 min., 40 sec
• Average volume/business day	314 calls	300 calls	290 calls
• Average wait/abandoned call	2 min., 25 sec.	2 min., 20 sec.	2 min., 15 sec.
• Percent of abandoned calls	8.4%	7.5%	7.0%
• Percent of calls answered within 1 min	74.8%	76%	77%

Transaction processing efficiency:

• Percent of new teachers paid on first pay date	97.8%	98%	99%
• Year-to-year trend in growth rates of benefit costs compared to national averages	-4.0%	-1.0%	-1.0%
• Trend In growth rate of benefit costs compared to regional peers	-5.0%	-1.0%	-1.0%

Budget Explanation

Department of Financial Services—334

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$57,955 for a 1.0 payroll assistant to create a 1.0 payroll specialist position.

The FY 2010 request for this department is \$1,956,467, a decrease of \$181,865 from the current FY 2009 budget of \$2,138,332. An explanation of this change follows.

Continuing and Negotiated Salary Costs— \$22,379

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$22,379 in continuing salary costs to reflect step or longevity increases for current employees.

Reductions—(\$204,244)

TIF Repayment—(\$125,720)

The budget is being reduced by \$125,720 now that the Technology Investment Fund (TIF) payments are complete.

1.5 Transaction Assistant Positions—(\$69,524)

The budget includes a reduction of \$69,524 for 1.5 transaction assistant positions that are being shifted to the benefits trust fund.

Other Reductions—(\$9,000)

Other reductions are needed to fund higher priority program needs. Reductions in the Department of Financial Services are as follows:

Supporting services part-time salaries—(\$4,000)

Overtime—(\$5,000)

Budget Explanation

Insurance and Employee Benefits—333

The current FY 2009 budget for this unit is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of a budget neutral realignment that moved \$609,860 out of the division's employee benefit plan account to the Flex Spending Match account of \$122,800, the Automobile Allowance account of \$70,660, and the other OPEB account of \$414,400.

The FY 2010 request for this unit is \$426,452,495, an increase of \$26,331,766 from the current FY 2009 budget of \$400,120,729. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,786,451

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,108,341 for social security benefits and a \$678,110 increase for retirement benefits related to continuing salary costs that reflect step or longevity increases for current employees.

Realignment—\$33,150

Due to various realignments that created additional positions or transferred funding from grants, the FY 2010 budget request contains an additional \$37,481 for social security benefits and \$13,312 for retirement benefits. These increases are partially offset by a decrease in employee health benefits of \$17,643.

Enrollment Changes—\$3,186,841

Based on current enrollment projections, budgeted salaries and positions related to student enrollment are projected to increase for FY 2010. Based on this projection, the FY 2010 budget contains increases for social security contributions of \$772,016, employee health benefits of \$1,969,943, and retirement contributions of \$444,882.

New Schools—\$208,804

Benefits associated with the staffing of new schools require an increase of \$208,804. This amount includes increases for employee health benefits of \$129,916, social security contributions of \$49,548, and retirement contributions of \$29,340.

Employee Health Benefits—\$23,949,135

Between FY 2005 and FY 2009, health care costs for MCPS have been trending upward, but at a rate below national trends. For FY 2010, the trend continues upward. The budget for employee health care programs for active and retiree programs results in a \$23,949,135 increase, net of a projected increase of \$180,000 for Medicare Part D reimbursements. The primary cause of the increase is the continuation of inflation and rate adjustments for health services and prescription drugs.

Other Adjustments—(\$303,173)

There are other adjustments required for employee benefits accounts. These include a decrease in social security contributions of \$210,173 due to an increase in the amount by which employee's salaries exceed the social security wage base amount. Other decreases totaling \$93,000 are recorded in supplemental retirement funds, leave conversion amounts, and other insurance.

Self-Insurance—\$1,857,025

The budget includes a significant increase of \$1,857,025 in contributions to the county's self-insurance program. This increase is the result of higher amounts for Worker's Compensation Insurance of \$1,684,600. This increase is based on an actuarial study showing more lost time cases and claims reported for last year. Other increases are required for fire insurance of \$93,507 and all other insurance of \$78,918.

Other—\$293,677

Due to other operational staffing changes besides enrollment growth, the budget request includes an increase of \$182,724 in employee health benefits, a \$69,687 increase for social security contributions, and a \$41,266 increase in retirement contributions.

Other Post-Employment Benefits (OPEB)—\$0

The operating budget does not include an increase in the annual \$18,220,000 contribution for the third year of an eight-year phase-in of payments required for the Retiree Health Trust Fund for Other Post-Employment Benefits (OPEB). The current economic situation precludes an increase in OPEB contributions at this time

University Partnerships—\$142,292

The Office of Human Resources is engaged in partnership programs with George Washington University, the Johns Hopkins University, and the University of Maryland that are designed to assist in meeting the need for qualified teachers, especially in critical shortage areas. There is a net increase of \$142,292 in this budget. Overall, the budget for the

university partnerships is neutral, and there are offsetting amounts in other parts of the budget.

Reductions—(\$4,822,436)

Due to system-wide staffing reductions taken to meet revenue shortages caused by the serious economic situation, contributions for employee benefits have been reduced by \$4,822,436. This consists of reductions in employee health plans of \$2,512,211, social security contributions of \$1,539,600, and retirement contributions of \$770,625.

Selected Expenditure Information

Description	FY 2009 Budget	FY 2010 Budget	Change
Worker's Compensation	\$5,286,154	\$6,970,754	\$1,684,600
Social Security	100,786,986	101,071,384	284,398
Employee Benefit - Active	174,970,684	199,377,017	24,406,333
Employee Benefit - Retirees	38,359,298	37,773,274	(586,024)
Retirement	58,981,200	59,444,234	463,034
Unemployment Compensation	300,000	300,000	0
Other Post-Employment Benefits	18,220,000	18,220,000	0
Other	3,216,407	3,295,832	79,425
Total	\$400,120,729	\$426,452,495	\$26,331,766

Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

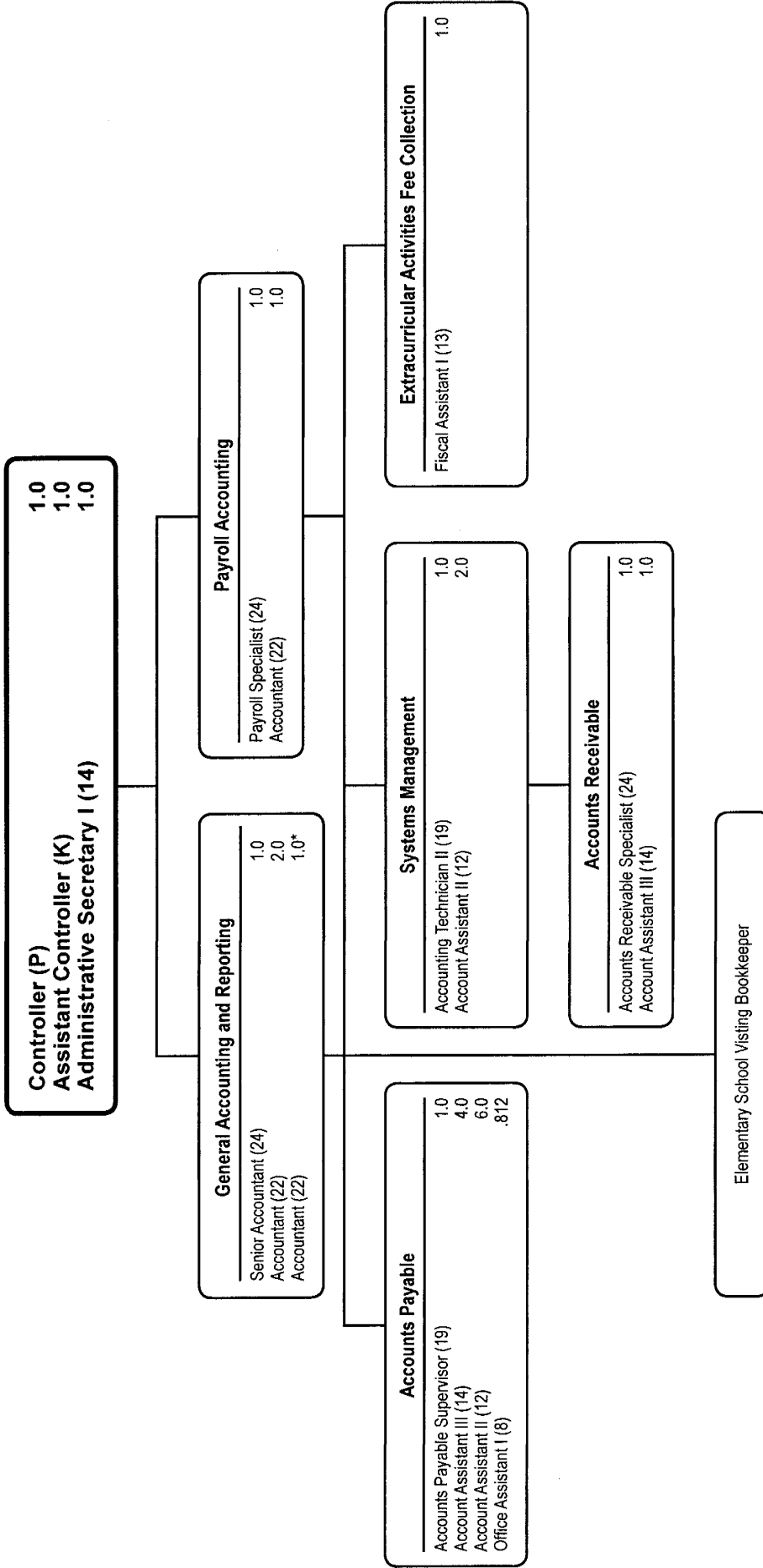
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	26.000	25.000	25.000	23.500	(1.500)
Position Salaries	\$1,837,702	\$1,906,239	\$1,906,239	\$1,859,094	(\$47,145)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		38,309	38,309	34,309	(4,000)
Other		22,099	22,099	17,099	(5,000)
Subtotal Other Salaries	-907,391	60,408	60,408	51,408	(9,000)
Total Salaries & Wages	930,311	1,966,647	1,966,647	1,910,502	(56,145)
02 Contractual Services					
Consultants					
Other Contractual		19,560	19,560	19,560	
Total Contractual Services	7,734	19,560	19,560	19,560	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		23,022	23,022	23,022	
Other Supplies & Materials					
Total Supplies & Materials	10,816	23,022	23,022	23,022	
04 Other					
Local Travel		383	383	3,383	3,000
Staff Development		3,000	3,000		(3,000)
Insurance & Employee Benefits		400,120,729	400,120,729	426,452,495	26,331,766
Utilities					
Miscellaneous		125,720	125,720		(125,720)
Total Other	388,920,420	400,249,832	400,249,832	426,455,878	26,206,046
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$389,869,281	\$402,259,061	\$402,259,061	\$428,408,962	\$26,149,901

Department of Financial Services - 334/333

Susanne G. DeGraba, Chief Financial Officer

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Chief Financial Officer		1.000	1.000	1.000	1.000	
1	P Director I		1.000	1.000	1.000	1.000	
1	P Administrator Spec Assign			1.000	1.000	1.000	
1	O Supervisor		1.000				
1	K ERSC Call Ctr/Transaction Supv		1.000	1.000	1.000	1.000	
1	J Sr Spec Pos & Sal Admin		1.000	1.000	1.000	1.000	
1	I Sr Spec Leave/Wkrs Com		1.000	1.000	1.000	1.000	
1	G Payroll Supervisor		1.000	1.000	1.000	1.000	
1	G ERSC Call Ctr/Trans Asst Supv		1.000	1.000	1.000	1.000	
1	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	21 Data Support Specialist I		1.000	1.000	1.000	1.000	
1	19 Specialist, Payroll		1.000	1.000	2.000	2.000	
1	19 Spec, Position/Salary Admin		2.000	2.000	2.000	2.000	
1	17 Garnishments Assistant		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	15 Assist, Leave Admin/Wkrs Comp		1.000	1.000	1.000	1.000	
1	14 Transactions Assistant I		5.000	5.000	5.000	3.500	(1.500)
1	14 Payroll Assistant		5.000	4.000	3.000	3.000	
	Total Positions		26.000	25.000	25.000	23.500	(1.500)

Division of Controller



F.T.E. Positions 25.812

(*In addition the chart includes a 1.0 position funded by Trust Funds)

Mission

The mission of the Division of Controller is to fulfill the accounting requirements of a diverse school system community with the highest quality performance through staff that is service-oriented, courteous, professional, committed to excellence, and committed to continuous improvement in support of *Our Call to Action: Pursuit of Excellence*.

Major Functions

The division is organized into seven units to support its major activities—general accounting and reporting, payroll accounting, benefits accounting, accounts receivable, accounts payable, systems management, and an extracurricular activities fee collection unit. Major activities include monitoring MCPS financial activity and procedures, preparing financial statements and statistical reports, reacting to changing trends in accounting principles and regulatory standards, providing timely financial data that assist managers in monitoring and controlling expenditures, and providing accounting support for the Employee Benefit Plan and the Retirement and Pension System.

Other division activities include controlling encumbrance activity; paying vendors; verifying authorizations and account classifications for all payments; administering the purchasing card program and monitoring purchasing card activity; preparing comprehensive annual federal and state reports; preparing audited financial statements for the MCPS Educational Foundation, a 501(c)(3) corporation; preparing the income tax and personal property tax statements for the foundation; providing effective management of the MCPS operating accounts, trust funds and foundation cash balances; collecting and monitoring payments of extracurricular activities fees; billing customers for services rendered by MCPS units; processing payroll tax withholdings and other deduction payments and related reports; monitoring the recording of salary encumbrances and expenditures; and providing wage-related information to customers and stakeholders.

The division administers the Visiting Bookkeepers (VB) program. The VB program provides general bookkeeping, reporting, and/or bank reconciliation services for all 130 elementary schools. The VB program enhances fiscal management of elementary school independent activities funds by providing bookkeeping services and offering training assistance. The program also provides assurance of consistent application of accounting procedures across all elementary schools and assists the Internal Audit Unit in performing its oversight responsibility.

Trends and Accomplishments

Systemwide growth in financial activity continues to affect the division work load. The division centrally assumes primary control responsibility for the Financial Management System (FMS) and its feeder systems. The division, through process review continuous improvement techniques, has made improvements to the work flow in the accounts

payable and the accounts receivable units. These work flow improvements allow the units to manage an ever-increasing work load.

The major improvement initiative during FY 2008 was the implementation on July 1, 2007, of the new FMS, which replaced all existing functionality of its predecessor system. FMS functionality includes general ledger accounting and reporting, accounts payable, accounts receivable, grants management, fixed assets, and cash management. The division's existing document management system also was modified to function with the FMS so that the payment process continues to operate as a paperless environment.

The FMS implementation substantially improves MCPS financial process flows and has enabled the division to improve and expand services to customers and stakeholders. Transaction flows, including approvals, are now electronic-based rather than paper-based. Electronic flow of documents is more efficient and enables the tracking of document status and facilitates the measurement of process performance and efficiency. The division also has additional tools available that it is using to improve service delivery. For example, FMS has allowed the implementation of more efficient payment methods, using electronic payments to vendors and direct deposit for employee reimbursements.

The information needs of program managers; county, state, and federal government entities; and the general public are becoming more varied and complex. These changing needs had exceeded the capabilities of the previous accounting system. The FMS structure and reporting capabilities has the flexibility and tools the division has needed to meet the organization's information needs. Administrative, programmatic, and financial reporting capabilities allow customers to run reports when they are needed and to receive reports quickly in electronic formats. Especially interesting is the ability for the organization to simultaneously view financial data graphically, as well as in standard columnar format. Improvements in reporting will be ongoing as the organization and the division continues to expand the information-gathering capabilities of the FMS.

The division devoted considerable time during FY 2008 to training and operational support for the FMS. Individual and group training and orientation sessions were provided throughout the year for schools and central office personnel. The division took a leadership role in evaluating and adapting the procure to pay process in response to lessons learned during the first year of implementation.

The division also led FMS Phase 2 implementation of modules designed to enhance internet capabilities within the FMS. The

iExpense module enables employees to enter their monthly mileage expense reports over the internet. Over 300 MCPS suppliers are actively using the iSupplier module to directly access FMS to review invoice and payment information and to directly enter billing information in FMS. The iStore module enables parents to quickly pay Extracurricular Activity Fees by credit card over the internet. The iReceivable module

allows customers to view and pay amounts owed to MCPS through the Internet. During FY 2009, the division will be evaluating with a pilot group the suitability of FMS as a replacement for existing school Independent Activity Funds accounting systems.

The division collaborates with the Department of Materials Management in the administration of the purchasing card program. This program enhances the efficiency for procurement of small purchases throughout the school system. Authorized staff make small, routine purchases effectively and expeditiously using purchasing cards. This program decreases processing time for small procurements and eliminates undue complexity for vendors. The division provides card management, activity reporting, and transaction monitoring.

MCPS has received the Association of School Business Officials International's (ASBO) Award of Excellence in Financial Reporting for excellence in the preparation and issuance of the FY 2007 Comprehensive Annual Financial Report (CAFR). This is the 28th time (27th consecutive) that MCPS has received this prestigious award. The award, the highest recognition for school district financial operations offered by ASBO, is only presented to school systems that have met or exceeded the standards of the program.

The Government Finance Officers Association (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to MCPS for its CAFR for the fiscal year ended June 30, 2007. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized CAFR.

Customer focus plays an important role in the division's mission and strategic plan. Improving and expanding division products and services for customers and stakeholders consumes a major portion of our annual Improvement efforts.

The division also provides opportunities to strengthen school financial management. The division maintains a chapter in the Principals Handbook on school financial management. Also, the division collaborates with the Office of Organizational Development to develop financial management training modules for principals, assistant principals, and other school-based fiscal staff.

Major Mandates

- Maryland law requires an annual audit by a certified public accountant, a comprehensive Annual Financial Report, state budget reports, and annual financial reports.
- Federal, state, and other grantor agencies require the submission of monthly, quarterly, semiannual, or annual reports for all grants received by MCPS.
- The federal Office of Management and Budget Circular A-133 requires annual audits and reports on all federal programs.
- Federal law requires the filing of Form W-2 employee wage and tax statements and Forms 1099 and 1099R

tax reports for many vendors/contractors and terminated employees who receive payments.

- Federal and state laws require biweekly, monthly, quarterly, and annual reporting of income and social security taxes, employee earnings, unemployment insurance, and workers' compensation.

Strategies

- Evaluate business processes for opportunities to make process improvements, incorporating customer and stakeholder feedback, and potential for new products and services.
- Complete pilot evaluation of the feasibility of replacing existing school Independent Activity Funds accounting systems with the FMS.
- Work to create the MCPS financial procedures manual.
- Assure the division is functionally organized appropriately and logically to operate efficiently under the new FMS.
- Provide training opportunities that encourage and strengthen financial management skills of school-based fiscal staff.

Performance Measures

Performance Measure: Invoice to payment days.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
7.9 days	6	6

Explanation: Measure of the efficiency of the division's payment process.

Performance Measure: Average days invoices on payment hold.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
48.9 days	10	7

Explanation: Measures the effectiveness and efficiency of the division's payment issues resolution. The actual number of days experienced during FY 2008 was adversely impacted by the reinstatement of the requirement for schools to verify receiving prior to processing invoice payments.

Performance Measure: Percent of supplier invoices received electronically.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
10.3 percent	14	16

Explanation: Measures the success of the division in promoting supplier electronic presentation of invoices. Processing electronic Invoices is more economical for the division.

Budget Explanation

Division of Controller—332/155

The FY 2010 request for this division is \$1,646,622, an increase of \$17,913 from the current FY 2009 budget of \$1,628,709. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$17,913

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$17,913 in continuing salary costs to reflect step or longevity increases for current employees.

Division of Controller - 332/155

Robert J. Doody, Controller

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	26.812	25.812	25.812	25.812	
Position Salaries	\$1,718,870	\$1,694,397	\$1,694,397	\$1,712,310	\$17,913
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		34,635	34,635	34,635	
Other		(139,429)	(139,429)	(139,429)	
Subtotal Other Salaries	180,406	(104,794)	(104,794)	(104,794)	
Total Salaries & Wages	1,899,276	1,589,603	1,589,603	1,607,516	17,913
02 Contractual Services					
Consultants					
Other Contractual		5,400	5,400	5,400	
Total Contractual Services	2,246	5,400	5,400	5,400	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		16,266	16,266	16,266	
Other Supplies & Materials					
Total Supplies & Materials	19,325	16,266	16,266	16,266	
04 Other					
Local Travel		540	540	540	
Staff Development		10,900	10,900	10,900	
Insurance & Employee Benefits					
Utilities					
Miscellaneous		6,000	6,000	6,000	
Total Other	4,269	17,440	17,440	17,440	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$1,925,116	\$1,628,709	\$1,628,709	\$1,646,622	\$17,913

Division of Controller - 332/155

Robert J. Doody, Controller

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	332 Division of Controller						
1	P Controller		1.000	1.000	1.000	1.000	
1	K Assistant Controller		1.000	1.000	1.000	1.000	
1	24 Payroll Specialist		1.000	1.000	1.000	1.000	
1	24 Accounts Receivable Specialist		1.000	1.000	1.000	1.000	
1	24 Senior Accountant		1.000	1.000	1.000	1.000	
1	22 Accountant		3.000	3.000	3.000	3.000	
1	19 Account Technician II		1.000	1.000	1.000	1.000	
1	19 Accounts Payable Supervisor		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
1	14 Account Assistant III		6.000	5.000	5.000	5.000	
1	12 Account Assistant II		8.000	8.000	8.000	8.000	
1	8 Office Assistant I		.812	.812	.812	.812	
	Subtotal		25.812	24.812	24.812	24.812	
	155 Extra Curr Activity Fee Admin.						
2	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
	Subtotal		1.000	1.000	1.000	1.000	
	Total Positions		26.812	25.812	25.812	25.812	

Department of Association Relations

Director II	1.0
Administrative Secretary II (15)	1.0

Mission

The mission of the Department of Association Relations is to establish and maintain productive relationships with the three employee unions, to enhance the school system's ability to provide the most effective education to students by negotiating and administering realistic and relevant union contracts, and to assist school system administrators in implementing union contracts and Board of Education policies and regulations.

Major Functions

The Department of Association Relations coordinates all employee relations activities with the unions that represent administrators/supervisors, teachers, supporting services employees, and supporting services supervisory personnel. It conducts formal negotiations with the four recognized organizations on wages, hours, and other working conditions. It administers the negotiated agreements through regular contact with the employee organizations, handles informal complaints, provides advice to management on contract interpretations, oversees the grievance and administrative complaint procedures, represents the Maryland Board of Education in grievance hearings and arbitrations, and prepares cases for the State Board of Education or court action.

Specifically, the department is responsible for negotiating with the Montgomery County Education Association (MCEA), the Service Employees International Union (SEIU) Local 500, and the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP). MCAASP represents administrative and supervisory personnel and noncertificated supporting services supervisory personnel (MCAASP/MCBOA) in separate bargaining units. The department administers all four negotiated agreements, handles informal complaints and grievances, prepares and presents arbitration cases, and provides support and training to MCPS supervisors and administrators. The department also is responsible for processing any requests for recognition of additional bargaining units or challenges of existing exclusive representatives by competing organizations.

Trends and Accomplishments

Day-to-day contract administration continues to be a major focus. Formal employee grievances and administrative complaints have declined significantly in number in the last five years. State legislative proposals related to labor relations require much time and attention from the department. The department's work was further impacted by recent state legislative actions that significantly changed the nature of negotiations. New MCPS program initiatives; federal laws affecting benefits and work rules; Maryland State Board of Education rulings on the scope of bargaining, economic trends, and comparability issues among school systems; government and the private sector also continue to impact this department work load. During FY 2007, MCPS successfully negotiated full three-year contracts with administrators (MCAASP), with supporting services employees (SEIU

Local 500), and with teachers (MCEA) without impasse or mediation. The Board and the unions again used the interest-based approach to negotiations to arrive at the agreements. The agreements established a number of joint work groups to mutually explore issues and solutions. All three agreements provided for wages and benefits through FY 2009–2010. During FY 2008, the department implemented the formation of a new bargaining unit of supporting services supervisory employees who were previously unrepresented. The Board of Education approved the formation of the unit and recognized MCAASP as the exclusive representative of the unit. Negotiations on the initial negotiated agreement with this unit (MCAASP/MCBOA) were completed in February 2008.

Major Mandates

- The collective bargaining and contract administration responsibilities of this department are mandated by state law, which requires the Board of Education to negotiate wages, hours, and working conditions with its certificated and noncertificated employees, as well as to produce and administer the written agreements resulting from these negotiations.
- MCPS regulations establish the administrative complaint procedure for employees who want to pursue an issue that is not covered in the negotiated agreement.
- The Federal Fair Labor Standards Act (FLSA) and the Family Medical Leave Act (FMLA) regulate much of the relationship between MCPS and the employees, as administered by the Department of Association Relations.
- The negotiated agreements with the employee organizations establish grievance procedures and other aspects of the relationship between the department and the organizations.

Strategies

- Continually relate the efforts of this department to the goal of enhancing the education of all students.
- Build on the interest-based training that was used during recent negotiations with the three existing unions and use the principles in relationships with the unions.
- Continue to train and advise administrators in contract administration on a regular basis.
- Work closely with representatives of the four bargaining units to resolve problems with minimal disruption.
- Provide support, facilitation, and training to labor management councils, joint work groups, and other labor/management cooperative groups.
- Continue to investigate and respond to support services grievances at Step Two in a timely and effective manner.
- Continue to support the use of an alternative dispute resolution (ADR) process to address interpersonal problems between employees that are not covered by the contracts or laws.

Performance Measures

Performance Measure: Number of supporting services grievances and administrative complaints filed.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
58	55	50

Explanation: This measure reflects the amount of time and energy devoted by school system administrators to addressing possible contract and/or regulation violations related to supporting services employees. It also is an indication, along with the third performance measure (below), either of the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the union and/or employees are challenging administrative decisions without good reason.

Performance Measure: Number of teacher grievances and administrative complaints filed.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
35	25	20

Explanation: This measure reflects the amount of time devoted to addressing possible contract and/or regulation violations related to teachers and other certificated personnel. It also is an indication, along with the third performance measure (below), either of the degree to which school system administrators are failing to apply the contract and MCPS policies and regulations appropriately and/or the degree to which the union and/or employees are challenging administrative decisions without good reason.

Performance Measure: Number and percent of completed supporting services grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing remedy to the grievant/complainant.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
7 (13%)	11 (20%)	10 (20%)

Explanation: This measure reflects the degree to which there are actual violations of the contracts or regulations, or problems existing, which justify adjustments being made through the appeals processes. It also may reflect the manner in which the grievance process is being used.

Performance Measure: Number and percent of completed teacher grievances and administrative complaints awarded in favor of the grievant/complainant or settled by providing remedy to the grievant/complainant.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
6 (19%)	5 (20%)	5 (25%)

Explanation: This measure reflects the degree to which there are actual violations of the contracts or regulations, or problems existing which justify adjustments being made through the appeals processes. It also may reflect the manner in which the grievance process is being used.

**Budget Explanation
Department of Association
Relations—661**

The FY 2010 request for this department is \$318,185, a decrease of \$33,410 from the current FY 2009 budget of \$351,595. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$5,880)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$5,880 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—(\$27,530)

Reductions in the Department of Association Relations are as follows:

- Professional part-time salaries—(\$8,000)
- Supporting services part-time salaries—(\$850)
- Association relations expenses—(\$16,300)
- Office supplies—(\$2,300)
- Local travel—(\$80)

Department of Association Relations - 661

Donald P. Kopp, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	2,000	2,000	2,000	2,000	
Position Salaries	\$188,712	\$214,043	\$214,043	\$208,163	(\$5,880)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		25,000	25,000	17,000	(8,000)
Supporting Services Part Time		1,734	1,734	884	(850)
Other					
Subtotal Other Salaries	16,734	26,734	26,734	17,884	(8,850)
Total Salaries & Wages	205,446	240,777	240,777	226,047	(14,730)
02 Contractual Services					
Consultants					
Other Contractual		102,600	102,600	86,300	(16,300)
Total Contractual Services	73,329	102,600	102,600	86,300	(16,300)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,185	5,185	2,885	(2,300)
Other Supplies & Materials					
Total Supplies & Materials	1,266	5,185	5,185	2,885	(2,300)
04 Other					
Local Travel		533	533	453	(80)
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		2,500	2,500	2,500	
Total Other	2,549	3,033	3,033	2,953	(80)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$282,590	\$351,595	\$351,595	\$318,185	(\$33,410)

Department of Association Relations - 661

Donald P. Kopp, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Director II		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Total Positions		2.000	2.000	2.000	2.000	

Department of Management, Budget and Planning

Director II (Q)	1.0
Supervisor (O)	1.0
Grants Specialist (27)	1.0
Management and Budget Specialist III (27)	1.0
Management and Budget Specialist II (26)	3.0
Applications Developer II (25)	1.0
Management and Budget Specialist I (24)	2.0
Administrative Secretary II (15)	1.0
Fiscal Assistant II (15)	0.5
Grants Assistant (15)	1.0
Administrative Secretary I (14)	1.0

Mission

The mission of the Department of Management, Budget, and Planning (DMBP) is to plan, develop, secure, and manage fiscal resources by providing timely, objective, and accurate information to decision makers to support the education of students.

Major Functions

The Department of Management, Budget, and Planning develops long-range planning tools, prepares and administers the annual operating budget, and facilitates grant applications and administration upon acquisition of grant funds.

The department staff monitors and analyzes demographic, economic, and fiscal data and trends to provide guidance on potential revenues and expenditures. Staff works closely with state officials to monitor state education funding and develop financing alternatives; assists executive staff and program managers as they develop long-range strategic program and budget plans; and communicates planning data and information both within the organization and to the public through a variety of publications, forums, and presentations.

The department staff also provides tools, guidance, and fiscal analysis to help program managers prepare their annual operating budget requests. Staff organizes and participates in budget reviews and helps to present and communicate public and staff priorities for resource allocation. Based on executive staff and Board of Education decisions, the department prepares, produces, and facilitates the adoption of both the superintendent's recommended and the Board of Education's operating budget request. Department staff projects salary and other continuing costs, responds to requests for budget-related information, and works closely with county government, County Council, and state government staff on budget matters.

Staff monitors, analyzes, and controls expenditures to implement budget decisions, regularly reviews the financial condition of each unit, resolves fiscal problems for schools and units, and recommends management initiatives to improve efficiency and effectiveness and maintain fiscal control. As part of its management function, the department coordinates activities among departments and offers fiscal and management tools and assistance to evaluate and improve their operations and present them more effectively to the public. Working with the Office of Human Resources and the Department of Financial Services, the department staff monitors and reviews the management of position changes, ensuring efficient implementation of budget initiatives and improved fiscal control.

The department staff also assists in obtaining additional financial resources from individuals, foundations, corporations, government, and other entities to support identified school system priorities. To that end, the department advises MCPS decision makers about grant and philanthropic opportunities, develops relationships with potential funding sources, reviews draft proposal applications, and ensures

that high quality grant proposals and requests for funding are submitted on time. As a result of grant seeking efforts that the department coordinated, MCPS received more than 80 percent of the competitive grants for which it applied in FY 2008.

The office staff also provides grant-related technical assistance and training to staff of individual schools and maintains a Web site that contains information about grant programs and links to additional information about grant seeking. The department helps obtain Board of Education and other required approvals for proposals. Once funding is obtained, the department monitors grant expenditures to ensure that they follow project plans and grantor requirements.

Each year the County Council makes a lump-sum appropriation for anticipated grant projects to be funded from non-county sources. This appropriation allows the Board of Education to approve projects less than \$200,000 each subsequent to the adoption of the annual budget without having to request supplemental appropriations from the Council. The Board advises the County Council and the county executive of each approved project in writing.

Trends and Accomplishments

Continuing fiscal constraints amid rising demands for improved educational quality have increased public awareness of fiscal policy and budget decisions as major public policy elements for public schools. Decision makers have placed an increasing emphasis on long-range fiscal planning. Passage of the federal *No Child Left Behind Act* and the Maryland Bridge to Excellence in Public Schools Act has transformed educational funding issues. The MCPS Strategic Plan, *Our Call to Action: Pursuit of Excellence*, defines long-term school system goals and links those goals to measures of accountability and strategies to improve instruction. The priority goal of the department is to align the operating budget with the long-range MCPS strategic plan.

A weakened national and local economy has resulted in tighter limitations on available revenue from all governmental levels. Higher expectations for fiscal and program accountability have placed a premium on improving communication about program missions and goals, and clearly explaining budget issues and decisions to a wider audience. Public participation in the budget process has grown rapidly and involved stakeholders and other citizens in making budget recommendations. The department's goal is to clarify and show the interrelationships among all budget publications.

During FY 2008, significant improvements occurred in operating budget preparation. The department prepared the operating budget by continuing to strengthen the zero-based budgeting process used to align the operating budget with strategic planning priorities. Improved projection techniques provided more comprehensive and accurate estimates of financial resources and requirements much earlier in the process. This enabled a clear budget strategy to be developed earlier in the fiscal year. The department played an increased

role in analyzing state and local revenue trends and agency expenditure patterns. The budget development process also included unprecedented participation by the representatives of employee and parent organizations and a thorough review of the “base” budget of each office.

The budget development process included strengthened public outreach. DMBP participated in the design of outreach tools, including the questionnaire and background information used at public meetings and on the web site. The public community forums, Special Education Staffing Plan Committee, and other forms of outreach provided an opportunity for staff, students, and residents to participate more fully in the budget process. This process increased awareness of the MCPS strategic plan, involved many stakeholders in the budget development process, and contributed to proposals that became part of the FY 2009 Operating Budget Request. Leaders of each of the employee unions and the Montgomery County Council of PTAs (MCCPTA) participated fully throughout the budget development process, reviewing each budget submission, making their own proposals using the same process as staff used, and increasing their understanding of budget issues. DMBP staff participated in preparation for two community forums held in September and October 2007. More than 400 citizens attended each of the forums.

DMBP staff also made several important technical improvements in the budget publication. The FY 2006 Operating Budget incorporated a comprehensive program budget, which included the entire budget in identified programs. The FY 2007 Operating Budget included an automated Personnel Complement that accompanied the Program Budget. This improvement enables citizens to understand all resources devoted to each individual program. Automation was the result of extensive staff work to tie budget personnel information to Human Resources Information System (HRIS) data. The FY 2008 Operating Budget included a modified Program Budget, the format of which included for the first time a crosswalk between the Program Budget, the MCPS strategic plan, and the regular operating budget (management budget) document to facilitate access to the connections between these publications. For FY 2009, an Operating Budget Summary was published for the first time. It provided citizens and decision makers with concise information on budget decisions in the recommended operating budget. With assistance from the Department of Communications, DMBP significantly strengthened the Budget web site. In addition to promptly posting budget documents, the site included a section of frequently asked questions. Community stakeholders expressed appreciation of more easily understandable budget publications.

The FY 2009 operating budget included specific performance targets and measures for almost all MCPS units. These performance measures were carefully scrutinized by the Board of Education as it reviewed the budget. DMBP staff also completed more comparative budget analyses, including available Maryland statewide data and Washington metropolitan area information.

Board of Education consideration and adoption of the FY 2009 operating budget included a new, more programmatic approach to budget issues. The Board of Education considered budget issues based on its academic priorities, examining the budget for its alignment with these priorities. This allowed Board members to consider major policy issues in making their budget decisions, made the budget more understandable for Board members, and contributed to improve public understanding of budget choices. Board members expressed satisfaction with this process and decided to build on the new approach in future years. The goal during review of the FY 2010 operating budget will be to strengthen the programmatic approach with greater use of the Program Budget as a tool to assess alignment of the operating budget with the strategic plan.

FY 2008 concluded with the adoption of the FY 2009 operating budget with an increase of \$81.7 million (4.1 percent) that funded 97.9 percent of the Board of Education’s request. Although the county executive recommended a reduction of \$51.1 million in the Board of Education’s request, the County Council restored \$9.9 million, including \$5.4 million of new or expanded improvement initiatives.

As a result of extensive public review of MCPS priorities, there was continued community acceptance of MCPS budget changes as well as an appreciation for the extensive review of the base budget through the zero-based processes.

The Department of Management, Budget, and Planning provided leadership for the hiring freeze and comprehensive expenditure restrictions implemented in November 2007. These restrictions applied more broadly to schools and offices than previous restrictions. The Freeze Committee considered hundreds of requests for exceptions and met weekly to review requests. In general, the recommendations of the Freeze Committee were adopted and provided consistent expectations to offices. As a result of this effort, expenditure savings of \$25.9 million were achieved to permit the MCPS budget to overcome significant deficits in state categories of Special Education and Student Transportation and to provide a net of \$17.9 million in savings that helped to fund the FY 2009 operating budget.

DMBP staff took a leading responsibility for position management and control. New procedures were developed and personnel data confirmed. Improved cooperation with the Department of Financial Services and the Office of Human Resources facilitated the many personnel changes that became effective during FY 2008. During FY 2009, there needs to be further improvement in position control procedures, integrating the Financial Management System with the Human Resources Information System.

DMBP staff coordinated the preparation of sections of the MCPS Master Plan involving financial data and federal grant submissions. This included coordination of involvement of nonpublic schools as required by federal law.

Other special projects were completed or continued in such areas as special education, prekindergarten programs, Title I, transportation, grants administration, revenue, and

employee benefits. DMBP, along with other units, implemented the new Financial Management System (FMS). Implementation in July 2008 included systemwide financial reporting and funds transfer functionality. During FY 2009, continued implementation will include improved budget development and reporting capabilities.

Major Mandates

- Maryland law requires MCPS to prepare an annual budget by category and submit it to the county executive and County Council.
- Board of Education Policy DAA, Fiscal Responsibility and Control, requires procedures to ensure fiscal responsibility and control of all MCPS funds. The Board of Education and the County Council impose strict limits regarding permissible transfers among state categories of expenditure.
- DMBP must obtain Board of Education approval to receive and expend grant funds and County Council approval for supplemental appropriations of grant revenue.
- Each year the County Council provides a lump-sum appropriation under the Provision for Future Supported Projects to allow the Board of Education to approve additional projects that are identified subsequent to the adoption of the annual budget. The Council established the provision because it was considered the most effective way to handle eligible projects. The provision is administered in accordance with Board of Education and County Council policies and procedures.

Strategies

- Organize the budget planning, preparation, and administration process to ensure that resources are aligned with the MCPS strategic plan.
- Develop the long-range fiscal planning process, including improved six-year revenue and expenditure projections, so that the operating budget becomes a tool for supporting the goals of the MCPS strategic plan.
- Expand staff and citizen participation in the budget development process to ensure that budget planning reflects the needs and priorities of customers and stakeholders.
- Implement zero-based budgeting process to align all resources with approved strategic plans.
- Maintain consistency of position management to maintain tighter fiscal control of position authorization.
- Improve communications within the office and with customers and stakeholders to promote greater understanding of budget procedures and proposals.
- Respond to changes in federal and state funding patterns to comply with mandates and maximize available resources in line with strategic plans.
- Improve the quality and timeliness of grant applications to maximize non-tax revenue.
- Improve the quality of budgetary and financial planning tools available to program managers for budget develop-

ment and fiscal monitoring using available technology effectively.

- Use the capability of the Financial Management System to provide timely and useful data as effectively as possible to provide decision makers with the highest quality information and analysis.
- Continually evaluate and redesign work processes in collaboration with customers and stakeholders.
- Improve staff competencies through the professional growth process.
- Develop performance measurements to ensure that the department maximizes the value of its resources and supplies a high-quality product to its customers.

Performance Measures

Performance Measure: Total categorical variance between budget and actual expenditures.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
0.6%	0.5 %	0.3%

Explanation: This measure describes shifts of funds between state categories of expenditure as a measure of budgeting accuracy.

Performance Measure: Cost of unit per \$1,000 of operating budget.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$0.64	\$0.63	\$0.62

Explanation: This measures the efficiency of expenditures on budget preparation and administration.

Performance Measure: Percentage of budget preparation deadlines met.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
86%	90%	90%

Explanation: This measures ability to implement an effective budget preparation process.

Performance Measure: Percent of grant application funding received.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
80.4%	75%	80%

Explanation: This measures success in obtaining grant revenue.

**Budget Explanation
Department of Management, Budget,
and Planning—336**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of a .5 management and budget specialist I position from the Title I grant to the department and a .5 management and budget specialist II position from the department to the Title I grant.

The FY 2010 request for this department is \$1,167,849, a decrease of \$80,449 from the current FY 2009 budget of \$1,248,298. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$10,534)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$10,534 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—(\$69,915)
Reductions in the Department of Management, Budget and Planning are as follows:
1.0 management and budget specialist I position—(\$62,415)
Supporting services part-time salaries—(\$1,575)
Contractual maintenance—(\$375)
Office supplies—(\$2,500)
Local travel—(\$400)
Books and subscriptions—(\$1,650)
Budget meetings—(\$1,000)

**Budget Explanation
Title I Grant—949**

The current FY 2009 budget for this grant is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of .5 management and budget specialist I position from the Title I grant to the department and a .5 management and budget specialist II position from the department to the Title I grant.

The FY 2010 request for this grant is \$70,665, an increase of \$8,449 from the current FY 2009 budget of \$62,216. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$8,449
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$6,820 in continuing salary costs to reflect step or longevity increases for current employees. Benefits associated with continuing salary costs are increased by \$1,629.

Project's Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$62,216	\$62,216	\$70,665
State			
Other			
County			
Total	\$62,216	\$62,216	\$70,665

**Budget Explanation
Provision for Future Supported
Projects—999**

The current FY 2009 budget for the Provision is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$1,034 to the Title II Technology Education grant in the Office of the Chief Technology Officer.

The FY 2010 request for the Provision is \$8,991,083, a decrease of \$92,456 from the current FY 2009 budget of \$9,083,539. The funds were shifted from the provision to offset increases in revenue in grants over and above what was budgeted.

Provision's Funding History

	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal			
State			
Other	\$9,084,573	\$9,083,539	\$8,991,083
County			
Total	\$9,084,573	\$9,083,539	\$8,991,083

Department of Management, Budget & Planning - 336/949

Dr. Marshall C. Spatz, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	14.500	14.500	14.500	13.500	(1.000)
Position Salaries	\$1,221,579	\$1,315,155	\$1,315,155	\$1,249,026	(\$66,129)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		2,199	2,199	2,199	
Supporting Services Part Time		4,928	4,928	3,353	(1,575)
Other		(42,508)	(42,508)	(42,508)	
Subtotal Other Salaries	2,987	(35,381)	(35,381)	(36,956)	(1,575)
Total Salaries & Wages	1,224,566	1,279,774	1,279,774	1,212,070	(67,704)
02 Contractual Services					
Consultants					
Other Contractual		1,280	1,280	905	(375)
Total Contractual Services	801	1,280	1,280	905	(375)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,317	7,317	4,817	(2,500)
Other Supplies & Materials					
Total Supplies & Materials	4,526	7,317	7,317	4,817	(2,500)
04 Other					
Local Travel		1,359	1,359	959	(400)
Staff Development					
Insurance & Employee Benefits		16,197	16,197	17,826	1,629
Utilities					
Miscellaneous		4,587	4,587	1,937	(2,650)
Total Other	9,907	22,143	22,143	20,722	(1,421)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$1,239,800</u>	<u>\$1,310,514</u>	<u>\$1,310,514</u>	<u>\$1,238,514</u>	<u>(\$72,000)</u>

Provision for Future Supported Projects - 999

Dr. Marshall C. Spatz, Director II

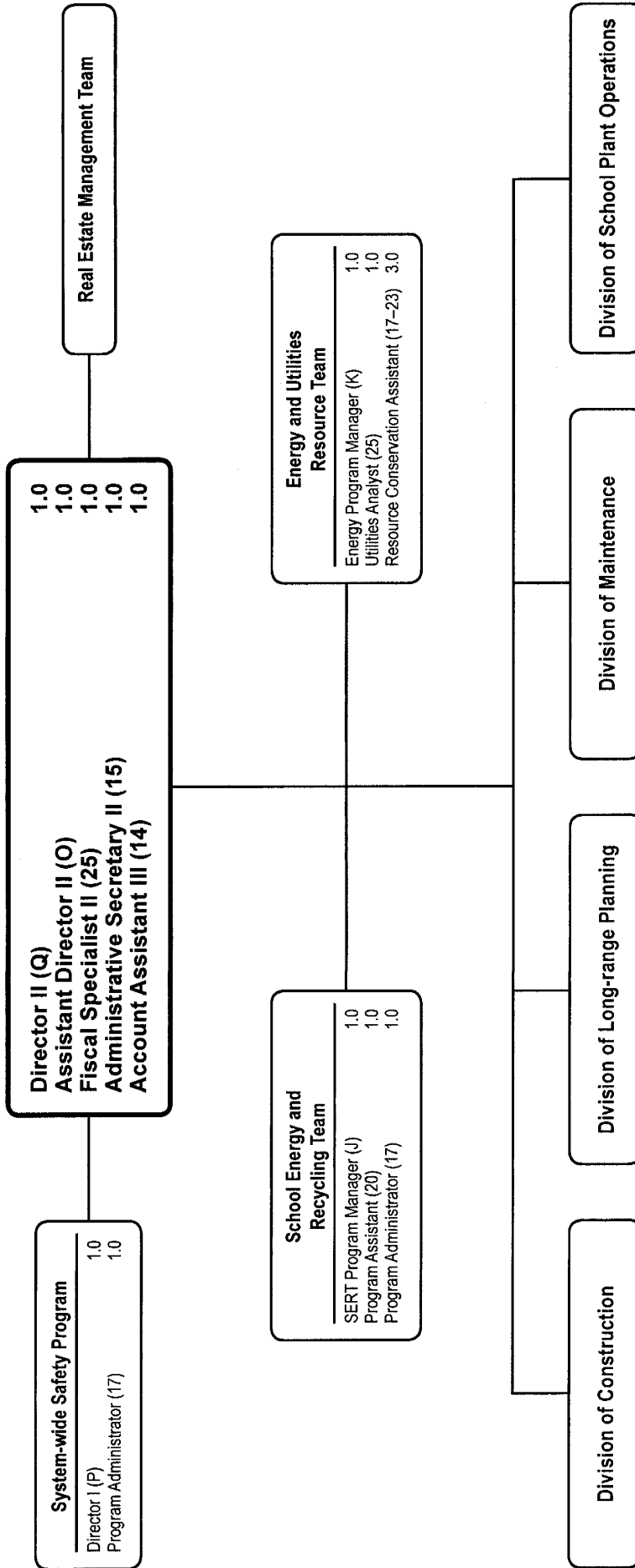
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE) Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		4,701,877	4,701,877	4,680,222	(21,655)
Subtotal Other Salaries	6,753,869	4,701,877	4,701,877	4,680,222	(21,655)
Total Salaries & Wages	6,753,869	4,701,877	4,701,877	4,680,222	(21,655)
02 Contractual Services					
Consultants					
Other Contractual		795,772	795,772	795,772	
Total Contractual Services	1,582,700	795,772	795,772	795,772	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		1,033,402	1,032,368	961,567	(70,801)
Total Supplies & Materials	1,512,607	1,033,402	1,032,368	961,567	(70,801)
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		2,553,522	2,553,522	2,553,522	
Total Other	1,572,610	2,553,522	2,553,522	2,553,522	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	274,620				
Grand Total	<u>\$11,696,406</u>	<u>\$9,084,573</u>	<u>\$9,083,539</u>	<u>\$8,991,083</u>	<u>(\$92,456)</u>

Department of Management, Budget & Planning - 336/949

Dr. Marshall C. Spatz, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	336 Dept. of Management, Budget & Plan.						
1	Q Director II		1.000	1.000	1.000	1.000	
1	O Supervisor		1.000	1.000	1.000	1.000	
1	27 Grants Specialist		1.000	1.000	1.000	1.000	
1	27 Management & Budget Spec III		1.000	1.000	1.000	1.000	
1	26 Management & Budget Spec II		2.500	3.000	2.500	2.500	
1	25 Applications Developer II		1.000	1.000	1.000	1.000	
1	24 Management & Budget Spec I		3.000	2.500	3.000	2.000	(1.000)
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	15 Grants Assistant		1.000	1.000	1.000	1.000	
1	15 Fiscal Assistant II		.500	.500	.500	.500	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		14.000	14.000	14.000	13.000	(1.000)
	949 Comprehensive Admin. - Title I						
1	26 Management & Budget Spec II		.500		.500	.500	
1	24 Management & Budget Spec I			.500			
	Subtotal		.500	.500	.500	.500	
	Total Positions		14.500	14.500	14.500	13.500	(1.000)

Department of Facilities Management



Mission

The mission of the Department of Facilities Management (DFM) is to create and maintain high quality public facilities for learning through staff dedicated to excellence and continuous improvement.

Major Functions

The department is responsible for the following functional areas:

- Facility Design and Construction
- Building Operations and Maintenance
- Capital Programming and Long-range Planning
- Real Estate Management
- Systemwide Safety Programs
- Utility Management and Resource Conservation Services

To support *Our Call To Action: Pursuit of Excellence*, the department is organized into four divisions and three teams to provide assistance to the Office of School Performance (OSP), ensure that quality business services and products are provided to support student learning, and measure performance in a manner that promotes continuous improvement and provides accountability for resources allocated to the department.

The functions of DFM are aligned with the MCPS Strategic Plan goal of providing quality business services that are essential to ensure student learning and success through the following activities:

Ensuring adequate facilities are available for student enrollment

The Division of Long-range Planning develops plans to address changes in enrollment and instructional programs through development of high quality data analysis, planning strategies, and long-range facility plans. Division staff collaborates with other MCPS staff and school communities in the development of educational specifications, facilitates community involvement in the school boundary change process, and facilitates instructional program placements. The division also maintains school boundary information and makes data available to the public and other governmental users.

The Division of Construction manages the construction of new schools, the modernization of aging facilities, relocatable classroom placements, replacement of heating and air-conditioning systems, vehicular/pedestrian access improvements, and accessibility improvements for individuals with disabilities to ensure facilities are completed when needed.

Ensuring a safe and healthy learning environment in facilities

The Systemwide Safety Programs Team oversees the MCPS safety program and assists schools, departments, and offices to ensure safety programs are in place to comply with safety and health regulations, and safety training requirements mandated by OSHA, MOSHA, NFPA, life safety code, blood

borne pathogens exposure control, hazardous materials use and storage, CPSC and ASTM requirements at all MCPS schools and facilities.

The Division of School Plant Operations assists OSP with the allocation of building services staffing, develops standards and productivity measures, provides technical assistance on work techniques and product usage, evaluates overall building service performance, evaluates employee performance in collaboration with school administration, purchases equipment/supplies, provides on-the-job training, and assists with outside usage of school buildings.

The Division of Maintenance contributes to student success by working as a team to provide a high quality learning environment through facility maintenance and repair services, environmental services, capital asset replacement services, and automated energy management services. The division's environmental services includes an Indoor Air Quality (IAQ) Team that conducts indoor air quality assessments, identifies and implements indoor air quality improvements, develops comprehensive building maintenance plans for schools, performs preventative and routine maintenance, trains school-based staff on preventive and routine maintenance procedures/practices, and works closely with the Systemwide Safety Programs Team to ensure that programs are in place at MCPS facilities to comply with life safety, hazardous material, and OSHA requirements.

Conserving resources and improving efficiency to maximize funding available for educational programs

The Real Estate Management Team ensures that building space is used efficiently to support instructional programs, negotiates and manages tenant leases, assists with the development of countywide master plans, acquires and manages future school sites, and generates revenue through joint tenant agreements that are used to offset county funded expenditures.

The Energy and Utilities Program Team focuses on energy strategies and utility management functions to monitor and manage energy costs for all schools. The team develops programs to improve school energy efficiency, initiates innovative strategies such as purchase power agreements for solar photovoltaic systems, and supports other units with real time facility operating data and diagnostics.

The School Energy and Recycling Team (SERT) helps to significantly reduce energy consumption and improve system recycling rates through outreach to students and staff with SERT teams in every school. Students participate in school-based programs that encourage environmental stewardship and provide financial incentives to their schools for conservation and recycling efforts.

The department is committed to realigning resources and improving services through systematic reviews of key business processes to ensure that best practices are utilized to deliver services so that OSP and schools get the support needed for student and school success.

Trends and Accomplishments

This department will continue to be challenged to provide classrooms to accommodate increasing enrollments and meet new state capacity requirements while maintaining and updating older facilities to meet diverse educational program needs. The increasing complexity of environmental regulations and building permit processes coupled with the difficulty of completing major work while buildings are occupied will require a high level of coordinated planning and deployment of resources to ensure projects are completed in a cost-effective manner with a limited impact on the learning environment.

Over the past several years, utility prices have increased dramatically. This trend has required the department to aggressively pursue resource conservation measures. The Energy and Utilities Program Team and the SERT Team are tasked as the lead units in responding to this challenge. These teams have established an impressive record of developing and implementing several Innovative energy saving initiatives. Most recently, the Energy and Utilities Program Team developed a solicitation that resulted in an agreement with a major solar energy corporation to install large-scale photovoltaic (PV) systems on several county schools. Under a power purchase agreement, MCPS agrees to buy the power produced by the solar energy system without providing any up-front cost. The contractor finances, owns, and operates the PV systems. The agreement provides fixed rate electricity at below market prices for 20 years. By hosting the solar PV systems, MCPS facilitates the local production of clean, renewable energy that reduces the stress on the local electric infrastructure and the need for additional interstate transmission lines.

Another important initiative is the procurement of electricity on the wholesale market. By having access to the wholesale market, MCPS is able to purchase future blocks of power through competitive bidding in a very timely and strategic manner. Through this initiative, MCPS has been able to manage market volatility by locking the electricity rates for portions of its power requirements for up to five years. MCPS developed and adheres to a comprehensive risk management plan. A series of energy conservation retrofits and procedures were developed based on collaboration of a work group of school administrators, bargaining unit representatives, and energy program staff. These retrofits included replacing over 500,000 fluorescent lamps with higher efficiency lamps with longer life, replacing outdoor lighting mechanical time clocks with much more reliable electronic time clocks, installing highly efficient indirect lighting fixtures in computer classrooms, and installing task lamps on teachers' desks. These initiatives have been pursued over the last two years and are close to completion. The estimated cost avoidance from these retrofits exceeds \$1.6 million. These initiatives are reducing energy consumption and minimizing the impact of more expensive utilities.

In conjunction with these energy strategy initiatives, the direction of the SERT program has been expanded to include all schools in exciting energy conservation and recycling

behavior efforts. The SERT program has restructured its financial incentive awards to encourage greater participation in both energy conservation and recycling efforts of students and staff in schools.

The department will continue to implement its management plans to improve quality, safety, efficiency, and cost-effective delivery of service through emphasis on strategies that reduce construction costs without sacrificing quality, increase maintenance/operation productivity, and focus on real estate management practices that maximize revenue. The department also will continue to emphasize conservation projects and efforts, including integrating energy management controls with network interface to provide greater accessibility for school and department staff. These efforts will become more important as available resources decrease due to declining tax revenues. In addition, the department will continue to expand its focus to emphasize safety in the workplace and learning environments, through injury prevention/reduction and safety compliance training programs.

The major accomplishments of the department for 2008–2009 include the successful opening of the replacement Richard Montgomery High School, the opening of eight new elementary school classroom additions, four new elementary school gymnasiums, and a modernized elementary school. Facilities staff also completed more than 350 planned maintenance/Improvement projects at 169 schools during the summer of 2008, and has worked with schools, departments, and offices in meeting compliance with safety and health regulations, and reducing accidents/injuries in the workplace. The department is projected to produce at least \$2.495 million in rental revenue in FY 2009 through the real estate management operation.

Major Mandates

- The Americans with Disabilities Act of 1990 requires school districts to modify facilities to improve access for people with disabilities. Since 1978, this department has received capital funds to retrofit and modify facilities to accommodate individuals with disabilities.
- The Asbestos Hazard Emergency Response Act (AHERA) contains a wide range of requirements for handling asbestos-containing materials in school buildings that are being modernized or repaired. Stringent standards dictate how asbestos must be inspected, documented, maintained, repaired, handled, and removed.
- The 1990 Clean Air Act requires the conversion or replacement of any air-conditioning equipment that uses ozone-depleting refrigerants. The Lead Contamination Control Act of 1988 requires testing for lead-containing materials, such as paint, and control and abatement procedures to control possible lead contamination.
- The OSHA General Duty Clause requires each employer to furnish each employee with a place of employment that is free from recognized hazards that cause or are likely to cause death or serious physical harm. Each employer

and employee is required to comply with occupational safety and health standards under OSHA.

- The OSHA/MOSH Blood borne Pathogens Standard (29 CFR 1910.1030) regarding exposure control procedures.
- The OSHA/MOSH Hazard Communication (Employee Right-to-Know) Standard (29CFR1910.1200) regarding proper use, storage, and labeling of hazardous chemicals.
- The ASTM and CPSC regulations and guidelines for playground equipment and ground cover (safety surfacing).
- The Maryland Automated External Defibrillators (AEDs) in High Schools Program regulation requires AEDS and CPR/AED trained staff at each high school and athletic event, including ongoing maintenance and training requirements.
- There are an estimated 100 federal and state laws, local ordinances, licensing reviews, building codes, and fire-safety codes with which MCPS must comply. The cost of implementing these requirements is funded through the capital and operating budgets. A considerable amount of staff time and effort is expended on compliance.
- Maintaining ventilation rates to meet good indoor air quality standards will require that the department collaborate with other units, school staff, and communities to ensure building equipment is properly maintained and operated. This initiative is necessary to create classroom environments that promote successful learning.
- The increasing complexity of constructing new facilities or modernizations with students remaining on site requires new methods for monitoring construction activities to ensure a safe learning environment while the construction work is being completed. Also, the increasing capital budget needs, construction price increases, and decline in funding for major improvements will require that the department search for new techniques and strategies to ensure capital funds are effectively utilized.
- In FY 2004, the County Council mandated that all county agencies would be required to file an Environmental Action Plan (EAP). This mandate will require the department to identify measures as part of annual budget plans to comply with countywide practices for resource conservation and environmental stewardship. The MCPS EAP includes several capital budget initiatives for energy conservation pilots, such as ground source heat pump systems. It also includes a High Performance Green Building Plan that outlines a program to develop green standards for building designs and apply for Leadership in Energy and Environmental Design certification.
- During FY 2004, elevated lead levels in water were discovered in public facilities throughout the Washington Metropolitan Area. This precipitated extensive testing of the water in MCPS facilities to identify problem areas and implement corrective measures where needed. Remediation efforts started in FY 2006 and will continue through the current school year.
- State and local authorities continue to establish more stringent restrictions for special protection areas, such

as wetlands and stream valley buffers. These restrictions have prevented MCPS from developing certain properties for facility improvements or as potential new school sites and will require that more expensive strategies be pursued for future improvements.

- In FY 2005, a legislative statute was approved that requires the state to establish licensing provisions for employees responsible for operating low pressure boilers. This will increase the level of training that is required for building service staff assigned to elementary schools.
- In FY 2005, the state increased the goal for Minority Business Enterprise (MBE) subcontracting on school construction to 25 percent with sub-goals for certain MBE categories. Given the limited number of qualified minority owned firms that typically bid school construction work in the Washington Metropolitan Area, this increase will continue to challenge the department's ability to meet state goals.
- In FY 2006, a state law was adopted that requires automatic electronic defibrillators be available, along with trained personnel, for all high school athletic events. This unfunded mandate requires MCPS to provide annual training and maintenance resources to continue the program.

Strategies

As part of the periodic update of the department's strategic plan, staff is focusing on customer responsiveness, energy conservation programs, and improving business practices to increase productivity. To support these strategies, the departmental leadership team is implementing plans to link unit Web sites to give customers easy access to information and service delivery, using an online survey to obtain service feedback from principals, establishing a customer advisory group that meets periodically to discuss service delivery and related issues, establishing program guidelines for cyclical improvement reviews of all major department processes, and implementing resource conservation strategies developed by a collaboration work group.

Performance Measures

Performance Measure: Thousands of energy consumption units (BTU) per facility square footage.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
58.9	58.3	57.7

This measures utility consumption efficiency by tracking total energy use per building square footage.

Performance Measure: Return on funds utilized to support resource conservation programs.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
2.8	2.6	3.0

This measures the effectiveness and efficiency of energy savings programs.

Performance Measure: Percentage of business processes scheduled for review for improvement strategies that were completed.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measures compliance with department's multi-year plan to systematically review all major business processes.

**Budget Explanation
Department of Facilities
Management—321/324/325/326**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$44,000 from contractual services and \$6,000 from ERT equipment to fund a new recycling program. There is a reduction of a 1.0 building service worker position and \$35,049 from the Division of School Plant Operations into this department's budget to fund a 1.0 systemwide safety program administrator position. There is a reduction of \$28,043 and a .5 administrative secretary position to cover the additional salary cost of the program administrator position. Also, there is a reduction of \$42,895 and a 1.0 mechanical systems worker position from the Division of Maintenance into this department's budget to fund a 1.0 SERT program administrator position. A 1.0 supervisor position and \$126,251 has been reconstituted to a 1.0 director I position.

The FY 2010 request for this department is \$50,105,580, an increase of \$2,924,633 from the current FY 2009 budget of \$47,180,947. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$61,095

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$61,095 in continuing salary costs to reflect step or longevity increases for current employees.

Enrollment—\$346,758

With the addition of a new elementary school, it is projected that \$172,625 is needed to fund additional utility costs. This includes \$167,844 for electricity and \$4,781 for water and sewer charges.

Included in the budget is an increase of \$141,865 to fund projected utility costs from expanded square footage at renovated schools. This includes \$117,107 for electricity, \$19,310 for natural gas, and \$5,448 for water and sewer.

This budget is increased by \$32,268 for relocatable classrooms due to a projected increase in enrollment.

Other—\$3,680,533

The budget includes a \$3,680,533 increase for utilities expenses. This is based on projected rates and usage for electricity, heating oil, natural gas, propane and water and sewer. Electricity rates are projected to increase by 8 percent, heating oil rates are projected to increase by 80 percent, natural gas rates are expected to increase by 3 percent, propane rates are projected to increase by 37 percent, and water and sewer rates are projected to increase by 19 percent.

Reductions—(\$1,163,253)

Energy Savings—(\$500,000)

The budget is reduced by \$1,000,000 for projected savings in utilities cost. The department is engaged in ongoing efforts to identify opportunities for energy savings through energy efficiencies and new technologies.

Other Reductions—(\$163,753)

Reductions are necessary to fund higher priority program needs. Additional reductions in the Department of Facilities Management are as follows:

- .5 green schools program manager position—(\$45,830)
- Supporting services part-time salaries—(\$11,927)
- Stipends—(\$10,550)
- Contractual services—(\$1,000)
- Recycling program supplies—(\$44,000)
- Healthcare supplies—(\$18,438)
- Local travel—(\$3,800)
- Travel out—(\$500)
- Books and subscriptions—(\$840)
- Furniture and equipment—(\$26,868)

UTILITIES

	FY 2009 BUDGETED AMOUNT	FY 2009 BUDGETED RATE	FY 2010 REQUESTED AMOUNT	FY 2010 REQUESTED RATE	INC/(DEC) FY 10 - FY 09 AMOUNT
Electricity	\$ 28,609,756	\$ 0.1345	\$ 30,820,721	\$ 0.1453	\$ 2,210,965
Fuel Oil #2	594,500	2.20	443,477	3.95	(151,023)
Natural Gas	10,105,812	1.48	9,994,389	1.52	(111,423)
Propane	71,154	1.90	133,936	2.60	62,782
Water and Sewer	2,458,215	4.88	3,441,937	5.79	983,722
Total	\$ 41,839,437		\$ 44,834,460		\$ 2,995,023

Department of Facilities Management - 321/324/325/326

Joseph J. Lavorgna, Acting Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	20.000	14.000	15.500	15.000	(.500)
Position Salaries	\$1,243,041	\$1,192,108	\$1,270,052	\$1,285,317	\$15,265
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends		21,100	21,100	10,550	(10,550)
Professional Part Time					
Supporting Services Part Time		11,927	11,927		(11,927)
Other					
Subtotal Other Salaries	12,266	33,027	33,027		(22,477)
Total Salaries & Wages	1,255,307	1,225,135	1,303,079	1,295,867	(7,212)
02 Contractual Services					
Consultants					
Other Contractual		1,942,522	1,898,522	1,897,522	(1,000)
Total Contractual Services	39,089	1,942,522	1,898,522	1,897,522	(1,000)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		1,000	1,000	1,000	
Other Supplies & Materials		59,855	109,855	46,417	(63,438)
Total Supplies & Materials	19,159	60,855	110,855	47,417	(63,438)
04 Other					
Local Travel		3,658	3,658	858	(2,800)
Staff Development		500	500		(500)
Insurance & Employee Benefits					
Utilities		41,819,791	41,819,791	44,814,814	2,995,023
Miscellaneous		2,008,370	2,008,370	2,039,798	31,428
Total Other	44,230,048	43,832,319	43,832,319	46,855,470	3,023,151
05 Equipment					
Leased Equipment					
Other Equipment		42,172	36,172	9,304	(26,868)
Total Equipment	33,069	42,172	36,172	9,304	(26,868)
Grand Total	\$45,576,672	\$47,103,003	\$47,180,947	\$50,105,580	\$2,924,633

Department of Facilities Management - 321/324/325/326

Joseph J. Lavorgna, Acting Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
10	P Director I				1.000	1.000	
10	O Assistant Director II		1.000	1.000	1.000	1.000	
10	O Supervisor		1.000	1.000			
10	M Team Leader		1.000	1.000			
10	K Energy Program Manager				1.000	1.000	
10	J SERT Program Manager				1.000	1.000	
10	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
10	25 Utilities Analyst		1.000	1.000	1.000	1.000	
10	25 SERT Program Manager		1.000	1.000			
10	25 Green Schools Prog Mgr		1.500	.500	.500		(.500)
10	23 Resource Conservation Asst		3.000	3.000	3.000	3.000	
10	20 SERT Program Assistant		1.000	1.000	1.000	1.000	
10	17 Program Administrator				1.000	2.000	1.000
11	17 Program Administrator				1.000		(1.000)
10	16 Heating Mechanic I		3.000				
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
10	14 Administrative Secretary I		.500	.500			
10	14 Account Assistant III			1.000	1.000	1.000	
10	10 Heating Service Worker Shift I		3.000				
Total Positions			20.000	14.000	15.500	15.000	(.500)

Real Estate Management Fund

Team Leader (M)	1.0
Site Administration Specialist (25)	1.0*
Data Systems Operator II (15)	0.5
Fiscal Assistant II (15)	1.0
Building Services Manager II (12)	2.0
Secretary (12)	1.0
Building Services Assistant Manager I (10)	1.0

F.T.E. Positions 6.5
(*In addition, there is a 1.0
Capital Budget position
shown on this chart)

FY 2010 OPERATING BUDGET

Mission

The mission of the Real Estate Management Team is to effectively manage the real estate interests of the Montgomery County Public Schools (MCPS), including space and leasing management, site acquisition for construction and future inventory, disposition of excess land, right-of-way grants, joint-use agreements, and other real property interests that will retain and improve the quality of public school facilities.

Major Functions

The team members support space management, site acquisition, and budget/administration activities. Team members participate on multi-agency committees to plan for future school and child care needs, resolve problems, and identify new revenue sources. These multi-agency committees include the Maryland-National Capital Park and Planning Commission Development Review Committee, the Interagency Coordinating Board's Child Care Committee, Montgomery County Department of Transportation, and the Montgomery County Telecommunications Transmission Facility Coordinating Group.

Team members consult with school and central office staff on the need for additional space for school programs and administrative use, develop proposals to lease space, and identify surplus MCPS space that can be made available on a leased basis for complementary child care tenant programs and others as appropriate. Team members also assist principals with identifying and selecting high-quality child care programs for their schools, and monitor customer satisfaction and tenant compliance throughout the term of the lease, as well as review applications and negotiate fees for approved cellular tower installations on school sites.

Team members identify, negotiate, and acquire sites for future schools through dedication or by purchase. Inventoried school sites that have not been identified for immediate construction are advertised and leased for agricultural or recreational purposes, producing revenue and eliminating the cost of their maintenance. Team members also resolve school property boundary issues and coordinate the review and approval of license agreements and memoranda of understanding with local and bi-county agencies for use of portions of school sites. Team members oversee the Adopt-a-Field Program, which saves the Board of Education the cost of maintaining athletic fields by having private groups pay for maintenance in exchange for exclusive use during non-school hours.

Team members forecast revenues and expenses for each budget cycle to ensure that the fund remains self-supporting. They monitor tenants for lease compliance and survey customers for satisfaction on a regular basis.

Trends and Accomplishments

Smaller class size initiatives continues to impact the availability of space that MCPS can make available for before and after the school day child care programs, as well as programs

that complement early childhood education. Space that has been rented to child care providers in previous years has had to be retrieved for instructional use, at the same time the need for top quality child care services is growing. Expansion of full-day kindergarten has eliminated the need for complementary kindergarten programs.

Countywide land use master plans continue to permit expansion of residential development, while in-fill development occurs in older areas of the county. The students generated from housing growth and younger families moving into older, established neighborhoods have led to the need for additional sites, retrieval and reopening of closed schools, and relocating administrative staff. In older areas of the county, team members will seek opportunities to expand smaller school sites to accommodate current school programming and identify suitable sites in newly developing areas.

Accomplishments in FY 2008 include successfully working with county and municipal leaders to negotiate a right-of-way taking by the Maryland State Highway Administration at Judith A. Resnik Elementary School. Team members hosted a Site Selection Advisory Committee, which recommended an elementary and a middle school site approved by the Board of Education for the Clarksburg/Damascus Middle School and the Clarksburg Cluster Elementary School. Team members also facilitated the lease and relocation of administrative staff serving on the team implementing the successful launch of the Financial Management System. In addition, they negotiated numerous right-of-way grants in connection with utility, road improvements, and forest conservation easements. One cellular tower lease was executed at Springbrook High School. The unit's effective management of the revenue and expenses associated with the department's leasing operations created sufficient net earnings to reduce a portion of the operating budget funds needed to rent space for administrative functions that cannot be housed in schools or at the Carver Educational Services Center.

Major Mandates

- The school community seeks objective measures to determine the quality of on-site child-care providers. Team members encourage tenant child-care providers to obtain professional designation in the National Association for the Education of Young Children (NAEYC) for preschool care or the National School Age Care Alliance (NSACA) for before- and after-school care. The Maryland State Department of Education also has developed a certification program that is available to qualify vendors at a lower cost. The Board policy and regulation for joint occupancy of MCPS facilities (ECM and ECM-RA) set forth the procedures and criteria for leasing surplus school space.
- Board Policy ECN, Telecommunications Transmission Facilities, sets forth the criteria for evaluating applications for the installation of private telecommunication facilities on school land.
- Board Policy FAA, Long-Range Educational Facilities Planning, sets forth the criteria for school site size and the process for site selection. Team members comply with

the State Public School Construction Program to obtain Board of Public Works approval to acquire, modify, or dispose of school sites.

- County land use master plans are regularly amended, requiring review for projected school and administrative needs. The amended Shady Grove Sector Plan has caused a need to reassess the Board's service park for potential relocation. Other master plan amendments may cause the need to identify additional sites or retrieve closed facilities.
- Newly amended laws regarding forest conservation and storm water management may indicate the need to acquire real property rights to reduce impermeable surfaces and provide for tree save in support of new and modernized school projects.

Strategies

- Maintain a database of potential clients and leasing rates to ensure available space is aggressively marketed and net revenue from rents is maximized.
- Work closely with school principals to ensure surplus space is used effectively and nontraditional approaches to space management are explored to support programs that promote student achievement.
- Monitor lease agreements to ensure compliance.
- Work closely with county agency staff to identify and acquire school sites during land use master planning and later preliminary subdivision application stages to ensure an adequate number of school sites to meet the needs of the public school construction program.
- Coordinate with school principals to identify suitable locations for telecommunications facilities that will not impact school programming, while providing a shared revenue source for the fund and cluster schools.

Performance Measures

Performance Measure: The Real Estate Management Fund maintains self-supporting balances.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Revenues	\$2,254,431	\$2,255,518	\$2,326,832
Expenses	2,313,251	\$2,542,903	\$2,326,832
Net Income	(\$58,820)	(\$287,385)	\$ — 0 —

Explanation: This measures ability to balance revenues and expenses. In FY 2008, a decision was made to allow spending to exceed revenues collected and spend a portion of net assets to further supplement the Department of Facilities Management operating budget for office rents. In FY 2009, revenues have decreased due to termination of leases to accommodate space for increased enrollments. A loss is anticipated, but remaining net assets will continue to be 20 percent of projected income. The recommendation for FY 2010 is to break even on projected revenues and expenses.

Budget Explanation

Real Estate Management Fund—850

The FY 2010 request for this fund is \$2,651,095, an increase of \$101,992 from the current FY 2009 budget of \$2,549,103. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$17,933

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$15,986 in continuing salary costs to reflect step or longevity increases for current employees. Benefits associated with continuing salary costs are increased by \$1,947.

Other—\$84,059

There is a \$6,226 reduction in revenue sharing payments to schools related to delays in getting new cell towers installed. A reduction of \$53,873 in the budget for utilities is the result of a decrease in square footage that is being leased. There is a reduction in the relocatables budget of \$31,140 due to the elimination of relocatables for child care services.

The budget for building rental costs is increased by \$158,298 and the budget for legal expenses is increased by \$17,000 to reflect actual costs and operations of the fund.

Real Estate Management Fund - 850

Joseph J. Lavorgna, Acting Director II

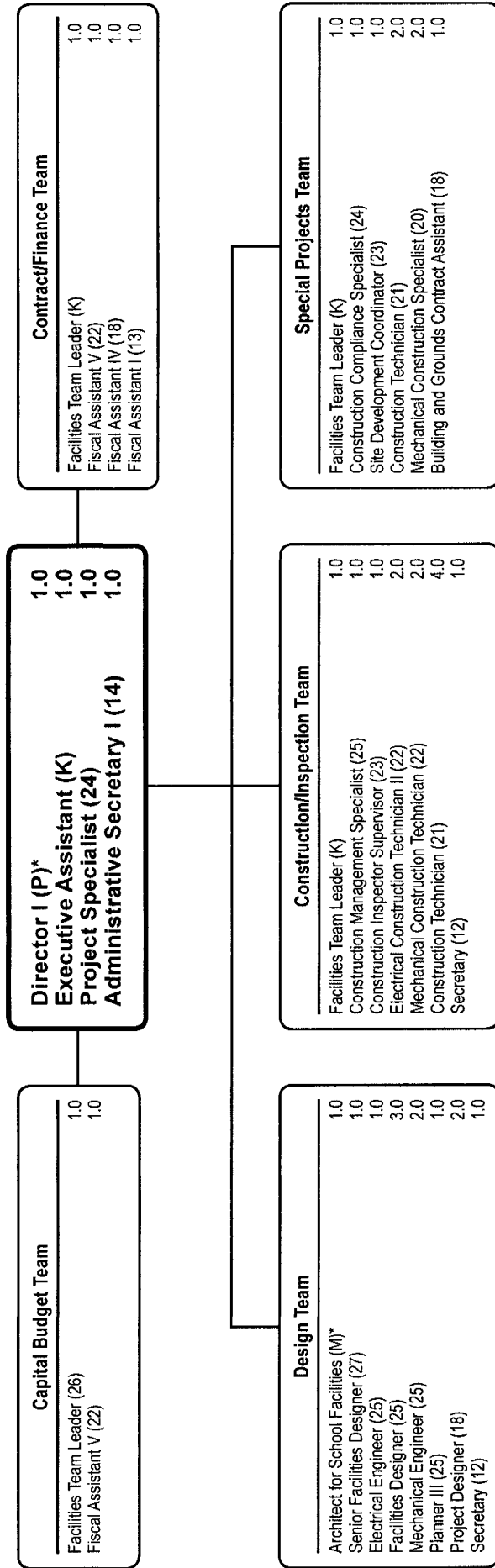
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	4.500	6.500	6.500	6.500	
Position Salaries	\$340,343	\$389,559	\$389,559	\$405,545	\$15,986
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		87,583	87,583	87,583	
Other		79,611	79,611	79,611	
Subtotal Other Salaries	141,683	167,194	167,194	167,194	
Total Salaries & Wages	482,026	556,753	556,753	572,739	15,986
02 Contractual Services					
Consultants					
Other Contractual		1,233,183	1,233,183	1,408,481	175,298
Total Contractual Services	111,010	1,233,183	1,233,183	1,408,481	175,298
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,700	5,700	5,700	
Other Supplies & Materials		66,163	66,163	66,163	
Total Supplies & Materials	21,546	71,863	71,863	71,863	
04 Other					
Local Travel		3,693	3,693	3,693	
Staff Development		2,000	2,000	2,000	
Insurance & Employee Benefits		131,496	131,496	133,443	1,947
Utilities		235,824	235,824	181,951	(53,873)
Miscellaneous		304,591	304,591	267,225	(37,366)
Total Other	1,659,515	677,604	677,604	588,312	(89,292)
05 Equipment					
Leased Equipment					
Other Equipment		9,700	9,700	9,700	
Total Equipment	5,508	9,700	9,700	9,700	
Grand Total	\$2,279,605	\$2,549,103	\$2,549,103	\$2,651,095	\$101,992

Real Estate Management Fund - 850

Joseph J. Lavorgna, Acting Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
51	M Team Leader		1.000	1.000	1.000	1.000	
51	15 Data Systems Operator II		.500	.500	.500	.500	
51	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
51	12 Secretary		1.000	1.000	1.000	1.000	
51	12 Building Service Manager II		1.000	2.000	2.000	2.000	
51	10 Build Svcs Asst Mgr I Shft 2			1.000	1.000	1.000	
	Total Positions		4.500	6.500	6.500	6.500	

Division of Construction



*F.T.E. Positions 2.0
(In addition, there are 40.0 Capital Budget positions shown on this chart)

FY 2010 OPERATING BUDGET

Mission

The mission of the Division of Construction is to efficiently manage planning, design, and construction processes to provide quality learning environments.

Major Functions

This division coordinates the development of the six-year Capital Improvements Program (CIP) in conjunction with the Division of Long-range Planning, and manages facilities planning, design, and construction activities for capital projects through five teams, each of which is responsible for specific activities.

The Capital Budget and Planning Team works closely with school communities and the superintendent to develop the six-year state and local CIP for Board approval. Once adopted by the Board, the planning team prepares any documentation required by other local and state elected officials for review and approval.

The Design Team procures architectural/engineering services, coordinates design activities with consultants and project stakeholders, secures approvals for plans and specifications from outside agencies, and coordinates construction bidding. The team also assists with the capital budget process by preparing cost estimates and expenditure requirements for capital projects.

The Special Projects Team implements relocatable classroom moves, plans and constructs special capital projects, such as accessibility modifications for individuals with disabilities, improved safe vehicular/pedestrian access to school sites, and systemic HVAC replacements.

The Construction Inspection Team administers projects during the construction phase to ensure that work complies with plans and specifications and is completed on time.

The Fiscal Management Team manages spending for capital projects, initiates and reviews payments for completed work, and ensures that contracts comply with federal, state, and local government requirements, as well as monitoring and reporting Minority Business Enterprise participation. The team also is responsible for outreach efforts to support minority businesses as part of the effort to achieve the Board of Education's goal of 25 percent Minority Business Enterprise participation in construction related activities.

Trends and Accomplishments

Construction costs have stabilized in the Washington metropolitan area mainly due to slower growth in the commercial market and a significant decline in the residential market. As result of the decline in construction activities in the region, more contractors and labor resources are available, resulting in competitive bid prices. However, costs for raw materials, such as steel, copper, plastics, concrete, and gypsum, remain extremely volatile due to global demands. In addition, the cost of oil and other petroleum related products continues to escalate at unprecedented rates, creating short supply and long lead time for construction materials. Even though the

commercial construction market is stable and the residential market has weakened, there has been a continued increase in the number of public projects needed to meet the demand for schools, transportation, and federal government infrastructure. With construction prices increasing and growing demands on county tax revenues, the division must intensify efforts to control costs and streamline operations to ensure the most effective use of available funds and manpower. Emphasis will be placed on improving current practices to control cost, such as feasibility planning, repeated designs, lifecycle cost analysis, value engineering, constructability analysis, and effective management of building processes.

Another trend affecting the unit is the increasing complexity of planning a major facility project. The time required to complete the architectural design and obtain approval from the various permitting agencies has increased significantly due to regulatory and procedural requirements. The division has implemented an increased timeframe for architectural planning and construction on certain projects as part of the FY 2009–2014 CIP to allow for improved planning and design.

In FY 2008, the Division of Construction successfully completed the following construction projects:

1. Modernization of Richard Montgomery High School
2. Modernization of College Gardens Elementary School
2. Additions to Ashburton, Fallsmead, Fields Road, Stedwick, Travilah, and Wayside elementary schools; and Thomas W. Pyle and Westland middle schools
3. Gymnasium additions to Brookhaven, Cloverly, Stonegate, and Strathmore elementary schools
4. School-Based Health Center at Summit Hall Elementary School

In FY 2009, the following projects will be under construction:

1. Modernization of Bells Mill, Carderock Springs, Cashell, Cresthaven, and Galway elementary schools; Francis Scott Key Middle School; and Walter Johnson High School
2. Additions to East Silver Spring, Luxmanor, Takoma Park, and Washington Grove elementary schools; and Bethesda-Chevy Chase and Poolesville high schools
3. New Clarksburg Elementary School #8
4. Various improvements at Northwood High School
5. Gymnasium addition at Meadow Hall Elementary School
5. School Based Health Center at New Hampshire Estate Elementary School

As part of the FY 2009 and FY 2010 capital budgets, 22 major capital projects have been funded for architectural planning and 22 feasibility studies are under way for future projects.

The division also provides design and management oversight of countywide CIP projects including Americans with

Division of Construction—322

James Song, Director

240-314-1000

Disabilities Act (ADA) compliance retrofits, fire safety code upgrades, HVAC replacements, improved (safe) access to schools, and relocatable classrooms.

Major Mandates

- The Division of Construction must comply with local, state, and federal codes in designing and building facilities. These codes include federal requirements in the Americans with Disabilities Act; the Asbestos Hazard Emergency Response Act; state environmental codes; bidding statutes; funding reimbursements/payment requirements for projects funded by the Interagency Agency for School Construction; and Montgomery County building, storm water management, and fire/safety codes.
- There are 14 codes and regulations that require the employment of people who are licensed to perform professional and technical services, such as professional architects, engineers, electricians, and plumbers. These codes/regulations impose requirements to ensure that new facilities are constructed in compliance with federal, state, and local statutes.
- As a part of county requirements, all new and modernization projects with planning started in FY 2008 and later must obtain minimum of silver rating in Leadership in Energy and Environmental Design (LEED) through the United States Green Building Council (USGBC) or through the county permitting office.

Strategies

- Utilize the continuous improvement process to periodically analyze and evaluate work processes.
- Involve all stakeholders in the process to ensure customer expectations and needs are incorporated in the improvement process.
- Develop an information database that is easily accessible and available to customers on the status of Division of Construction activities and processes utilized to plan and construct capital projects.
- Explore and implement alternative construction delivery systems and other value-added measures to ensure cost control, quality products, and timely completion.
- Deploy team approaches to eliminate single-point responsibilities and develop contingency plans.
- Enhance organizational staffing and structure to increase efficiency and maintain quality of work.

Performance Measures

Customer Focus

Performance Measure: Customer satisfaction with a major capital project (Rating scale 1 to 5).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
4.6	4.5	4.5

Explanation: This measures the building principal and staff satisfaction with the design and construction processes.

Employee Focus

Performance Measure: Employee satisfaction survey of division staff (Rating scale 1 to 5).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
4.0	4.1	4.2

Explanation: This measures the division's staff' satisfaction with the work environment.

Financial Results

Performance Measure: Average project change order percentage.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
3.7%	3.5%	3.3%

Explanation: This measures the accuracy of the contract plans and number of owner changes during construction.

Performance Measure: Construction cost per square foot.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$259.00	\$265.00	\$279.00

Explanation: This measures the cost effectiveness of building designs used to meet program requirements and building standards.

Organizational Results

Performance Measure: Timely completion of major capital projects.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
94%	100%	100%

Explanation: This measures the timely completion of design and construction projects and variance of bid costs versus project budgets.

Budget Explanation

Division of Construction—322

The FY 2010 request for this division is \$256,536, an increase of \$1,980 from the current FY 2009 budget of \$254,556. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,980

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,980 in continuing salary costs to reflect step or longevity increases for current employees.

Division of Construction - 322

James Song, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	2.000	2.000	2.000	2.000	
Position Salaries	\$241,587	\$254,556	\$254,556	\$256,536	\$1,980
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	241,587	254,556	254,556	256,536	1,980
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other					
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$241,587</u>	<u>\$254,556</u>	<u>\$254,556</u>	<u>\$256,536</u>	<u>\$1,980</u>

Division of Construction - 322

James Song, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	M Architect - School Facilities		1.000	1.000	1.000	1.000	
	Total Positions		2.000	2.000	2.000	2.000	

Division of Long-range Planning

Director I (P)	1.0
Coordinator GIS Services (26)	1.0
Senior Facilities Planner (26)	1.0
Administrative Secretary I (14)	1.0
Boundary Information Specialist (13)	0.6

Mission

The mission of the Division of Long-range Planning is to prepare decision makers and the community to address changes in enrollment and instructional programs through development of high quality data analysis, planning strategies, and long-range facility plans.

Major Functions

In order to support *Our Call to Action: Pursuit of Excellence*, the Strategic Plan for the Montgomery County Public Schools (MCPS), the Division of Long-range Planning is focused on ensuring adequate school facilities are available in the future. To accomplish this, the division performs seven main functions—developing demographic analyses and projecting student enrollment; developing strategies and long-range facility plans to meet capacity and instructional program needs; coordinating publication of the six-year Capital Improvements Program (CIP) and the Educational Facilities Master Plan; developing school boundaries and student choice consortia; maintaining accurate school boundary information and disseminating this information; representing MCPS interests in county land use planning and growth policy; and planning database management and Geographic Information System (GIS) services.

Division staff develops enrollment projections for the system as a whole, for special programs, and for each school. These projections include annual enrollments for the six-year CIP, and for 10 and 15 years into the future. Enrollment projections are prepared each fall and updated each spring. These projections are critical to the formulation of the operating budget and capital improvements program. Accurate enrollment projections ensure sufficient funding is requested to meet student needs and that limited resources are allocated wisely.

Based on enrollment projections and analysis of individual school facility utilizations, staff develops plans to address school space needs. A variety of planning strategies are utilized, including relocatable classrooms for interim use, boundary changes, student choice consortia, and construction of new schools and additions.

In addition, staff includes modernization of older schools, technology modernization, and countywide systemic projects in CIP planning. Staff works closely with school communities, the Division of Construction, and the superintendent to develop a recommended six-year CIP for Board of Education review and approval. Once adopted by the Board, staff prepares documentation required by elected officials for review and approval of the Board's CIP request. After adoption by the County Council, staff publishes the Educational Facilities Master Plan for submission to the Maryland State Department of Education for review and comment.

Division staff implements approved capital and non-capital planning actions by collaborating with school communities and other MCPS staff to develop educational specifications, facilitate boundary changes and student choice consortia studies, and determine instructional program

placements—including special education programs, prekindergarten programs, ESOL centers, centers for the highly gifted, language immersion centers, and others.

Division staff is responsible for maintaining accurate school boundaries and making this information available to the public online and in map books that are published periodically. In addition, staff provides a telephone boundary information service that provides callers with official school assignments for specific addresses. The primary customers of this boundary service are school staff, members of the real estate community, and the general public.

Division staff conducts research on demographic trends and planning issues, participates in county master plan processes, and prepares the “schools test” for the county’s growth policy. Staff monitors the local economy and housing market to support forecasting and long-range planning.

Division staff develops and maintains GIS applications and a demographic and facility planning database that are necessary for enrollment forecasting, facility planning, boundary and consortia studies, and other types of planning analyses.

Trends and Accomplishments

Trends

Major trends impacting the mission of the Division of Long-range Planning include changing enrollment levels, increased student race/ethnic and language diversity, a changing economy, a volatile housing market, and space requirements needed to implement the federal *No Child Left Behind Act of 2001*, and the state *Bridge to Excellence in Public Schools Act of 2002* (full-day kindergarten in all elementary schools and prekindergarten opportunities for all disadvantaged children. MCPS program initiatives have resulted in a significant reduction of elementary school capacities. In addition, a recalculation of middle school program capacities now better reflects facility utilization at this level. Ongoing issues with aging facilities, increased construction costs, increased housing densities around METRO stations, and growth management efforts, also effect Division operations.

The number of county resident births has topped 13,000 in Montgomery County since 2000. Despite the current plateauing of enrollment, these increases in county births will impact enrollments in the long term, and will keep pressure on MCPS to add capacity in the future. Over the past 20 years a strong local economy has generated substantial migration of households to the county, the construction of new housing, turnover of existing homes, and in some cases, multiple occupancy of residences. Consequently, significant enrollment increases have occurred in parts of the county with large subdivisions under development, and in established neighborhoods where young families with children have moved into existing housing and the demographic composition has changed.

Elementary school enrollment decreased from 2002 through 2006. However, as larger birth cohorts have reached school-age, and the phase-in of the new kindergarten entry age

has been completed, increases in elementary enrollment began again in 2007. Over the next six years elementary enrollment is projected to increase by 4,000 students. At the secondary level the dip that occurred in elementary enrollment is now working its way through the grade levels. Consequently, middle and high school enrollment are projected to decrease for the next five to six years. These decreases in secondary enrollment offset the increases in elementary enrollment, resulting in a leveling of total enrollment for the next six years.

In a coordinated effort to address student performance, student-to-teacher ratios have been reduced at the elementary school level. Elementary schools were staffed at a ratio of approximately 23:1 in FY 2008. Focus elementary schools have even lower staffing ratios, with full-day kindergarten at 15:1 and Grades 1 and 2 at 17:1. Smaller class sizes have increased space needs throughout the county. Relocatable classrooms continue to be an important interim measure to meet the space needs from enrollment increases and class size reduction efforts. Reducing the number of relocatable classrooms is an important objective. In FY 2006, the peak of relocatable usage, there were 685 relocatables at schools to address capacity shortages. By FY 2008, that number had been reduced to 462. Further decreases are expected in the coming years.

Accomplishments

In FY 2008, the Division of Long-range Planning pursued its mission through a range of planning activities, highlighted by the adoption of the FY 2009 Capital Budget and FY 2009–2014 CIP that includes \$1.288 billion in expenditures over the six-year period. Division staff developed and facilitated the review process for this CIP. This CIP provided an increase in expenditures of \$76.1 million from the previously approved CIP. This increase enabled most capital projects to remain on schedule, with the exception of a one year delay in modernizations at three high schools, a two year modernization delay at two other high schools, and a two year delay in gym construction at three elementary schools.

Division enrollment forecasts for FY 2008 were highly accurate, with official enrollment only 738 over projection, a forecast accuracy of 99.5 percent. In addition, 72.5 percent of all schools were very close to forecast—within 5 percent of their projected enrollment. Division staff developed and presented demographic information and analyses to MCPS officials in order to frame facility planning needs. The Division worked closely with school principals and community superintendents to revise school enrollment forecasts for FY 2009 staffing allocations. An accelerated schedule for the forecast revision, staffing allocations, and relocatable classroom placement decisions has improved services to schools. In addition, a new approach to adjusting enrollment forecasts after they have been published provided more information to refine staffing levels.

Division staff responded to Board of Education concerns over the inclusion of Special Education parents in facility planning—especially parents of students in special center programs. Division staff revised the Long-range Educational

Facilities Planning regulations (FAA-RA) to provide more opportunities for input from the Special Education community. A number of outreach efforts to this community will now be routinely conducted.

Division staff coordinated the completion of educational specifications and feasibility studies for seven elementary schools, three middle schools, and two high school projects. Division staff developed program scopes for a number of Building Modification and Program Improvement (BPMI) projects, including science labs at four high schools, Cisco labs at two high schools, a Musical Dance Academy at one high school, and a Digital Art/ Music laboratory at another high school. Division staff worked closely with the Montgomery County Department of Health and Human Services on CIP projects at MCPS schools, including Wellness Centers.

Division staff conducted two school boundary studies—one in Clarksburg and the other in Potomac. The Clarksburg study was focused on developing boundaries for the new Clarksburg Elementary School #8, which opens in August, 2009, at the Milestone site. The Potomac study was focused on relieving Potomac Elementary School of overutilization through boundary changes with two schools that are being expanded; Bells Mill and Seven Locks elementary schools. Both of these boundary studies resulted in high levels of community satisfaction with the process, and the opportunities for advisory committee representatives to participate and be heard.

Division staff worked with county officials on a comprehensive review of the county growth policy that resulted in adoption of a more restrictive schools adequacy test. Division staff worked with county officials to draft regulations for new school impact taxes on residential development. New school impact tax rates will increase revenue for school capital projects. Division staff provided support to growth policy efforts in the cities of Gaithersburg and Rockville where school tests also are conducted on an annual basis. Division staff worked closely with county planning officials to coordinate master plans with school site needs and facility planning activities. Plans under review included the Germantown, Gaithersburg West, Twinbrook, and White Flint master plans. Division staff also participated in the site selection process for a new elementary school and a new middle school in the Clarksburg Cluster.

Division staff continued development work on a new Oracle-based demographic and facility planning database. The application is providing a more robust system for data management, analysis, and report writing. Although further work on the application is needed, it was operational for development of the 2008 to 2013 enrollment forecast, and production of the FY 2009–2014 CIP and Master Plan. In addition, Division staff upgraded the school system's Geographic Information System (GIS). Division staff provided mapping services to an expanding internal MCPS customer base, as well as other county agencies.

Division staff responded to a high volume of requests for boundary information. The school boundary line responds

to an increasingly diverse population of non-English speakers (approximately 50 percent of calls are from non-English speakers). The ability of staff to speak Spanish greatly enhances this service. Use of the Division's Web-based school assignment locator is well established and features new enhancements regularly. In FY 2008 an average of 12,000 address searches occurred monthly on this service, including multiple address searches that a single individual may conduct.

Division staff received Six Sigma training and facilitated a review process for the Division of School Plant Operations. This process identified ways to improve basic skills training for School Plant Operations staff.

Major Mandates

- Section 5-306 of the Education Article, Annotated Code of Maryland, requires MCPS to prepare a six-year CIP annually and submit it to the county executive and County Council.
- The Rules, Regulations, and Procedures for Administration of the School Construction Program adopted by the State Board of Public Works requires that MCPS prepare, submit, and annually amend its educational facilities master plan. Under the State School Construction Program, MCPS also is required to submit its annual and subsequent five-year CIP.
- Section 302 (Amended 1996) of the Montgomery County Charter requires MCPS to prepare a biennial CIP and submit it to the county executive and County Council by December 1st for odd-numbered fiscal year requests, and amendments for even-numbered fiscal year requests.
- The Montgomery County Government Growth Policy requires MCPS to annually provide enrollment projections, school capacities, and the Board of Education-requested capital improvements for incorporation in the Growth Policy.
- Board of Education Policy FAA, Long-range Educational Facilities Planning, requires MCPS facility planning to incorporate educational program objectives, goals of the quality integrated education policy, and extensive public involvement.
- The federal *No Child Left Behind Act of 2001* and the state *Bridge to Excellence in Public Schools Act of 2002* require that space be available in high-performing schools to allow students in under-performing federal Title I schools to transfer. The state legislation requires that space be provided for full-day kindergarten in all elementary schools, and space for disadvantaged students to participate in prekindergarten classes.

Strategies

- Continually improve processes to identify and understand the needs of customers and stakeholders.
- Continuously improve communication tools to enable external customers and stakeholders to understand planning issues and activities.

- Maintain and improve the division's information system.
- Routinely assess division planning processes, staff workloads, and staff strengths in the context of the strategic plan.
- Foster an environment where staff is empowered to exercise personal leadership and team work is encouraged.
- Research and identify emerging trends that may impact school system facility planning and the division mission.
- Maintain relationships with communities to better engage these groups in understanding division planning processes.
- Incorporate school system program initiatives and consideration of multi-purpose use of schools in facilities planning processes.
- Continuously assess work practices in light of new technologies, staff capabilities, and customer needs.
- Take every opportunity to recognize employee contributions.

Performance Measures

Performance Measure: Enrollment forecast accuracy of countywide one-year forecast.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
99.5%	99.5%	99.5%

Explanation: The accuracy of the countywide enrollment projections is critical to the development of the overall operating and capital budgets.

Performance Measure: Enrollment forecast accuracy of countywide six-year forecast.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
97.8%	98.0%	98.0%

Explanation: The accuracy of the six-year forecast is critical to the development of long-range facility plans for the CIP and for multiyear operating budgets.

Performance Measure: Enrollment forecast accuracy of individual school's one-year forecast.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
72.5%	80.0%	80.0%

Explanation: The accuracy of individual school forecasts is critical to operating and capital budget decisions regarding distribution of resources (e.g., staffing, supplies, and relocatable classrooms).

Performance Measure: Community involvement in planning “opportunity to participate.”

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
100.0%	95.0%	95.0%

Explanation: Measuring participants’ sense of opportunity to participate in Division advisory committees provides valuable feedback on perceptions of access to MCPS processes.

Performance Measure: Community involvement in planning “ideas respected and thoughts represented.”

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
100.0%	95.0%	95.0%

Explanation: Measuring representation and respect for participant activity in Division advisory committees provides valuable feedback on issues that are important in the community and need to be considered by MCPS decision makers.

Budget Explanation

Division of Long-range Planning—335

The FY 2010 request for this division is \$453,983, a decrease of \$3,657 from the current FY 2009 budget of \$457,640. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$26,777

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$26,777 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a realignment of \$400 from contractual maintenance to local travel to cover the increase in the local mileage reimbursement rate.

Reductions—(\$30,434)

Reductions in the Division of Long-range planning are as follows:

- .4 boundary information specialist position—(\$22,434)
- Supporting services part-time salaries—(\$575)
- Contractual maintenance—(\$500)
- Office supplies—(\$750)
- Geographic Information Systems (GIS) supplies—(\$6,175)

Division of Long-range Planning - 335

Bruce Crispell, Director I

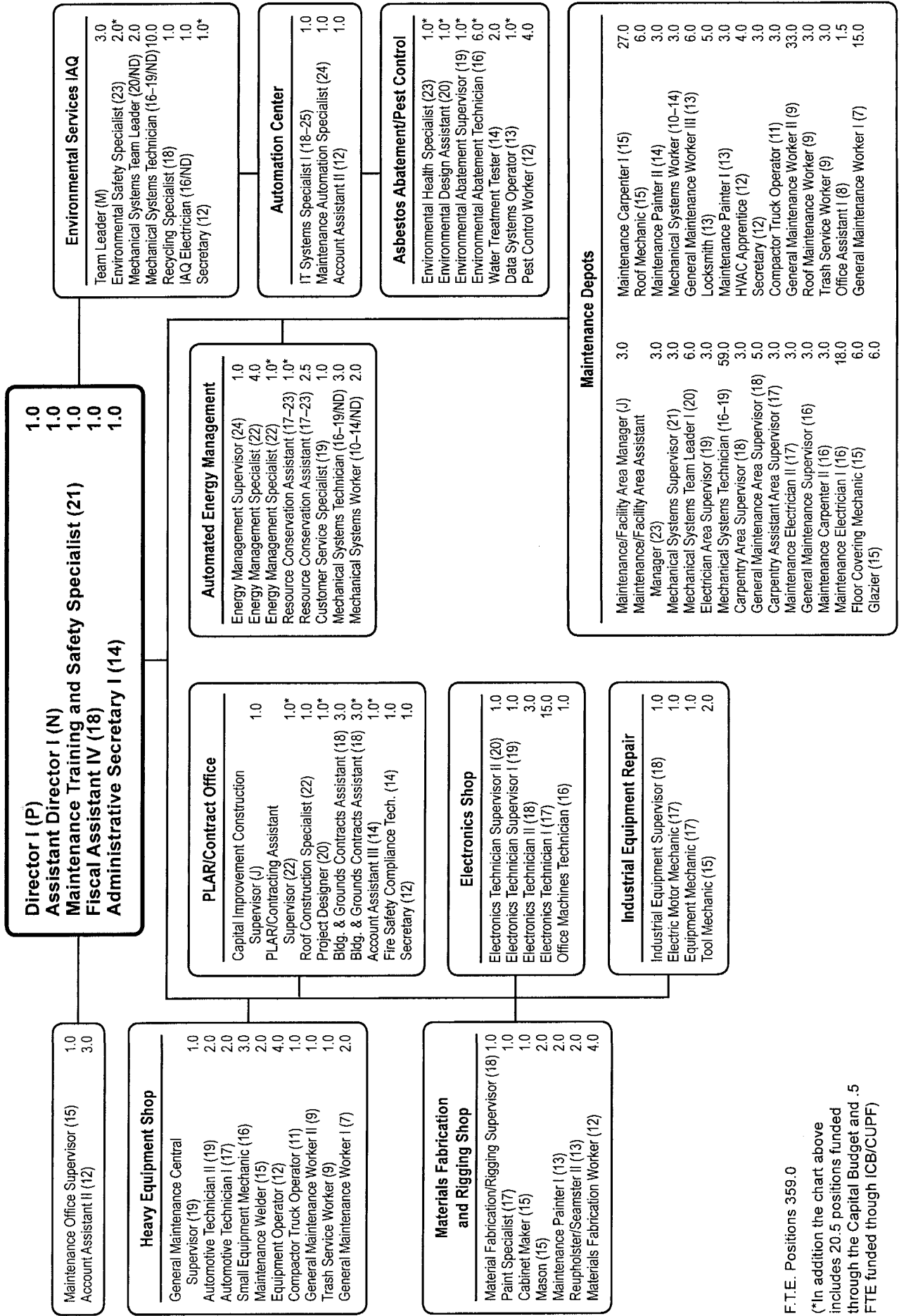
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	5.000	5.000	5.000	4.600	(.400)
Position Salaries	\$406,855	\$427,326	\$427,326	\$431,669	\$4,343
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,575	1,575	1,000	(575)
Other					
Subtotal Other Salaries		1,575	1,575	1,000	(575)
Total Salaries & Wages	406,855	428,901	428,901	432,669	3,768
02 Contractual Services					
Consultants					
Other Contractual		13,500	13,500	12,600	(900)
Total Contractual Services	5,800	13,500	13,500	12,600	(900)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,333	3,333	2,583	(750)
Other Supplies & Materials		9,577	9,577	3,402	(6,175)
Total Supplies & Materials	3,858	12,910	12,910	5,985	(6,925)
04 Other					
Local Travel		2,329	2,329	2,729	400
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	3,791	2,329	2,329	2,729	400
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$420,304</u>	<u>\$457,640</u>	<u>\$457,640</u>	<u>\$453,983</u>	<u>(\$3,657)</u>

Division of Long-range Planning - 335

Bruce Crispell, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	26 Coordinator GIS Services		1.000	1.000	1.000	1.000	
1	26 Sr. Facilities Planner		1.000	1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
1	13 Boundary Information Spec		1.000	1.000	1.000	.600	(.400)
	Total Positions		5.000	5.000	5.000	4.600	(.400)

Division of Maintenance



F.T.E. Positions 359.0

(*In addition the chart above includes 20.5 positions funded through the Capital Budget and .5 FTE funded through ICB/CUPF)

ND Night Differential = Shift 2

Mission

The mission of the Division of Maintenance is to contribute to student success by working as a team to provide high quality facilities support, including maintenance and repair, environmental services, capital asset replacements, and automated energy management.

Major Functions

The division provides supervisory and administrative support to plan, program, and manage four major functional areas for all MCPS facilities—maintenance and repairs, environmental services, capital asset replacements, and automated energy management. These varied services are coordinated and performed by three regional maintenance depots (Bethesda, Clarksburg, and Randolph) and one central depot (Shady Grove).

The division performs a wide variety of maintenance and repair services and some preventive maintenance services at all MCPS facilities. It makes repairs to building components and systems in the areas of heating, ventilation, and air conditioning (HVAC), electrical, plumbing, and carpentry. It provides general maintenance services such as grass cutting for large fields, snow and ice removal for driveways and parking lots, and hauling and excavation services. The division performs facility-related environmental services such as indoor air quality (IAQ) and related preventive maintenance for HVAC systems, fire and life safety compliance, recycling, trash removal, hazardous waste management and disposal, integrated pest management services, water quality testing for HVAC systems, and underground storage tank management and removal. It also employs trained and licensed specialists to remove and dispose of asbestos-containing materials when required by regulations. The Planned Lifecycle Asset Replacement (PLAR) and Contracting section plans, programs, coordinates, and manages contracted projects to refurbish or replace facility equipment and building components such as, but not limited to, asphalt and concrete surfaces, building roofs, fire safety systems, restrooms, carpet and floor tile, doors and windows, bleachers and grandstands, boilers and water heaters, and air conditioning systems. The Automated Energy Management section operates and maintains computerized controls for heating and cooling systems. The division also coordinates requirements for contracted maintenance and repair services for elevators, heating and air conditioning systems, and other building systems and components that are beyond the capabilities of in-house personnel.

Trends and Accomplishments

The Division of Maintenance continues to experience growing demand for services resulting from (1) increases in the number, size, age, and utilization rates of school facilities; (2) compliance with regulations and responses to customer requests related to indoor air quality, environmental protection, fire protection, school security, and emergency preparedness; (3) increased complexity of computer-controlled

HVAC and related mechanical systems; and (4) property damage caused by weather events and acts of vandalism.

Mandatory requirements to comply with federal, state, and county regulations pertaining to environmental protection and fire and life safety codes continue to present fiscal challenges to the division. When problems arise, suspected violations occur, or new mandates are implemented on short notice, immediate corrective action must be implemented. Additionally, restrictions on the use of pesticides have increased the costs of environmental protection and pest control services.

Aging facilities and extensive, after-hours utilization of schools are major contributors to higher breakdown rates for HVAC equipment. Additionally, growth in student enrollment in recent years has resulted in continued dependence on relocatable classrooms, which require more maintenance than permanent facilities.

During the past six fiscal years (FY 2003 through FY 2008), the amount of building space maintained by the Division of Maintenance grew by more than 1.7 million square feet, or about 8.0 percent, for a total of about 23 million square feet. The addition of new schools and other modernization projects, offset by some reductions in the number of relocatable classrooms, has contributed to the significant increase in facilities to be maintained. During this same five-year period, the number of work orders received annually has grown from about 48,000 to over 60,000. However, the number of employees who perform maintenance and repair services has not kept pace with the growth in square feet maintained or work orders generated. Growing demand for service and vacancy rates in maintenance positions that vary from five to eight percent combine to challenge the ability of the division to respond to customer needs. These challenges extend to the area of IAQ. Each year, requests for unplanned air quality investigations and remediation projects have steadily increased and have reduced the IAQ teams' ability to perform their other major functions of preparing building maintenance plans and providing scheduled inspections and preventive maintenance services.

Real growth in facilities inventory, the number of relocatable classrooms, and heavy after-hours utilization of schools contribute to increased demand for maintenance-related services. In addition, annual budgets for maintenance supplies, contracted maintenance, and vehicle operations have not kept up with the actual growth in the costs of these commodities and services.

In spite of significant challenges and constraints, the Division of Maintenance has continued to improve its work processes and levels of production through Implementation of various initiatives and professional development of the workforce.

The division is continuing a multiyear process of implementing a "get to excellence plan" to improve business efficiencies based on "lean" management concepts. Included in this initiative are ongoing enhancements to the computerized maintenance management system ("Maximo") to expand

supervisors' and managers' capabilities to process and monitor work orders, track and control inventory, and provide short- and long-term management of facility assets. The enhancements also include user-friendly, web-based access to allow customers to more easily request work and to monitor work order status and history.

The division is continuing to improve its Internet website to provide more information to schools and staff on maintenance organization, capabilities, services, procedures, and points of contact for assistance.

The division is continuing a six-year-old initiative of conducting annual in-house training for first line supervisors, managers, staff, and other interested employees in an effort to improve the quality of leadership and levels of professionalism and production. In conjunction with cyclic professional development training, the director also provides annual briefings to employees to review performance; share information; and discuss priorities, expectations, and special subjects of interest.

The division has improved its procedures for interviewing and selecting candidates to fill vacant positions and for ensuring fair and equitable job competition on a "level playing field." In a related effort, the division completed cultural competence workshops for all managers, supervisors, and key staff members in FY 2008.

The division is in the second year of executing a state-approved apprenticeship program for four HVAC mechanic trainees. This four-year training program will help the division improve long-term management of vacancies in this critical skilled trade and, as a result, improve service to customers.

The division developed and implemented the first phase of a position banding initiative, in which the HVAC and plumbing shops were consolidated into a new mechanical systems shop. This initiative provides improved opportunities for employee advancement and greater flexibility of the maintenance depots to respond to work requests, while reducing the overall number of job classifications to be managed.

The division fosters employee ownership of the strategic business plan by involving staff in periodic updates of the plan and by providing all employees with copies of updated plans. During FY 2009, the division will update its business plan and append it to its Internet web site so that it can be viewed by all customers and stakeholders.

The collective and measurable successes of these various initiatives include improving productivity, a level backlog of work in spite of growing demand, stable levels of employee morale and job satisfaction, minimal employee grievances, improved employee perceptions of their leaders, and steady levels of customer satisfaction. In summary, the Division of Maintenance continues to contribute to student success by effectively employing its available resources to meet the maintenance and related service needs of a growing facilities inventory.

Major Mandates

Mandated work for the division includes the following:

- Semiannually test all fire suppression systems in kitchens (state and county regulations).
- Semiannually inspect all roofs and provide reports to the state of Maryland
- Semiannually conduct inspections and update management plans for asbestos abatement in more than 95 facilities (Asbestos Hazard Emergency Response Act).
- Annually test and certify more than 200 fire alarm and sprinkler systems in all schools and administrative facilities (Montgomery County Fire Code and National Fire Protection Association Life Safety Code).
- Annually inspect and service more than 2,000 fire extinguishers (Montgomery County Fire Code and National Fire Protection Association Life Safety Code).
- Annually inspect and test more than 160 elevators (state of Maryland).
- Annually inspect and certify more than 950 back-flow plumbing valves. Perform overhauls of selected items every three to five years (state and county regulations).
- Annually perform integrated pest management in over 200 facilities; maintain records and provide required notifications of pest control applications (state of Maryland).
- Annually recycle 50 percent of the total waste stream generated by schools (Montgomery County goal).

Strategies

- Sustain an information campaign to ensure that customers and stakeholders understand and appreciate the division's mission, functions, capabilities, business processes, and procedures.
- Continue to develop and control business and service delivery processes and procedures in order to improve productivity, efficiency, and customer service.
- Continue to implement and sustain programs to recruit, develop, and retain employees in order to reduce turnover and vacancies and to promote long-term organizational stability.

Performance Measures

Performance Measure: Customer Satisfaction (Scale: 1/Poor to 5/Excellent).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
3.9	4.0	4.1

Explanation: The Baldrige National Quality program suggests that standards of service quality should be customer-driven. Therefore, the level of customer satisfaction is a core performance measure for delivery of maintenance and repair services. Performance information for FY 2008 is based on January 2008 survey responses from 124 schools that reported levels of satisfaction with both the timeliness and quality of maintenance and repair services.

Performance Measure: Total number of maintenance work orders completed during the fiscal year (Scale: Actual Total).

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
56,096	57,000	58,000

Explanation: The total number of maintenance work orders completed is a direct measure of completed work effort in support of customer schools and facilities. Documented annual increases in work output occurred from FY 2003 to FY 2006, with consistent growth in the major trade areas (e.g., carpentry, electrical, general maintenance, HVAC, and plumbing).

Performance Measure: Employee Satisfaction (Scale: 1/Poor to 5/Excellent).

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
3.7	3.8	3.9

Explanation: Levels of productivity and efficiency in an organization are closely related to how employees feel about their workplace environment, wages and benefits, the quality of supervision, and opportunities for professional development and career advancement. Employee satisfaction levels for FY 2008 are based on surveys performed in October 2007 as part of the director's annual workforce briefings. Five years of employee satisfaction data show a slowly improving trend in results.

**Budget Explanation
Division of Maintenance—
323/338/339/972**

The current FY 2009 budget for this division is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of a 1.0 mechanical systems technician position and \$42,895 from this division's budget to fund a 1.0 SERT program administrator position in the Department of Facilities Management. Also, \$390,174 and 6.0 mechanical systems technician positions are realigned from shift I to shift II.

The FY 2010 request for this division is \$32,113,608, an increase of \$154,647 from the current FY 2009 budget of \$31,958,961. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$287,433

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$287,433 in continuing salary costs to reflect step or longevity increases for current employees.

Inflation—\$82,099

Applying an inflation factor of 3 percent increases the budget for general maintenance supplies by \$82,099.

Other—\$200,000

An additional \$100,000 is budgeted for contractual services and \$100,000 is budgeted for general maintenance supplies. These increases are needed to reflect the actual costs of these items.

Reductions—(\$414,885)

Reductions in the Division of Maintenance are as follows:
 3.0 general maintenance worker III positions—(\$176,973)
 3.0 maintenance painter I positions—(\$173,268)
 1.0 plasterer position—(\$59,743)
 Contractual services—(\$4,901)

Division of Maintenance - 323/338/339/972

Roy Higgins, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	356.000	367.000	366.000	359.000	(7.000)
Position Salaries	\$19,458,850	\$22,074,142	\$22,031,247	\$21,908,696	(\$122,551)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends		26,000			
Professional Part Time					
Supporting Services Part Time					
Other		691,660	717,660	717,660	
Subtotal Other Salaries	612,557	717,660	717,660	717,660	
Total Salaries & Wages	20,071,407	22,791,802	22,748,907	22,626,356	(122,551)
02 Contractual Services					
Consultants		21,755	21,755	21,755	
Other Contractual		3,013,686	3,013,686	3,108,785	95,099
Total Contractual Services	2,555,211	3,035,441	3,035,441	3,130,540	95,099
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		582	582	582	
Other Supplies & Materials		2,638,496	2,638,496	2,820,595	182,099
Total Supplies & Materials	2,985,633	2,639,078	2,639,078	2,821,177	182,099
04 Other					
Local Travel		2,474	2,474	2,474	
Staff Development		61,015	61,015	61,015	
Insurance & Employee Benefits					
Utilities					
Miscellaneous		2,393,925	2,393,925	2,393,925	
Total Other	1,980,376	2,457,414	2,457,414	2,457,414	
05 Equipment					
Leased Equipment		736,561	736,561	736,561	
Other Equipment		341,560	341,560	341,560	
Total Equipment	1,304,359	1,078,121	1,078,121	1,078,121	
Grand Total	\$28,896,986	\$32,001,856	\$31,958,961	\$32,113,608	\$154,647

Division of Maintenance - 323/338/972/339

Roy Higgins, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	323 Division of Maintenance						
11	P Director I		1.000	1.000	1.000	1.000	
11	N Assistant Director I		1.000	1.000	1.000	1.000	
11	J Maintenance Facility Area Mgr		3.000	3.000	3.000	3.000	
11	J Capital Impr Construct Supv		1.000	1.000	1.000	1.000	
11	25 IT Systems Specialist		1.000	1.000	1.000	1.000	
11	24 Energy Mgt Supervisor		1.000	1.000	1.000	1.000	
11	24 Maintenance Automation Spec		1.000	1.000	1.000	1.000	
11	23 Resource Conservation Asst		2.500	2.500	2.500	2.500	
11	23 Maint/Facility Area Asst Mgr		3.000	3.000	3.000	3.000	
11	22 Energy Management Spec		4.000	4.000	4.000	4.000	
11	22 Roof Construction Specialist		1.000	1.000	1.000	1.000	
11	21 Mechanical Systems Supervisor			3.000	3.000	3.000	
11	21 Training and Safety Specialist		1.000	1.000	1.000	1.000	
11	20 Mech Systems Team Ldr Shft 1			6.000	6.000	6.000	
11	20 Electronic Technician Supv II		1.000	1.000	1.000	1.000	
11	19 Energy Mgt Customer Svc Spec		1.000	1.000	1.000	1.000	
11	19 Mechanical Systems Tech Shft 1			62.000	62.000	62.000	
11	19 General Maint Central Supv		1.000	1.000	1.000	1.000	
11	19 Electrician Area Supervisor		3.000	3.000	3.000	3.000	
11	19 Electronic Technician Supv I		1.000	1.000	1.000	1.000	
11	19 HVAC Refrigerator Area Supv		3.000				
11	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
11	18 Fiscal Assistant IV			1.000	1.000	1.000	
11	18 Carpentry Area Supervisor		3.000	3.000	3.000	3.000	
11	18 Plumber Area Supervisor		3.000				
11	18 General Maintenance Area Supv		3.000	5.000	5.000	5.000	
11	18 Boiler Mechanic II		3.000				
11	18 Recycling Specialist		1.000	1.000	1.000	1.000	
11	18 Build & Ground Contracts Asst		3.000	3.000	3.000	3.000	
11	18 Material Fabrication Sup		1.000	1.000	1.000	1.000	
11	18 Electronic Technician II		3.000	3.000	3.000	3.000	
11	18 Industrial Equipment Supv		1.000	1.000	1.000	1.000	
11	18 HVAC Mechanic Shift I		3.000				
11	17 Carpentry Asst Area Supv		3.000	3.000	3.000	3.000	
11	17 Heating Boiler Mechanic		3.000				
11	17 Maintenance Electrician II		3.000	3.000	3.000	3.000	
11	17 Electric Motor Mechanic		1.000	1.000	1.000	1.000	
11	17 Electronic Technician I		15.000	15.000	15.000	15.000	
11	17 Paint Specialist		1.000	1.000	1.000	1.000	
11	17 Equipment Mechanic		1.000	1.000	1.000	1.000	
11	17 Refrigerator Maint Mechanic		3.000				
11	17 HVAC Mechanic I Shift 1		14.000				

Division of Maintenance - 323/338/972/339

Roy Higgins, Director I

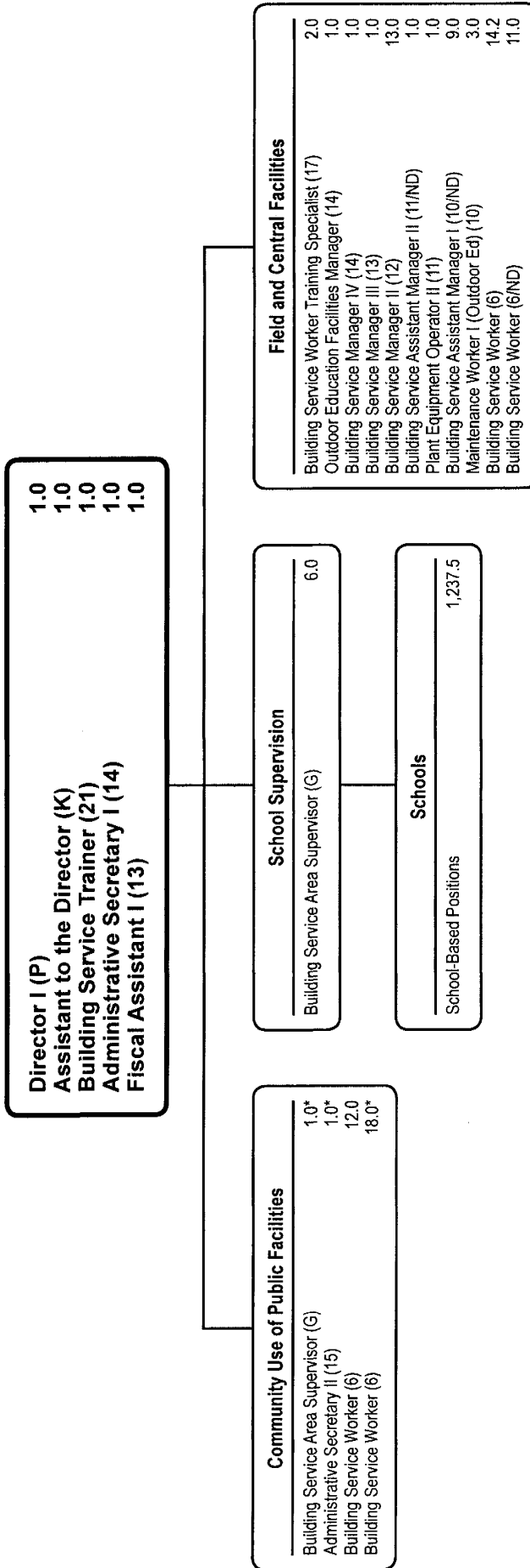
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	323 Division of Maintenance						
11	17 Auto Technican I Shift 1		2.000	2.000	2.000	2.000	
11	16 Maintenance Carpenter II		3.000	3.000	3.000	3.000	
11	16 Heating Mechanic I		3.000				
11	16 Maintenance Plumber		3.000				
11	16 General Maintenance Supervisor		3.000	3.000	3.000	3.000	
11	16 Maintenance Electrician I		18.000	18.000	18.000	18.000	
11	16 Office Machine Technician		1.000	1.000	1.000	1.000	
11	16 Small Equipment Mechanic		3.000	3.000	3.000	3.000	
11	15 Supervisor		1.000	1.000	1.000	1.000	
11	15 Maintenance Carpenter I		27.000	27.000	27.000	27.000	
11	15 Floor Covering Mechanic		6.000	6.000	6.000	6.000	
11	15 Roof Mechanic		6.000	6.000	6.000	6.000	
11	15 Glazier		6.000	6.000	6.000	6.000	
11	15 Maintenance Plumber I		12.000				
11	15 Boiler Mechanic I		6.000				
11	15 Tool Mechanic		2.000	2.000	2.000	2.000	
11	15 Cabinet Maker		1.000	1.000	1.000	1.000	
11	15 Maintenance Welder		2.000	2.000	2.000	2.000	
11	15 Mason		2.000	2.000	2.000	2.000	
11	15 Gas Mechanic		3.000				
11	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
11	14 Mech Sys Worker Shift 1			3.000	3.000	3.000	
11	14 Mechanical Sys Worker Shift 2			3.000	2.000	2.000	
11	14 Sheet Metal Mechanic		3.000				
11	14 Maintenance Painter II		4.000	3.000	3.000	3.000	
11	14 Water Treatment Tester		2.000	2.000	2.000	2.000	
11	14 Fire Safety Compliance Tech.		1.000	1.000	1.000	1.000	
11	14 Firebrick Repairer		3.000				
11	13 General Maintenance Worker III		9.000	9.000	9.000	6.000	(3.000)
11	13 Locksmith		5.000	5.000	5.000	5.000	
11	13 Reupholsterer Seamster II		2.000	2.000	2.000	2.000	
11	13 Plasterer		1.000	1.000	1.000		(1.000)
11	13 Maintenance Painter I		8.000	8.000	8.000	5.000	(3.000)
11	12 Secretary		4.000	4.000	4.000	4.000	
11	12 Account Assistant II		4.000	4.000	4.000	4.000	
11	12 Equipment Operator		4.000	4.000	4.000	4.000	
11	12 Pest Control Worker Shift 1		4.000	4.000	4.000	4.000	
11	12 Materials Fabrication Worker		4.000	4.000	4.000	4.000	
11	11 Compactor Truck Operator		4.000	4.000	4.000	4.000	
11	10 Heating Service Worker Shift I		3.000				
11	9 General Maintenance Worker II		34.000	34.000	34.000	34.000	
11	9 Roof Maintenance Worker		3.000	3.000	3.000	3.000	

Division of Maintenance - 323/338/972/339

Roy Higgins, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	323 Division of Maintenance						
11	9 Trash Service Worker		4.000	4.000	4.000	4.000	
11	8 Office Assistant I		1.500	1.500	1.500	1.500	
11	7 General Maintenance Worker I		17.000	17.000	17.000	17.000	
	Subtotal		336.000	347.000	346.000	339.000	(7.000)
	338 Indoor Air Quality						
11	M Team Leader		3.000	3.000	3.000	3.000	
11	20 Mech Systems Team Ldr Shft 2			2.000	2.000	2.000	
11	19 Mechanical Systems Tech Shft 1			6.000			
11	19 Mechanical Systems Tech Shft 2			4.000	10.000	10.000	
11	18 Indoor Air Quality Team Ldr		2.000				
11	17 HVAC Mechanic I Shift 2		4.000				
11	16 Indoor Air Qual Electrician		1.000	1.000	1.000	1.000	
11	15 Indoor Air Quality Tech I		6.000				
	Subtotal		16.000	16.000	16.000	16.000	
	339 Maintenance Apprenticeship Program						
11	12 HVAC Apprentice			4.000	4.000	4.000	
3	12 HVAC Apprentice		4.000				
	Subtotal		4.000	4.000	4.000	4.000	
	Total Positions		356.000	367.000	366.000	359.000	(7.000)

Division of School Plant Operations



Director I (P) 1.0
 Assistant to the Director (K) 1.0
 Building Service Trainer (21) 1.0
 Administrative Secretary I (14) 1.0
 Fiscal Assistant I (13) 1.0

Community Use of Public Facilities

Building Service Area Supervisor (G) 1.0*
 Administrative Secretary II (15) 1.0*
 Building Service Worker (6) 12.0
 Building Service Worker (6) 18.0*

School Supervision

Building Service Area Supervisor (G) 6.0

Schools

School-Based Positions 1,237.5

Field and Central Facilities

Building Service Worker Training Specialist (17) 2.0
 Outdoor Education Facilities Manager (14) 1.0
 Building Service Manager IV (14) 1.0
 Building Service Manager III (13) 1.0
 Building Service Manager II (12) 13.0
 Building Service Assistant Manager II (11/ND) 1.0
 Plant Equipment Operator II (11) 1.0
 Building Service Assistant Manager I (10/ND) 9.0
 Maintenance Worker I (Outdoor Ed) (10) 3.0
 Building Service Worker (6) 14.2
 Building Service Worker (6/ND) 11.0

F.T.E. Positions 1,317.20
 (*Chart includes 1,237.0 school-based positions shown on K-12 chart. In addition, there are 20.0 positions funded by ICB.)

ND Night Differential = Shift 2

FY 2010 OPERATING BUDGET

Mission

The mission of the Division of School Plant Operations (SPO) is to provide building services with qualified people to ensure a clean, safe, comfortable, and attractive facility environment that is conducive to health and learning by using efficient, effective techniques and materials.

Major Functions

The division maintains the cleanliness of school facilities by supervising and training building service staff, conducting formal inspections of all buildings, managing the inventory of cleaning supplies, and maintaining effective cleaning equipment.

The division directs school-based staff that provides cleaning, grounds care, minor maintenance, and systems monitoring at all schools and facilities. The division trains building service staff on proper building and equipment maintenance. Building service supervisors visit schools frequently for formal and informal inspections, training, and staff counseling to ensure that quality standards are maintained.

The division also schedules and provides building service workers and supervision for community activities in schools, and represents MCPS on various committees of the county's Office of Community Use of Public Facilities.

The division administers funds for housekeeping supplies, equipment, and materials. The division also arranges for repairing and maintaining cleaning equipment.

Trends and Accomplishments

The division faces many challenges, including an increasing number of staff with limited English proficiency, indoor air quality issues, the increasing complexity of building operating systems, providing support for the increasing demand for administrative space, increasing position vacancy rates for critical building services assistant manager positions, and increased use of facilities by the public, as well as extended school-year programs. To comply with a state regulation, SPO employees who oversee the operation of boilers in schools are required to possess a stationary engineer's license. SPO works with the Office of Human Resources and training staff to ensure that over 500 employees who require a stationary engineer's license are trained, licensed, and available to support schools.

To improve the effectiveness and efficiency of staff and equipment, the division analyzes facility needs, trains staff in systematic team cleaning techniques and has provided all schools with high performance floor maintenance equipment. The division promoted workforce excellence by training staff in the competency-based Supporting Services Professional Growth System. The division also certified employees in basic building service skills, supervisory and leadership, boiler, air conditioning, and other plant equipment operations.

To reduce the environmental impact of facility services on student and staff productivity and to improve operational efficiency, division staff modified operational processes

and adopted environmentally responsible standards for purchases of cleaning products and equipment. Staff implemented a comprehensive Healthy, High Performance Cleaning Program that will ensure that sustainable operations are maintained at all facilities.

Since FY 2002, the numbers of Asian American and Hispanic employees in the division have increased by 66 and 93 percent respectively, while the number of African American and White employees has decreased. Of the 1,423 school plant operations employees surveyed in 2007, approximately 29 percent indicated a desire to receive assistance to improve their English skills. In order to increase the opportunity for succession planning, improve employee and occupant safety, and increase overall employee and customer satisfaction, the division, in collaboration with SEIU Local 500, developed a Workplace English Program. The program includes user friendly technology, support from an instructor or other support professionals, and a variety of instructional methods and tools to assist employees regardless of their native language. Employees who participated in the initial pilot program were assessed and showed an improvement of 20 percent in speaking and comprehending English after completing the program.

Major Mandates

- The division must comply with a number of federal, state, and county mandated programs. These include the Resource Conservation and Recovery Act (RCRA) which requires that burned-out fluorescent and HID lamps be considered hazardous waste; the Comprehensive Environment Response, Compensation and Liability Act (CERCLA), which requires special disposal of PCB-containing lamp ballasts; and the Hazardous and Toxic Substances Act which requires that toxic substances, such as PCBs, be disposed of according to federal regulations. The division is required to ensure that all building service employees are trained in the following programs:
- Asbestos Awareness
- Bloodborne Pathogens
- Boiler Operations
- Confined Space
- Crisis Preparedness and Response
- Electrical Safety/Lockout/Tag-out
- Environmental Protection
- Fire Inspection Regulations
- Hazard Assessment
- Hazardous Chemicals/Employee Right-to-Know

Strategies

- Building service staff will receive training and be certified as competent in performing effective evaluations, maximizing the efficiency of staff schedules, proper operation and maintenance of mechanical systems, systematic team cleaning, basic cleaning methods, and other building services.

- The frequency and intensity of school inspections and routine visits to schools will be increased to ensure that quality standards are met and to assist staff in aggressively managing and reducing air quality problems.
- A joint collaboration council of customers and stakeholders will be created to improve business relationships, coordinate facility use, and maximize productivity.

Performance Measures

Performance Measure: Organizational results-building inspections meeting standard.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
97%	99%	99%

Explanation: This measures the quality of custodial operations/cleanliness.

Performance Measure: Customer satisfaction. (*Surveys were not issued in 2008)

FY 2008 Actual	FY 2009 Estimate	FY 200109 Recommended
*	84%	84.5%

Explanation: This measures the level of satisfaction of customers with SPO services.

Performance Measure: Employee Focus—Absenteeism.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
92.5%	93%	93.5%

Explanation: This measures the number of employees at work as a percentage of total days available to work.

**Budget Explanation
Division of School Plant
Operations—329/327/328/330**

The current FY 2009 budget for this division is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$89,566 and 2.5 building service worker positions to create a 1.0 assistant to the director position. There is a realignment of \$35,049 and a 1.0 building service worker position are realigned to the Department of Facilities Management to create a 1.0 systemwide safety program administrator position.

The FY 2010 request for this division is \$58,208,622, an increase of \$328,380 from the current FY 2009 budget of \$57,880,242. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$408,821
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$408,821 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0
There is a realignment of \$2,909 from local travel to equipment lease/purchase to reflect actual expenditures in the division.

New Schools—\$547,128
With the addition of a new elementary school, the budget contains an increase of 5.5 positions and \$219,607. The increase includes \$54,710 to fund a 1.0 building service manager III position, \$87,623 to fund 2.5 building service worker shift I positions, \$31,625 to fund a 1.0 building service worker shift II position, and \$45,649 to fund a 1.0 building service assistant manager II position.

Included in the budget is a projected increase of \$327,521 to fund additional costs from expanded square footage at renovated schools. The increase includes \$192,036 to fund 5.5 building service worker shift I positions, \$107,955 to fund 2.0 building service worker shift II positions, and \$27,530 to fund custodial supplies, uniform supplies and air conditioning filters.

Inflation—\$54,698
Applying an inflation factor of 3 percent increases the budget for custodial supplies, uniform supplies, and air conditioning filters by \$54,698.

Reductions—(\$682,267)
Inflation—(\$54,698)
Reductions are needed to fund higher priority programs. The budget is reduced by \$54,698, to eliminate the funds added to cover the cost of inflation for custodial supplies, uniform supplies, and air conditioning filters.

Other Reductions—(\$627,569)
Other reductions in the Division of School Plant Operations are as follows:
5.0 elementary school building service workers—(\$175,480)
7.0 secondary school building service workers—(\$245,672)
4.5 central office building service workers—(\$157,932)
1.0 special school building service workers—(\$35,096)
Supporting services part-time salaries—(\$7,389)
Local travel—(\$6,000)

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	1,319,200	1,324,200	1,321,700	1,317,200	(4,500)
Position Salaries	\$51,132,833	\$54,859,569	\$54,824,520	\$55,138,759	\$314,239
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		384,399	384,399	377,010	(7,389)
Other		516,774	516,774	516,774	
Subtotal Other Salaries	1,137,103	901,173	901,173	893,784	(7,389)
Total Salaries & Wages	52,269,936	55,760,742	55,725,693	56,032,543	306,850
02 Contractual Services					
Consultants					
Other Contractual		102,128	102,128	102,128	
Total Contractual Services	186,409	102,128	102,128	102,128	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		717	717	717	
Other Supplies & Materials		1,822,758	1,822,758	1,840,288	17,530
Total Supplies & Materials	1,654,411	1,823,475	1,823,475	1,841,005	17,530
04 Other					
Local Travel		67,179	67,179	58,270	(8,909)
Staff Development				10,000	10,000
Insurance & Employee Benefits					
Utilities		11,000	11,000	11,000	
Miscellaneous		10,000	10,000	10,000	
Total Other	89,770	88,179	88,179	89,270	1,091
05 Equipment					
Leased Equipment		44,366	44,366	47,275	2,909
Other Equipment		96,401	96,401	96,401	
Total Equipment	592,083	140,767	140,767	143,676	2,909
Grand Total	\$54,792,609	\$57,915,291	\$57,880,242	\$58,208,622	\$328,380

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	329 Field and Central Facilities						
10	P Director I		1.000	1.000	1.000	1.000	
10	K Assistant to the Director				1.000	1.000	
10	G Building Service Area Supv		6.000	6.000	6.000	6.000	
10	21 Building Service Trainer		1.000	1.000	1.000	1.000	
10	17 Building Service Training Spec		2.000	2.000	2.000	2.000	
10	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
10	14 Outdoor Ed Facilities Manager		1.000	1.000	1.000	1.000	
10	14 Building Service Manager IV		1.000	1.000	1.000	1.000	
10	13 Fiscal Assistant I		1.000	1.000	1.000	1.000	
10	13 Building Service Manager III		1.000	1.000	1.000	1.000	
10	12 Building Service Manager II		13.000	13.000	13.000	13.000	
10	11 Plant Equipment Operator II		1.000	1.000	1.000	1.000	
10	11 Build Svc Asst Mgr II Shft 2		1.000	1.000	1.000	1.000	
10	10 Outdoor Ed Maint Wkr I Shft 2		3.000	3.000	3.000	3.000	
10	10 Build Svcs Asst Mgr I Shft 2		9.000	9.000	9.000	9.000	
10	6 Building Service Wkr Shft 1		27.700	26.200	26.200	21.700	(4.500)
10	6 Building Service Wkr Shft 2		10.000	11.000	11.000	11.000	
	Subtotal		79.700	79.200	80.200	75.700	(4.500)
	327 Elementary Plant Operations						
10	13 Building Service Manager III		83.000	89.000	89.000	90.000	1.000
10	12 Building Service Manager II		47.000	41.000	41.000	41.000	
10	11 Build Svc Asst Mgr II Shft 2		57.000	58.000	58.000	59.000	1.000
10	10 Plant Equipment Operator I		1.000	1.000	1.000	1.000	
10	10 Build Svcs Asst Mgr I Shft 2		73.000	71.000	71.000	71.000	
10	6 Building Service Wkr Shft 1		248.500	256.500	255.500	255.500	
10	6 Building Service Wkr Shft 2		34.000	36.500	36.500	37.500	1.000
	Subtotal		543.500	553.000	552.000	555.000	3.000
	328 Secondary Plant Operations						
10	16 Building Service Manager VI		1.000	1.000	1.000	1.000	
10	15 Building Service Manager V		22.000	22.000	22.000	22.000	
10	14 Build Svc Asst Mgr IV Shft 2		4.000	4.000	4.000	4.000	
10	14 Building Service Manager IV		1.000	1.000	1.000	1.000	
10	13 Building Service Manager III		39.000	39.000	39.000	39.000	
10	12 Build Svc Asst Mgr III Shft 2		23.000	22.000	22.000	22.000	
10	11 Plant Equipment Operator II		25.000	25.000	25.000	25.000	
10	11 Build Svc Asst Mgr II Shft 2		35.000	37.000	37.000	37.000	
10	10 Plant Equipment Operator I		38.000	38.000	38.000	38.000	
10	10 Build Svcs Asst Mgr I Shft 2		1.000				
10	6 Building Service Wkr Shft 1		273.500	253.500	251.000	247.000	(4.000)

Division of School Plant Operations - 329/327/328/330

Dianne Jones, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	328 Secondary Plant Operations						
10	6	Building Service Wkr Shft 2	211.000	227.000	227.000	229.000	2.000
	Subtotal		673.500	669.500	667.000	665.000	(2.000)
	330 Special/alternative Prgs. Plant Ops.						
10	13	Building Service Manager III	2.000	2.000	2.000	2.000	
10	12	Building Service Manager II	5.000	5.000	5.000	5.000	
10	10	Plant Equipment Operator I	1.000	1.000	1.000	1.000	
10	10	Build Svcs Asst Mgr I Shft 2	7.000	7.000	7.000	7.000	
10	6	Building Service Wkr Shft 1	5.500	5.500	5.500	4.500	(1.000)
10	6	Building Service Wkr Shft 2	2.000	2.000	2.000	2.000	
	Subtotal		22.500	22.500	22.500	21.500	(1.000)
	Total Positions		1,319.200	1,324.200	1,321.700	1,317.200	(4.500)

Department of Transportation

Director II (Q)	1.0
Assistant Director II (O)	1.0
Fiscal Specialist I (24)	0.75
Administrative Secretary II (15)	1.0
Transportation Special Assistant (14)	1.0
Office Assistant III (10)	1.0

Bus Operations	
Bus Operations Manager (K)	1.0
Transportation Depot Manager (J)	6.0
Transportation Cluster Manager (19)	23.0
Transportation Dispatcher (19)	6.0
Bus Route Supervisor (16)	80.0
Bus Radio Operator (10 Month) (14)	20.0
Secretary (12)	7.0
Transportation Time and Attendance Assistant (12)	6.0
Bus Operator I (10 Month) (11)	1,023.26
Bus Operator I (Head Start) (10 Month) (11)	14.8
Bus Attendant (SPED) (10 Month) (7)	393.69

Fleet Maintenance	
Auto Repair Supervisor III (K)	1.0
Auto Repair Supervisor II (H)	1.0
Auto Parts Supervisor (23)	1.0
Auto Repair Supervisor I (22)	4.0
Auto Technician II (19)	2.0
Auto Technician II (19/ND)	10.0
Fiscal Assistant IV (18)	1.0
Auto Technician I (17)	21.0
Auto Technician I (17/ND)	33.0
Auto Parts Assistant (13)	1.0
Auto Parts Assistant (13/ND)	1.0
Tire Repairer (13)	2.0
Satellite Parts Assistant (12)	4.0
Secretary (12)	1.0
Auto Technician Apprentice (11)	4.0
Auto Technician Apprentice (11/ND)	7.0
Service Writer (11)	2.0
Account Assistant I (10)	2.0
Office Assistant III (10)	1.0
Auto Service Worker (9)	3.0
Auto Service Worker (9/ND)	6.0
Office Assistant I (8)	1.0
Fueling Assistant (6)	5.0

Transportation Support	
Supervisor (K)	1.0
Transportation Specialist (SPED) (J)	0.75
Transportation Routing Specialist (H)	1.0
IT Systems Engineer (27)	1.0
Database Administrator II (25)	1.0
IT Systems Specialist (25)	2.0
Transportation Administrative Service Manager (25)	2.0
Router/Program Specialist (21)	1.0
Transportation Assignment Specialist (20)	1.0
Regional Router (18)	2.0
Transportation Assistant	
Supervisor (SPED) (18)	1.0
Employment Process Coordinator (17)	1.0
Transportation Router (16)	4.0
Account Assistant III (14)	2.0
Secretary (12)	2.0

Safety Training	
Safety & Staff Development Manager (J)	1.0
Transportation Safety Trainer II (15)	4.0
Transportation Safety Trainer I (12)	13.0
Secretary (12)	1.0

Mission

The mission of the Department of Transportation (DOT) is to provide safe, timely, and efficient transportation that contributes to a positive learning environment through staff committed to excellence and continuous improvement.

Major Functions

The Department of Transportation is responsible for the operation of regular and special program bus service for eligible students, vehicle maintenance and repair, employee recruiting and training, and transportation administrative services.

Bus operations provide transportation services for approximately 96,000 students daily. Ridership is composed of two categories—regular education (from within school boundaries) and countywide education (from beyond school boundaries and across clusters). Currently, 91,000 students ride regular education buses, with an additional 5,000 attending programs such as prekindergarten and Head Start and students who are in homeless situations, Cooperative Work Experience, Career and Technology Education, Outdoor Education, magnet programs, and special education programs. An additional 3,000 students are transported daily to and from after-school activities.

The Fleet Maintenance Unit manages vehicle maintenance and repair facilities, provides fuel distribution, and repairs 1,272 buses and 568 other Montgomery County Public Schools (MCPS) vehicles. Most repair services are provided by the five parking/repair facilities. Some specialized services are contracted out. Every effort is made to purchase new buses or retrofit the current fleet with the latest technology in safety and devices that meet the highest safety, energy, and pollution control standards available.

The department staff oversees route planning; manages employee assignments; and manages planning, training, personnel services, accounting, and related services to more than 2,100 permanent and temporary employees. Human resource services managed within the department include advertising and recruiting; hiring; pre-employment record checks; safety training; and maintenance of licensing, certification, and medical record assessments. Post-accident, random, and reasonable suspicion drug testing programs required by federal law also are administered.

Trends and Accomplishments

Student transportation is provided in a constantly changing environment, including increasing traffic congestion; significant increases in the cost of diesel fuel; growth and expansion of residential developments and roadways; and constantly changing demographics of student enrollment in regular, special, and alternative transportation programs.

Opening new and modernized schools, implementing consortium school enrollment plans, transporting magnet program students, and transporting students to holding sites during school renovations continue to place high demands

on transportation service. Numerous new and expanded services for students with disabilities and ever changing federal, state, and local requirements broaden transportation requirements. Initiatives such as alternative educational programs, career/technology initiatives, the McKinney Vento Act requiring transportation of homeless students to their school of origin, the requirements of the *No Child Left Behind Act* requiring cross-attendance area busing at parental request; and implementation of clean air efforts have significantly increased demands on already constrained resources.

The department continues to facilitate the rapid deployment of new bus operators by renewed authorization from the state of Maryland to conduct MVA driver record checks and commercial drivers' license testing on MCPS premises. The training and employment plan is aimed at employee retention, with an overall goal of reducing training and recruiting needs and costs.

Bus operator and attendant training and retention also are facilitated by ongoing cooperative activities with SEIU Local 500 that focus on professional growth. The system-wide bidding process for mid-day and other extra work developed jointly between SEIU Local 500 and DOT has improved the seniority-based work-hours alignment and has recently been modified to Improve assignment stability and service to customers.

The Department of Transportation is committed to reducing pollution from its school buses with the purchase of biodiesel fuel, installing equipment on older buses to reduce pollution, and purchasing new buses with technology to decrease pollution. The department procured biodiesel blended fuel for use at all depots during the past school year. During fiscal years 2006 and 2007, the Maryland Department of Environment awarded a grant to MCPS for \$306,500. The proceeds of the grant were used for the installation of diesel oxidation catalysts on 234 MCPS school buses during FY 2006 and 17 MCPS school buses during FY 2007. The exhaust enhancements decreased an estimated 58.9 tons of carbon dioxide pollution, 8.1 tons of hydrocarbons pollution, .21 of a ton of particle matter pollution, and 4 tons of nitrogen oxides pollution from MCPS school buses. In addition, MCPS purchased 131 new school buses equipped with diesel particulate filters in FY 2008. The diesel particulate filter is a device to remove at least 85 percent of the soot from the exhaust of a diesel engine. The pollution reduction will provide for a healthier environment for Montgomery County citizens. During the first quarter of FY 2009, MCPS received a grant to install diesel particulate filters in approximately 75 buses. The grant allows MCPS to continue to increase its efforts to be good stewards of the environment.

Bus routing for special and regular education programs is performed through the use of the Computer Assisted Routing Transportation System (CARTS). This system assists in achieving efficiencies in routing and scheduling, provides the basis for route audits, and ensures that bus operators are appropriately paid for their routes. Use of the internally developed Transportation Information Management System (TIMS) software has automated the maintenance of employee

training records, state reporting requirements, payroll, and other administrative functions, and continues to improve efficiency. Continued development of TIMS will add greater control and monitoring of resources. Implementation of the FASTER software system continues to provide improved inventory control for bus parts, and gives management analytical tools to improve the efficiency of vehicle repairs for the 1,840 vehicles owned by MCPS.

The department purchased a new web-based application for entering new trip requests for field trips and extracurricular trips and a new field trip application for managing the trip requests. The web-based application will replace the typing of field trip tickets and will automate the requesting and approval of a field trip. The web-based application gives MCPS schools the ability to see the approval status of a trip and the ability to reconcile completed field trips to a FMS Invoice. The field trip application interfaces with the trip request application to import trip requests from MCPS schools and eliminates the double entry of a trip request by schools and the Field Trip Unit. The new applications were available for use during the 2008–2009 school year.

This year, the department will continue its focus on the Ride by the Rules campaign which was initiated four years ago. The campaign is aimed at focusing the attention of school administrators, parents, students, and transportation staff on the importance of good conduct while riding to and from school on buses. Delivering every student safe, ready to learn, and free of fear of intimidation or anxiety while riding buses is a primary focus of the department and school administrators.

This year begins the third year of a four-year phase-in of a new management structure which improves the management to employee ratio from 1:80 to 1:20. This is a major enhancement for the department, aimed at increased supervision of bus operators and attendants and increased accountability. Other goals of the initiative include support for the Ride by the Rules campaign and a management structure capable of supporting the Supporting Services Professional Growth System initiatives. This change also will enhance the department's Customer Delight initiative. Implementation at the Clarksburg, Shady Grove North and Shady Grove South Depots proved to be very successful with positive feedback from customers and staff.

The department's Customer Delight initiative continues to focus efforts on improving service to its customers; increasing accountability; and incorporating Baldrige standards by emphasizing fair, compassionate, and respectful treatment of all students, staff, parents, and other customers. The department continues its focus on a "Delight Through Foresight" goal, which encourages staff to anticipate customer needs and proactively address them to prevent issues from arising and to increase service to customers. The department continues to be a model for customer service.

A good maintenance program for school buses is a vital part of providing safe and efficient transportation to students. During FY 2008, DOT spent \$3.8 million on bus parts and

tires. The cost of bus parts continues to increase at a rate higher than inflation, as buses with more expensive electronic components are purchased.

Energy commodities have seen unprecedented increases. Price fluctuations during FY 2008 ranged from \$2.405 to \$4.47 per gallon of diesel fuel. The average cost of a gallon of fuel for FY 2008 was \$3.237. Each penny of change represents a \$32,000 fluctuation in annual costs to the department. Identifying a reasonable cost projection is proving to be difficult. During the 2007–2008 school year, DOT purchased 3.204 million gallons of diesel fuel.

Major Mandates

- Federal law requires that special education students be provided free transportation to and from school. The McKinney Vento Act requires transportation of homeless students to their school of origin, at parent request, regardless of distance or cost. The *No Child Left Behind Act* similarly requires cross-attendance area busing, at parental request, for those attending under-performing Title I schools. In addition, MCPS has agreed to provide transportation to students in Foster Care to their school of origin on a pilot basis.
- Maryland regulations impose pre-service and in-service training requirements and limits preventable accidents in order to maintain certification and/or licensing standards for school bus operators. State regulations also require three safety and one preventative maintenance inspection annually on all buses used to transport students, and all buses over a specific age be retired, regardless of mileage or condition, unless a waiver is granted by the Maryland State Department of Education.
- Federal and state regulations require pre-employment, reasonable cause, random, and post-accident drug and alcohol testing for all school bus operators.
- Board of Education policy requires the provision of transportation services (using central-point pickups) for the following programs—magnet, Global Ecology, elementary and middle school gifted and talented, French Immersion, Spanish Immersion, International Baccalaureate, and alternative programs. Board policy also establishes maximum walking distance to and from school for regular education. Transportation is provided for students who live beyond maximum walking distances or if walking is unsafe.
- New federal clean air requirements stiffen emission standards for bus engines manufactured after January 2007. This has increased bus purchase costs, and requires added training for bus operators and maintenance personnel. Emission standards will be stiffened in 2010.
- Changes to the Code of Maryland Regulations reduce the useful life of MCPS large school buses from 15 to 12 years. To prepare for this, it is necessary to accelerate the replacement of buses. This will help alleviate a need to replace a significant large group of buses in FY 2011. To retain an annual level purchase plan, it is essential

that MCPS replace 106 buses each year or one-twelfth of the fleet annually.

- New Federal Communication rules go into effect on January 1, 2013. There is a second FCC interim deadline of January 1, 2011, that prohibits manufacturing or importation of new equipment that operates on 25 kHz channels. The January 1, 2011, deadline will impact DOT since new school buses must be equipped with the newer digital radios. The FCC move to new narrow band radio frequencies will require the reprogramming of current two-way radios used on school buses. Additionally, new base stations and repeater equipment is required to meet these new federal mandates.

Strategies

- Strengthen existing and develop new communication processes to improve the exchange of information between internal and external customers.
- Develop management strategies that encourage collaboration, involve stakeholders, and analyze performance data for the purpose of becoming a better department. These strategies should anticipate changing customer and stakeholder needs and modify goals as needed, recognize and reward employees for outstanding performance, and ensure periodic evaluation of performance.
- Continually assess and improve technology tools of the department and utilize industrywide technology and benchmarks. Develop integrated data systems and automated processes.
- Use multiple feedback and survey strategies to identify stakeholder needs and to measure department performance.
- Provide professional growth training that improves performance in current assignment and prepares employees for promotional opportunities.
- Continue emphasis on the Customer Delight program and new Delight Thru Foresight focus, that emphasize exceeding customer expectations and informs customers of progress and outcome of requests and concerns and handling all matters in a professional, competent, and proactive manner.
- Train all employees to provide a safe, secure, and positive environment that fosters learning in schools and within the department.

Performance Measures

Performance Measure: Number of preventable accidents per million miles.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
2.6	3.0	3.0

Explanation: A measure of the delivery of safe transportation services is the preventable accident rate.

Performance Measure: Ensure satisfactory performance by having no more than a 7.0 percent absence rate for bus operators and attendants.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
9.8	9.0	8.5

Explanation: Satisfactory customer service requires bus operators and attendants, with regular knowledge of routes and the students they serve, to be at work daily. Substitutes, while skilled as drivers, cannot replace the personal touch and knowledge of the regular operator and/or attendant.

Performance Measure: Every route has an appropriately configured bus available every day (i.e., 95 percent of the fleet is available for service daily)

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
93.5%	95%	95%

Explanation: While spare buses are available to fill in for buses out of service, the mix of specialized equipment and the geographical distribution of the spare fleet cannot ensure the timely availability of buses at each depot. The measure of timely service and customer satisfaction is directly related to the bus being available each morning.

Performance Measure: Cost per mile for fleet maintenance expenditures measures operational efficiency of the bus fleet.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
\$.312	\$.320	\$.320

Explanation: Fleet Maintenance cost associated for bus lubricants, bus parts, bus tires, and direct labor is evaluated to determine the cost to run and maintain school buses. Evaluation of the data gives DOT the option to purchase school buses with lower operational cost. The data allows DOT to evaluate the cost to maintain older school buses and compare the cost to a lease purchase of a new bus.

Performance Measure: Review diesel fuel miles per gallon (MPG) for operational efficiency.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
6.67	6.75	6.8

Explanation: Miles per gallon (MPG) data are used to evaluate operational cost of the school bus fleet. Higher MPG will decrease diesel fuel purchases and help control expenditures since a one cent increase will cost the school system \$32,000. MPG information and other operational data by bus manufacturers are used in the selection process of new school buses. Because of the cost of diesel fuel, the MPG data by vehicle will be reviewed and evaluated to control waste from bus idling.

Performance Measure: 98 percent of parents and students, when surveyed, rate transportation as satisfactory or better.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
90%/81%	95%/83%	96%/84%

Explanation: Customer satisfaction is measured through the annual MCPS Parent and Student Survey. Scores of two or more on a four-point scale indicate general satisfaction with transportation services. Scores of four indicate delight. The goal of the department is to score at least 50 percent of responses in the delight category.

**Budget Explanation
Department of Transportation—344**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$80,570 and 2.0 auto service workers shift II positions to 2.0 auto tech apprentice shift II positions. There is also a realignment of \$36,549 and a 1.0 auto service worker shift I position to a 1.0 auto tech apprentice shift I position.

The FY 2010 request for this department is \$91,773,180, an increase of \$716,708 from the current FY 2009 budget of \$91,056,472. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,064,679
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,064,679 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0
There is a realignment of \$3,997 from bus tires to bus equipment replacement to reflect the actual costs and operations of the department.

There are realignments of 7.5 bus operator I positions and \$223,635 and 7.5 bus operator I permanent substitute

positions to create 15.0 bus route supervisor positions. Additional realignments include \$125,846 and 3.0 bus operator II positions to create 3.0 radio bus operator positions, and \$340,401 and 5.0 transportation cluster supervisors to create a 1.0 transportation dispatcher position and 4.0 transportation cluster manager positions.

Bus replacements—\$1,239,044
The department's budget reflects a roll-off of \$480,546 in lease payments on buses purchased in FY 2003. Offsetting this reduction is a \$1,719,590 increase for the lease/purchase of 102 buses to replace those that have reached the end of their normal service and to purchase additional buses as part of the multiyear replacement plan. This results in a net increase of \$1,239,044 to the budget.

Other—\$331,380
The budget is increased by \$28,327 for the purchase of two staff and two service vehicles as part of a five year replacement plan that began in FY 2007.

An additional \$303,053 is added to the budget to reflect actual costs and operations of the department. The increases include \$91,633 for mandated drug testing and physical examinations of bus operators, \$113,341 for bus parts, \$64,166 for staff vehicle fuel, and \$33,913 for service vehicle fuel and parts.

Insurance—\$94,845
There is a projected increase of \$94,845 for insurance based on projected claims and reserve requirements. Insurance for MCPS is provided under the county's Self-Insurance Program.

Reductions—(\$2,013,240)
Bus Replacement Savings—(\$970,600)
Reductions are necessary in the budget to fund higher priority program needs. There is a reduction to the budget from not replacing 60 school buses earlier than required by state law as part of the multiyear replacement plan. No state waivers will be necessary to continue using these buses. There will be 42 replacement buses purchased in FY 2010.

Spare Fleet Reduction—(\$83,184)
There is a reduction of \$83,184 for 3 transit buses and 1 conventional bus from the transportation spare fleet. The

Description	FY 2009 Budget	FY 2010 Budget	Change
Diesel Fuel	\$7,918,253	\$10,468,082	\$2,549,829
Bus Parts	3,351,409	3,453,635	102,226
Tires and Tubes	513,189	507,762	(5,427)
Indirect Shop Supplies	294,484	294,484	0
Service Vehicle Parts and Fuel	419,416	453,329	33,913
Total	\$ 12,496,751	\$ 15,177,292	\$ 2,680,541

Department of Transportation aims to have 95 percent of the bus fleet available ever day. The spare fleet covers out-of-service buses. The department will be able to maintain this percentage with no impact on current service.

Transportation Position Review—(\$171,443)

It has been determined that the fiscal specialist and the transportation specialist spend 25 percent of their workweek on Field Trip Fund activity. As a result, \$43,826 and .25 FTEs of each position will be shifted to the Field Trip Fund.

With task realignment opportunities created with the implementation of the bus route supervisory structure, \$73,159 and a 1.0 transportation cluster manager position

and \$54,458 and a 1.0 safety trainer I position can be eliminated.

Diesel Fuel—(\$783,112)

There is a reduction of \$783,112 in diesel fuel. The budgeted rate for diesel fuel is being reduced from \$2.75 to \$2.50 per gallon.

Other Reductions—(\$4,901)

There is a reduction of \$4,901 in contractual maintenance as a result of a new copier initiative. Overall, the reduction for the copier initiative is \$868,633, and there are increases and other reductions in other parts of the budget.

LEASE / PURCHASE OF BUSES

PURPOSE	Fiscal Year	TYPE			Total
		36 Passenger	48 Passenger	69/57 Passenger	
Growth / New Programs	1999	8	10	9	27
Growth / New Programs	2000		15	13	28
Growth / New Programs	2001	4	5	15	24
Growth / New Programs	2002	8	7	8	23
Growth / New Programs	2003		6	1	7
Growth / New Programs	2004		5	19	24
Growth / New Programs	2005		30		30
Growth / New Programs	2006		9	17	26
Growth / New Programs	2007		12		12
Growth / New Programs	2008			13	13
Growth / New Programs	2009				
Growth / New Programs	2010				
Replacement	1999	13	38	42	93
Replacement	2000	46	11	37	94
Replacement	2001	4	9	91	104
Replacement	2002	10	8	84	102
Replacement	2003		10	38	48
Replacement	2004		1	11	12
Replacement	2005		33	17	50
Replacement	2006		26	69	95
Replacement	2007		12	78	90
Replacement	2008		112	5	117
Replacement	2009		27	31	58
Replacement	2010		42		42
Total		93	428	598	1119

Department of Transportation - 344

John L. Matthews, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	1,751.570	1,744.750	1,744.750	1,742.250	(2.500)
Position Salaries	\$56,502,368	\$63,608,050	\$63,608,050	\$64,501,286	\$893,236
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		1,845,249	1,845,249	1,845,249	
Other		2,453,099	2,453,099	2,453,099	
Subtotal Other Salaries	7,115,556	4,298,348	4,298,348	4,298,348	
Total Salaries & Wages	63,617,924	67,906,398	67,906,398	68,799,634	893,236
02 Contractual Services					
Consultants					
Other Contractual		1,389,446	1,389,446	1,476,178	86,732
Total Contractual Services	314,784	1,389,446	1,389,446	1,476,178	86,732
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		52,876	52,876	52,876	
Other Supplies & Materials		12,563,109	12,563,109	11,910,709	(652,400)
Total Supplies & Materials	14,516,574	12,615,985	12,615,985	11,963,585	(652,400)
04 Other					
Local Travel		45,979	45,979	45,979	
Staff Development		35,009	35,009	35,009	
Insurance & Employee Benefits		582,979	582,979	677,824	94,845
Utilities					
Miscellaneous		185,871	185,871	250,037	64,166
Total Other	1,047,011	849,838	849,838	1,008,849	159,011
05 Equipment					
Leased Equipment		88,897	88,897	93,414	4,517
Other Equipment		8,205,908	8,205,908	8,431,520	225,612
Total Equipment	7,696,520	8,294,805	8,294,805	8,524,934	230,129
Grand Total	\$87,192,813	\$91,056,472	\$91,056,472	\$91,773,180	\$716,708

Department of Transportation - 344

John L. Matthews, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
9	Q Director II		1.000	1.000	1.000	1.000	
9	O Assistant Director II		1.000	1.000	1.000	1.000	
9	K Supervisor		1.000	1.000	1.000	1.000	
9	K Auto Repair Supervisor III		1.000	1.000	1.000	1.000	
9	K Bus Operations Manager		1.000	1.000	1.000	1.000	
9	J Safety/Staff Development Mgr		1.000	1.000	1.000	1.000	
9	J Transportation Spec - Spec Ed		1.000	1.000	1.000	.750	(.250)
9	J Transportation Depot Manager		6.000	6.000	6.000	6.000	
9	H Auto Repair Supervisor II		1.000	1.000	1.000	1.000	
9	H Transportation Routing Spec		1.000	1.000	1.000	1.000	
9	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
9	25 IT Systems Specialist		2.000	2.000	2.000	2.000	
9	25 Database Administrator II		1.000	1.000	1.000	1.000	
9	25 Transport Admin Svcs Mgr		1.000	2.000	2.000	2.000	
9	24 Fiscal Specialist I		1.000	1.000	1.000	.750	(.250)
9	23 Auto Parts Supervisor		1.000	1.000	1.000	1.000	
9	22 Auto Repair Supv I		4.000	4.000	4.000	4.000	
9	21 Route/Program Specialist		1.000	1.000	1.000	1.000	
9	20 Transportation Assignment Spec		1.000	1.000	1.000	1.000	
9	19 Auto Technican II Shift 1		2.000	2.000	2.000	2.000	
9	19 Auto Technican II Shift 2		5.000	5.000	5.000	5.000	
9	19 Auto Technican II Shift 3		5.000	5.000	5.000	5.000	
9	19 Transportation Dispatcher		3.000	5.000	5.000	6.000	1.000
9	19 Transportation Cluster Mgr		15.000	20.000	20.000	23.000	3.000
9	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	
9	18 Transportation Asst Supv		1.000	1.000	1.000	1.000	
9	18 Transport Cluster Supervisor		12.000	5.000	5.000		(5.000)
9	18 Regional Router		2.000	2.000	2.000	2.000	
9	17 Employment Process Coordinator		1.000	1.000	1.000	1.000	
9	17 Auto Technican I Shift 1		21.000	21.000	21.000	21.000	
9	17 Auto Technican I Shift 2		17.000	17.000	17.000	17.000	
9	17 Auto Technican I Shift 3		16.000	16.000	16.000	16.000	
9	16 Bus Route Supervisor		45.000	65.000	65.000	80.000	15.000
9	16 Transportation Router		4.000	4.000	4.000	4.000	
9	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
9	15 Transport Safety Trainer II		4.000	4.000	4.000	4.000	
9	14 Account Assistant III		3.000	2.000	2.000	2.000	
9	14 Transport Special Assistant		1.000	1.000	1.000	1.000	
9	14 Radio Bus Operator	X	12.000	17.000	17.000	20.000	3.000
9	13 Tire Repairer		2.000	2.000	2.000	2.000	
9	13 Auto Parts Asst Shift 1		1.000	1.000	1.000	1.000	
9	13 Auto Parts Asst Shift 2		1.000	1.000	1.000	1.000	
9	13 Bus Operator II	X	8.000	3.000	3.000		(3.000)

Department of Transportation - 344

John L. Matthews, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
9	12 Secretary		11.000	11.000	11.000	11.000	
9	12 Satellite Parts Asst Shift I		4.000	4.000	4.000	4.000	
9	12 Transport Time/Attend Asst		6.000	6.000	6.000	6.000	
9	12 Transport Safety Trainer I		14.000	14.000	14.000	13.000	(1.000)
9	11 Service Writer		2.000	2.000	2.000	2.000	
9	11 Auto Tech Apprentice Shift 1		3.000	3.000	4.000	4.000	
9	11 Auto Tech Apprentice Shift 2		2.000	3.000	5.000	5.000	
9	11 Auto Tech Apprentice Shift 3		1.000	2.000	2.000	2.000	
9	11 Bus Operator I	X	1,024.580	1,010.580	1,010.580	1,003.080	(7.500)
9	11 Bus Operator I Perm Sub	X	52.480	42.480	42.480	34.980	(7.500)
9	10 Office Assistant III		2.000	2.000	2.000	2.000	
9	10 Account Assistant I		2.000	2.000	2.000	2.000	
9	9 Auto Service Worker Shift 1		4.000	4.000	3.000	3.000	
9	9 Auto Service Worker Shift 2		5.000	4.000	2.000	2.000	
9	9 Auto Service Worker Shift 3		5.000	4.000	4.000	4.000	
9	8 Office Assistant I		1.000	1.000	1.000	1.000	
9	7 Bus Attendant Spec Ed	X	396.510	393.690	393.690	393.690	
9	6 Transportation Fueling Asst		5.000	5.000	5.000	5.000	
Total Positions			1,751.570	1,744.750	1,744.750	1,742.250	(2.500)

Field Trip Fund

Transportation Specialist (SPED) (J)	0.25
Fiscal Specialist (24)	0.25
Business Services Analyst (23)	1.0
Senior Field Trip Coordinator (18)	1.0
Field Trip Assistant (10)	2.0

Mission

The mission of the Field Trip Enterprise Fund is to provide supplemental transportation services for field trips and extracurricular activities instructional programs and enrich the educational experience for MCPS students on a cost-recovery basis.

Major Functions

The Field Trip Enterprise Fund is dedicated to supporting the transportation of students for school field trips, extracurricular activities, summer recreation programs, and other Board-approved programs on a reimbursable basis. Transportation services are made available to other governmental agencies, day care providers, and nonprofit organizations whose goals and objectives are compatible with those of the Montgomery County Public Schools and support the growth and success of all children in Montgomery County.

Collaboration with other agencies and businesses is essential so that they may successfully plan their programs and budgets and sustain outside programs and services.

Annual contracts with day care providers are negotiated to support educational continuity for students whose day care providers are outside their home school area.

Trends and Accomplishments

Growth in programs and a continuing increase in demands create a significant mid-day need for buses. Mid-day programs and the limited field trip operating window reduce the availability of buses to support field trips. These actions, coupled with the increased use of field trip services, have required efficient use of the bus fleet. In FY 2008, more than 10,800 field trips and extracurricular trips were taken.

The Department of Transportation purchased a new web-based application for entering new trip requests for field trips and extracurricular trips and a new field trip application for managing the trip requests. The web-based application will replace the typing of field trip tickets and will automate the requesting and approval of a field trip. The web-based application gives MCPS schools the ability to see the approval status of a trip and the ability to reconcile completed field trips to a FMS Invoice. The field trip application interfaces with the trip request application to import trip requests from MCPS schools and eliminates the double entry of a trip request by schools and the Field Trip Unit office. The new applications will be available for use during the 2008-2009 school year.

Major Mandates

- The Department of Transportation provides field trip transportation service in accordance with all Code of Maryland Regulations (COMAR) and Board of Education policies regarding transportation services.
- The fund also supports verification of safety compliance for carriers on the approved carrier list that provides field

trip transportation services to schools on a contractual basis.

Strategies

- Ensure safety for all customers and stakeholders while on field trips.
- Implement a cost accounting system to monitor and project cost reimbursements.
- Develop management strategies that encourage collaboration, address stakeholder interests, and analyze performance data for the purpose of providing the highest level of field trip service possible.
- Anticipate changing customer and stakeholder needs to modify field trip performance.
- Ensure periodic evaluation of enterprise fund account performance.
- Automate field trip request process to improve efficiency.

Performance Measure

Performance Measure: Number of Field Trips Provided.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
10,845	11,000	11,100

**Budget Explanation
Field Trip Fund—830**

The FY 2010 request for this fund is \$2,314,716, an increase of \$115,055 from the current FY 2009 budget of \$2,199,661. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$54,575

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$48,649 in continuing salary costs to reflect step or longevity increases for current employees. Benefits associated with continuing salary lots are increased by \$5,926.

Realignments—\$0

The budget includes a realignment of \$10,091 from supplies and materials to office supplies to reflect actual costs and operations of the fund.

Reductions—\$60,480

There is an increase of \$60,480 and .5 FTEs which represents a shift of funding from tax supported funds to this enterprise fund. This shift is due to reductions taken in positions that were originally budgeted in the Department of Transportation and related benefits from the Department of Financial Services.

Field Trip Fund - 830

John L. Matthews, Director II

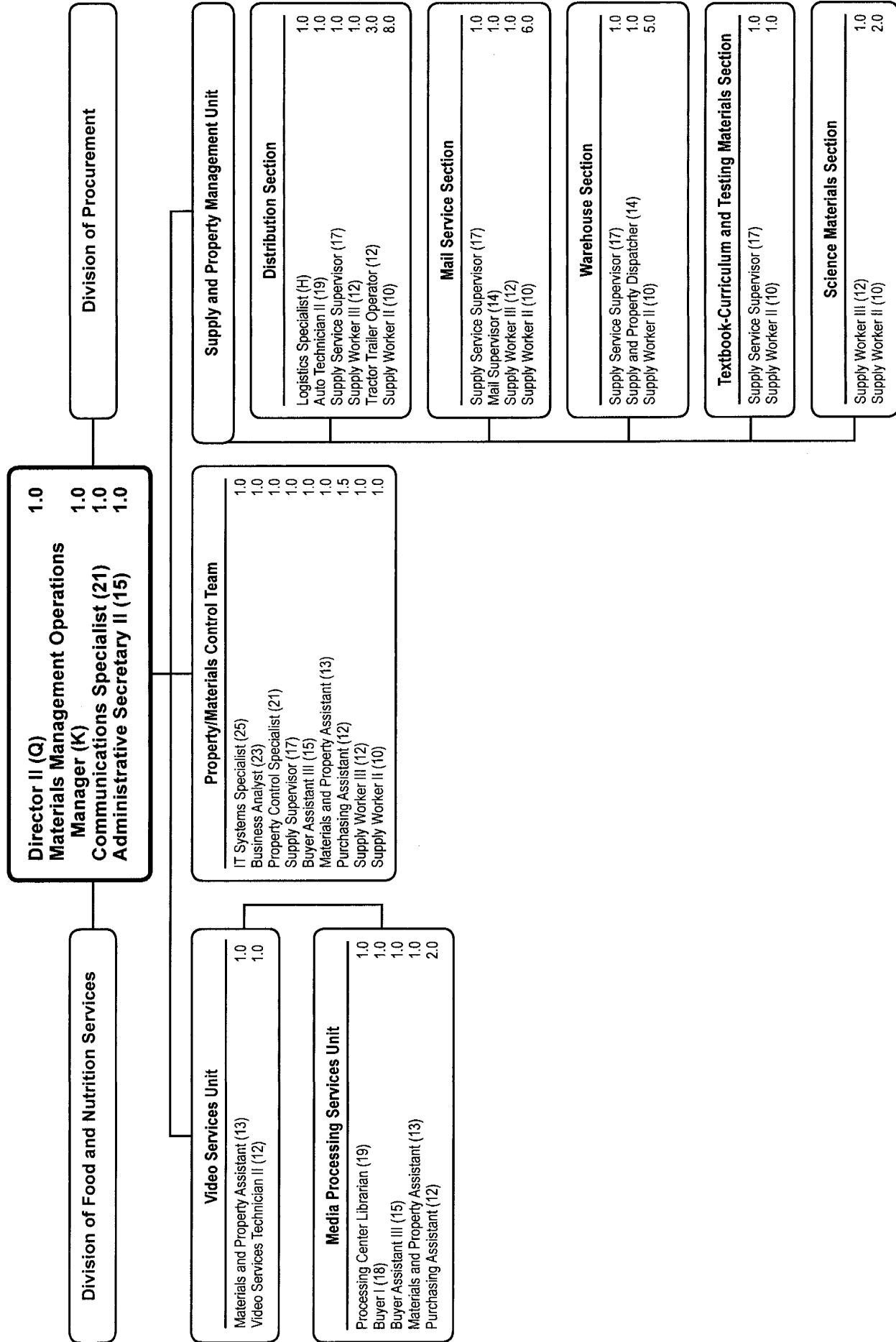
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	3.000	4.000	4.000	4.500	.500
Position Salaries	\$159,516	\$194,835	\$194,835	\$287,310	\$92,475
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		604,678	604,678	604,678	
Other		565,082	565,082	565,082	
Subtotal Other Salaries	1,007,241	1,169,760	1,169,760	1,169,760	
Total Salaries & Wages	1,166,757	1,364,595	1,364,595	1,457,070	92,475
02 Contractual Services					
Consultants					
Other Contractual		76,411	76,411	76,411	
Total Contractual Services	81,774	76,411	76,411	76,411	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office				10,091	10,091
Other Supplies & Materials		597,888	597,888	587,797	(10,091)
Total Supplies & Materials	427,248	597,888	597,888	597,888	
04 Other					
Local Travel		54	54	54	
Staff Development					
Insurance & Employee Benefits		159,108	159,108	181,688	22,580
Utilities					
Miscellaneous					
Total Other	112,692	159,162	159,162	181,742	22,580
05 Equipment					
Leased Equipment					
Other Equipment		1,605	1,605	1,605	
Total Equipment		1,605	1,605	1,605	
Grand Total	\$1,788,471	\$2,199,661	\$2,199,661	\$2,314,716	\$115,055

Field Trip Fund - 830

John L. Matthews, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
71	J Transportation Spec - Spec Ed					.250	.250
71	24 Fiscal Specialist I					.250	.250
71	23 Business Services Analyst			1.000	1.000	1.000	
71	18 Sr Field Trip Coordinator		1.000	1.000	1.000	1.000	
71	10 Field Trip Assistant	X	2.000	2.000	2.000	2.000	
Total Positions			3.000	4.000	4.000	4.500	.500

Department of Materials Management



F.T.E. Positions 57.5

FY 2010 OPERATING BUDGET

Mission

The mission of the Department of Materials Management (DMM) is to economically facilitate the delivery of approved quality products, resources, and services in an environment of cooperation, integrity, and excellence to the Montgomery County Public Schools (MCPS) and the community.

Major Functions

To support the strategic plan of the school system, the department is organized into two divisions and two teams to efficiently deliver the resources and services required of all instructional programs. DMM accomplishes its mission by listening to its customer needs and requirement expectations, formulating strategies to successfully meet targeted goals and benchmark best practices in the supply chain industry.

The Division of Food and Nutrition Services provides high quality and nutritious meals in a cost effective and efficient operation. The division administers five child nutrition programs, a central production facility, and a food warehouse and distribution center. It also provides nutrition education and support to schools and various community groups.

The Division of Procurement purchases goods and services through contract awards to vendors who meet product specifications. Vendor performance and product quality are monitored to ensure maximum customer satisfaction.

The Supply and Property Management Unit manages a warehouse and distribution network that provides the necessary textbooks, classroom and office supplies, science kits, furniture, equipment, and test materials to MCPS schools and offices.

The Instructional and Library Material Processing Unit maintains a database of approved textbooks and library and instructional materials. It also circulates videos requested by teachers for classroom use. School library media purchases are processed centrally to ensure uniformity, facilitate systematic cataloging of records, and save time for school staffs.

Trends and Accomplishments

The demand on the department's logistical network continues to grow as the number of instructional programs and schools increases. The county's increased traffic congestion challenges staff to maintain the delivery and support functions essential to instructional programs. Over the past five years, there has been a 47 percent increase in logistical support requests, and a 41 percent increase in supplies and textbooks delivered.

To meet the needs of customers during FY 2008, DMM continued implementation of the customer feedback system through the use of customized focus groups. The uniqueness of this program is that the focus groups are conducted at schools where customers are able to communicate directly with DMM about any product, service, or program provided by the department. Customer expectations and needs are

explored in detail, facilitating future enhancements to programs and services.

The Department of Materials Management and the Department of Communications developed a program that provides copying services to schools. This program, Copy-Plus, was initiated with the express purpose of reducing the burden on school-based staff preparing document copies for classroom instruction, homework materials, and student assessments. Over 79 million copies were provided by this program that equates to a savings of over 30,000 hours of school staff time efficiency.

DMM established a new method of collecting customer feedback through a program called "Circle of Love". Email requests are sent to small groups of customers seeking their feedback on products and service programs provided by DMM. Based on this feedback, DMM adjusts delivery, distribution, and error resolution service to schools about their supplies and equipment. To be successful in providing effective customer service, DMM listens and responds to customer needs.

One major goal is to continue development of programs that shift school administrative tasks to DMM, resulting in improving the instructional time efficiency of school staff. In FY 2009, DMM will explore the development of a inventory managed program, Ambassador Service, with the objective of improving supply efficiency. Also, DMM will explore the benefits of a textbook and instructional materials tracking database. The continued success in strengthening the rigor of the department's program depends on the continuity of goals from MCPS to the department, functional units, and individual staff members. Reporting enhancements within FMS will be developed to provide accurate, timely data to financial managers.

Major Mandates

State law requires MCPS to advertise for sealed bids for material, equipment, and supplies that cost more than \$25,000.

Strategies

- Expand and strengthen the customer service communication management system to inform customers on an ongoing basis.
- Develop and improve work processes using technology to simplify doing business with DMM for instructional materials orders, procurement system, and warehouse system.
- Develop additional reports within the new financial system to provide timely, accurate data for financial managers.
- Expand use of focus groups and alternative feedback methods to obtain valuable customer feedback on products and services.

Performance Measures

Performance Measure: Warehouse supply orders with original line fill-rate greater than 98 percent.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
98.7%	98.8%	99.0%

Explanation: This measure reflects the outcome of shipping supply orders with a product completion rate of 98 percent or greater.

Performance Measure: Mail services cost to process each piece of mail.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
\$0.17	\$0.175	\$0.18

Explanation: This measure reflects the efficiency of the mail service operation in processing output.

**Budget Explanation
Department of Materials
Management—351/352/354/355**

The current FY 2009 budget for this department is changed from the budget adopted by the Board of Education on June 10, 2008. The change is a result of the realignment of \$67,806 and a 1.0 auto technician I position to create a 1.0 auto technician II position.

The FY 2010 request for this department is \$6,142,828, an increase of \$128,463 from the current FY 2009 budget of \$6,014,365. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$412,314
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget

projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$412,314 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0
There is a realignment of \$989 from overtime to contractual maintenance to cover maintenance of the video booking software.

Reductions—(\$283,851)
1.0 video services technician I position—(\$51,631)
Reductions are necessary to fund higher priority program needs. There is a reduction of a 1.0 video services tech position and \$51,631.

Professional part-time salaries—(\$110,935)
There is a reduction of \$110,935 to the professional part-time salary account.

Equipment lease/purchase—(\$108,704)
The lease/purchase account is reduced by \$108,704. These funds are used to replace broken and worn out furniture for the schools and central office. No new furniture and equipment will be replaced in FY 2010 unless is it purchased directly by the schools and central offices.

Postage—(\$12,581)
There is a reduction of \$12,581 to the postage account. This account provides funding for school mailings. There is an increased use of electronic communications but if expenditures exceed the central postage budget, schools may have to fund mailings from the individual school budgets.

Department of Materials Management - 351/352/354/355

Giles Benson, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	58.000	58.500	58.500	57.500	(1.000)
Position Salaries	\$3,019,373	\$3,198,478	\$3,198,478	\$3,559,161	\$360,683
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		110,935	110,935		(110,935)
Supporting Services Part Time		766,907	766,907	766,907	
Other		34,909	34,909	33,920	(989)
Subtotal Other Salaries	1,966,598	912,751	912,751	800,827	(111,924)
Total Salaries & Wages	4,985,971	4,111,229	4,111,229	4,359,988	248,759
02 Contractual Services					
Consultants					
Other Contractual		61,708	61,708	62,697	989
Total Contractual Services	53,579	61,708	61,708	62,697	989
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		50,235	50,235	50,235	
Office					
Other Supplies & Materials		731,765	731,765	719,184	(12,581)
Total Supplies & Materials	698,392	782,000	782,000	769,419	(12,581)
04 Other					
Local Travel		1,291	1,291	1,291	
Staff Development		1,336	1,336	1,336	
Insurance & Employee Benefits					
Utilities		18,400	18,400	18,400	
Miscellaneous		152,595	152,595	152,595	
Total Other	417,664	173,622	173,622	173,622	
05 Equipment					
Leased Equipment		784,846	784,846	676,142	(108,704)
Other Equipment		100,960	100,960	100,960	
Total Equipment	953,932	885,806	885,806	777,102	(108,704)
Grand Total	\$7,109,538	\$6,014,365	\$6,014,365	\$6,142,828	\$128,463

Department of Materials Management - 351/352/354/355

Giles Benson, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
351 Department of Materials Management							
1	Q Director II		1.000	1.000	1.000	1.000	
1	K Materials Mgt Oper Mgr				1.000	1.000	
1	27 Assistant Materials Mgr		1.000	1.000			
1	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
Subtotal			4.000	4.000	4.000	4.000	
352 Supply and Property Management Unit							
10	H Logistics Specialist				1.000	1.000	
10	25 IT Systems Specialist			1.000	1.000	1.000	
10	23 Business Services Analyst		1.000	1.000	1.000	1.000	
10	21 Property Control Specialist		1.000	1.000	1.000	1.000	
10	21 Data Support Specialist I		1.000				
10	19 Auto Technican II Shift 1				1.000	1.000	
10	19 Supply/Property Distrib Spec		1.000	1.000			
10	17 Auto Technican I Shift 1		1.000	1.000			
10	17 Supply Svcs Supv Shift 1		4.000	5.000	5.000	5.000	
10	15 Buyer Assistant III			1.000	1.000	1.000	
10	14 Mail Supervisor		1.000	1.000	1.000	1.000	
10	14 Supply Property Dispatcher		1.000	1.000	1.000	1.000	
10	13 Materials & Property Assistant		3.000	1.000	1.000	1.000	
10	12 Purchasing Assistant			1.500	1.500	1.500	
10	12 Supply Worker III		5.000	4.000	4.000	4.000	
10	12 Tractor Trailer Operator		3.000	3.000	3.000	3.000	
10	10 Supply Worker II Shift 1		23.000	23.000	23.000	23.000	
Subtotal			45.000	45.500	45.500	45.500	
354 Media Processing Services Unit							
2	19 Processing Center Librarian		1.000	1.000	1.000	1.000	
2	18 Buyer I		1.000	1.000	1.000	1.000	
2	15 Buyer Assistant III		1.000	1.000	1.000	1.000	
2	13 Materials & Property Assistant		1.000	1.000	1.000	1.000	
2	12 Purchasing Assistant		2.000	2.000	2.000	2.000	
Subtotal			6.000	6.000	6.000	6.000	
355 Video Services Unit							
2	13 Materials & Property Assistant		1.000	1.000	1.000	1.000	
2	12 Video Services Technician II		1.000	1.000	1.000	1.000	
2	10 Video Services Technician I		1.000	1.000	1.000		(1.000)
Subtotal			3.000	3.000	3.000	2.000	(1.000)
Total Positions			58.000	58.500	58.500	57.500	(1.000)

Division of Procurement

Buyer Team America	
Director I (P)	1.0
Senior Buyer (J)	1.0
Business Services Analyst (23)	1.0
Buyer II (22)	2.0
Buyer I (18)	3.0
Buyer Assistant III (15)	1.0
Buyer Assistant II (14)	1.0
Materials and Property Assistant (13)	1.0
Purchasing Assistant (12)	1.0

Mission

The mission of the Division of Procurement is to provide the highest quality goods and services in a timely manner at optimum cost, based on all dollars spent. From a strategic perspective, this translates to leading and managing suppliers and supplier relations for goods and services in support of the mission and vision of the Montgomery County Public Schools (MCPS).

Major Functions

The division's key services include the following:

- Administration and oversight of the MCPS purchasing function (pre-award)
- Administration and oversight of the MCPS contract administration function (post-award)

The purchasing function involves the acquisition of supplies, equipment, materials, and services for schools, offices, departments, and divisions. This includes a review of descriptive requirements, specifications and statements of work, determination of methods of source selection, strategic supplier sourcing, value analysis, pre-solicitation conferences, award recommendation, preparation of purchase orders and contracts, and follow-up/expediting to ensure timely delivery.

The procurement staff also engages in contract administration, a function that focuses on activities following the award of contracts to ensure that MCPS is obtaining optimum value based on all dollars spent. These activities include preparing formal contract agreements, monitoring and documenting contractor performance, coordinating the contractor dispute and resolution process, approving and tracking changes and adjustments to contracts, dealing with discrepancies or deficiencies in contracts, tracking contract terms to ensure continuity of services, and ensuring improvement of supplier quality.

Trends and Accomplishments

With the advent of new forces that continually drive the supply environment, such as economic globalization, ever increasing delivery costs, technology innovation, increased competition, higher demands for increased revenue streams, and tighter control over costs, the traditional mode of purchasing is no longer effective in today's organizations. In order to accommodate a new paradigm shift, procurement departments are beginning to move outside of their traditional roles as facilitators to value creators—helping organizations obtain value and improved business results through strategic procurement.

The next-generation procurement organizations are placing their focus on strategic sourcing initiatives and modifying their perspective to align its execution with the needs and desires of their customers. The leading edge of strategic sourcing includes organizations that are capable of designing and developing procurement strategies that are aligned with customer product/service needs and tightly linked to the overall business strategy. This, in turn, drives a collaborative

and systematic process that enables the procurement function to reduce organizational spending while increasing quality and service levels.

In FY 2009, the Division of Procurement staff will aim to continue to reduce total delivered costs for goods and services by engaging in strategic sourcing practices. This will be accomplished through strategic sourcing initiatives featuring a narrow, high-performance supply base and a selection, contracting, and monitoring process that is highly disciplined. By engaging in effective strategic sourcing, the division will greatly improve its ability to buy goods and services at the lowest total delivered cost (not just price); consolidate purchasing power; develop tighter buyer-supplier relationships; realign business processes, work, and information flow; and improve teamwork and purchasing skills.

Major Mandates

State law requires MCPS to advertise for sealed bids for material, equipment, and supplies that cost more than \$25,000. The Board of Education has tasked the Division of Procurement with promoting outreach efforts and actively recruiting minority vendors.

Strategies

- Expand the use of strategic sourcing efforts to ensure optimum value based on all dollars spent.
- Develop and improve business processes and workflow by using enabling technology to handle the day-to-day tactical aspects of business so that more time can be spent on value-added activities.
- Expand the use of focus groups to obtain valuable customer feedback on products and services.
- Develop and implement procurement training for customers, focusing on the fundamental aspects of requisitioning goods and services and getting the most out of the procurement process.

Performance Measures

Performance Measure 1: Number of material transactions.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Number of requisition lines	152,959	154,000	156,000
Number of online purchase orders	43,233	42,000	42,000
Number of purchasing card transactions	36,217	39,000	42,000

Explanation: This measure reflects the continued shift from paper to technology-assisted orders.

Division of Procurement—353

Philip J. McGaughey, Jr., Director I

301-251-2654

Performance Measure 2: Procurement cost to process \$100 of goods and services.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
\$0.46	\$0.46	\$0.45

Explanation: This measurement reflects the efficiency of purchasing as a ratio of procurement budget costs to the value of purchased goods and services.

Budget Explanation

Division of Procurement—353

The FY 2010 request for this division is \$909,101, an increase of \$8,178 from the current FY 2009 budget of \$900,923. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$11,678

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$11,678 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a realignment of \$1,900 from advertising to office supplies and local travel to reflect actual costs and operations of the division.

Reductions—(\$3,500)

Reductions in the Division of Procurement are as follows:

Advertising—(\$1,500)

Dues, registrations, and fees—(\$2,000)

Division of Procurement - 353

Philip McGaughey, Director I

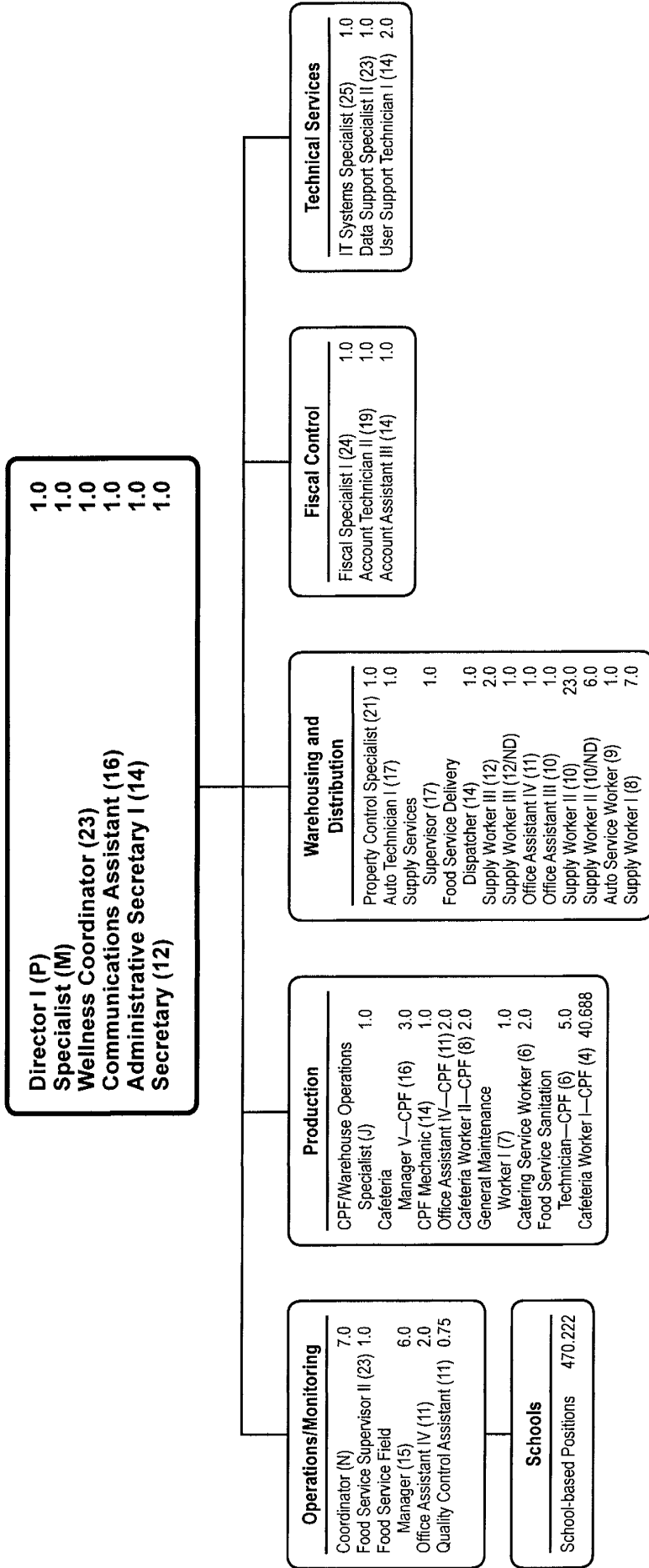
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	12,000	12,000	12,000	12,000	
Position Salaries	\$821,469	\$883,543	\$883,543	\$895,221	\$11,678
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	821,469	883,543	883,543	895,221	11,678
02 Contractual Services					
Consultants					
Other Contractual		5,650	5,650	2,250	(3,400)
Total Contractual Services	309	5,650	5,650	2,250	(3,400)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,286	4,286	5,786	1,500
Other Supplies & Materials					
Total Supplies & Materials	3,509	4,286	4,286	5,786	1,500
04 Other					
Local Travel		944	944	1,344	400
Staff Development		6,500	6,500	4,500	(2,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	3,513	7,444	7,444	5,844	(1,600)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	<u>\$828,800</u>	<u>\$900,923</u>	<u>\$900,923</u>	<u>\$909,101</u>	<u>\$8,178</u>

Division of Procurement - 353

Philip McGaughey, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	P Director I		1.000	1.000	1.000	1.000	
1	J Senior Buyer				1.000	1.000	
1	25 Senior Buyer		1.000	1.000			
1	23 Business Services Analyst		1.000	1.000	1.000	1.000	
1	22 Buyer II		2.000	2.000	2.000	2.000	
1	18 Buyer I		3.000	3.000	3.000	3.000	
1	15 Buyer Assistant III		1.000	1.000	1.000	1.000	
1	14 Buyer Assistant II		1.000	1.000	1.000	1.000	
1	13 Materials & Property Assistant		1.000	1.000	1.000	1.000	
1	12 Purchasing Assistant		1.000	1.000	1.000	1.000	
	Total Positions		12.000	12.000	12.000	12.000	

Division of Food and Nutrition Services



F.T.E. Positions 603.660

(Includes 470.222 school-based positions shown on K-12 charts)

ND Night Differential = Shift 3

FY 2010 OPERATING BUDGET

Mission

The mission of the Division of Food and Nutrition Services is to provide a variety of appealing, high quality, and nutritious meals in a cost effective and efficient operation. Dedicated employees empowered to promote Success for Every Student serve meals in an innovative learning environment, respectful of each student's needs and differences.

Major Functions

The division administers five child nutrition programs, a central production facility, and a food warehouse and distribution center. It also provides nutrition education and support to schools and various community groups.

The division provides breakfast and lunch in all school cafeterias, the Lathrop E. Smith Center, and the Carver Educational Services Center. Additionally, the division actively supports the Maryland Meals for Achievement program that provides breakfast, at no charge, to all students in the classrooms at 29 schools. It administers the free and reduced-price meals program for students, provides meals to low-income children during the summer, and monitors the meal service in licensed family day care homes. The division also provides an after-school snack program to students up to the age of 18 in school-based programs. It provides nutrition education services and meals to the county senior citizen nutrition program, nonprofit day care centers, and after-school programs.

The division coordinates nutrition education initiatives with school administrators, staff, parents, and communities to fully develop the "Team Nutrition" concept and strengthen the classroom/cafeteria connection. Montgomery County Public Schools (MCPS) Policy JPG: Wellness: Physical and Nutritional Health, is fully implemented and embraced by all schools. The division has oversight of the systemwide vending contract for all schools and offices.

The central production facility processes food for the nutrition programs. It provides catering to school system and county agency functions that generate revenue and help keep meal costs affordable for students.

The food service warehouse receives, stores, and distributes food and supplies to schools, nonprofit organizations, and county government agencies. The division determines food and equipment specifications, purchases supplies and materials, maintains its data support systems, and plans kitchen design processes. It approves and pays invoices for goods received and federal and state claim reimbursements.

Trends and Accomplishments

There is a continuing increase in the number of school breakfasts and lunches served to MCPS students. This is due not only to increasing enrollment, but also to the division's marketing efforts. The county's changing economics and demographics are creating a change in the number of students eligible for free and reduced-price meals. In FY 2006, the free and reduced-priced meals application changed from

an individual student application to a household application. Beginning with the 2006–2007 school year, the meal benefit application is preprinted with student information. The form has been revised, with input from stakeholders, for ease of completion. In FY 2008, 25.8 percent of the student population was eligible to participate in the free and reduced-priced meals program.

MCPS continues to plan menus to provide well-balanced, nutritious, and affordable meals that students like and help ensure that they are ready to learn. Menus are planned to provide a variety of offerings and meet the varied needs of our customers. Students and staff are accepting the lower-fat and vegetarian options that are part of the daily offerings in school cafeterias. Focus groups are held with parents and students at the elementary, middle, and high school levels to hear their perceptions and feedback on the meal quality, value, and customer service provided by the division's staff. Program changes, when possible, are implemented based on the responses. Cafeteria managers share their best practices at training meetings.

The division has been actively addressing the childhood overweight and obesity epidemic through collaboration with the nutrition and physical education programs. The division has fully implemented the nutritional requirements adopted by the Board of Education in the a la carte program and supports the schools' implementation by working directly with the various companies providing vending services. The division, along with the Division of Procurement, has successfully implemented a systemwide vending contract for snacks and beverages. The staff in the division also has been involved in community forums relating to childhood obesity.

The division staff collaborates with school staff and the community to provide a coordinated approach that empowers students to make healthy food choices and become more physically active. Successful initiatives focus on efforts to improve the health of our students by increasing their awareness of the impact of good nutrition and regular physical activity. Staff members of the division are active members of the School Health Council and MCPS Action for Healthy Kids, as well as Maryland Action for Healthy Kids.

The division has been an active participant in the Maryland Meals for Achievement (MMFA) project. In 1998, there was one school participating. Participation in MMFA increased to two schools in 1999, eight schools in 2000, 12 schools in 2001, 13 schools in 2002, 14 schools in 2003, 13 schools in 2004 and 2005, 16 schools in 2006, 23 schools in 2007, and 29 schools in 2008. There are 29 schools included in the program for the 2008–2009 school year. Breakfast is served in the classrooms of these schools to all students at no cost. Evaluators report that test scores in MMFA schools improve significantly more than in matched comparison schools. Evaluations of the schools participating statewide showed that tardiness and disciplinary suspensions decreased significantly following the start of MMFA. Teachers and administrators overwhelmingly report that the program

Division of Food and Nutrition Services—810/811/812/813/814

Kathleen C. Lazor, R.D., Director |

301-840-8100

has a positive impact on the learning environment and on student behavior.

There has been a collaborative effort with Montgomery County Government to expand the Summer Food Service Program to provide meals during the summer months to low income students. There were a total of 105 sites operating during the summer of 2008. This represents a 33 percent increase in the number of sites as compared to the previous summer. During the month of July, there were 112,514 breakfasts and 147,424 lunches served, representing an increase over July 2007 of 30 percent and 34 percent respectively. Additionally Georgian Forest Elementary School was an open, walk-in site servicing John F. Kennedy Cluster students.

A fully integrated software system encompasses all operations. It includes a point-of-sale meals system that manages student accounts and links all schools to the central office. This transmits current student database information, including free and reduced-price meal eligibility, directly to cafeteria managers and eliminates the overt identification of students. It also allows for quick accounting and resource management. Adults are able to electronically place money on students' accounts using mylunchmoney.com.

The division completed a Six Sigma project that reviewed and improved the ordering process used by elementary schools. The action steps of the project have been fully implemented and the results sustained.

Centralized and automated food service operations keep food cost well below the industry standard. In FY 2008, food cost was 35 percent of revenues compared to industry standard of 45 percent.

The division operates as an enterprise fund and maintains a fiscally sound program. The National School Lunch Act requires the division to operate at a break-even point. The revenue from meal sales and other services must meet anticipated expenses. Expenses, such as negotiated salaries and employee benefits, are increasing the division's base cost structure. A fund balance policy statement has been reviewed by the County Council.

Major Mandates

- The National School Lunch and School Breakfast programs require a provision of free and reduced-price meals to eligible students.
- The summer feeding program ensures that low-income students receive nutritious meals during summer school and summer recreation programs.

Strategies

- Utilize the Six Sigma model for planning, management, and evaluation of processes to improve its products, resources, and services.
- Utilize benchmarking to remain competitive in the food service market and to develop training programs.

- Design innovative mechanisms or forums to promote sharing information and exchanging ideas on improving products and services (customer surveys, focus groups, interactive Web page).
- Monitor performance measures to ensure goals are met.

Performance Measures

Performance Measure: Elementary lunch participation reaches 60 percent of enrollment by FY 2012

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
56%	57%	58%

Explanation: This measures customer satisfaction at the elementary school level.

Performance Measure: Secondary school meal participation reaches 30 percent of enrollment by FY 2012

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
27%	28%	29%

Explanation: This measures customer satisfaction at the secondary school level.

Performance Measure: 100 percent of cafeteria manager rank "satisfaction with job" at three or higher on a five point scale on the annual Food Services Manager Survey.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
97%	99%	100%

Explanation: This is a human resource results measurement that provides information on how employees feel about the quality of their workplace environment and the opportunities for professional development.

Budget Explanation

Division of Food and Nutrition Services—810/811/812/813/814

The FY 2010 request for this division is \$47,821,972, an increase of \$980,828 from the current FY 2009 budget of \$46,841,144. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$1,030,904

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$1,030,904 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$0

There is a realignment of \$95,611 and a 1.0 process improvement analyst position to fund a 1.0 wellness coordinator position.

Division of Food and Nutrition Services—810/811/812/813/814

Kathleen C. Lazor, R.D., Director I

301-840-8100

New Schools – \$39,803

With the addition of a new elementary school, the budget contains an increase of \$28,843 and a 1.0 food service satellite manager I position. Benefits are increased by \$10,960.

Other—(\$89,879)

Through efficiencies in operations, the division is projecting a reduction of \$89,879 and 2.0 positions. Included in the reductions are \$47,559 for 2.0 cafeteria worker I positions, \$6,805 for substitutes, \$16,899 for program supplies, and \$18,616 for benefits.

Selected Expenditure Information

Supplies and Materials for Food Services

Description	FY 2000 Budget	FY 2010 Budget	Change
Meat, Fish, and Poultry	\$ 3,526,915	3,526,915	—
Fruits and Vegetables	2,252,704	2,252,704	—
Dairy Products	2,752,769	2,752,769	—
Groceries	3,284,197	3,284,197	—
Bakery Goods	1,440,270	1,440,270	—
Ice Cream	235,214	235,214	—
Disposables	1,870,305	1,870,305	—
Other	258,460	219,020	(39,440)
Total	\$15,620,834	\$15,581,394	\$(39,440)

Division of Food and Nutrition Services - 810/811/812/813/814

Kathleen C. Lazor, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	601.660	604.660	604.660	603.660	(1.000)
Position Salaries	\$16,763,608	\$18,553,522	\$18,553,522	\$19,565,710	\$1,012,188
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		755,702	687,830	729,554	41,724
Other		46,240	114,112	65,583	(48,529)
Subtotal Other Salaries	832,184	801,942	801,942	795,137	(6,805)
Total Salaries & Wages	17,595,792	19,355,464	19,355,464	20,360,847	1,005,383
02 Contractual Services					
Consultants					
Other Contractual		827,488	827,488	936,064	108,576
Total Contractual Services	816,986	827,488	827,488	936,064	108,576
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials		15,653,834	15,653,834	15,617,394	(36,440)
Total Supplies & Materials	12,823,930	15,653,834	15,653,834	15,617,394	(36,440)
04 Other					
Local Travel		121,061	121,061	121,061	
Staff Development		35,650	35,650	37,470	1,820
Insurance & Employee Benefits		10,136,783	10,136,783	10,129,127	(7,656)
Utilities					
Miscellaneous		165,000	165,000	217,796	52,796
Total Other	9,924,168	10,458,494	10,458,494	10,505,454	46,960
05 Equipment					
Leased Equipment		260,170	260,170	258,597	(1,573)
Other Equipment		285,694	285,694	143,616	(142,078)
Total Equipment	315,135	545,864	545,864	402,213	(143,651)
Grand Total	\$41,476,011	\$46,841,144	\$46,841,144	\$47,821,972	\$980,828

Division of Food and Nutrition Services - 810/811/812/813/814

Kathleen C. Lazor, Director I

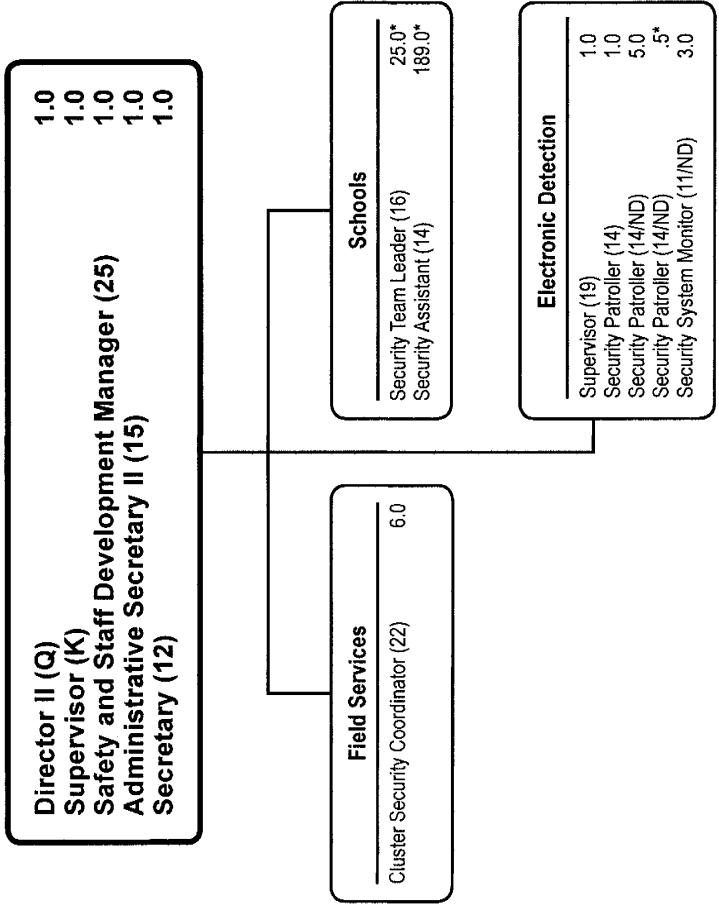
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
61	P Director I		1.000	1.000	1.000	1.000	
61	N Coordinator		8.000	7.000	7.000	7.000	
61	M Specialist		1.000	1.000	1.000	1.000	
61	J CPF/Warehouse Operations Spec		1.000	1.000	1.000	1.000	
61	H Logistics Specialist		1.000				
61	25 IT Systems Specialist			1.000	1.000	1.000	
61	25 Process Improvement Analyst			1.000	1.000		(1.000)
61	24 Fiscal Specialist I		1.000	1.000	1.000	1.000	
61	23 Food Services Supervisor II			1.000	1.000	1.000	
61	23 Data Support Specialist II		1.000	1.000	1.000	1.000	
61	23 Wellness Coordinator	X				1.000	1.000
61	21 Property Control Specialist		1.000	1.000	1.000	1.000	
61	19 Account Technician II			1.000	1.000	1.000	
61	18 IT Systems Technician		1.000				
61	17 Auto Technican I Shift 1		1.000	1.000	1.000	1.000	
61	17 Supply Svcs Supv Shift 1		1.000	1.000	1.000	1.000	
61	16 Communications Assistant		1.000	1.000	1.000	1.000	
61	16 Cafeteria Manager V CPF	X	1.000	1.000	1.000	1.000	
61	16 Cafeteria Manager V CPF		2.000	2.000	2.000	2.000	
61	15 Cafeteria Manager IV	X	35.000	37.000	37.000	37.000	
61	15 Cafeteria Manager IV		3.000	3.000	3.000	3.000	
61	15 Food Service Field Manager		6.000	6.000	6.000	6.000	
61	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
61	14 Account Assistant III		2.000	1.000	1.000	1.000	
61	14 User Support Technician I		2.000	2.000	2.000	2.000	
61	14 Cafeteria Manager III	X	18.000	18.000	18.000	18.000	
61	14 CPF Mechanic		1.000	1.000	1.000	1.000	
61	14 Food Svc Delivery Dispatcher		1.000	1.000	1.000	1.000	
61	13 Cafeteria Manager II	X	4.750	4.750	4.750	4.750	
61	13 Cafeteria Manager II 9 mo		1.000	1.000	1.000	1.000	
61	12 Secretary		1.000	1.000	1.000	1.000	
61	12 Cafeteria Manager I	X	4.000	4.000	4.000	4.000	
61	12 Supply Worker III		2.000	2.000	2.000	2.000	
61	12 Supply Worker III Shift 3		1.000	1.000	1.000	1.000	
61	11 Office Assistant IV		3.000	3.000	3.000	3.000	
61	11 Office Assistant IV CPF	X	1.000	2.000	2.000	2.000	
61	11 Quality Control Assistant	X	.750	.750	.750	.750	
61	10 Office Assistant III		1.000	1.000	1.000	1.000	
61	10 Food Svc Satellite Mgr II	X	54.760	55.760	55.760	55.760	
61	10 Supply Worker II Shift 1	X	7.000	7.000	7.000	7.000	
61	10 Supply Worker II Shift 1		16.000	16.000	16.000	16.000	
61	10 Supply Worker II Shift 3		6.000	6.000	6.000	6.000	
61	9 Auto Service Worker Shift 1		1.000	1.000	1.000	1.000	

Division of Food and Nutrition Services - 810/811/812/813/814

Kathleen C. Lazor, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
61	8 Cafeteria Worker II	X	1.000	1.000	1.000	1.000	
61	8 Cafeteria Worker II		1.000	1.000	1.000	1.000	
61	8 Cafeteria Worker II CPF	X	2.000	2.000	2.000	2.000	
61	8 Food Svc Satellite Mgr I	X	47.000	47.000	47.000	48.000	1.000
61	8 Supply Worker I	X	5.000	5.000	5.000	5.000	
61	8 Supply Worker I		2.000	2.000	2.000	2.000	
61	7 Cafeteria Perm Substitute	X	21.500	21.500	21.500	21.500	
61	7 General Maintenance Worker I		1.000	1.000	1.000	1.000	
61	6 Catering Services Worker	X	2.000	2.000	2.000	2.000	
61	6 Food Svc Sanit Tech CPF	X	4.000	4.000	4.000	4.000	
61	6 Food Svc Sanit Tech CPF		1.000	1.000	1.000	1.000	
61	4 Cafeteria Worker I 9 mo		89.000	83.000	83.000	83.000	
61	4 Cafeteria Worker I	X	185.212	190.212	190.212	188.212	(2.000)
61	4 Cafeteria Worker I		4.000	4.000	4.000	4.000	
61	4 Cafeteria Wkr I CPF	X	40.688	40.688	40.688	40.688	
	Total Positions		601.660	604.660	604.660	603.660	(1.000)

Department of School Safety and Security



F.T.E. Positions 21.0

(*In addition, The chart above includes 0.5 positions funded by ICB. There are 214.0 school-based positions shown here and in K-12 Instruction (Chapter 1) and Office of Special Education and Student Services (Chapter 4) charts)

ND Night Differential = Shifts 2 and 3

FY 2010 OPERATING BUDGET

Mission

The mission of the Department of School Safety and Security is ensuring a safe and secure learning and working environment for students and staff through partnerships with the school community and public safety partners; providing support, resources, and training to all schools and facilities; and using technology to provide the highest level of service in supporting the common goal of Success for Every Student.

Major Functions

The department provides 24-hour security services for Montgomery County Public Schools. The department staff members have built and maintained close liaisons with local, state, and federal law enforcement agencies and school administrators. The department works closely with school administrators to ensure the proper supervision of security personnel assigned to secondary schools and other facilities.

Department staff members design, develop, and conduct safety and security training programs for all security staff, school-based administrators, plant operations staff, transportation staff, new teachers, and others on request. They provide emergency response to critical incidents, assess serious incident needs, and provide necessary security resources. Security staff members respond to critical incidents and evacuations that occur in schools and facilities. Department staff are continually reviewing and assessing the preparedness of the school-based staff to react in a crisis situation.

Department staff members perform site evaluations and review construction plans for safety and security concerns in new and modernization construction projects. They also provide security support and perform security assessments for all existing schools and facilities. Department staff members investigate and recommend corrective action regarding security issues. They work with schools and facilities to develop their individual comprehensive emergency/crisis plan.

Trends and Accomplishments

Security staff is trained and expected to be prepared to help school administrators manage crisis or emergency situations. Principals rely on the ability of school-based security team leaders and assistants to respond to incidents of violence, drug/alcohol use and possession, property damage, and theft committed by students during the school day. Security staff is called upon to provide insight regarding the condition of a student suspected to be under the influence of drugs or alcohol. With an increasingly diverse student population, security staff must be prepared to communicate effectively with students of different cultural and ethnic backgrounds.

Security staff is mindful of the loss/crime prevention responsibility of their jobs. A multi-faceted safety and security program is critical to creating a safe and secure learning environment and protecting school system assets.

Working in partnership, the Montgomery County Department of Police and the Montgomery County Public Schools have an Educational Facilities Officer program. This program dedicates sworn Montgomery County police officers to work with schools. These officers are trained in emergency preparedness, crisis management, the concepts of community policing, and problem solving. The Department of School Safety and Security is the designated liaison between the school system and the police department for the program. Department staff closely works with the educational facilities officers and their assigned schools to coordinate services.

Accomplishments include training security staff members in current legislation and laws that apply to their school-related responsibilities. Staff also received training in substance abuse intervention and referral assistance strategies. School-based security staff are trained and certified in First Responder First Aid, CPR, and the use of automated external defibrillators. Department staff continues to play an integral part in the development of local comprehensive school emergency/crisis plans. Staff has provided emergency/crisis preparedness training to more than 5,000 school system employees and more than 250 private school administrators and staff. Enhanced crisis preparedness training has been developed and delivered to many staff members who have completed the basic course. Training content constantly is updated to reflect the latest trends and information available from local, state, and federal sources. Administrators, along with the members of their on-site emergency team, are required to attend the crisis preparedness training during the 2008–2009 school year if they have not already done so.

MCPS continues to utilize a comprehensive school system emergency response plan (ERP) under the structure and foundation of the Incident Command System. The MCPS emergency response team consists of approximately 75 members who have been trained in emergency/crisis management. Emergency response team members have participated in several school-based emergency/crisis tabletop simulation exercises to test the components of the ERP and the school system's ability to respond and manage an emergency/crisis. MCPS has participated in a full functional exercise for emergency preparedness with several county agencies. The MCPS Emergency Response Plan and the local school emergency/crisis plan are aligned with the Montgomery County Emergency Operations Plan, allowing for a seamless integration and coordination of response to an emergency/crisis. As a result of the investment in training, security team members are better prepared to assist principals and school-based staff in providing a safe and secure learning and working environment and respond to critical incidents. Staff conducts site assessments at all schools and makes recommendations to principals to enhance the safety and security of those facilities. Security staff reviews requests for additional closed-circuit television (CCTV) camera system equipment and two-way radio equipment, coordinates the use of private radio codes, assists in the design of CCTV systems, and makes recommendations on the use of other security related equipment.

The U.S. Department of Education has recognized MCPS as one of the leading school districts in the nation for crisis preparedness.

The department is in the process of implementing a six-year security upgrade that includes replacing the existing high school CCTV systems and installing new CCTV systems in all middle schools. These new systems will be state-of-the-art network-based digital systems that can be viewed remotely. Other initiatives include visitor management systems at all schools and electronic access control at all elementary schools.

The department continues to coordinate the school system's identification (ID) card initiative for high school students and staff and all non-school-based employees. Staff works with principals to facilitate producing ID cards in conjunction with the school's yearbook provider and to support their ID card efforts. These kinds of partnerships have strengthened the department's relationships with principals and other administrators. Laws, regulations, and procedural guidelines for individual safety require the department staff to work with administrators, parents, students, public safety, and the community to ensure a safe learning and working environment. Department staff will continue to respond and assist in resolving critical incidents involving the school system.

The department completed a Memorandum of Understanding (MOU) between the Montgomery County Public Schools, Montgomery County Department of Police, and Montgomery County State's Attorney's Office. The MOU establishes a working protocol for reporting, investigating, and information sharing among the agencies when dealing with specific felony-related crimes that occur on school property. The MOU also sets protocols for sharing of information related to the specified reportable offenses when they occur in our community and involve our students. The MOU went into effect on October 18, 2006.

Major Mandates

The Education Article, Section 7-303, of the Annotated Code of Maryland mandates the reporting of arrests of students to the local school superintendent for more than 25 specific serious crimes. The department is the official designee of the superintendent to receive this information. Information immediately is reported to the student's principal. Department staff has been given the assignment of following up on arrests reported each year.

Strategies

- Develop mechanisms and guidelines to disseminate information to customers and stakeholders.
- Identify training needs and develop courses that are designed to enhance emergency/crisis preparedness and safety/security.
- Provide technology and mechanisms to assist school-based security staff and administrators in establishing a safe and secure learning and working environment.

- Promote training of security staff and school personnel in improved safety and security techniques.
- Actively involve customers and stakeholders in the development of resources and the design and delivery of security services.
- Maintain and enhance the department's Web page.
- Meet with stakeholders and public safety personnel pertaining to safety and security issues and concerns.

Performance Measures

Performance Measure: Number of emergency/crisis district wide preparedness training sessions.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
18	34	34

Explanation: Number of sessions linked to systemwide emergency/crisis preparedness training needs.

Performance Measure: Percentage of school-based on-site emergency team (OSET) members that receive formal emergency/crisis preparedness training and have the awareness and knowledge of MCPS emergency/crisis procedures.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
61%	85%	100%

Explanation: Percentage of OSET staff who have completed the course/class and are knowledgeable about MCPS emergency/crisis procedures. Percentages reflect annual turnover of school-based staff.

Performance Measure: Percentage of customer satisfaction with emergency/crisis preparedness training.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
91%	90%	100%

Explanation: Based on post-training customer evaluation surveys.

**Budget Explanation
Department of School Safety
and Security—337**

The FY 2010 request for this department is \$1,835,485, an increase of \$16,480 from the current FY 2009 budget of \$1,819,005. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$89,064

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$89,064 in continuing salary costs to reflect step or longevity increases for current employees.

Reductions—(\$72,584)

Nextel Phone Service—(\$14,722)

There is a reduction of \$14,722 in contractual services due to the elimination of Nextel phone service for high school security team leaders. Schools will monitor the impact of this reduction and identify other methods of communication in times of emergencies or crisis, such as using personal cell phones to communicate.

Security Patroller Position—(\$27,396)

There is a reduction of a .5 security patroller position and \$27,396 resulting from a shift of this position to the ICB program to reflect actual operations of the department.

Additional Reductions—(\$30,466)

Reductions are needed in the budget to fund higher priority program needs. Other reductions in the Department of School Safety and Security are as follows:

Supportive services part-time salaries—(\$4,500)

Office supplies—(\$1,000)

Program supplies—(\$3,078)

Training support—(\$3,500)

Furniture and equipment—(\$5,000)

Equipment lease/purchase—(\$13,388)

Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	22.500	21.500	21.500	21.000	(.500)
Position Salaries	\$1,379,565	\$1,481,399	\$1,481,399	\$1,543,067	\$61,668
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		124,887	124,887	120,387	(4,500)
Other		29,605	29,605	29,605	
Subtotal Other Salaries	173,375	154,492	154,492	149,992	(4,500)
Total Salaries & Wages	1,552,940	1,635,891	1,635,891	1,693,059	57,168
02 Contractual Services					
Consultants					
Other Contractual		80,987	80,987	66,265	(14,722)
Total Contractual Services	72,987	80,987	80,987	66,265	(14,722)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		3,605	3,605	2,605	(1,000)
Other Supplies & Materials		63,078	63,078	60,000	(3,078)
Total Supplies & Materials	64,063	66,683	66,683	62,605	(4,078)
04 Other					
Local Travel		162	162	162	
Staff Development		4,350	4,350	850	(3,500)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		500	500	500	
Total Other	4,722	5,012	5,012	1,512	(3,500)
05 Equipment					
Leased Equipment		25,432	25,432	12,044	(13,388)
Other Equipment		5,000	5,000		(5,000)
Total Equipment	28,417	30,432	30,432	12,044	(18,388)
Grand Total	\$1,723,129	\$1,819,005	\$1,819,005	\$1,835,485	\$16,480

Department of School Safety and Security - 337

Robert B. Hellmuth, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
10	Q Director II		1.000	1.000	1.000	1.000	
10	K Supervisor		1.000	1.000	1.000	1.000	
10	25 Safety & Staff Dev Manager		1.000	1.000	1.000	1.000	
10	22 Cluster Security Coordinator		6.000	6.000	6.000	6.000	
10	19 Supv Electronic Detection		1.000	1.000	1.000	1.000	
10	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
10	14 Security Patroller Shift 1		1.000	1.000	1.000	1.000	
10	14 Security Patroller Shift 2		3.500	3.500	3.500	3.000	(.500)
10	14 Security Patroller Shift 3		2.000	2.000	2.000	2.000	
10	12 Secretary		1.000	1.000	1.000	1.000	
10	12 CESC Security Monitor		1.000				
10	11 Security Sys Monitor Shft 2		2.000	2.000	2.000	2.000	
10	11 Security Sys Monitor Shift 3		1.000	1.000	1.000	1.000	
	Total Positions		22.500	21.500	21.500	21.000	(.500)

Chapter 8

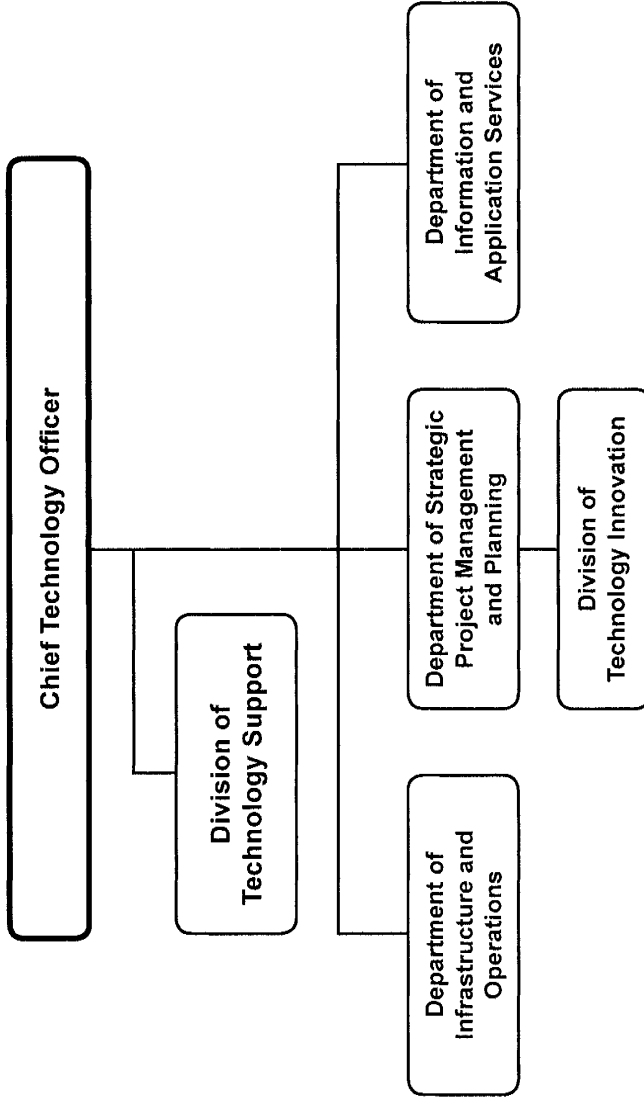
Office of the Chief Technology Officer

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**Office of the Chief Technology Officer
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	21.000	17.000	17.000	17.000	
Business/Operations Admin.	17.500	16.500	15.000	15.000	
Professional	6.000	6.000	6.000	4.700	(1.300)
Supporting Services	121.050	116.300	117.800	115.800	(2.000)
TOTAL POSITIONS	165.550	155.800	155.800	152.500	(3.300)
01 SALARIES & WAGES					
Administrative	\$2,106,010	\$2,241,295	\$2,249,662	\$2,223,404	(\$26,258)
Business/Operations Admin.	613,923	1,782,849	1,537,107	1,519,336	(17,771)
Professional	603,718	627,293	627,293	571,246	(56,047)
Supporting Services	9,818,698	8,717,616	8,954,991	9,268,155	313,164
TOTAL POSITION DOLLARS	13,142,349	13,369,053	13,369,053	13,582,141	213,088
OTHER SALARIES					
Administrative					
Professional	11,121	9,500	9,900	9,900	
Supporting Services	511,845	462,852	462,852	503,167	40,315
TOTAL OTHER SALARIES	522,966	472,352	472,752	513,067	40,315
TOTAL SALARIES AND WAGES	13,665,315	13,841,405	13,841,805	14,095,208	253,403
02 CONTRACTUAL SERVICES	8,126,207	8,248,265	8,249,276	7,058,124	(1,191,152)
03 SUPPLIES & MATERIALS	621,525	807,892	813,044	731,438	(81,606)
04 OTHER					
Staff Dev & Travel	138,506	348,252	333,014	209,653	(123,361)
Insur & Fixed Charges	40,046	21,610	31,650	31,920	270
Utilities	3,593,070	3,248,254	3,248,254	3,248,254	
Grants & Other	604,248	602,013	601,682	599,573	(2,109)
TOTAL OTHER	4,375,870	4,220,129	4,214,600	4,089,400	(125,200)
05 EQUIPMENT	1,469,792	1,761,368	1,761,368	1,835,878	74,510
GRAND TOTAL AMOUNTS	\$28,258,709	\$28,879,059	\$28,880,093	\$27,810,048	(\$1,070,045)

Office of the Chief Technology Officer—Overview



F.T.E. Positions 152.5

(*In addition, there are 17.5 Capital Budget positions, and a 0.5 Retirement Fund position shown in Chapter 7, Department of Financial Services.)

Office of the Chief Technology Officer

Chief Technology Officer	1.0
Supervisor (O)	1.0
Assistant to the Associate Superintendent (N)	1.0
Coordinator (N)	1.0
Fiscal Specialist II (25)	1.0
IT Systems Specialist II (18-25)	4.0
Administrative Services Manager 1 (17)	1.0
Fiscal Assistant III (16)	1.0
Administrative Secretary II (15)	1.0
Administrative Secretary I (14)	1.0

Mission

The mission of the Office of the Chief Technology Officer (OCTO) is to provide technology systems and services essential to the success of every student. The office is committed to excellence in providing the highest quality technology solutions to support teachers, engage students, and assist in the effective business operations of Montgomery County Public Schools (MCPS). These solutions are reflective of the requirements and priorities of our stakeholders, are developed following best practices for project management, and are implemented with continuous collaboration and communication.

The office is dedicated 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

OCTO is comprised of three departments and two divisions—the Department of Strategic Project Management and Planning, leading the strategic visioning and planning for the use of technology in MCPS based on quality and secure standards, coordinating statewide educational technology efforts, and managing technology-related federal programs; the Department of Information and Application Services, providing expert recommendations for integration of state-of-the-art technology into student and administrative practices and support services; the Department of Infrastructure and Operations, managing the technical enterprise configurations for information systems and providing the operational support for administrative data and reports; and two divisions providing technology support and innovations. The office 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 commitment to customer satisfaction, 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 the department works with project managers in each OCTO department and division to share and implement project management practices that lead to successful results.

Staff in the Department of Information and Application Services works to support 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 works to provide operational support for administrative data and reports.

The 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 worldwide learning community. The responsibilities of these divisions are closely aligned with the Technology Modernization (Tech Mod) project funded through the Capital Improvements Program (CIP) that refreshes technology in schools and offices. The Division of Technology Support provides onsite 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 project 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.

The office provides services through five organizational areas: information security, quality assurance, software testing, applications development, and systems architecture and operations management.

Trends and Accomplishments

Responding to the demands for accountability and a rigorous instructional program set forth by the Board of Education and in *No Child Left Behind* (NCLB) legislation requires technology systems that are highly responsive to the need for actionable information to support continuous improvement in teaching and learning. *Our Call to Action: Pursuit of Excellence* calls for improvements in how the school system measures the performance of the organization and how educators analyze performance data to make decisions that will improve student success. Technology tools can save teachers time while providing access to comprehensive data to guide instruction. Innovative technologies, such as interactive white boards, student response systems, and expanded

wireless capabilities focus on engaging students while developing critical thinking and problem-solving skills. The need for highly responsive access to network-based resources; the expectation that systems will be intuitive, user-friendly, and safe; and the ability to deploy new systems rapidly all have a major impact on OCTO and its priorities. New networked technology tools are essential elements of the infrastructure needed to increase productivity and enhance learning by making use of anytime, anywhere access to electronic information and communication. Online and e-learning technologies offer increasing possibilities for delivering instruction and expanding student and staff learning opportunities. Initiatives such as electronic grade books, computer-based assessments, and information systems for parents illustrate the need for forward-thinking and rapid implementation of technology environments to support innovative instructional programs.

The growing school and office dependence on quality technology solutions requires the continuous improvement of automated information systems and the supporting infrastructure. The ever-increasing need for accurate and timely information that enhances school and office productivity requires MCPS staff to evaluate new strategies to deliver student and business technology solutions. As MCPS technology infrastructure grows in size and complexity, coordination and standardization of components become key concerns. Processes through which technology projects are designed and implemented must be slated for continuous improvement. As part of the ongoing refreshment of school-based technology, requirements gathering for the FY 2009–2014 Technology Modernization project plan for the CIP were completed.

OCTO accomplishments in FY 2009 focused on continued support of improved project management practices. The office's focus was on improving collaboration and listening and learning from stakeholders.

Efforts to continuously increase the quality of services provided to all MCPS technology users focused on expanding the ability to meet increasing customer requests accurately and in a timely manner.

New processes were initiated to manage the increasing number of vendors offering technology products and services and to ensure timely and cost effective delivery of services. Office staff supported the procurement of technology equipment, software, and services funded through the \$18.8 million Tech Mod program and completed the federal application processes for E-Rate telecommunication rebates totaling approximately \$1.8 million for FY 2008. Another major accomplishment of the office was negotiating a settlement of \$204,554 in credits for over-billed telecommunication services.

During FY 2009, several major systems were migrated from the legacy mainframe equipment onto newly designed systems (student systems, financial management, budget, accounting, and procurement) to eliminate the costs of maintaining the legacy equipment and software. Migration of the

remaining printing and other batch programs from the mainframe to more up-to-date platforms allowed for the removal of the aging and out-of-date mainframe system.

The MCPS WAN continues to carry additional Internet Protocol (IP) services throughout MCPS with the addition in FY 2009 of IP-based building-wide security cameras in 12 secondary schools, 39 visitor management systems in elementary and middle schools, and building access control in 26 elementary schools. The information provided by these systems traverses the MCPS local area and wide-area networks providing critical information to both MCPS safety and security staff and the Montgomery County Police.

In FY 2009, databases for student systems applications, the myMCPS portal, and the human resources information system were upgraded to the latest and most efficient versions that allow for faster access to data for students and staff. The implementation of the first phase and prototype of the enterprise portal, myMCPS, provides access to reports and instructional applications, including the High School Assessment Bridge Plan for Academic Validation, Curriculum Archive, the Professional Development Online system, and MCPS news and emergency notifications. Within myMCPS, the Next Generation Data Warehouse provides dashboards for the strategic target data points for school administrators and staff.

The elementary school (ES) Online Achievement and Reporting System (OARS) project has expanded to include 24 selected schools for Grades 1 through 3. ES OARS has been updated to allow teachers to use newly established measurement topics for grading and reporting. Grading and reporting data collected in ES OARS are interfaced with the Online Administrative Student Information System (OASIS) to produce new standards-based report cards based on measurement topics. Secondary OARS has completed a pilot with the Edison Center to accommodate grade collection and reporting for students with dual enrollment.

The implementation of the Applicant Tracking System (ATS) enables the electronic handling of MCPS recruitment needs from posting positions to hiring. It serves 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. ATS integrates with the HRIS system and Fortis Document Management System.

In FY 2008, 102,760 requests for services and support were opened in the Unicenter Service Desk (USD) issue tracking system by MCPS staff in schools and offices as compared to 101,426 FY 2007.

The Technology Modernization project provided for the refreshment of technology in 45 schools, installing 9,341 computers and related systems in 10 high schools, 12 middle schools, 20 elementary schools, and 3 special schools. Also, the division supported the installation of technology for ten schools with additions. Because of the demand for a lower student-to-computer ratio and funding that remains at a 5:1

student-to-computer refreshment ratio, a program for upgrading older computers was initiated for Tech Mod schools with specific program needs. Under this upgrade program, 2,007 computers were removed from schools and offices, sent to the Tech Mod Recycle Center to be upgraded and re-imaged, then reinstalled in schools for student programs such as Fastt Math and Read 180. To address the digital divide, 5,763 computers were donated to local community centers and programs. All remaining old computers taken out of schools and offices are sold to an asset recovery firm to avoid disposal fees of \$10 per unit.

In FY 2009, the office applied for and received funding to lead a competitive grant under Title II-D Enhancing Education Through Technology under the NCLB. This grant funds a state-wide consortium for developing lessons and professional development to support student and teacher technology literacy. Office staff funded through Title II-D educational technology participated in the implementation of the critical thinking framework in seven schools participating in a partnership program with Promethean.

Major Mandates

- The NCLB and the state's Bridge to Excellence in Public Schools Act mandate data collection and distribution that require up-to-date infrastructure and equipment in all schools, as well as access to system information.
- *Our Call to Action: Pursuit of Excellence* focuses on an accountability framework for measuring past performance and evaluating where continued change needs to be made, as well as requiring access to and use of a variety of technological applications and services that help provide an effective instructional program and create a positive work environment in a self-renewing organization.
- The NCLB requires the administration of state-mandated tests including the Maryland School Assessment (MSA) in Grades 3–8 and 10; the High School Assessments; the Independence Mastery Assessment Program (IMAP) for students in the fundamental life skills curriculum; and the IDEA Proficiency Test (IPT) for students in the English for Speakers of Other Languages (ESOL) program.
- The Maryland Educational Technology Plan for the New Millennium: 2007–2012 presents technology objectives and targets in the areas of student learning, professional development, administrative productivity and efficiency, universal access, and research and evaluation. This plan includes a number of local school system targets that are to be achieved by 2012, including the development and implementation of data management systems, integrated student information systems, curriculum/content management systems, and learning management systems, the development of processes and strategies to provide electronic communication with educators, students, parents, and the community, the use of electronic information and communication tools by all staff to improve management and operational efficiency.
- The Telecommunications Act of 1996 (Section 954h.B) and Federal Communications Commission Order 9-57

stipulate that requests for Universal Service Program discounts (E-Rate) must be based on an approved technology plan that includes clear goals and strategies for integrating telecommunications services and Internet access into the school district's educational program, a professional development strategy, a needs assessment, a sufficient budget for acquisition and maintenance, and a program evaluation.

- The NCLB requires that programs funded through Title II-D, Enhancing Education Through Technology, must be based on an approved technology plan, must comply with state and federal laws and regulations, and must ensure timely and meaningful consultation with nonpublic school officials during the design and implementation of programs.
- The Children's Internet Protection Act requires that school systems receiving NCLB Title II-D funding or E-Rate discounts for Internet services must have policies and use technology protection measures that address issues related to the safety and security of minors and adults while using the Internet and electronic communication.
- Activities funded through Title V, Innovative Education Programs, must comply with state and federal laws and regulations; and OCTO must plan for participation of children enrolled in nonpublic schools.
- The MCPS Board of Education Policy, IGS, *Educational Technology*, December 8, 1993, requires that MCPS staff and students be provided with easy, equitable access to technology tools.
- Expectations of the Maryland Core Learning Goals and alignment with the Maryland High School Assessments and Maryland School Assessments require a modern infrastructure for delivery of online tests and courses.

Strategies

- Realign organizational structure to effectively support the district's priorities.
- Transform the organizational culture.
- Define and adopt a customer engagement and relationship model and process.
- Develop a next generation information technology workforce by building staff capacity.
- Strengthen operational coherence and risk management through appropriate stakeholder governance.
- Build understanding and support for development of a teaching and learning networked community using Web 2.0 systems.
- Ensure students and staff can access, generate, and use data.
- Provide technologies that engage students, encourage critical-thinking and problem-solving skills in support of our rigorous curriculum.
- Provide strategic leadership for all technology initiatives being implemented throughout the school system.
- Create a multiyear technology road map identifying strategic plans for school-based software and hardware

technologies, telecommunications, network operating systems, and support systems firmly based in industry standards and instructional research.

- Provide support for systemwide initiatives by maintaining a technology infrastructure that provides a platform capable of supporting modern technological hardware and software tools.
- Support the development and implementation of integrated information technology systems to improve products, resources, and services; providing technical support and instruction to ensure that these systems are fully utilized and meet customer needs.
- Implement technologies to support expansion of anytime, anywhere professional development and student learning.
- Model effective implementation of the professional growth system for all OCTO staff to enhance their abilities to support program strategies and new technologies skills.
- Collaborate with other offices and departments to understand their needs and to provide effective services to schools.
- Collaborate with private businesses and other school districts to gain knowledge of best practices.
- Consult with education, business, community, and government groups to ensure that programs and services are appropriate to prepare students for higher education and the workplace of the future.
- Use Baldrige and Six Sigma for performance excellence and assessment of results to guide organizational improvements.
- Build relationships that increase customer loyalty and satisfaction.
- Improve project management through implementation of effective strategies for chartering projects, team effectiveness, and organizational alignment.
- Improve all key work processes to optimize performance.
- Cultivate strategic partnerships with vendors that focus on improving product and service prices, quality, and on-time delivery.

**Budget Explanation
Office of the Chief Technology
Officer—411**

The FY 2010 request for this office is \$5,811,731, a decrease of \$434,541 from the current FY 2009 budget of \$6,246,272. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$1,649)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$1,649 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—(\$464,193)

The budget includes various budget neutral realignments for FY 2010 within the budget of the Office of Chief Technology Officer. In addition, to realign the budget with program needs, contractual maintenance funds of \$366,587 are realigned from this office to the Department of Information and Application Services and \$97,606 into the Department of Infrastructure and Operations.

Other—\$68,301

An additional \$68,301 is added to this budget for the student database system for Special Education and Student Services.

Reductions—(\$37,000)

Training support—(\$30,000)

Travel out—(\$7,000)

**Budget Explanation
IDEA—Early Intervening Services
Project—965**

As a requirement for receiving funds under the *Individuals with Disabilities Act*, MCPS is required to reserve 15 percent of its federal allocation to provide comprehensive early intervening services to students in groups that are significantly over-identified for special education services

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$123,438	\$123,438	\$123,438
State			
County			
Total	\$123,438	\$123,438	\$123,438

Office of Chief Technology Officer - 411/441

Sherwin Collette, Chief Technology Officer

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	23.000	13.000	13.000	13.000	
Position Salaries	\$1,259,670	\$1,184,310	\$1,184,310	\$1,182,661	(\$1,649)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		27,528	27,528	95,829	68,301
Other					
Subtotal Other Salaries	298	27,528	27,528	95,829	68,301
Total Salaries & Wages	1,259,968	1,211,838	1,211,838	1,278,490	66,652
02 Contractual Services					
Consultants		7,124	7,124	7,124	
Other Contractual		865,363	865,363	482,168	(383,195)
Total Contractual Services	427,176	872,487	872,487	489,292	(383,195)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		15,000	15,000	18,150	3,150
Other Supplies & Materials		23,173	23,173	23,173	
Total Supplies & Materials	20,890	38,173	38,173	41,323	3,150
04 Other					
Local Travel		2,432	2,432	2,432	
Staff Development		238,001	238,001	160,621	(77,380)
Insurance & Employee Benefits					
Utilities		3,248,254	3,248,254	3,248,254	
Miscellaneous		540,000	540,000	540,000	
Total Other	4,163,135	4,028,687	4,028,687	3,951,307	(77,380)
05 Equipment					
Leased Equipment		52,650	52,650	11,617	(41,033)
Other Equipment		42,437	42,437	39,702	(2,735)
Total Equipment	61,461	95,087	95,087	51,319	(43,768)
Grand Total	<u>\$5,932,630</u>	<u>\$6,246,272</u>	<u>\$6,246,272</u>	<u>\$5,811,731</u>	<u>(\$434,541)</u>

Office of Chief Technology Officer - 411/441

Sherwin Collette, Chief Technology Officer

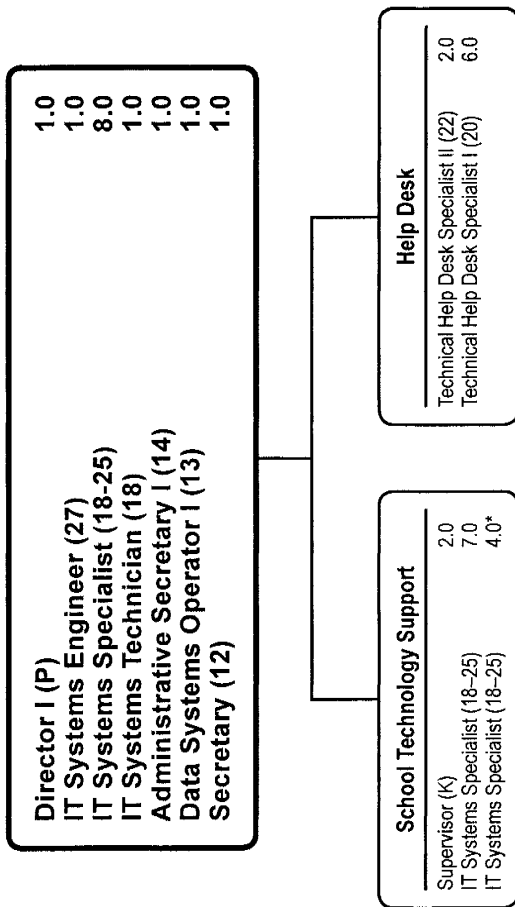
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Chief Technology Officer		1.000	1.000	1.000	1.000	
2	Q Director II		1.000				
1	P Executive Assistant		1.000				
1	P Executive Director		1.000				
1	O Supervisor		4.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt			1.000	1.000	1.000	
1	N Coordinator			1.000	1.000	1.000	
1	27 IT Systems Engineer		1.000				
1	25 IT Systems Specialist		4.000	4.000	4.000	4.000	
1	25 Technical Analyst		2.000				
1	25 Fiscal Specialist II		1.000	1.000	1.000	1.000	
1	19 Admin Services Manager II		1.000				
1	18 IT Systems Technician		1.000				
1	17 Copy Editor/Admin Sec		1.000				
1	17 Admin Services Manager I			1.000	1.000	1.000	
1	16 Fiscal Assistant III		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		2.000	1.000	1.000	1.000	
2	15 Administrative Secretary II		1.000				
1	14 Administrative Secretary I			1.000	1.000	1.000	
Total Positions			23.000	13.000	13.000	13.000	

IDEA - Early Intervening Services - 965

Sherwin Collette, Chief Technology Officer

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)					
Position Salaries					
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages					
02 Contractual Services					
Consultants					
Other Contractual		123,438	123,438	123,438	
Total Contractual Services	123,438	123,438	123,438	123,438	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office					
Other Supplies & Materials					
Total Supplies & Materials					
04 Other					
Local Travel					
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other					
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$123,438	\$123,438	\$123,438	\$123,438	

Division of Technology Support



F.T.E. Positions 31.0

(*In addition, there are 4.0 Capital Budget positions shown on this chart)

FY 2010 OPERATING BUDGET

Mission

The mission of the Division of Technology Support is to provide technical assistance to schools and offices while maintaining the operational readiness of new and existing hardware and software.

Major Functions

The Division of Technology Support provides technical help to staff in all Montgomery County Public Schools (MCPS) sites and offices through the services of the School Technology Support team, Help Desk, Technical Services and Support team, and the Customer Relationship Manager.

The School Technology Support (STS) team consists of two groups: first and second-level Information Technology Support Specialists (ITSS) and certified computer repair staff. The ITSS group is responsible for network administration, server, workstation and printer maintenance and repair, as well as software installation and upgrades. Their work assignment includes all elementary schools and five special schools. This group routinely partners with administrators, teachers, media specialists, and Central Office staff to prepare for events that require technical assistance. They also participate in project management that supports school initiatives. The certified hardware repair group is deployed to kindergarten through Grade 12 locations to troubleshoot, diagnose, and repair hardware that is no longer under warranty. The workload of the STS team is monitored through the Unicenter Service Desk (USD) issue tracking system which allows the supervisors to more effectively adjust resource allocation needs. Although USD is the major source of requests for service and support, the team also receives communications through e-mail, telephone, routine and emergency site visits, and internal requests for more advanced help to resolve a problem. The STS team works proactively to identify viable remote access tools and industry best practice approaches to continually improve its customer service to schools and offices.

The Help Desk team provides one central location for MCPS staff seeking information and immediate resolution to technical problems. Requests for service are received by telephone, e-mail, and the USD issue tracking system. The Help Desk specialists attend ongoing training to resolve basic network issues, support new application inquiries, and respond to productivity software questions related to office software use such as the Microsoft Office suite of products. This team also attends operations and applications training to ensure that the most current information available is shared with MCPS staff. The Help Desk team routinely researches and collaborates with other technologists in order to post useful information and timely solutions to frequently asked questions on the Help Desk website. The Help Desk collaborates with appropriate staff and departments to create Service and Operations Level Agreements that specifically outline a comprehensive support plan for all MCPS enterprise applications.

The Technical Services and Support (TSS) team is responsible for maintaining equipment in nonschool-based offices

and providing technical support of audiovisual equipment in schools. TSS support for nonschool-based offices includes onsite equipment repair and software upgrades, support for office relocations, and maintenance of equipment that is no longer under warranty. Staff provides integration services, preventative maintenance, network administration, and desktop image development. This team also provides technical support and equipment for MCPS meetings and activities. The staff manages the Instructional Equipment Replacement program for audiovisual equipment in the schools and meets with principals of new and modernized schools to assist with the planning and acquisition of new audiovisual equipment.

The Customer Relationship Manager (CRM) works in partnership with school-based staff and a cross-section of MCPS office personnel to gather requirements for new projects, collaborates with the Office of the Chief Technology Officer's staff to ensure alignment between Central Office and end user needs, and provides data that informs the quality of service to schools and offices.

The CRM is responsible for extracting data from the Unicenter Service Desk (USD) tool to design customized reports for schools and Central Office requests for information. As projects are implemented, the CRM routinely provides daily statistics that reflect the level of success of critical initiatives. The CRM serves as a subject matter expert, application administrator, and project manager for upgrades to USD. The CRM also is tasked to facilitate meetings to outline the Operations Level Agreement model that identifies the industry-standard approach to developing support plans and process mapping. The CRM delivers direct support to the classroom through the design of customized reports that allow administrators and designated staff to analyze and manage technology issues in their schools and lays the groundwork for collaborative work with the ITSS during scheduled visits.

Trends and Accomplishments

In FY 2008, 102,760 requests for services and support were opened in the USD issue tracking system by MCPS staff in schools and offices as compared to 101,426 FY 2007.

In FY 2008, of the 102,760 requests logged by the system, the MCPS Help Desk opened 43,113 tickets of which they closed 39,999 or 93 percent at first contact. In addition, they processed another 19,000 tickets that were submitted by other MCPS staff via the Web for a total of 62,113 tickets handled by this eight member team. The team leaders of the Help Desk are proactive in using the issue tracking software to spot trends. They routinely use this information to provide first level troubleshooting before escalating an issue to second-level support staff. The Help Desk team continuously works to improve customer service by collaborating with other OCTO teams and by incorporating user feedback into daily operations. They participate in the development of customized support plans and Service and Organization Level Agreements that are essential to the seamless delivery of service to our customers. This team periodically meets with various project teams to prepare training documents and

assist in training designated staff on new enterprise applications. The Help Desk maintains and regularly updates the Help Desk website that provides users with timely solutions to frequently asked questions.

In FY 2009, ITSS staff provided an average of 7.5 hours of support to each school per week. ITSS staffing is based on a geographical team model with primary and backup assignments for each school. This model provides onsite support for over 90 percent of all elementary schools each week. The STS team also provides frontline support for the emergency telecommunication system by contacting all school-based sites on a weekly basis to ensure effective operation and usability of the Nextel direct phones. Results are recorded and reported weekly.

In FY 2008, the TSS team closed 884 emergency priority requests handling 90 percent within the 12-hour Service Level Agreement (SLA). The TSS team also handled 2,520 normal priority calls meeting the three-day SLA and performance measure 80 percent of the time. The total number of requests for this time period was 3,404.

In FY 2009, the Customer Relationship Manager worked with cross-functional teams to establish and monitor Organization Level Agreements (OLAs) that support priority initiatives. The CRM uses Crystal Reports software to provide performance statistics on projects such as the Instructional Management System (IMS); the Online Administrative Student Information System (OASIS); the Online Achievement Reporting System (OARS), the electronic grade book used to report and maintain student records; Edline, the parent communication tool; MAP-R, the measurement accountability reading system; and the Professional Development Online (PDO) system. The CRM was assigned project management lead to upgrade the three USD issue tracking systems used by OCTO, the Employee and Retiree Service Center, and the Information Office Call Center. The upgrade to the OCTO system expanded the user base from several hundred users to 30,000 potential users and allows the MCPS end-user community to more easily submit, track, and resolve technology problems. During the design and implementation of the upgrade, efficiencies were introduced to improve the delivery of services to customers. Phase 2 of this project will improve efficiency of support by decreasing the amount of time taken to resolve issues; this phase will introduce a self-service knowledge base for MCPS staff and will integrate the issue tracking software with the Help Desk phone system.

Major Mandates

- *Our Call to Action: Pursuit of Excellence* identifies technology as a critical learning tool in schools. Access to and use of a variety of technological applications and services are essential to an effective instructional program and help to create a positive work environment in a self-renewing organization. Specific strategies/initiatives include refreshing hardware and software and network infrastructure through the Technology Modernization project and providing testing support of innovative technologies.

Strategies

- Provide technology support for instructional programs and other system-wide initiatives by maintaining an infrastructure that provides a platform capable of supporting modern technological hardware and software tools.
- Participate in strategic planning for the creation of a multiyear technology road map, identifying strategic plans for school-based software and hardware technologies, telecommunications, network operating systems, and a support system firmly based in industry standards and instructional research.
- Support the technology modernization project providing access to high capability computers with web connectivity in schools and the community.
- Support the development and implementation of integrated information technology systems to improve products, resources, and services. Provide technical support and instruction to ensure that these systems are fully used and meet customer needs.
- Develop management strategies and align resources and services to accomplish the OCTO strategic plan. Involve customers and stakeholders in decisions on the use of resources.
- Work collaboratively with other OCTO teams to assess and respond to customer needs and provide ongoing technical and operational support to schools.
- Increase DTS staff involvement in strategic planning and continuous improvement efforts through timely communications and participation in cross-functional work groups in schools and offices.
- Support administrative and instructional computers and provide solutions to technical problems in a timely, efficient, and reliable manner.
- Respond to customer needs by monitoring performance, including the turnaround time for repairs and service, and the number and types of requests submitted to the Help Desk.
- Coordinate and provide computer integration services, software installation, and outreach to assess complex problems and address staff training needs.
- Increase user independence and skills in their ability to resolve and prevent technology-related problems through just-in-time help and expanded knowledge tools through self-help systems.
- Provide accurate and timely information to customers.
- Support the development and implementation of new applications through ensuring access to reliable technology, assisting in training, and providing on-site and remote technical support.
- Ensure technical readiness in schools.

Performance Measurements

Performance Measure: Percentage of phone requests both opened and closed by the Help Desk staff on first customer contact (as measured by closure in USD issue tracking system within 2 hours).

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
93%	93%	95%

Explanation: This measure is an indication of the timeliness of problem resolution by Help Desk staff within the Service Level Agreement.

Budget Explanation
Division of Technology
Support—422/423/424

The FY 2010 request for this division is \$2,525,128, a decrease of \$36,727 from the current FY 2009 budget of \$2,561,855. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$75,168

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$75,168 in continuing salary costs to reflect step or longevity increases for current employees.

Reductions—(\$111,895)

Help desk assistant position—(\$49,291)

There is a reduction of a 1.0 help desk assistant position and \$49,291

Other Reductions—(\$62,604)

Contractual services—(\$24,091)

Office supplies—(\$4,500)

Software—(\$4,760)

Instructional computers—(\$10,000)

Local travel—(\$2,485)

Furniture and equipment—(\$10,859)

Equipment lease/purchase— (\$5,909)

Division of Technology Support - 422/423/424

Shelley Beddingfield, Director I

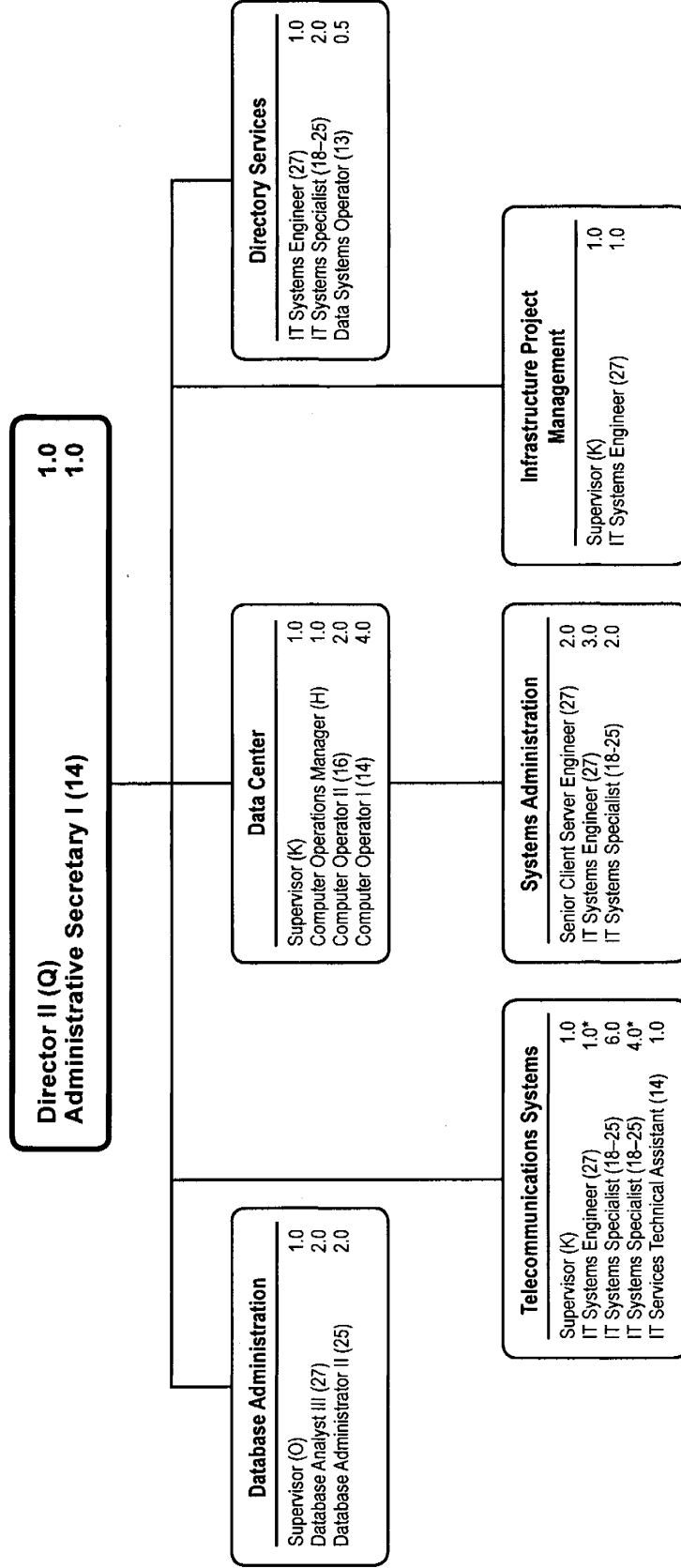
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	32,000	32,000	32,000	31,000	(1,000)
Position Salaries	\$2,252,482	\$2,431,800	\$2,431,800	\$2,457,677	\$25,877
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries	455				
Total Salaries & Wages	2,252,937	2,431,800	2,431,800	2,457,677	25,877
02 Contractual Services					
Consultants					
Other Contractual		47,941	47,941	23,850	(24,091)
Total Contractual Services	35,325	47,941	47,941	23,850	(24,091)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		17,192	17,192	12,692	(4,500)
Other Supplies & Materials		29,522	29,522	14,762	(14,760)
Total Supplies & Materials	32,925	46,714	46,714	27,454	(19,260)
04 Other					
Local Travel		7,132	7,132	4,647	(2,485)
Staff Development		1,395	1,395	1,395	
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	7,329	8,527	8,527	6,042	(2,485)
05 Equipment					
Leased Equipment		16,014	16,014	10,105	(5,909)
Other Equipment		10,859	10,859		(10,859)
Total Equipment	10,106	26,873	26,873	10,105	(16,768)
Grand Total	\$2,338,622	\$2,561,855	\$2,561,855	\$2,525,128	(\$36,727)

Division of Technology Support - 422/423/424

Shelley Beddingfield, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	422 Division of Technology Support						
1	P Director I		1.000	1.000	1.000	1.000	
11	K Supervisor		1.000				
1	27 IT Systems Engineer		1.000	1.000	1.000	1.000	
11	25 IT Systems Specialist		6.000	8.000	8.000	8.000	
3	25 IT Systems Specialist		1.000				
11	18 IT Systems Technician			1.000	1.000	1.000	
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
11	13 Data Operator I		1.000	1.000	1.000	1.000	
1	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		13.000	14.000	14.000	14.000	
	423 Help Desk						
11	K Supervisor		1.000				
11	25 IT Systems Specialist		8.000				
1	22 Technical Help Desk Spec II		1.000	1.000	1.000	1.000	
3	22 Technical Help Desk Spec II		1.000	1.000	1.000	1.000	
1	20 Technical Help Desk Spec I		2.000	2.000	2.000	2.000	
3	20 Technical Help Desk Spec I		4.000	4.000	4.000	4.000	
11	18 IT Systems Technician		1.000				
1	18 Technical Help Desk Asst		1.000	1.000	1.000		(1.000)
	Subtotal		19.000	9.000	9.000	8.000	(1.000)
	424 School Technology Support						
11	K Supervisor			2.000	2.000	2.000	
11	25 IT Systems Specialist			7.000	7.000	7.000	
	Subtotal			9.000	9.000	9.000	
	Total Positions		32.000	32.000	32.000	31.000	(1.000)

Department of Infrastructure and Operations



F.T.E. Positions 35.5

(*In addition, there are 5.0 Capital Budget positions shown on this chart.)

FY 2010 OPERATING BUDGET

Mission

The mission of the Department of Infrastructure and Operations is to manage the enterprise-wide technical systems, including the data center, network connections and telephones; and to facilitate the implementation of effective, secure, and reliable hardware and software solutions. This department also is responsible for providing the operational support for administrative data and reports aligned with *Our Call to Action: Pursuit of Excellence*.

Major Functions

The department accomplishes its mission through six units: Database Administration, Data Center, Telecommunication Services, System Administration, Directory Services, and Infrastructure Project Management. All six units work collaboratively to ensure that Montgomery County Public Schools (MCPS) technology systems are designed and operated in the most efficient manner possible.

The Database Administration unit is responsible for creating, maintaining, backing up and recovering, and monitoring enterprise databases [e.g., Online Administrative Student Information System (OASIS), online student look-up, period-by-period attendance, grading and reporting, financial management system, payroll, and retirement] for effective use in an operational environment. This includes all student and business systems.

The Data Center operates, monitors, and provides technical support for the MCPS central servers and related equipment, (high-speed printers and scanners) to allow 24-hour access to essential student and administrative databases and to run applications, including payroll, student attendance and enrollment, retirement, asset management, financial management, report cards, and online materials ordering application systems.

The Telecommunication Services unit designs, installs, and supports local and wide-area networks (LAN/WAN) which include wiring in schools, central office, and field offices. The unit maintains all telephone systems, both wired and cellular, including school and office voice mail systems, data transmission lines, and voice circuits. The Telecommunication Services unit supports converged telephony which combines voice, data, and video on data circuits. Telephony specialists evaluate current system needs while reviewing telecommunications trends. To improve MCPS telecommunications capabilities, staff is responsible for researching, planning, expanding, and modernizing existing systems as both technology and location needs evolve. The unit monitors and maintains the MCPS WAN, which is implemented by connections through several carriers, including the county's fiber-optic network (FiberNet). The connection to the Internet and county government, the security firewall, the intrusion detection/prevention equipment, and the Internet protocol (IP) security video solution for secondary schools, along with the data wiring at new and modernized construction projects including the telephone and cable television distribution systems also are the responsibility of this unit.

The Systems Administration unit designs systems architecture for new or upgraded applications; and installs, manages, and supports enterprise servers which house the technology systems used by staff and students. The unit is responsible for the efficient operation of the systems as well as preventive security measures. Enterprise-wide data backup solutions are managed by this unit, including backing up central data as well as remotely backing up school data. The unit ensures that systems can be recovered quickly in the event of mechanical failure or disaster.

The Directory Services unit is responsible for systemwide user account management for the network and all application systems such as the student data system, financial management system, and human resources to enable appropriate access for MCPS users. The unit also manages the operation of the MCPS e-mail system and is responsible for all e-mail system upgrades and implementations.

The Infrastructure Project Management unit manages major projects within the Department of Infrastructure and Operations and provides collaborative support to the other departments' project teams. To ensure that these services are provided in an effective, efficient and timely manner, the Infrastructure Project Management team coordinates the work efforts of the technical resources and subject matter experts for department projects. The unit manages the service contracts and vendor relationships during the life of the project. The Infrastructure Project Management unit ensures that project documentation is kept in an accessible place and that quality assurance processes are created, documented and communicated for maximum efficiency.

Trends and Accomplishments

The continuing rapid advancement of technology requires staff to research new and emerging technologies, to work continuously with technology users in reassessing which technologies best meet instructional and administrative needs and to plan how to modernize or replace aging and obsolete equipment and software. *Our Call to Action: Pursuit of Excellence* calls for the provision of a technology-rich environment that gives instructional leaders powerful tools to determine priorities and to measure success.

Recent departmental accomplishments include the implementation of hardware upgrades for the newly expanded student data system; completion of the implementation of an automated network user account management system, a system to allow for single sign-on of user accounts to multiple systems with the integration of the myMCPS portal; expansion of the enterprise storage management and backup solution to include remote backups for schools; and wide-scale upgrades in hardware and software versions. In addition, the department also provided large-scale printing services for both student and business systems, including approximately 137,000 report cards per reporting period and 1,500 employee paychecks per pay period (employee pay stubs are available electronically, eliminating the need for pay stub printing for employees using direct deposit).

The Data Center staff takes great pride in continuing to meet every deadline for all large printing jobs.

The department upgraded the central domain controller servers to the latest software version. This upgrade provides the ability to make more efficient modifications in the network structure as organizational changes occur. The MCPS e-mail system also was upgraded to the most current version, providing users with additional capabilities, better redundancy and additional disaster recovery capabilities. The Systems Administration unit designed and implemented a more efficient method to update applications by centralizing the storage of the applications.

Planned upgrades for the MCPS Data Center continued during FY 2009 in collaboration with the Department of Facilities Management by developing comprehensive plans for a modernized central computer facility to meet industry standards. A short-term power upgrade was implemented to accommodate the increasing electrical requirements of the Data Center. With ever-increasing technology demands, the trend shows a steady increase in power consumption, presenting a challenge for an aging infrastructure. An additional emergency generator was installed to accommodate the increased electrical needs so that storms and other unpredictable causes of power outages do not affect the operations of mission critical computer resources such as e-mail, web services, student data systems, online instructional programs and financial systems. In addition, the high speed printers and scanners were moved to existing available space in the Carver Educational Services Center both to make room for additional data center equipment and also to provide a cleaner environment for the operations of the servers. Implementation of the server consolidation program continued through FY 2009, including the implementation of a virtual server environment to reduce the number of production servers. This program seeks to reduce the number of disparate hardware servers by consolidating systems on more reliable and consistently managed hardware.

Several major systems were migrated from the legacy mainframe equipment onto newly designed systems (student systems, financial management, budget, accounting, and procurement) to eliminate the costs of maintaining the legacy equipment and software. Migration of the remaining printing and other batch programs from the mainframe to more up-to-date platforms allowed us to remove the aging and out-of-date mainframe system.

In FY 2009, databases for student systems applications, the myMCPS portal and the human resources system were upgraded to the latest and most efficient versions that allow for faster access to data for students and staff.

The growing school and office reliance on wired and wireless networks requires reliable WAN/LAN connections. The ever-increasing need for additional bandwidth requires MCPS to continually evaluate new telecommunications technologies including participation in the county FiberNet. As the MCPS information technology infrastructure grows in size and

complexity, coordination and standardization of components become key concerns. Processes through which technology projects are designed and implemented must be slated for continuous improvement.

Using virtual private network (VPN) technology with Internet connections, the Telecommunications Services team was able to provide redundancy, improve reliability and increase bandwidth for 40 elementary schools. Montgomery County FiberNet installations continued in FY 2009 with installations completed at 12 additional elementary schools bringing the total number of MCPS locations to 85 schools and offices. Internet service for the entire MCPS enterprise was augmented with a second connection which provides increased availability and faster performance. Internet availability continued to be over 99 percent.

Telephone systems were installed on time as scheduled in four elementary schools, one middle school, and one high school. Nearly 2,000 work requests for moves, adds, and changes for schools and administrative offices were completed in FY 2009. The Telecommunication unit continued its management of the cell phone and data device programs which includes emergency phones in portable classrooms and school emergency kits.

The MCPS WAN continues to carry additional IP services throughout MCPS with the addition of IP-based building-wide security cameras in 12 secondary schools, 39 visitor-management systems in elementary and middle schools, and building access control in 26 elementary schools in FY 2009. The information provided by these systems traverses the MCPS LAN/WAN providing critical information to both MCPS safety and security staff and the Montgomery County Police.

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's Bridge to Excellence in Public Schools Act mandate data collection and distribution that require up-to-date infrastructure and equipment in all schools, as well as access to system information.
- *Our Call to Action: Pursuit of Excellence* strategies require up-to-date infrastructure and central services.
- Expectations of the Maryland Core Learning Goals and alignment with the Maryland High School Assessments and Maryland School Assessments require a modern infrastructure for delivery of online tests and courses.
- The MCPS Board of Education Policy, IGS, *Educational Technology*, requires that all students and staff members have easy, equitable access to information and communication technologies.
- The Maryland Educational Technology Plan for the New Millennium: 2007–2012, requires that schools be provided with networks, hardware/software, and technical services that support student and staff use of electronic information and communication resources in classrooms, media centers, and offices.

Strategies

- Control and manage user access rights and implement user account provisioning using the most cost effective and efficient methods.
- Develop a converged telecommunications strategic plan based on industry standards to guide MCPS in the modernization and expansion of its telecommunications system including telephony and data.
- Implement an upgrade to the enterprise e-mail system.
- Consistently evaluate database use and performance upgrading operating systems and hardware and software when necessary.
- Monitor performance of the WAN, school servers, and Internet connectivity and ensure staff or vendors respond promptly to any problems.
- Manage/maintain a sound virtual server testing environment for use by multiple systems.
- Expand the virtual server environment to the production systems to more efficiently utilize servers for multiple applications.
- Monitor the reliability, timeliness, and accuracy of enterprise computer products and services.
- Maintain up-to-date recommended firmware and software release levels for security and performance for all servers.
- Work with MCPS staff and consultants to identify, develop, and implement industry-accepted network management procedures, best practices, and technical solutions.
- Plan and implement an enterprise backup scheduling solution for Unix systems.
- Monitor, plan, and implement improvements for enterprise data storage systems to support the production server environment.
- Maintain consistent environmental controls in the Data Center.
- Work with staff and industry representatives to design, implement, and maintain, an IP-based, closed-circuit video surveillance solution including building-wide cameras in secondary schools and a renovated dispatch center.
- Maintain communication with school staffs regarding relocations and requirements for voice and data connections and computer setups.
- Plan for a modernized central computer facility that meets industry standards.
- Provide excellent customer service to all technology users by assisting in data migration needs, providing efficient turnaround on user requests, and planning for the unexpected.
- Conduct server consolidation and migration to standardized network operating systems.
- Facilitate and support server configuration management for optimum performance.

Performance Measures

Performance Measure: Percent of uptime for the WAN

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99.72%	99.85%	99.90%

Explanation: A measure of availability of switches, routers, and vendor supplied lines that provide access to schools, offices, and the ISP connection.

Performance Measure: Percentage of uptime for e-mail system.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99.9%	99.9%	99.9%

Explanation: This measure indicates the amount of time e-mail is available to end users, other than regularly scheduled maintenance hours.

Budget Explanation

Department of Infrastructure and Operations—446/433/447/448/451/452/453

The FY 2010 request for this department is \$6,647,848, an increase of \$146,026 from the current FY 2009 budget of \$6,501,822. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$151,995

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$151,995 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$97,606

The budget for this department includes various budget neutral realignments for FY 2010. In addition, to align budgeted funds with program needs, a realignment of \$97,606 from the Office of the Chief Technology Officer into this department is necessary.

Reductions—(\$103,575)

Contractual Maintenance—(\$4,901)

There is a reduction of \$4,901 in contractual maintenance as a result of a new copier initiative. Overall, the net reduction for the copier initiative is \$868,633, and there are other increases and reductions in other parts of the budget.

Other Reductions—(\$98,674)

Equipment lease/purchase—(\$33,674)

Consultants—(\$50,000)

Program supplies—(\$15,000)

Dept of Infrastructure & Ops - 446/431/432/433/436/447/448/451/452/453

Cary Kuhar, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	38.500	35.500	35.500	35.500	
Position Salaries	\$3,345,520	\$2,917,082	\$2,917,082	\$3,069,077	\$151,995
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		39,394	39,394	32,110	(7,284)
Other		43,460	43,460	34,328	(9,132)
Subtotal Other Salaries	70,601	82,854	82,854	66,438	(16,416)
Total Salaries & Wages	3,416,121	2,999,936	2,999,936	3,135,515	135,579
02 Contractual Services					
Consultants		128,371	128,371	61,500	(66,871)
Other Contractual		1,422,671	1,422,671	1,502,844	80,173
Total Contractual Services	1,426,072	1,551,042	1,551,042	1,564,344	13,302
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		5,566	5,566	5,566	
Other Supplies & Materials		537,063	537,063	473,348	(63,715)
Total Supplies & Materials	384,219	542,629	542,629	478,914	(63,715)
04 Other					
Local Travel		4,718	4,718	4,328	(390)
Staff Development		44,130	44,130	10,494	(33,636)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	39,545	48,848	48,848	14,822	(34,026)
05 Equipment					
Leased Equipment		1,359,367	1,359,367	1,454,253	94,886
Other Equipment					
Total Equipment	1,040,717	1,359,367	1,359,367	1,454,253	94,886
Grand Total	\$6,306,674	\$6,501,822	\$6,501,822	\$6,647,848	\$146,026

Dept of Infrastructure & Ops - 446/431/432/433/447/448/436/451/452/453

Cary Kuhar, Director II

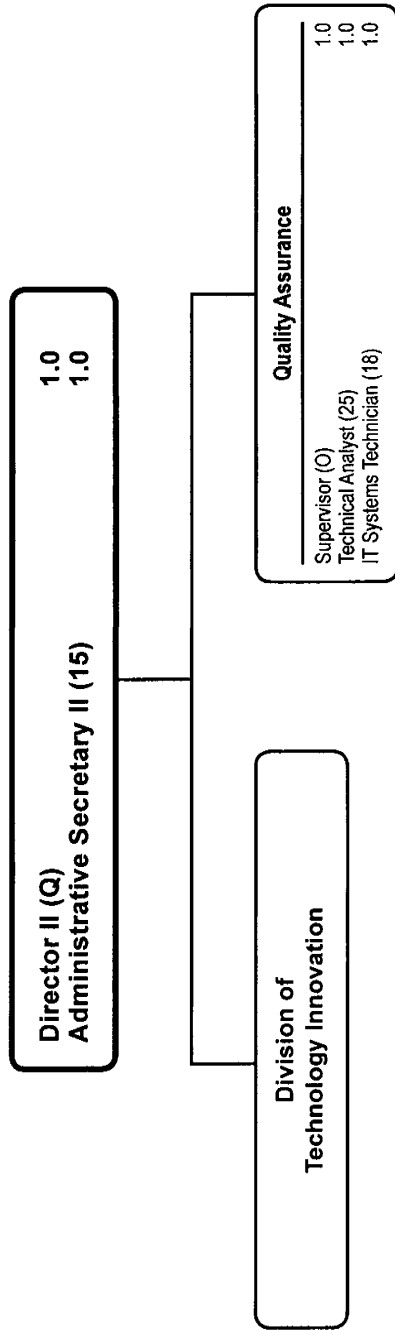
CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	446 Department of Infrastructure & Ops						
1	Q Director II			1.000	1.000	1.000	
1	P Director I		1.000				
1	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Subtotal		2.000	2.000	2.000	2.000	
	431 Division of Field Operations						
1	P Director I		1.000				
1	14 Administrative Secretary I		1.000				
	Subtotal		2.000				
	433 Telecommunications Systems						
11	K Supervisor		1.000	1.000	1.000	1.000	
1	25 IT Systems Specialist			2.000	2.000	2.000	
11	25 IT Systems Specialist		4.000	4.000	4.000	4.000	
11	18 IT Systems Technician		2.000				
11	14 IT Services Technical Asst		1.000	1.000	1.000	1.000	
11	13 Fiscal Assistant I		1.000				
	Subtotal		9.000	8.000	8.000	8.000	
	447 Database Administration						
1	O Supervisor			1.000	1.000	1.000	
1	K Supervisor		1.000				
1	K Database Analyst III		2.000	2.000			
1	27 Database Analyst III				2.000	2.000	
1	25 Database Administrator II		2.000	2.000	2.000	2.000	
	Subtotal		5.000	5.000	5.000	5.000	
	448 Data Center						
1	K Supervisor		1.000	1.000	1.000	1.000	
1	H Computer Operations Mgr		1.000	1.000	1.000	1.000	
1	27 Sr Client Server Engineer		2.000				
1	27 IT Systems Engineer		2.000				
1	16 Computer Operator II Shift 2		1.000	1.000	1.000	1.000	
1	16 Computer Operator II Shift 3		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 1		2.000	2.000	2.000	2.000	
1	14 Computer Operator I Shift 2		1.000	1.000	1.000	1.000	
1	14 Computer Operator I Shift 3		1.000	1.000	1.000	1.000	
	Subtotal		12.000	8.000	8.000	8.000	
	451 Directory Services						
1	K Supervisor		1.000				
1	27 IT Systems Engineer		2.000	1.000	1.000	1.000	
1	25 IT Systems Specialist		5.000	2.000	2.000	2.000	

Dept of Infrastructure & Ops - 446/431/432/433/447/448/436/451/452/453

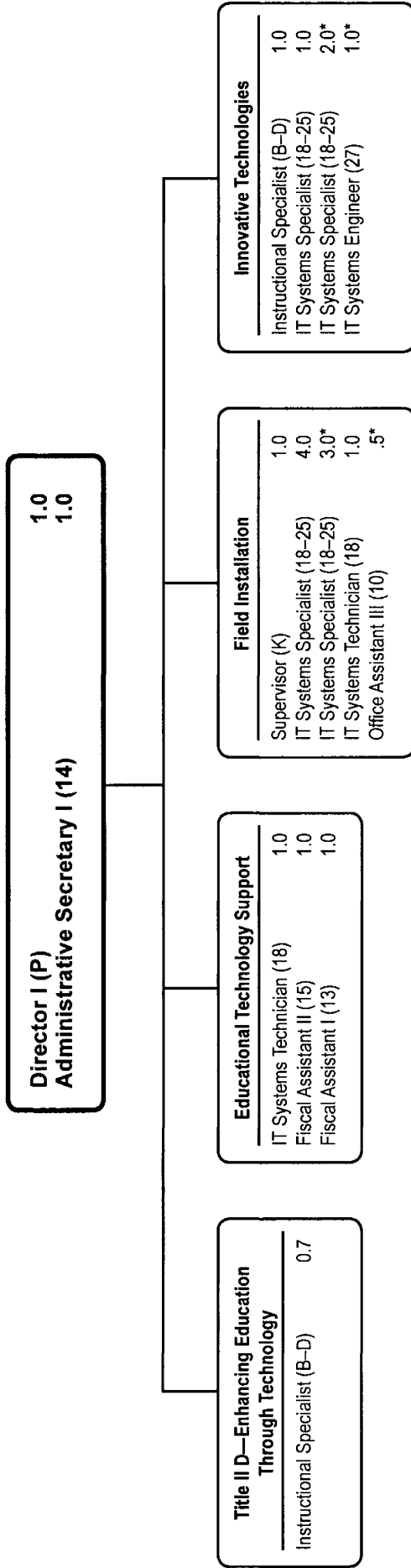
Cary Kuhar, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	451 Directory Services						
1	13 Data Operator I		.500	.500	.500	.500	
	Subtotal		8.500	3.500	3.500	3.500	
	452 Systems Administration						
1	27 Sr Client Server Engineer			2.000	2.000	2.000	
1	27 IT Systems Engineer			3.000	3.000	3.000	
11	25 IT Systems Specialist			2.000	2.000	2.000	
	Subtotal			7.000	7.000	7.000	
	453 Infrastructure Project Management						
1	K Supervisor			1.000	1.000	1.000	
1	27 IT Systems Engineer			1.000	1.000	1.000	
	Subtotal			2.000	2.000	2.000	
	Total Positions		38.500	35.500	35.500	35.500	

Department of Strategic Project Management and Planning



Division of Technology Innovation



F.T.E. Positions 13.7
 (*In addition, there are 6.5 Capital Budget positions shown on this chart)

Mission

The mission of the Department of Strategic Project Management and Planning is to implement innovative 21st Century technologies that support students' active engagement in learning, establish and support project management and quality assurance practices for all Office of Chief Technology Office (OCTO) programs and services, and create a strategic plan for the use of technology in teaching and learning.

Major Functions

The Department of Strategic Project Management and Planning coordinates the functions and operations of the Division of Technology Innovation and oversees the use of effective project management and quality assurance processes and tools. Department staff provides the knowledge, processes, and tools needed to consistently meet customer expectations for high quality, reliable technology solutions.

The Division of Technology Innovation consists of three units: Field Installation, Educational Technology Support, and Innovative Technologies.

The Field Installation unit implements 21st century technologies in MCPS classrooms. This unit supports the implementation of interactive white board technologies in secondary schools, the installation of Middle School Reform technologies such as wireless mobile laptop labs, and the piloting of enterprise software solutions. To refresh technologies in schools through the Technology Modernization (Tech Mod) Program, staff in this unit gathers requirements from stakeholders, works with school staff to plan the integration of hardware and software in schools, procures and installs the technology, and ensures its readiness at the opening of the school year. The unit oversees a program to upgrade older computers in schools as part of their Tech Mod refreshment. Staff also manages the donation of older technology to community groups. Additionally, the unit collects online data for updating and maintaining the asset management system and provides centralized distribution of software updates, service packs, and virus definition files.

The Educational Technology Support unit oversees federal and state telecommunication and educational technology programs and grants. Staff applies for rebates for eligible telecommunications, internal connection, and Internet-related costs under the Schools and Libraries Universal Service E-Rate program funded under the Telecommunications Act of 1996. The unit also manages the allocation and grants under Title II-D Enhancing Education Through Technology (Educational Technology) that help support the school system's technology efforts. A position funded under the Title II-D Educational Technology allocation coordinates the integration of the critical thinking model into the 21st Century Classroom initiative.

The Innovative Technologies unit conducts research and development for evolving and emerging technologies. Unit members continuously collaborate with schools and offices to understand interests and needs. The unit also cultivates

strategic partnerships with vendors who focus on improving technology products, services, prices, quality, and on-time delivery. The unit oversees the testing of products and configurations prior to deployment to schools to ensure product reliability and effective ongoing operations in every school. Staff also keeps abreast of emerging technology trends and products and assesses their applicability in the educational environment. Educationally appropriate products are evaluated to determine if the product meets identified needs, and high-level tests are performed to assess compatibility with the MCPS technology infrastructure. Professional staff in this unit also assists in defining the professional development needed to integrate interactive classroom technologies into teaching and learning.

Staff in this division also collaborates with the schools and other MCPS offices and departments to create a strategic plan for the use of technology in teaching and learning. The current plan, Educational Technology for 21st Century Learning, describes how MCPS will utilize technology in schools and classrooms through 2014. The FY 2009–2014 strategic technology plan outlines agreed upon technology needs and affordable solutions to infuse technology into instruction, student learning, and business processes. This plan is aligned with the Maryland Educational Technology Plan for the New Millennium: 2007–2012 and *Our Call to Action: Pursuit of Excellence*.

The Department of Strategic Project Management and Planning oversees the use of effective project management and quality assurance processes and tools throughout OCTO. This is accomplished by standardizing the use of effective project management practices, implementing a strong customer engagement and relationship model, and managing the project portfolio to deliver the right solutions at the right time. Staff in the department works with project managers in each OCTO department and division to share and implement project management practices that lead to successful results.

The Quality Assurance Unit assists software development and technology projects by verifying that products and services conform to specified requirements and validating that the solution aligns with customer expectations. Staff assists in the preparation of project plans; develops standard policies, practices, and procedures; employs requirements management, tests management, activity tracking, configuration management and version control tools; and establishes methods and facilities to be used in collecting, maintaining, and retaining quality assurance records. The unit supports OCTO's focus on being a test-driven organization to ensure the delivery of high quality, reliable solutions. Staff guides projects in the development and use of testing procedures and automated testing tools, as well as plans, monitors, and documents the software testing process.

The department also is responsible for operational process improvement. This is accomplished by incorporating continuous improvement processes for performance excellence such

as Malcolm Baldrige Educational Criteria for Performance Excellence and Six Sigma methodologies.

Trends and Accomplishments

Students, teachers, and the community have an expectation that technology solutions will be available to meet their information and communication needs. The ability to deploy new systems rapidly and the expectation that systems will be user-friendly and safe have a major impact on this department and its planning. The need to retool educational technology is accelerating and customers rightly expect high-quality, reliable solutions. The demand for faster, better, and cheaper solutions that meet customer expectations requires exceptional skill in managing projects. The partnership of educational and technical experts to improve project outcomes requires the creation and use of a common language for the planning, execution, and delivery of projects. The challenge for the school system is how to use students' interest in technology to engage them in rigorous and relevant learning experiences. Innovative technologies, such as interactive white boards, student response systems, and expanded wireless capabilities, now focus on engaging students while developing critical-thinking and problem-solving skills.

Other trends include managing the increasing number of vendors that are offering technology products and services and building strong partnerships to meet the school system's educational and business needs. In addition, while most vendors will agree to provide school districts with special discount rates, implementing the individualized payment schedules included in these agreements is typically a challenge for vendor billing departments. This increases the need for staff in this department to analyze technology and telecommunication invoices to make sure they reflect the agreed-upon pricing.

In FY 2009, the Department of Strategic Project Management and Planning continued its support of improved project management practices. The department's focus was on improving collaboration and listening and learning from stakeholders. Additionally, the department worked to build the capacity of staff in the Office of the Chief Technology Officer to use industry best practices for information technology project management. The quality assurance unit coordinated testing of major systems being developed for use in schools and offices and continued support of quality assurance tools in use by technology staff. Standardized project management practices helped facilitate improved performance and result in the delivery of technology solutions and services.

Department staff also represented OCTO on the Integrated Reform Initiative for middle school reform project directors' team, Job-Banding Career Advancement Work Group, and the Supporting Services Professional Growth System Implementation Team. Staff participated on the Baldrige Award writing team and in Six Sigma projects focused on continuous improvement.

The Division of Technology Innovation supported the implementation of Educational Technology for 21st Century Learning, the school system's strategic technology plan. This plan sets forth comprehensive goals and objectives for the use of technology to support student learning. Interactive white boards and student response systems were installed in 65 percent of all secondary schools to create a more engaging learning environment for students. As the school system rolled out Phase II of the Middle School Reform Initiative, nine middle schools received wireless capability and mobile laptop carts to increase student access to technology.

The Technology Modernization project provided for the refreshment of technology in 45 schools, installing 9,341 computers and related systems in 10 high schools, 12 middle schools, 20 elementary schools, and 3 special schools. Also, the division supported the installation of technology for ten schools with additions. Because of the demand for a lower student to computer ratio and funding that remains at a 5:1 student to computer refreshment ratio, a program for upgrading older computers was initiated for Tech Mod schools with specific program needs. Under this upgrade program, 2,007 computers were removed from schools and offices, sent to the Tech Mod Recycle Center to be upgraded and re-imaged, then reinstalled in schools for student programs such as Fastt Math and Read 180. To address the digital divide, 5,763 computers were donated to local community centers and programs. All remaining old computers taken out of schools and offices are sold to an asset recovery firm to avoid disposal fees of \$10 per unit.

The Division also initiated new processes to manage the increasing number of vendors offering technology products and services and to ensure timely and cost effective delivery of services. Division staff supported the procurement of technology equipment, software, and services funded through the \$18.8 million Tech Mod program and completed the federal application processes for E-Rate telecommunication rebates totaling approximately \$1.8 million for FY 2008.

In FY 2009, the Division 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 developing lessons and professional development to support student and teacher technology literacy. Division staff funded through the Title II-D Educational Technology participated in the implementation of the critical thinking framework in seven schools participating in a partnership program with Promethean.

Another major accomplishment of the division was negotiating a settlement of \$204,554 in credits for over-billed telecommunication services. Invoicing problems are common for telecommunication vendors and the credits received from the vendor reflect improved staff processes for reviewing invoices.

Major Mandates

- *Our Call to Action: Pursuit of Excellence* identifies technology as a critical learning tool in schools. Access to and use of a variety of technological applications and services are needed to help provide an effective instructional program and create a positive work environment in a self-renewing organization. Technology initiatives include supporting the system of shared accountability, reorganizing the assets for school support, and broadening the concept of literacy.
- The MCPS Board of Education Policy IGS, *Educational Technology*, requires that staff and students be provided with easy, equitable access to technology tools.
- The Telecommunications Act of 1996 (Section 954h.B) and Federal Communications Commission Order 9-57 stipulate that requests for Universal Service Program discounts (E-Rate) must be based on an approved technology plan that includes clear goals and strategies for integrating telecommunications services and Internet access into the school district's educational program, a professional development strategy, needs assessment, sufficient budget for both acquisition and maintenance, and program evaluation.
- Programs funded through Title II-D Enhancing Education Through Technology, must be based on an approved technology plan, must comply with state and federal laws and regulations, and must ensure timely and meaningful consultation with nonpublic school officials during the design and implementation of programs.
- The Children's Internet Protection Act requires that school systems receiving funds from Title II or E-Rate discounts for Internet services have policies and use technology protection measures that address issues related to the safety and security of minors and adults while using the Internet and electronic communications.
- The Deleting Online Predators Act of 2006 requires schools and libraries receiving E-Rate universal service support to protect minors from commercial social networking websites and chat rooms.

Strategies

- Provide strategic leadership for project management and planning for all technology initiatives.
- Build staff capacity through training and mentoring in project management.
- Strengthen operational coherence and risk management through appropriate stakeholder governance.
- Improve project management by implementing industry standard best practices.
- Improve communication and collaboration by defining and adopting a customer engagement and relationship model.
- Model the use of Baldrige and Six Sigma for performance excellence and assessment of results to guide improvements.

- Collaborate with recognized business leaders and school districts to gain knowledge of best practices.
- Consult with education, business, community, and government groups to ensure programs and services are appropriate to prepare students for higher education and the workplace of the 21st Century.
- Cultivate strategic partnerships with vendors that focus on improving product and service prices, quality and on-time delivery.
- Develop plans for providing technologies that engage students and encourage critical thinking and problem-solving skills in support of our rigorous curriculum.
- Create a multiyear technology road map identifying strategic plans for school-based and office software and hardware technologies, telecommunications, network operating systems, and support systems based on industry standards and instructional requirements.
- Collaborate with school staff to identify improvements in the implementation of the Tech Mod Program.
- Provide quality assurance by implementing industry standard best practices.
- Improve quality of delivered technologies by implementing industry standard best practices and tools.

Performance Measures

Performance Measure: The percent of key projects following the established project management guidelines.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
87%	90%	94%

Explanation: This measure indicates the percentage of project teams that have adopted the project management guidelines, which reflects the use of industry standard best practices. Key projects to be included in this measure are identified annually by OCTO leadership.

Performance Measure: The percent of computers installed through the current year Technology Modernization program that are ready for use on the first day of school.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99.99%	100%	100%

Explanation: A measure of the quality of technology modernization installation procedures and the timeliness of resolving operational problems.

Budget Explanation

Department of Strategic Project Management and Planning—421

The FY 2010 request for this department is \$609,917, a decrease of \$181,005 from the current FY 2009 budget of \$790,922. An explanation of this change follows.

**Department of Strategic Project Management and Planning—421/425/
427/428/434/918/997**

Doreen M. Heath, Director II

240-632-6960

Continuing and Negotiated Salary Costs—(\$17,615)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$17,615 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—(\$163,390)
1.0 IT system specialist position—(\$73,844)
There is a reduction of a 1.0 IT system specialist position and \$73,844.

Other Reductions—(\$89,546)
Contractual services—(\$89,000)
Program supplies—(\$546)

**Budget Explanation
Division of Technology
Innovation—425/427/428/434**

The FY 2010 request for this division is \$1,121,005, a decrease of \$37,345 from the current FY 2009 budget of \$1,158,350. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$8,999
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$8,999 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$2,000)
The budget includes various budget neutral realignments for FY 2010 within the Division of Technology Innovation. In addition, there is a realignment of \$2,000 from this division into the Department of Information and Application Services.

Reductions—(\$44,344)
There is a reduction of \$44,344 for supporting services part-time salaries.

**Budget Explanation
Title II D—Enhancing Education
Through Technology Project—918**

The FY 2010 request for this grant program is \$183,272, and there is no change from the current FY 2009 budget of \$183,272.

Project's Funding History

Sources	FY 2009 Projected 7/1/08	FY 2009 Received 11/30/08	FY 2010 Projected 7/1/09
Federal	\$182,238	\$183,272	\$183,272
State			
County			
Total	\$182,238	\$183,272	\$183,272

Dept. of Strategic Project Management and Planning - 421/997

Doreen M. Heath, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	3.750	6.000	6.000	5.000	(1.000)
Position Salaries	\$318,395	\$583,357	\$583,357	\$491,898	(\$91,459)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other					
Subtotal Other Salaries					
Total Salaries & Wages	318,395	583,357	583,357	491,898	(91,459)
02 Contractual Services					
Consultants					
Other Contractual		147,401	147,401	81,228	(66,173)
Total Contractual Services	172	147,401	147,401	81,228	(66,173)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		4,215	4,215	4,215	
Other Supplies & Materials		30,125	30,125	29,579	(546)
Total Supplies & Materials	28,499	34,340	34,340	33,794	(546)
04 Other					
Local Travel		473	473	1,200	727
Staff Development		1,728	1,728	1,797	69
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	47,858	2,201	2,201	2,997	796
05 Equipment					
Leased Equipment		23,623	23,623		(23,623)
Other Equipment					
Total Equipment		23,623	23,623		(23,623)
Grand Total	\$394,924	\$790,922	\$790,922	\$609,917	(\$181,005)

Dept. of Strategic Project Management and Planning - 421/997

Doreen M. Heath, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
1	O Supervisor			1.000	1.000	1.000	
3	BD Instructional Specialist		1.000				
1	25 IT Systems Specialist			1.000	1.000		(1.000)
1	25 Technical Analyst			1.000	1.000	1.000	
3	22 Technical Help Desk Spec II		.750				
1	18 IT Systems Technician			1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
	Total Positions		3.750	6.000	6.000	5.000	(1.000)

Division of Technology Innovation - 425/427/428/434

Melissa J. Woods, Director I

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	12,000	13,000	13,000	13,000	
Position Salaries	\$1,024,588	\$1,010,031	\$1,010,031	\$1,019,030	\$8,999
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		44,344	44,344		(44,344)
Other					
Subtotal Other Salaries	7,586	44,344	44,344		(44,344)
Total Salaries & Wages	1,032,174	1,054,375	1,054,375	1,019,030	(35,345)
02 Contractual Services					
Consultants					
Other Contractual		33,479	33,479	34,399	920
Total Contractual Services	20,377	33,479	33,479	34,399	920
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		4,635	4,635	4,635	
Office		6,000	6,000	6,000	
Other Supplies & Materials		47,083	47,083	44,163	(2,920)
Total Supplies & Materials	19,437	57,718	57,718	54,798	(2,920)
04 Other					
Local Travel		10,778	10,778	10,430	(348)
Staff Development		2,000	2,000	2,348	348
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	11,445	12,778	12,778	12,778	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment	1,380				
Grand Total	<u>\$1,084,813</u>	<u>\$1,158,350</u>	<u>\$1,158,350</u>	<u>\$1,121,005</u>	<u>(\$37,345)</u>

Division of Technology Innovation - 425/427/428/434

Melissa J. Woods, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	425 Division of Technology Innovation						
1	P Director I		1.000	1.000	1.000	1.000	
1	25 IT Systems Specialist		1.000				
11	18 IT Systems Technician		1.000				
1	15 Fiscal Assistant II		2.000				
1	14 Administrative Secretary I			1.000	1.000	1.000	
	Subtotal		5.000	2.000	2.000	2.000	
	427 Education Technology Support						
11	18 IT Systems Technician			1.000	1.000	1.000	
1	15 Fiscal Assistant II			1.000	1.000	1.000	
11	13 Fiscal Assistant I			1.000	1.000	1.000	
	Subtotal			3.000	3.000	3.000	
	428 Innovative Technologies						
3	BD Instructional Specialist			1.000	1.000	1.000	
1	25 IT Systems Specialist			1.000	1.000	1.000	
	Subtotal			2.000	2.000	2.000	
	434 Field Installation						
3	K Supervisor		1.000	1.000	1.000	1.000	
3	27 IT Systems Engineer		1.000				
1	25 IT Systems Specialist		4.000	4.000	4.000	4.000	
1	18 IT Systems Technician		1.000	1.000	1.000	1.000	
	Subtotal		7.000	6.000	6.000	6.000	
	Total Positions		12.000	13.000	13.000	13.000	

Title II D - Enhancing Education Though Technology - 918

Melissa J. Woods, Director I

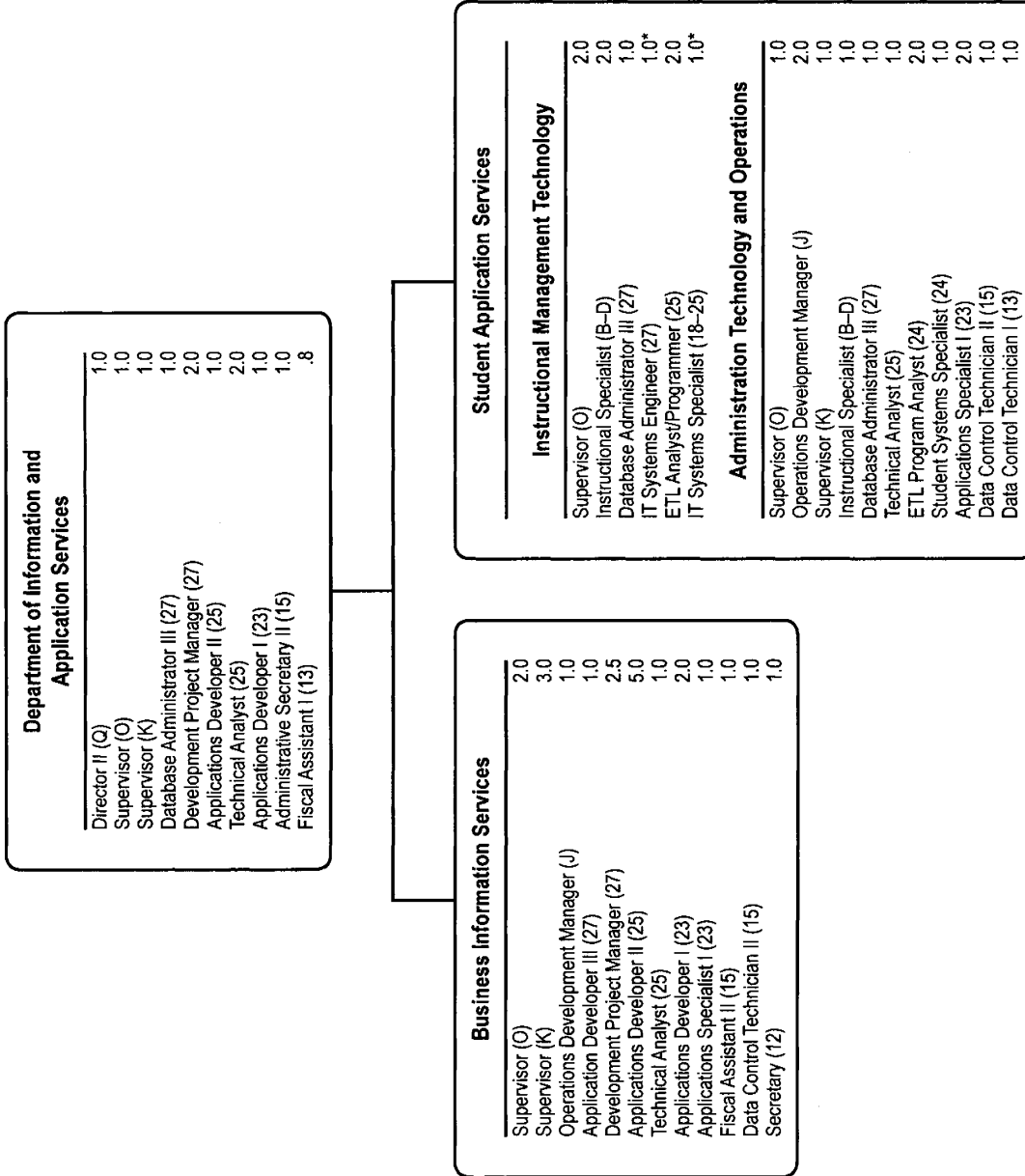
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)		1,000	1,000	.700	(.300)
Position Salaries		\$83,400	\$83,400	\$85,239	\$1,839
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends		3,000			
Professional Part Time		6,500	9,900	9,900	
Supporting Services Part Time					
Other					
Subtotal Other Salaries	11,121	9,500	9,900	9,900	
Total Salaries & Wages	11,121	92,900	93,300	95,139	1,839
02 Contractual Services					
Consultants					
Other Contractual		23,172	24,183	24,183	
Total Contractual Services	233,395	23,172	24,183	24,183	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		20,753	15,000	15,000	
Office			10,905	10,905	
Other Supplies & Materials					
Total Supplies & Materials	118,682	20,753	25,905	25,905	
04 Other					
Local Travel			2,460	2,460	
Staff Development		17,698			
Insurance & Employee Benefits		21,610	31,650	31,920	270
Utilities					
Miscellaneous		6,105	5,774	3,665	(2,109)
Total Other	32,476	45,413	39,884	38,045	(1,839)
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$395,674	\$182,238	\$183,272	\$183,272	

Title II D - Enhancing Education Though Technology - 918

Melissa J. Woods, Director I

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
3	BD Instructional Specialist			1.000	1.000	.700	(.300)
	Total Positions			1.000	1.000	.700	(.300)

Department of Information and Application Services



F.T.E. Positions 54.3
 (*In addition, there are 2.0 Capital Budget positions shown on this chart and a 0.5 position is charged to the Trust Fund in Chapter 7, Department of Financial Services.)

Mission

The mission of the Department of Information and Application Services (DIAS) is to plan, implement, and support quality technology solutions to facilitate collection, management, analysis, and reporting in support of *Our Call to Action: Pursuit of Excellence*.

Major Functions

DIAS collaborates with all offices, schools, and local government agencies to promote and support Montgomery County Public Schools (MCPS) and the initiatives of the Chief Technology Officer by developing, implementing, and continuously improving 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 empowers offices and schools with support systems which allow them to conduct effective operations and management through decision-making and planning based on data analysis. The school-based administrative application systems include the Online Administrative Student Information System (OASIS), classroom management systems, MCPS data warehouse, special education services tracking system, Online Achievement and Reporting System (OARS), and Incident Reporting System (IRS). Office-based systems include the Human Resource Information System (HRIS), Professional Development Online (PDO), Retirement, Applicant Tracking System (ATS), Financial Management System (FMS), Materials Management, Transportation Information Management System (TIMS), Connect-ED, Capital Improvements Program (CIP), and Document Imaging.

Based on ongoing customer requirements and priorities, the department designs, develops or purchases, and implements new system-wide, office-based, and school-based administrative databases and applications. Staff provides enhancements to information systems as mandated by state and federal regulations or deemed necessary by MCPS. DIAS works with software vendors and staff in schools and offices to establish, operate, maintain, and enhance the delivery of information and decision support systems. Functions include development, implementation, and maintenance of systems that may include components for data integration, workflow, personalized websites (portal), data collection, ad hoc querying, publications, and reporting.

myMCPS (portal) is designed to be an integrated web-based portal that facilitates communication, collaboration, and access to applications, dashboards and reports, and information services such as Curriculum Archive, OASIS, Outlook Web Access, and MCPS news and emergency notifications. OASIS is the source system for managing all student administrative information including enrollment, attendance, report cards and transcripts, scheduling, and course management. OASIS provides an easy and accurate method to collect student administrative data through the development of user-friendly applications and the procurement of industry-

leading software. OARS is composed of an enterprise electronic grade book to facilitate grading and reporting activities and policy alignment across the district and a classroom-to-home parent outreach component to securely communicate individual student achievement information from teachers to parents. The next generation data warehouse system, which organizes data from multiple sources, provides a breadth of current and historical data and tools to support both detailed and summary data analysis and strategic decision-making. HRIS integrates personnel, payroll, and employee benefits functions that allow for effective management of information and resources. FMS integrates supply chain, finance, and budgeting functions. It adds value to overall business operations by providing accurate, timely, comprehensive, and accessible information; and by supporting data-driven decision-making and accountability. FMS also streamlines business processes and provides flexibility, adaptability, and reliability. ATS is a web-based solution that automates the hiring process for MCPS-based position vacancies. These student and business solutions enable MCPS to use information resources effectively for analyzing, planning, and monitoring organizational accountability to parents, students, staff, and the citizens of Montgomery County.

Trends and Accomplishments

To ensure that MCPS maintains its status as a world-class school system, DIAS must continue to expand and enhance the information technology systems, including identifying, developing, and implementing industry standards management solutions, and software applications necessary to meet the requirements of schools and offices. The emergence of new technologies and the widespread availability of networked technology provide MCPS staff and students greater access to information for the efficient and effective monitoring of instruction and management of schools and offices.

The implementation of the first phase and prototype of the enterprise portal, myMCPS, provides access to reports and instructional applications, including the HSA Bridge Plan for Academic Validation, Curriculum Archive, PDO, MCPS news, and emergency notifications. Within myMCPS, the Next Generation Data Warehouse provides dashboards for the strategic target data points for school administrators and staff.

The elementary school (ES) OARS project has expanded to include 24 selected schools for grades 1 through 3. ES OARS has been updated allowing teachers to use newly established measurement topics for grading and reporting. Grading and reporting data collected in ES OARS are interfaced with OASIS to produce new standards-based report cards based on measurement topics. Secondary OARS has completed a pilot with the Edison Center to accommodate grade collection and reporting for students with dual enrollment.

The implementation of ATS enables the electronic handling of MCPS recruitment needs from posting positions to hiring. It serves 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. ATS integrates with the HRIS system and Fortis Document Management System.

New features within HRIS include the roll out of Lawson's portal for users to have web-access to HRIS and the sending of Tax Deferred Annuity (TDA) files to a common remitter changing the TDA interface process to send one set of TDA-related files to one vendor. The common remitter manages and disburses the individual TDA data to the TDA vendors. Enhancements include the establishment of an online human resources transaction process from ATS through HRIS (removal of paper effort) and the addition of payee to positive pay records.

The implementation of the web-based solution Human Resources Online (HRO) automates and continuously improves the development and management of Human Resources processes and facilitates efficient transactional integration between personnel-based systems.

Major Mandates

- The federal *No Child Left Behind Act of 2001* and the state's Bridge to Excellence in Public Schools Act mandate data collection and distribution.
- *Our Call to Action: Pursuit of Excellence* requires the continuous improvement of all school system processes and services and the provision of appropriate staff training.
- The MCPS Board of Education Policy IGS, *Educational Technology*, requires that all staff have easy, equitable access to appropriate information and communication technologies.
- The Maryland Education Technology Plan for the New Millennium: 2007–2012 requires that administrative applications for management and support of schools be provided and maintained.
- *Our Call to Action: Pursuit of Excellence* requires the collection and reporting of data on student and school performance.

Strategies

- Collaborate with other offices and units to continuously improve processes, services, and information technology systems.
- Collaborate with the divisions of Technology Innovation and Technology Support and Technology Consulting and Communications to provide support for schools and offices utilizing administrative applications, including communication, staff training, and technical support.
- Collaborate with the Department of Infrastructure and Operations and the Division of Technology Support to assess capability and plan for infrastructure readiness.
- Enhance HRIS capabilities to meet analysis and reporting requirements of MCPS and external agencies and provide self-service capabilities in personnel, payroll, and benefits functions that give employees access to identified personal data.

- Enhance student system capabilities and the student database to meet end-user needs and the analysis and reporting requirements of *Our Call to Action: Pursuit of Excellence*.
- Provide staff development opportunities to ensure that staff has the skills and knowledge to implement planned information technology systems.
- Assess and examine new and emerging technologies to determine appropriateness.
- Increase the amount of information and power of reporting tools available to users.

Performance Measures

Performance Measure: Percentage of users satisfied with the customer service provided by the department.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
75%	90%	95%

Explanation: This is a measure of customer satisfaction with DIAS staff service.

Performance Measure: The percentage of schools using the portal to monitor student performance.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
NA	100%	100%

Explanation: This measure indicates the percentage of schools that access the data warehouse on a regular basis to monitor student performance and achievement. This gives an indication of the usefulness of the data in the system and the usability of the system itself.

Performance Measure: The percentage of stakeholder-requested enhancements implemented for enterprise systems.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
75%	85%	95%

Explanation: This measure indicates the percentage of user-requested enhancements that are implemented once approved by a recognized advisory group.

**Budget Explanation
Department of Information and Application Services—445/426/442/443**

The FY 2010 request for this department is \$10,787,709, a decrease of \$526,453 from the current FY 2009 budget of \$11,314,162. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$185,609
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is

an increase of \$185,609 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$368,587

The budget includes various budget neutral realignments for FY 2010 under the Department of Information and Application Services. In addition, to realign the budget with program needs, there are realignments of \$366,587 from the Office of the Chief Technology Officer and \$2,000 from the Division of Technology Innovation into this budget.

Reductions—(\$1,080,649)

1.0 instructional specialist position—(\$68,123)

There is a reduction of 1.0 instructional specialist position and \$68,123.

Other Reductions—(\$1,012,526)

Consultants—(\$158,000)

Contractual services—(\$257,950)

Contractual maintenance—(\$581,450)

Supporting services part-time salaries—(\$15,126)

Department of Information & Application Svcs - 445/426/442/443/444

Elton Stokes, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	56.300	55.300	55.300	54.300	(1.000)
Position Salaries	\$4,941,694	\$5,159,073	\$5,159,073	\$5,276,559	\$117,486
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		308,126	308,126	340,900	32,774
Other					
Subtotal Other Salaries	432,905	308,126	308,126	340,900	32,774
Total Salaries & Wages	5,374,599	5,467,199	5,467,199	5,617,459	150,260
02 Contractual Services					
Consultants		421,845	421,845	548,345	126,500
Other Contractual		5,027,460	5,027,460	4,169,045	(858,415)
Total Contractual Services	5,860,252	5,449,305	5,449,305	4,717,390	(731,915)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,000	10,000	11,650	1,650
Other Supplies & Materials		57,565	57,565	57,600	35
Total Supplies & Materials	16,873	67,565	67,565	69,250	1,685
04 Other					
Local Travel		7,501	7,501	7,501	
Staff Development		10,266	10,266		(10,266)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		55,908	55,908	55,908	
Total Other	74,082	73,675	73,675	63,409	(10,266)
05 Equipment					
Leased Equipment		26,783	26,783	312,148	285,365
Other Equipment		229,635	229,635	8,053	(221,582)
Total Equipment	356,128	256,418	256,418	320,201	63,783
Grand Total	\$11,681,934	\$11,314,162	\$11,314,162	\$10,787,709	(\$526,453)

Department of Information & Application Svcs - 445/426/444/442/443

Elton Stokes, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	445 Department of Information & Application Svcs						
1	Q Director II			1.000	1.000	1.000	
1	P Director I		1.000				
2	O Supervisor		2.000				
1	O Supervisor		1.000	1.000	1.000	1.000	
1	K Supervisor				1.000	1.000	
1	J Operations Development Manager		1.000	3.000			
3	BD Instructional Specialist		4.000	1.000			
1	27 Applications Developer III			1.000			
2	27 Database Administrator III		2.000	2.000	1.000	1.000	
1	27 Development Proj Manager				2.000	2.000	
1	25 Applications Developer II			1.000	1.000	1.000	
2	25 ETL Analyst/Programmer		4.000	2.000			
1	25 Technical Analyst			2.000	2.000	2.000	
1	23 Applications Developer I			1.000	1.000	1.000	
2	15 Administrative Secretary II			1.000	1.000	1.000	
1	13 Fiscal Assistant I			.800	.800	.800	
	Subtotal		15.000	16.800	11.800	11.800	
	426 Instructional Management Technology						
1	O Supervisor			2.000	2.000	2.000	
3	BD Instructional Specialist			3.000	3.000	2.000	(1.000)
1	27 Database Administrator III			1.000	1.000	1.000	
1	25 Applications Developer II			2.000			
2	25 ETL Analyst/Programmer			2.000	2.000	2.000	
	Subtotal			10.000	8.000	7.000	(1.000)
	444 Division of Business Systems						
1	P Director I		1.000				
1	14 Administrative Secretary I		1.000				
	Subtotal		2.000				
	442 Administration Technology and Operations						
1	O Supervisor		2.000	1.000	1.000	1.000	
1	K Supervisor				1.000	1.000	
1	J Operations Development Manager		2.000		2.000	2.000	
3	BD Instructional Specialist		1.000		1.000	1.000	
1	27 Database Administrator III		1.000				
2	27 Database Administrator III				1.000	1.000	
1	25 Applications Developer II		4.000				
2	25 ETL Analyst/Programmer				2.000	2.000	
1	25 Technical Analyst		4.000	1.000	1.000	1.000	
1	24 Student Systems Specialist		1.000	1.000	1.000	1.000	
1	23 Applications Developer I		2.000				
1	23 Applications Specialist I		2.000	2.000	2.000	2.000	

Department of Information & Application Svcs - 445/426/444/442/443

Elton Stokes, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	442 Administration Technology and Operations						
1	15 Data Control Technician II		1.000	1.000	1.000	1.000	
1	13 Fiscal Assistant I		.800				
1	13 Data Control Technician I		1.000	1.000	1.000	1.000	
1	12 Secretary		1.000				
	Subtotal		22.800	7.000	14.000	14.000	
	443 Business Information Services						
1	O Supervisor		1.000	2.000	2.000	2.000	
1	K Supervisor				3.000	3.000	
1	J Operations Development Manager		4.500	4.500	1.000	1.000	
1	27 Applications Developer III				1.000	1.000	
1	27 Development Proj Manager				2.500	2.500	
1	25 Applications Developer II		5.000	6.000	5.000	5.000	
1	25 Technical Analyst		2.000	3.000	1.000	1.000	
1	23 Applications Developer I		2.000	2.000	2.000	2.000	
1	23 Applications Specialist I		1.000	1.000	1.000	1.000	
1	15 Fiscal Assistant II			1.000	1.000	1.000	
1	15 Data Control Technician II		1.000	1.000	1.000	1.000	
1	12 Secretary			1.000	1.000	1.000	
	Subtotal		16.500	21.500	21.500	21.500	
	Total Positions		56.300	55.300	55.300	54.300	(1.000)

Chapter 9

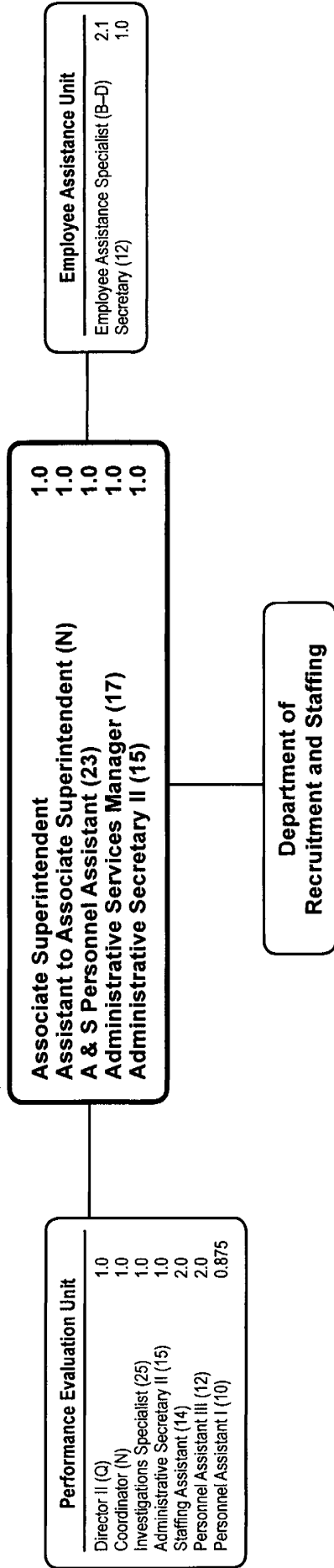
Office of Human Resources

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**Office of Human Resources
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	15.000	15.000	15.000	15.000	
Business/Operations Admin.					
Professional	2.100	2.100	2.100	2.100	
Supporting Services	36.000	36.000	36.000	34.375	(1.625)
TOTAL POSITIONS	53.100	53.100	53.100	51.475	(1.625)
01 SALARIES & WAGES					
Administrative	\$1,869,971	\$1,903,626	\$1,903,626	\$1,924,594	\$20,968
Business/Operations Admin.					
Professional	219,143	235,141	235,141	240,469	5,328
Supporting Services	2,236,702	2,293,186	2,293,186	2,284,728	(8,458)
TOTAL POSITION DOLLARS	4,325,816	4,431,953	4,431,953	4,449,791	17,838
OTHER SALARIES					
Administrative					
Professional	13,897	46,849	46,849	21,683	(25,166)
Supporting Services	146,964	243,307	243,307	163,244	(80,063)
TOTAL OTHER SALARIES	160,861	290,156	290,156	184,927	(105,229)
TOTAL SALARIES AND WAGES	4,486,677	4,722,109	4,722,109	4,634,718	(87,391)
02 CONTRACTUAL SERVICES	88,537	109,696	109,696	113,764	4,068
03 SUPPLIES & MATERIALS	39,440	29,472	29,472	28,509	(963)
04 OTHER					
Staff Dev & Travel	9,026	6,630	6,630	11,653	5,023
Insur & Fixed Charges					
Utilities					
Grants & Other	2,146,856	2,372,984	2,372,984	1,872,405	(500,579)
TOTAL OTHER	2,155,882	2,379,614	2,379,614	1,884,058	(495,556)
05 EQUIPMENT	2,206	13,137	13,137	10,931	(2,206)
GRAND TOTAL AMOUNTS	\$6,772,742	\$7,254,028	\$7,254,028	\$6,671,980	(\$582,048)

Office of the Associate Superintendent for Human Resources



Mission

The mission of the Office of Human Resources is to provide the Montgomery County Public Schools with the highest quality staff in every position. The Office of Human Resources is committed to recruiting, hiring, developing, and retaining the highest performing, diverse work force to support teaching, learning, and overall student success.

Major Functions

The office oversees the Department of Recruitment and Staffing, the Performance Evaluation Unit, and the Employee Assistance Program. The office recruits, hires, and conducts selection and assessment processes for all MCPS staff, monitors employment laws, and implements the strategic plan for human resources. The office manages and monitors pre-employment partnership budgets and oversees the supervisors of student teachers process and allocations. The office serves as the MCPS liaison to the Maryland State Department of Education for matters related to National Board for Professional Teaching Standards (NBPTS) certification and works collaboratively with the Montgomery County Education Association and the Office of Organizational Development to promote, recruit and select MCPS teachers to pursue NBPTS certification. Additionally, the office arranges selected systemwide recognition events and oversees MCPS employee award and recognition programs including: MCPS Years of Service, Montgomery County Teacher of the Year, Maryland State Teacher of the Year, and the Washington Post Agnes Meyer Outstanding Teacher award. The office advises all MCPS staff on human resources matters and takes leadership in ensuring that all policies and regulations related to human resources are implemented and updated as appropriate.

The Office of Human Resources conducts pre-employment background checks, including processing more than 2,800 fingerprints as of the opening of school, and monitoring litigation, equal employment opportunity, human relations, and Americans with Disabilities Act issues that are raised by employees; assists in adjudicating grievances; represents principals in matters of discipline, hearings, arbitrations, and grievances; participates in the collective bargaining process; handles all employee investigations; oversees the employee evaluation systems; provides counseling and consultation services through EAP to intervene in and prevent work performance issues and processes all employee dismissals and non-renewals.

The office continues to focus process improvement initiatives around technology. Coinciding with the development and implementation of the applicant tracking system is the development of Human Resources Online (HRO). The HRO system will streamline and enhance the effectiveness of currently existing databases and processes, resulting in an integrated Human Resources System that spans the application process, hiring, and evaluation. Continuous improvement activities also include improving the technology to process employee transactions, scanning the personnel files of 22,000 employees, streamlining resume scanning, implementing the employee professional growth systems, and

working with MCPS schools and offices to increase diversity in the workforce.

Trends and Accomplishments

The Office of Human Resources fills each administrative position with the most qualified and productive applicant or employee. The office is impacted by an increasingly veteran work force that is eligible for retirement; a student population with diverse educational and social needs; significant nationwide shortages in teacher and administrative applicants; increasing requests for services and information; and increased legislation and mandates at the federal, state, and local levels. Community demands for higher standards of accountability for all personnel and the need for student achievement and safety require more frequent investigations and a greater commitment of time to employee evaluations.

The office continues to aggressively recruit a strong and diverse applicant pool for administrative vacancies. For the 2008-2009 school year, the office filled 13 principal positions, 7 elementary, 3 middle, and 3 high school, with the following diversity—31 percent African American, 8 percent Asian American, 0 percent Hispanic, and 61 percent White. All new principals were internal candidates. The office filled 28 central office appointments with the following diversity—33 percent African American, 8 percent Asian American, 1 percent Hispanic, and 58 percent White. In addition, one special school coordinator position and one magnet coordinator position were filled.

The ongoing collaborative effort to reach and train more internal candidates for assistant principal positions and for other leadership roles with the offices of Organizational Development and School Performance has increased the internal pool. For the 2008-2009 school year, 79 assistant principal candidates were processed for acceptance into the AP eligibility pool; 29 new assistant principals were hired with the following diversity—55 percent African American, 7 percent Asian American, 7 percent Hispanic, and 31 percent White. There were 7 new assistant school administrators hired with the following diversity—14 percent African American, 0 percent Asian American, 14 percent Hispanic, and 72 percent White.

The professional growth systems for all employees are fully implemented. Each professional growth system has an evaluation component, professional development plan, and a peer assistance process to support continuous improvement of employee performance. Ongoing collaborative meetings were held with the Office of School Performance (OSP) and the Office of Organizational Development (OOD) to clarify the evaluation cycles for AP1s, AP2s, and principal interns.

The office is responsible for assisting administrators and supervisors with internal investigations and all facets of disciplinary action of employees. One hundred and thirty-five investigations were conducted in FY 2008. All legal actions related to employment and disciplinary actions are coordinated through this office. The quality of investigations and collaboration with employee organizations has led to a

decrease in the number of grievances. The office facilitates the return of employees from leave. The Case Management Team meets regularly to review employee leave status and to work with schools, offices, and employee organizations regarding work assignments. The Legal Management Team meets monthly with staff and county attorneys to address and take action on issues regarding MCPS practices and procedures involving or likely to involve legal ramifications.

Continuing services to employees to improve work force excellence have been provided in the area of employee assistance. Close collaboration between employee assistance staff and human resources staff results in fewer legal claims and greater employee productivity. In FY 2008, 698 individual cases were handled through the Employee Assistance Program, and the unit conducted 85 auxiliary services; e.g., workshops, crisis responses, and orientation presentations, resulting in a more supported and productive work force.

Major Mandates

The Office of Human Resources is the major office responsible for the following:

- Implementing overall governance policy for human resources—Policy GAA: Positive Work Environment in a Self-Renewing Organization.
- Conducting thorough investigations related to the Sexual Harassment Policy and the Child Abuse and Neglect law to serve as a liaison to Child Protective Services, the MCPS Department of School Safety and Security, the Montgomery County Police Department, and the Montgomery County State's Attorney's Office.
- Administering the Equal Employment Opportunity law that requires close collaboration with legal counsel on all cases and quarterly reporting to the Board of Education.
- Providing direct assistance to help facilitate reasonable accommodations for employees with disabilities in compliance with the Americans with Disabilities Act (ADA.). In FY 2008, 63 requests were referred for consideration of ADA accommodations, of which 54 cases were closed.
- Ensuring that the Family Medical Leave Act requirements are properly executed and providing careful administration of leave policies for all employees.
- Ensuring that the Federal Department of Transportation Drug Testing Rules are implemented.
- Conducting investigations of employees regarding allegations of inappropriate, unprofessional, and criminal behavior.
- Overseeing and collecting the evaluations of all MCPS employees.
- Conducting federal/state mandated criminal background checks on all new hires.
- Ensuring the systemwide compliance of federal/state drug testing mandates.
- Maintaining the employment records for all MCPS employees.

- Maintaining authorization documents on all MCPS alien workers.
- Monitoring and increasing customer satisfaction.
- Monitoring all milestones, data points, and performance measures related to the MCPS workforce outlined in the district strategic plan.

Strategies

- Expand recruitment efforts targeting diverse and bilingual candidates to increase the diversity of the administrative pool.
- Collaborate with the Office of Organizational Development, the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), and stakeholders to support the A&S Professional Growth System.
- Collaborate with the Montgomery County Education Association (MCEA) and MCCASP to support the development of a teacher career lattice to provide leadership opportunities for lead teachers in high needs schools.
- Collaborate with the Office of Organizational Development, MCEA, and stakeholders to support the Teacher Professional Growth System.
- Collaborate with SEIU Local 500 and the Office of Organizational Development to implement the Supporting Services Professional Growth System and the Supporting Services Orientation Program.
- Collaborate with the Maryland State Department of Education (MSDE) to seek additional options for teachers to be designated "highly qualified."
- Collaborate with the American Productivity and Quality Center on the Open Standards Benchmarking Collaboration for Education Project.
- Conduct seminars/workshops regarding investigation protocol and evaluation procedures for new administrators and new teachers and at various meetings and conferences.
- Collaborate with employee organizations through the labor/management committees.
- Collaborate with principals and the MCASSP advisory group.

Performance Measures

Performance Measure: Percent of employees who indicate satisfaction after utilizing employee assistance services.

FY2008 Actual	FY 2009 Estimate	FY 2010 Recommended
99%	98%	98%

Explanation: This measure reports the percentage of employees who report satisfaction on Employee Assistance Client Survey.

Performance Measure: The diversity of Board of Education appointed administrators new to the position will remain above 30 percent and will increase by 1 percent each year.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
36%	37%	38%

Explanation: This measure highlights the percentage of Board of Education appointed administrative new hires, which include principals and central office administrators.

**Budget Explanation
Office of Human Resources—381/314**

The FY 2010 request for this office is \$3,622,713, a decrease of \$561,932 from the current FY 2009 budget of \$4,184,645. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$50,236
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$50,236 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—(\$1,906)
The budget includes realignments within the Office of Human Resources for FY 2010. In addition, there is a realignment of \$1,906 from supporting services part-time salaries to support local travel rate increases in the Department of Recruitment and Staffing.

University Partnerships—(\$500,579)
The Office of Human Resources is engaged in partnership programs with George Washington University, the Johns Hopkins University, and the University of Maryland that are designed to assist in meeting the need for qualified teachers, especially in critical shortage areas. There is a decrease of \$500,579 in tuition costs due to projected lower enrollment in the program. Overall, the budget for the university partnerships is neutral, and there are offsetting amounts in other parts of the budget. Specifically, there is an increase of \$214,759 in the K-12 budget, an increase of \$143,528 in the budget for the Division of School-based Special Education Services, and an increase of \$142,292 in the budget for employee benefits in the Department of Financial Services.

Reductions—(\$109,683)
Copier Initiative (\$4,901)
There is a reduction of \$1,932 in contractual maintenance, \$763 in office supplies, and \$2,206 in lease/purchase as a result of a new plan to maintain copiers in-house. Overall, the net reduction for the copier initiative is \$868,633, and there are other increases and reductions in other parts of the budget.

Additional Reductions—(\$104,782)
0.625 personnel assistant III position—(\$33,448)
Completion of the repayment for the Technology Investment Fund (TIF) loan—(\$70,157)
Travel for staff development—(\$1,177)

Office of Assoc. Supt. for Human Res. - 381/314

Susan F. Marks, Associate Superintendent

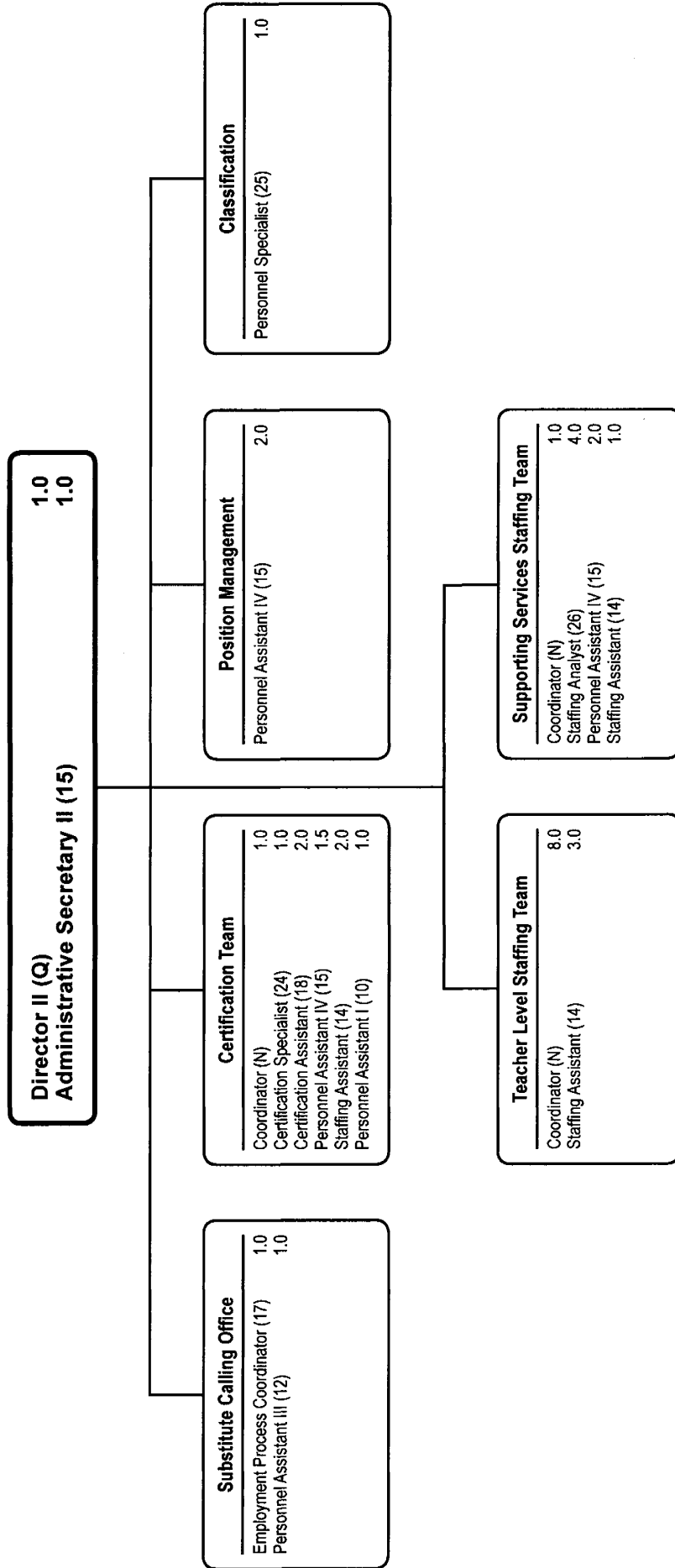
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	17,600	17,600	17,600	16,975	(,625)
Position Salaries	\$1,495,501	\$1,496,362	\$1,496,362	\$1,513,150	\$16,788
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		21,683	21,683	21,683	
Supporting Services Part Time		128,871	128,871	118,965	(9,906)
Other		84,078	84,078	13,921	(70,157)
Subtotal Other Salaries	158,056	234,632	234,632	154,569	(80,063)
Total Salaries & Wages	1,653,557	1,730,994	1,730,994	1,667,719	(63,275)
02 Contractual Services					
Consultants					
Other Contractual		93,320	93,320	97,388	4,068
Total Contractual Services	82,124	93,320	93,320	97,388	4,068
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		17,239	17,239	16,276	(963)
Other Supplies & Materials		798	798	798	
Total Supplies & Materials	28,561	18,037	18,037	17,074	(963)
04 Other					
Local Travel		2,771	2,771	4,971	2,200
Staff Development		1,432	1,432	255	(1,177)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		2,324,954	2,324,954	1,824,375	(500,579)
Total Other	2,095,800	2,329,157	2,329,157	1,829,601	(499,556)
05 Equipment					
Leased Equipment		13,137	13,137	10,931	(2,206)
Other Equipment					
Total Equipment	2,206	13,137	13,137	10,931	(2,206)
Grand Total	\$3,862,248	\$4,184,645	\$4,184,645	\$3,622,713	(\$561,932)

Office of Assoc. Supt. for Human Res. - 381/314

Susan F. Marks, Associate Superintendent

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	381 Office of Assoc. Supt. for Human Res.						
1	Associate Superintendent		1.000	1.000	1.000	1.000	
1	Q Director II		1.000	1.000	1.000	1.000	
1	N Asst. to Assoc Supt		1.000	1.000	1.000	1.000	
1	N Coordinator		1.000	1.000	1.000	1.000	
1	25 Investigation Specialist		1.000	1.000	1.000	1.000	
1	23 A&S Personnel Assistant		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		2.000	2.000	2.000	2.000	
1	14 Staffing Assistant		1.000	2.000	2.000	2.000	
1	12 Personnel Assistant III		1.000	2.625	2.625	2.000	(.625)
1	11 Office Assistant IV		1.000				
1	10 Personnel Assistant I		1.500	.875	.875	.875	
1	9 Office Assistant II		1.000				
	Subtotal		14.500	14.500	14.500	13.875	(.625)
	314 Employee Assistance Unit						
1	BD Employee Assistance Spec		2.100	2.100	2.100	2.100	
1	12 Secretary		1.000	1.000	1.000	1.000	
	Subtotal		3.100	3.100	3.100	3.100	
	Total Positions		17.600	17.600	17.600	16.975	(.625)

Department of Recruitment and Staffing



Mission

The mission of the Department of Recruitment and Staffing is to promote workforce excellence by recruiting, hiring, and retaining highly qualified, diverse individuals for teaching, supporting services, and substitute positions to support student achievement through effective communication, management of resources, and systematic accountability to all stakeholders.

Major Functions

The department recruits nationwide to ensure that teacher and supporting services positions are filled from a broad, diverse, and high-quality applicant pool. Applicants are recruited through visits to college campuses and consortia, job fairs, association and community events, university partnerships, student teachers, career awareness programs, and employee referrals, and by advertising in various newsprint, publications, radio, E-recruiting sources, and the recruitment website.

The department, in collaboration with other OHR staff, manages MCPS pre-employment and recruitment partnerships with local universities that increase the number of applicants from diverse ethnic backgrounds and in critical shortage fields, specifically in the most challenging schools. The department collaborates with the Office of Organizational Development to provide support to new teachers to increase retention, which supports recruitment efforts.

The department interviews and evaluates the credentials of all candidates and works closely with school-based administrators and program managers to hire the most qualified applicants to work with students. The department ensures that vacancies are filled only in allocated positions. In addition the department works to ensure that there are a significant number of highly qualified candidates for all vacant positions, and is committed to balanced staffing and a diverse workforce.

To ensure that employees' knowledge, skills, and abilities are appropriately matched with assigned positions, the department administers processes for voluntary and involuntary transfers, promotions, and reassignments. The department interviews and staffs substitute teacher positions.

The department supports directors and supervisors in updating job descriptions; conducts position classification studies; maintains position descriptions; recommends personnel policies, procedures, and regulations regarding classification issues; conducts classification benchmarking to determine MCPS competitiveness; and participates in the collective bargaining process.

The Certification Unit ensures that only qualified instructional personnel work directly with students. This unit evaluates the credentials of prospective teachers, processes initial teaching certificates through the Educator Information System (EIS) which links with the Maryland State Department of Education (MSDE), maintains certification records and highly qualified designations for all teachers/professionals,

monitors and informs employees of requirements to renew certificates, processes certificate renewals through EIS, and implements the Quality Teacher Incentive Act.

Trends and Accomplishments

Increased competition for highly qualified teacher candidates, especially with the current nationwide teacher shortage in special education, speech/language pathologists, occupational therapists (OTs)/physical therapists (PTs) math, physics, chemistry, foreign language, computer science, technology, and family and consumer science, continues to require innovative recruiting and hiring, including extensive use of the Internet. To remain competitive with other school districts, the department in collaboration with the Office of Chief Technology Officer is developing a new applicant tracking system (ATS) and human resources online (HRO). The new ATS will integrate with HRIS/Lawson and Fortis Document Management System. The addition of Fortis Powerweb will allow hiring managers to view documents of employees hired from 2004 to present from their desktop. The ATS Project Team developed the workflows, profiles, and career site pages to automate and streamline the hiring process. With ATS, MCPS is moving toward an automated, paperless hiring process.

In addition, the department is collaborating with the Office of Organizational Development and Career and Technology Education on a K-12 recruitment project targeting Latino/Hispanic students in the Gaithersburg High School Cluster to encourage them to consider teaching as a viable profession and recruit them upon high school graduation into a partnership program with Montgomery College and Towson University. Partnerships with George Washington University, Johns Hopkins University, and University of Maryland at College Park also support our Grow Your Own Teacher initiatives for critical staffing areas.

To provide better customer service to schools and central offices, the Elementary, Secondary, and Special Education staffing teams have been eliminated to create one Teacher-level Staffing Team which will promote greater efficiency and improve the organizational agility of the department through increased emphasis on teamwork ready to fill in for each other as needed to address the staffing needs of stakeholders. This reorganization also will promote the coordination of the staffing teams in schools, offices, and OHR to establish consistent teacher selection criteria to recruit, select, and hire highly qualified candidates to meet the specific needs of the schools and offices. The department began the 2008-2009 school year with all teacher-level positions filled by contracted or qualified substitute teachers, and 2,890 transactions were completed for assignments to positions. Ten percent of newly contracted teachers are graduates of MCPS university partnerships and 17 percent of newly contracted teachers are MCPS graduates. As a result of an aggressive recruitment campaign targeting historically black colleges and universities and other institutions and organizations with high percentages of racial and ethnic diversity for FY 2008, on the opening day of school, the diversity of the

632 new employees hired for teacher-level positions are as follows—70 percent White, 17 percent African American, 7 percent Asian American, and 6 percent Hispanic. The department will continue to work toward increasing the diversity of the teacher workforce.

The Supporting Services Team collaborated with the Department of Transportation (DOT) to develop a process for recruiting, interviewing, hiring, and dismissing transportation staff by sharing responsibilities between OHR and DOT. For supporting services positions, more than 224 new permanent employees and 243 substitutes were hired, and more than 1,253 employees received transfers or promotions. Despite the high internal mobility rate, 96 percent of supporting services jobs are fully staffed throughout the year. The representation of diversity is well served with the following demographics—20 percent African American, 18 percent Asian American, 22 percent Hispanic, and 40 percent White.

The pool of available, qualified substitute teachers is strong. The Substitute Teacher Unit continues to use the enhanced substitute calling system and WebCenter to fill teacher absences. The FY 2008 rate of unfilled teacher absences was 3.9 percent. The department will continue to work to further reduce the unfilled rate. Strategies to keep the unfilled rate at 3 percent or lower include daily and monthly monitoring of leave and monthly substitute teacher orientation sessions for newly hired substitute teachers. Staffers interview all substitute teacher applicants to ensure quality control in the hiring of substitute teachers and as a strategy to recruit and hire certified teachers. During FY 2008, 798 substitute teacher applicants were interviewed and approved as qualified substitute teachers. Substitute teachers were surveyed to determine how many hold a valid Maryland professional eligibility certificate or standard or advanced professional certificate. Survey results indicate 583 substitute teachers report holding a valid Maryland teaching certificate.

Increased accountability for the federal *No Child Left Behind* legislation and state regulations, including professional development plans, verified experience, and additional course work, as well as the growing number of teacher positions, has significantly increased the time required to monitor the certificates of professional employees. MSDE has taken an aggressive approach to higher standards and monitoring for all Maryland teachers, which the Office of Human Resources supports and implements. The mandate for highly qualified teachers and paraeducators in the *No Child Left Behind* legislation requires significant changes in federally funded Title I schools and systemwide by July 1, 2006. For fiscal year 2008, 100 percent of Title I paraeducators are designated “highly qualified” with the opening of schools.

Major Mandates

- Federal *No Child Left Behind* legislation requires federally funded Title I schools to hire only highly qualified teachers and paraeducators and all teachers and paraeducators to be highly qualified by July 1, 2006, with a grace period until July 1, 2007. MCPS met this goal for FY 2008.

- Title VII of the Civil Rights Act prohibits employment discrimination based on race, color, religion, national origin, or sex. The department ensures equal employment opportunities and workforce diversity for all positions.
- Adherence to the employee organization contracts involving staffing issues is essential to avoid grievances and litigation on employment decisions.

Strategies

- Continue collaboration with the Office of School Performance to advance the staffing calendar one month so that schools receive staffing allocations in early March. This process results in earlier access to teacher candidates to eliminate the loss of candidates to other districts.
- Expand recruitment efforts targeting diverse and bilingual candidates to increase the diversity of the workforce.
- Collaborate with the Office of Organizational Development to provide support to new teachers in effort to increase teacher retention rates.
- Continue joint work groups to implement position management and to monitor allocations and placements.
- Collaborate with SEIU Local 500 and schools to expand supporting services positions posted on the vacancy database and to support the SEIU mentoring and career pathways program.
- Streamline the supporting services application process with the creation of electronic files and tracking system.

Performance Measures

Performance Measure: Percent of filled vacancies for teaching positions at the opening of school will increase by 1 percent annually.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
93%	94%	95%

Explanation: This measure reports the percentage of vacant teaching positions filled at the start of the school year.

Performance Measure: The percent of teachers in Title I schools designated as “highly qualified” will increase to 100 percent.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
100%	100%	100%

Explanation: This measure reports the percentage of teachers in Title I schools designated “highly qualified,” as required by the *No Child Left Behind* legislation.

Department of Recruitment and Staffing—382

Jane Woodburn, Director II

301-279-3278

Performance Measure: The percent of unfilled rate for teacher absences will decrease to 3 percent or lower.

FY 2008	FY 2009	FY 2010
Actual	Estimate	Recommended
3.9%	3%	3%

Explanation: This measure reports the percentage of unfilled rate for teacher absences.

Budget Explanation Department of Recruitment and Staffing—382

The FY 2010 request for this department is \$3,049,267, a decrease of \$20,116 from the current FY 2009 budget of \$3,069,383. An explanation of this change follows.

Continuing and Negotiated Salary Costs—\$51,555

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is an increase of \$51,555 in continuing salary costs to reflect step or longevity increases for current employees.

Realignment—\$1,906

The budget includes realignments within the Department of Recruitment and Staffing for FY 2010. In addition, there is a realignment of \$1,906 from supporting services part-time salaries in the Office of Human Resources to support local travel rate increases in the Department of Recruitment and Staffing.

Reductions—(\$73,577)

Reductions in the Department of Recruitment and Staffing are as follows:

1.0 staffing assistant position—(\$50,505)

Professional part-time salaries—(\$23,072)

Department of Recruitment and Staffing - 382

Jane Woodburn, Director II

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	35.500	35.500	35.500	34.500	(1.000)
Position Salaries	\$2,830,315	\$2,935,591	\$2,935,591	\$2,936,641	\$1,050
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		25,166	25,166		(25,166)
Supporting Services Part Time		30,358	30,358	30,358	
Other					
Subtotal Other Salaries	2,805	55,524	55,524	30,358	(25,166)
Total Salaries & Wages	2,833,120	2,991,115	2,991,115	2,966,999	(24,116)
02 Contractual Services					
Consultants					
Other Contractual		16,376	16,376	16,376	
Total Contractual Services	6,413	16,376	16,376	16,376	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		11,435	11,435	11,435	
Other Supplies & Materials					
Total Supplies & Materials	10,879	11,435	11,435	11,435	
04 Other					
Local Travel		2,427	2,427	6,427	4,000
Staff Development					
Insurance & Employee Benefits					
Utilities					
Miscellaneous		48,030	48,030	48,030	
Total Other	60,082	50,457	50,457	54,457	4,000
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	\$2,910,494	\$3,069,383	\$3,069,383	\$3,049,267	(\$20,116)

Department of Recruitment and Staffing - 382

Jane Woodburn, Director II

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Q Director II		1.000	1.000	1.000	1.000	
1	N Coordinator		5.000	5.000	10.000	10.000	
1	M Specialist		5.000	5.000			
1	26 Staffing Analyst		4.000	4.000	4.000	4.000	
1	25 Personnel Specialist		1.000	1.000	1.000	1.000	
1	24 Certification Specialist		1.000	1.000	1.000	1.000	
1	18 Certification Assistant		2.000	2.000	2.000	2.000	
1	17 Employment Process Coordinator		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	15 Personnel Assistant IV		5.500	5.500	5.500	5.500	
1	14 Staffing Assistant		7.000	7.000	7.000	6.000	(1.000)
1	12 Personnel Assistant III		1.000	1.000	1.000	1.000	
1	10 Personnel Assistant I		1.000	1.000	1.000	1.000	
	Total Positions		35.500	35.500	35.500	34.500	(1.000)

Chapter 10

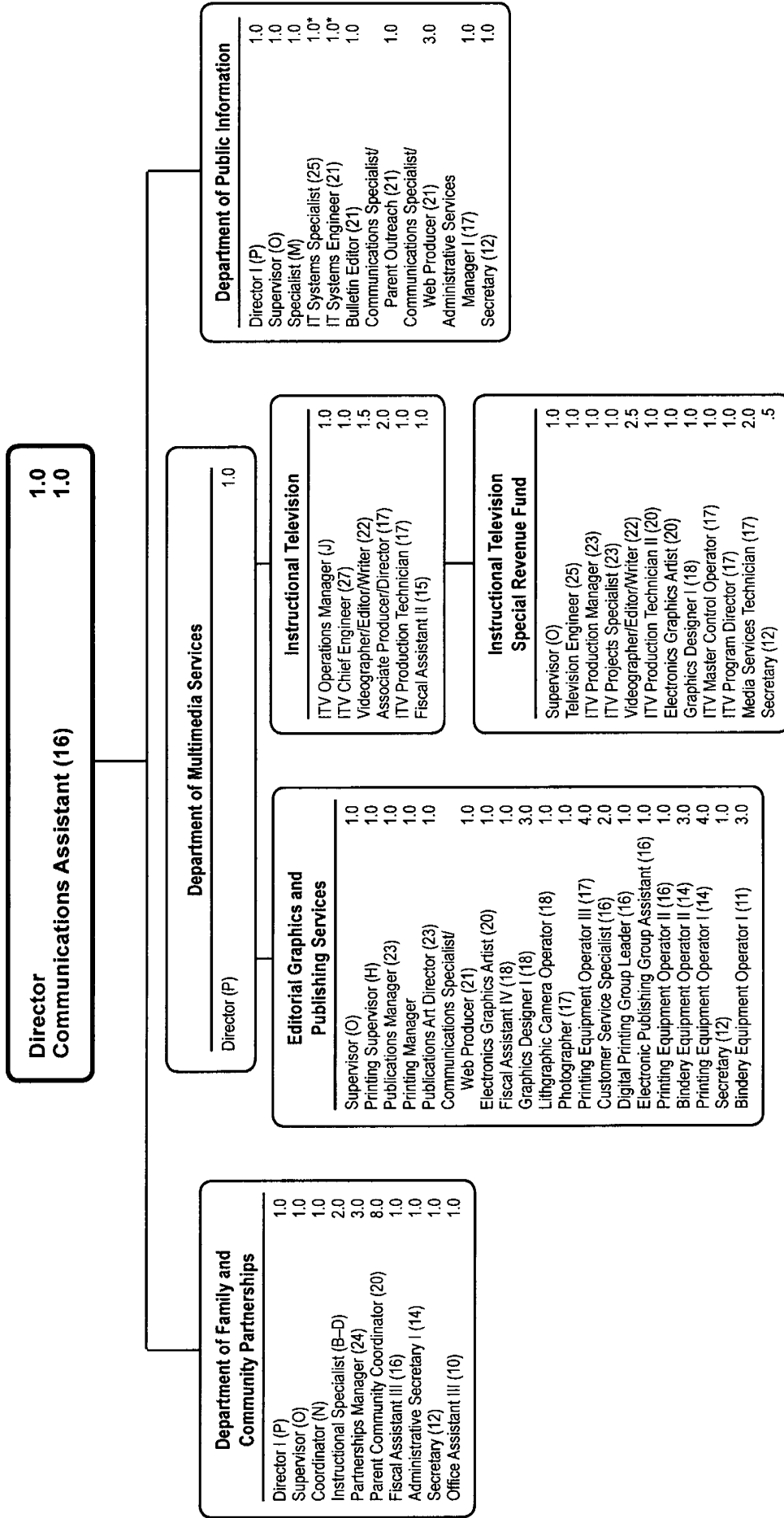
Office of Communications and Family Outreach

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Instructional Television Special Revenue Fund	10-9

Office of Communications and Family Outreach
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	10.000	10.000	10.000	10.000	
Business/Operations Admin.	2.000	2.000	2.000	2.000	
Professional	5.000	3.000	3.000	2.000	(1.000)
Supporting Services	68.000	71.500	71.500	73.500	2.000
TOTAL POSITIONS	85.000	86.500	86.500	87.500	1.000
01 SALARIES & WAGES					
Administrative	\$1,084,351	\$1,301,083	\$1,301,083	\$1,278,861	(\$22,222)
Business/Operations Admin.		184,754	184,754	187,792	3,038
Professional	407,081	326,334	326,334	263,983	(62,351)
Supporting Services	4,130,769	4,762,838	4,762,838	4,886,109	123,271
TOTAL POSITION DOLLARS	5,622,201	6,575,009	6,575,009	6,616,745	41,736
OTHER SALARIES					
Administrative					
Professional	36,875	42,481	42,481	49,181	6,700
Supporting Services	414,320	478,309	467,894	563,578	95,684
TOTAL OTHER SALARIES	451,195	520,790	510,375	612,759	102,384
TOTAL SALARIES AND WAGES	6,073,396	7,095,799	7,085,384	7,229,504	144,120
02 CONTRACTUAL SERVICES	554,865	749,991	747,931	559,148	(188,783)
03 SUPPLIES & MATERIALS	1,257,780	1,408,553	1,408,553	1,939,328	530,775
04 OTHER					
Staff Dev & Travel	38,979	60,984	50,673	46,173	(4,500)
Insur & Fixed Charges	299,173	217,095	260,959	260,827	(132)
Utilities					
Grants & Other	54,182	53,222	53,222	53,722	500
TOTAL OTHER	392,334	331,301	364,854	360,722	(4,132)
05 EQUIPMENT	259,869	376,151	355,073	499,092	144,019
GRAND TOTAL AMOUNTS	\$8,538,244	\$9,961,795	\$9,961,795	\$10,587,794	\$625,999

Office of Communications and Family Outreach



F.T.E. Positions 87.5

(*In addition, there are 2.0 Capital Budget positions shown on this chart.)

FY 2010 OPERATING BUDGET

Mission

The mission of the Office of Communications and Family Outreach is to facilitate two-way communication and promote family-school partnerships that support student success.

Major Functions

The Office of Communications and Family Outreach (OCFO) is responsible for coordinating systemwide internal and external communications and parent and community outreach aligned with the MCPS strategic plan. OCFO supports schools, students and staff; promotes family-school partnerships; supports school system central offices and business operations; and informs stakeholders, including the public, about the school system. The office is made up of three departments: Family and Community Partnerships; Multimedia Services (television, graphic and publishing services); and Public Information (internal/external communications and web services).

Support for Schools, Students, and Staff

The Office of Communications and Family Outreach is responsible for a wide range of functions that support schools, students, and staff members. OCFO directly supports schools through its extensive printing services that produce exam packets, study guides, diplomas, course guides, literary magazines, student daily planners and school handbooks, school menus, emergency procedures, instructional guides, athletic handbooks, and stationery, to name just a few. The Copy-Plus service duplicates classroom documents for teachers on demand and the Editorial Help Desk provides technical assistance to administrative secretaries in schools and offices. OCFO helps school webmasters redesign and update their sites and directs the transition of school and office websites into a web publishing system that saves staff time and makes it easier for new webmasters to manage. OCFO provides ongoing training and support to school webmasters and provides support to maintain television production equipment and studios in schools.

OCFO oversees a robust volunteer program that is responsible for recruiting and training volunteers to support academic programs and tutor students. In addition, the office coordinates the Connection Resource Bank which provides speakers, judges, and mentors for schools throughout the county. During emergencies and crises, the office plays a vital role in disseminating information in multiple languages through e-mail, phone calls, and MCPS television and web site announcements. OCFO also assists schools with their communications needs by providing guidance, working with the media, and developing and reviewing letters to students, staff, and families. Parent outreach staff in the office works with schools during emergencies by assisting with interpreting and connecting families to resources in the community.

Students are direct beneficiaries of many services provided by the Office of Communications and Family Outreach. In addition to publishing the print and online version of the Student's Guide to Rights and Responsibilities, Student Service Learning materials, and college/career planning guides,

OCFO publishes the online high school course bulletin and online High School Assessment prep course, and produces "Homework Hotline Live" and "The Math Dude" to assist students with their course work. Also, students who participate in the George B. Thomas Learning Academy Saturday School program use workbooks, calendars, registration forms, and certificates that are printed by the office.

The office produces multimedia resources, DVDs, and print materials to support staff development and other aspects of the staff professional growth systems. In addition, OCFO develops and supports web-related systems that enable school staff to stream video, administer online surveys, register for professional development courses, and access substitute calling system and job vacancies.

Promote Family-School Partnerships

One of the core functions of the Office of Communications and Family Outreach is to promote family-school partnerships. OCFO works closely with schools to assist them in 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. OCFO coordinates the Parent Academy, the Study Circles and Conquista Tus Sueños programs, the annual Back-To-School Fair, and Ask MCPS events, Ask MCPS e-mail drop box and phone line (formerly the Call Center). OCFO staff also conducts home visits, identifies community resources for families, and advises and accompanies parents to EMT, IEP, mediation/due process, Section 504, 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 giving accurate and timely information to parents. OCFO works closely with numerous parent and community groups to support student success, including conducting parent workshops at the George B. Thomas Learning Academy Saturday School program that are designed to give parents information and tools to advocate effectively for their children. The office also coordinates the MCPS Parent Advisory Council and the MCPS Parental Involvement Cross Functional Team.

The Office of Communications and Family Outreach develops numerous tools and mechanisms for providing information to parents and giving parents an opportunity to provide feedback about the school system. OCFO publishes electronic and print parent newsletters in six languages, produces informational brochures and other multimedia resources for parents, administers foreign language mini Web sites for parents in five languages, and produces television programs and DVDs for parents in six languages on school system programs and resources. OCFO produces feedback cards and online 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 office is also responsible for cablecasting the monthly MCCPTA business meetings and providing information on MCPS programs, activities, and news in the MCCPTA delegates packets each month.

Support School System Central Services and Business Operations

The Office of Communications and Family Outreach is involved in every aspect of central services and the business operations of the school system and plays an important role in ensuring that operations run smoothly and efficiently. It manages the MCPS Web site to provide access to MCPS operational resources and manages the 30 servers and systems that schools and offices rely on to publish their Web sites. The services provided by OCFO makes it possible for the school system to accept electronic resumes, maintain an online staff directory, and access e-mail and epay stubs. The office publishes weekly job ads in print and Web formats, produces multimedia recruitment materials, prints regulatory and administrative forms, and prints manuals, materials and checklists for personnel in building services, transportation, food services, and safety and security. In addition, OCFO produces training videos and printed material on emergency preparedness, pre/post trip bus inspections, financial management, mediation, and asbestos abatement.

Inform Stakeholders, including the Public, about the School System

The Office of Communications and Family Outreach is central to the school system's efforts to keep stakeholders informed about MCPS and increase transparency of the school system. OCFO manages the public MCPS web portal, www.montgomeryschoolsmd.org, which provides around the clock access to information, data, and systems that help customers interact with the school system. OCFO also manages two cable channels that provide news and information about MCPS programs, activities, and initiatives. In addition to parent newsletters and publications, the office publishes a bi-monthly electronic staff bulletin, develops multimedia information products about MCPS, publishes print and online documents about the capital and operating budgets, and cablecasts and Webcasts closed captioned Board of Education meetings. OCFO also is responsible for responding to media inquiries and fulfilling Freedom of Information Act requests that are filed by the media and individuals. In addition, the office conducts press conferences and coordinates the mailing of Board of Education policies for review by community stakeholders.

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.

The Office of Communications and Family Outreach plays an important role in directly supporting schools, students and staff. During 2007–2008, more than 6,000 teachers submitted more than 250,000 separate work orders and a total of 79 million pages were printed and delivered to their schools using the Copy-Plus on-demand printing and delivery service. This resulted in saving school-based staff

39,000 hours of duplication efforts. In addition, the office printed more than 360,000 exams and study guides, 18,000 instructional guides, 10,000 diplomas, and 177,000 Guides to Student Rights and Responsibilities, as well as 1.2 million pages to support students in the George B. Thomas Learning Academy Saturday School. OCFO recruited and trained almost 410 new volunteers to serve as reading tutors for 715 second graders as part of the Ruth Rales Comcast Kids Reading Network in 66 schools and trained 450 volunteers in the Extended Learning Opportunities summer program that served K-5 students in Title I schools. In addition, the office coordinated the recruitment of 1,200 speakers, judges and mentors for school programs and activities. OCFO continues to support schools in their volunteer efforts by providing support and training to volunteer coordinators and assisting schools with data collection strategies.

In 2007–2008, OFCO moved an additional 24 school and office Web sites into the Web Publishing System which enables webmasters to update their Web sites more easily and frequently. A web-based Translation Management System was launched in collaboration with the Office of Curriculum and Instructional Programs. This system improves the speed and accuracy of translations and supports schools' efforts to communicate more effectively with their diverse parent population. OFCO completed a design and content upgrade to the home page, enabling more stories to be published and support was provided to create new Web sites for the Cybersafety and Job Banding projects. In collaboration with the Office of the Chief Technology Officer, OFCO successfully completed a major upgrade to the Web Communication System that will support the increasing demand on the site to be available during emergencies and for operations. In the last three years, use of the MCPS Web grew by more than 38 percent to more than 150 million page views a year. Use of the MCPS Web during non-business hours (after 5 p.m. and before 8 a.m.) is now 53 percent—higher than during the business day. Staff and parents not only use the MCPS Web for informational purposes, but also as a way to access systems such as Oasis, Outlook, the Financial Management System, Edline, and the Substitute Calling System. The search engine was used 1.8 million times in 2007–2008 and resulted in 1.3 million clicks.

The office provides direct support to students through a variety of tools and resources it has developed. A major upgrade was done to the Web site of the High School Assessment Prep Online. In collaboration with the Office of Curriculum and Instructional Programs, two subject areas, Biology and National, State and Local Government, were added. Students completed more than 26,000 practice questions last year. In addition, students viewed more than 195,000 pages in the Online Course Bulletin and accessed more than 5,000 course worksheets. Students also accessed two television programs produced by OCFO to enhance their learning: "The Math Dude" and "Homework Hotline Live." "The Math Dude" reinforces algebra concepts and can be viewed on MCPS cable Channel 33, on the Web, and is available as a podcast. More than 2,000 students also received help through the call-in program, "Homework Hotline Live" during 2007–2008.

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 Office of Communications and Family Outreach is able to provide information through print, television, video, telephone, Web, e-mail and personal interactions. OCFO publishes a monthly electronic newsletter for parents, QuickNotes, which is available in six languages and now has more than 27,000 subscribers. The office also publishes a print newsletter, Parent Connection, which is distributed to nearly 100,000 parents quarterly and also is available in six languages. A parent guide to MCPS was revised in 2008 based on feedback from hundreds of parents throughout the county, input from parents on the middle school reform committees, and from information on feedback cards and surveys. The guide, as well as a new DVD version, is available in six languages. During the past eight years, the office has increased five-fold the number of television programs that inform parents and students about school programs and resources, from 89 in 1999–2000 to 478 in 2007–2008. Each year, the office increases the number of television programs and videos produced in languages other than English, with 113 developed in 2007–2008. In that same year, OFCO completed 313 informational programs for parents and the community. Inquiries via telephone also rose through the office's Ask MCPS phone line (formerly the Call Center). Nearly 1,500 calls a month are logged to the service which provides assistance in English and Spanish five days a week.

In-person support to parents is invaluable, particularly for parents new to the school system and unfamiliar with MCPS programs and procedures. During the 2007–2008 school year, OCFO staff engaged nearly 1,300 parents and community members at Ask MCPS events held at shopping malls, the County Fair, public library Literacy Fairs, 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, 134 contacts were made with school staff and parents to resolve questions and issues. The Parent Academy was established as part of the middle school reform and topics were developed in response to feedback from parents and in collaboration with parent organizations. During 2007–2008, 110 free Parent Academy workshops were offered to more than 1,300 parents at 57 schools and community sites. Sessions were designed to help parents understand the school system, strengthen parenting skills, raise awareness of school and community resources, and learn computer skills. More than 150 parents took advantage of simultaneous interpretation services available in five languages at all workshops. Eight workshops were conducted in Spanish. The evaluation and overall feedback from parents was positive and will guide improvements for 2008–2009. More than 1,100 parents also attended workshops conducted by OCFO staff in English and Spanish at 12 sites of the George B. Thomas Learning Academy Saturday School. OCFO launched its first annual Back-to-School Fair in August 2008 and more than 5,000 families attended. Staff from MCPS and county agencies provided valuable informa-

tion and materials. Local businesses donated goods and in-kind services totaling approximately \$70,000.

OCFO staff also supported nearly 300 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 other MCPS on-line resources. Staff will continue to expand its role of supporting parents of students with disabilities. In collaboration with the Maryland State Department of Education, Partners for Success grant and the MCPS Department of Special Education, all parent outreach staff in OCFO will receive ongoing training on special education so that they are able to assist parents and attend IEP meetings with them, as necessary. OCFO will broadly disseminate information about the availability of this support and establish a parent lending library of books and resources at the Family and Community Partnerships office.

OCFO coordinates Study Circles which help schools address racial and ethnic barriers to student achievement and parent involvement through facilitated dialogue and action with parents, students, administration, and school staff. At the end of the six-session dialogues, participants have formed new relationships across groups, raised awareness about issues, and created action plans to overcome the barriers. The plans are often incorporated into the School Improvement Plan. During 2007–2008, 25 Study Circles were held comprising 400 participants. Five of the Study Circles were student-only, including two middle school circles. Two were Spanish-language circles focused on creating parent leadership. OFCO 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 conducted at two sites and reached 32 parents in 2007–2008. The program was re-designed for the 2008–2009 school year, incorporating current research and input from Latino parents. It will be implemented in collaboration with the Division of ESOL/Bilingual Programs.

OCFO also provides training, assistance, and resources to build the capacity of staff. In collaboration with the Technology Consulting Team, OCFO co-taught more than 20 trainings for webmasters in 2007–2008 and provided support to school staff on web-related issues throughout the year. OCFO collaborates with the Office of Organizational Development in conducting training to new educators and administrators on parent engagement strategies. Both offices worked together to develop a resource for administrators, the Principal's Toolkit, which includes best practices for connecting with diverse school communities. The Office of Communications and Family Outreach also publishes the internal newsletter, The Bulletin, and in 2007–2008, it published 29 editions. New features have been added that highlight best practices for classroom teachers and school administrators, as well as tips for improved parent involvement.

OCFO has primary responsibility for media relations and providing information to the public. In 2007–2008 the office

handled more than 1,300 media inquires, conducted 13 press conferences, and responded to 70 Freedom of Information Act requests.

Major Mandates

- The Maryland Public Information Act requires that MCPS grants the public a broad right of access to records.
- 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 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 NCLB Act includes requirements for parent and community involvement.
- Montgomery County Board of Education 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 Board of Education Policy ABC, *Parent Involvement*, and MCPS Regulation ABC-RA require effective, well-structured, and comprehensive parental involvement practices that reflect the cultural and linguistic 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.
- *Our Call to Action: Pursuit of Excellence—the Strategic Plan for the Montgomery County Public Schools 2006–2011* requires systemic efforts to strengthen family-school relationships and to expand civic, business, and community partnerships that support improved student achievement.

Strategies

- Provide workshops and multimedia 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.
- Implement ongoing processes to gather stakeholder feedback on the effectiveness of communication and parent and community outreach.
- Provide services, technical assistance, and multimedia resources to schools for staff, students, and parents.

- Collaborate with MCPS offices in the development of multimedia resources that support the implementation of the MCPS strategic plan.
- Implement processes and cost-effective technologies that streamline and broaden access to communications.

Performance Measures

Performance Measure: Average yearly number of calls handled by Ask MCPS (formerly customer call center).

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
17,512	21,000	22,500

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.

Performance Measure: Total number of subscribers to MCPS QuickNotes e-mail news service.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
27,791	40,000	50,000

Explanation: QuickNotes is an e-mail news service that distributes information in six languages. The service includes a monthly e-newsletter and provides topic-specific information on a variety of subjects that a subscriber may choose. Parents make up 83 percent of all QuickNotes subscribers.

Performance Measure: Number of printed pages of classroom instruction, homework, and student assessment documents directly requested by school staff and produced by Copy-Plus document preparation services in Editorial, Graphics and Publishing unit.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
79 million	90 million	100 million

Explanation: This measures the expansion of work performed centrally and reduction of school staff time spent duplicating materials for instructional purposes. It is estimated that for every 2,500 copies generated by Copy-Plus one hour is saved for school-based staff time that can be used for instructional planning and preparation.

Performance Measure: Amount of content viewed and downloaded from the MCPS Web.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Page views per day	410,900	452,000	490,200
PDF downloads per month	1.5 million	1.6 million	1.7 million
Annual page views	151 million	166 million	180 million

Explanation: This measure indicates how frequently the public and staff use the MCPS Web to find information, download documents (PDFs such as budget, strategic plan, employee contracts, The Bulletin, curriculum), and access online systems important to school system operations such as epay stub, financial management system, Edline, etc.

Performance Measure: Total number of school and office Web sites in the MCPS Web Publishing System.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
35	60	90

Explanation: This measure indicates how many webmasters have access to a system that makes it easier to update a Web site, resulting in more timely and effective communication and labor and time savings for school staff. It also reduces the demand for training and support and facilitates a smooth succession as webmasters turn over.

Performance Measure: Amount of content viewed via custom-built databases.

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Annual page views	4 million	4.4 million	4.9 million
Annual visitors	296,407	326,048	358,652

Explanation: This measure indicates how many Web visitors access content in searchable databases such as the Staff Directory, High School Course Bulletin, High School Assessment Prep Online, and Vacancy Database. Many of these database-driven sites have either replaced or reduced the cost of labor and print production and broadened access to information.

Performance Measure: Television programs/videos in multiple languages available for parents.

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
113	200	250

Explanation: This measure indicates the number of video programs created specifically to assist parents who speak

languages other than English with understanding MCPS and how to help their child succeed. The programs currently are produced in English, Spanish, Chinese, Korean, Vietnamese, French, and American Sign Language.

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

	FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
Number of Schools	140	180	199

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 2007–2008, 140 schools reported 39,392 volunteers serving 392,321 hours.

Performance Measure: Number of parents participating in the Parent Academy

FY 2008 Actual	FY 2009 Estimate	FY 2010 Recommended
1,338	1,500	1,650

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.

Budget Explanation Office of Communications— 641/642/412/417/521

The FY 2010 request for this office is \$9,006,186, an increase of \$627,221 from the current FY 2009 budget of \$8,378,965. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$24,512)
There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$24,512 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Realignment—\$0
The budget includes various budget neutral realignments for FY 2010 under the Office of Communications and Family Outreach. Specifically, there are realignments from consultants, contractual maintenance, lease/purchase and local travel to fund stipends, training support, programs supplies and dues, registration and fees. There are also 2.0 office assistant positions and \$86,786 realigned from the Department of Public Information to the Department of Family and Community Partnerships.

Reductions—\$651,733

Reductions in the Department of Family and Community Partnerships are as follows (\$175,032):

1.0 instructional specialist position— (\$68,495)

2.0 office assistant III positions—(\$62,888)

Consultants—(\$39,500)

Furniture and equipment—(\$4,149)

Reductions in Editorial, Graphics and Publishing Services are as follows (\$160,256):

Supporting services part-time salaries—(\$30,516)

Overtime—(\$30,000)

Contractual services/maintenance—(\$97,740)

Training support—(\$2,000)

Reductions in the Department of Public Information are as follows (\$37,492):

Contractual services—(\$25,000)

Training support—(\$5,000)

Dues, registration and fees—(\$3,000)

Furniture and equipment—(\$4,492)

Reductions in Instructional Television are as follows (\$68,196):

1.0 production technician position—(\$53,196)

Overtime—(\$15,000)

High Speed Copier Initiative—\$1,092,709

In FY 2010, MCPS will lease/purchase refurbished high speed copier machines instead of purchasing new machines. In addition, MCPS staff will maintain the machines rather than using outside contractual services. This initiative will result in an overall reduction of \$868,633 in the budget. In the budget for Editorial Graphics and Publishing Services, there is an increase of \$1,092,709. There is an increase of \$251,917 for 5.0 additional positions, \$174,000 for part-time salaries, \$500,000 for supplies, \$12,000 for fuel, and \$184,000 to lease/purchase copiers and vehicles.

Budget Explanation

Instructional Television Special Revenue Fund—860

The FY 2010 request for this fund is \$1,581,608, a decrease of \$1,222 from the current FY 2009 budget of \$1,582,830. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$1,222)

There are no negotiated salary changes for employees in this fund. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$1,222 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Office of Communications & Family Outreach - 641/412/413/417/521/642

Aggie Alvez, Director

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	71.500	72.500	72.500	73.500	1.000
Position Salaries	\$4,611,301	\$5,506,279	\$5,506,279	\$5,549,105	\$42,826
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends		13,296	13,296	19,996	6,700
Professional Part Time		29,185	29,185	29,185	
Supporting Services Part Time		272,954	272,954	374,638	101,684
Other		193,398	193,398	187,398	(6,000)
Subtotal Other Salaries	430,690	508,833	508,833	611,217	102,384
Total Salaries & Wages	5,041,991	6,015,112	6,015,112	6,160,322	145,210
02 Contractual Services					
Consultants		43,500	43,500		(43,500)
Other Contractual		680,846	680,846	535,563	(145,283)
Total Contractual Services	526,360	724,346	724,346	535,563	(188,783)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials		4,574	4,574	4,574	
Office		23,162	23,162	523,162	500,000
Other Supplies & Materials		1,173,193	1,173,193	1,203,968	30,775
Total Supplies & Materials	1,109,569	1,200,929	1,200,929	1,731,704	530,775
04 Other					
Local Travel		24,483	24,483	22,983	(1,500)
Staff Development		16,500	16,500	13,500	(3,000)
Insurance & Employee Benefits					
Utilities					
Miscellaneous		53,222	53,222	53,722	500
Total Other	73,725	94,205	94,205	90,205	(4,000)
05 Equipment					
Leased Equipment		311,458	311,458	437,892	126,434
Other Equipment		32,915	32,915	50,500	17,585
Total Equipment	259,869	344,373	344,373	488,392	144,019
Grand Total	\$7,011,514	\$8,378,965	\$8,378,965	\$9,006,186	\$627,221

Office of Communications & Family Outreach - 641/642/412/413/417/521

Aggie Alvez, Director

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	641 Office of Communications & Family Outreach						
1	Director		1.000	1.000	1.000	1.000	
1	P Director I				1.000	1.000	
1	M Team Leader		1.000	1.000			
1	16 Communications Assistant		1.000	1.000	1.000	1.000	
	Subtotal		3.000	3.000	3.000	3.000	
	642 Department of Public Information						
1	Q Director II		1.000				
1	P Director I			1.000	1.000	1.000	
1	O Supervisor				1.000	1.000	
1	M Specialist		1.000	1.000	1.000	1.000	
1	21 Comm Spec/Web Producer		1.000	1.000	4.000	4.000	
1	21 Bulletin Editor		1.000	1.000	1.000	1.000	
1	17 Admin Services Manager I		1.000	1.000	1.000	1.000	
1	12 Secretary		1.000	1.000	1.000	1.000	
1	10 Office Assistant III		2.000	2.000			
	Subtotal		8.000	8.000	10.000	10.000	
	412 Instructional Television						
3	J ITV Operations Manager		1.000	1.000	1.000	1.000	
3	27 ITV Chief Engineer		1.000	1.000	1.000	1.000	
3	22 Videographer/Editor/Writer		2.500	2.500	1.500	1.500	
3	20 ITV Production Technician II				1.000		(1.000)
3	17 ITV Production Technician		1.000	1.000	1.000	1.000	
3	17 Assoc Producer/Director		2.000	2.000	2.000	2.000	
3	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
	Subtotal		8.500	8.500	8.500	7.500	(1.000)
	413 Web Services Team						
1	O Supervisor		1.000	1.000			
1	25 IT Systems Specialist		1.000				
1	21 Comm Spec/Web Producer		2.000	3.000			
	Subtotal		4.000	4.000			
	417 Editorial Graphics and Publishing Services						
1	O Supervisor		1.000	1.000	1.000	1.000	
3	H Printing Supervisor		1.000	1.000	1.000	1.000	
1	23 Printing Manager					1.000	1.000
1	23 Publications Manager		1.000	1.000	1.000	1.000	
1	23 Publications Art Director		1.000	1.000	1.000	1.000	
3	21 Comm Spec/Web Producer		1.000	1.000	1.000	1.000	
1	20 Electronics Graph Artist		1.000	1.000	1.000	1.000	
1	18 Fiscal Assistant IV		1.000	1.000	1.000	1.000	

Office of Communications & Family Outreach - 641/642/412/413/417/521

Aggie Alvez, Director

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
	417 Editorial Graphics and Publishing Services						
1	18 Graphics Designer I		2.000	2.000			
3	18 Graphics Designer I		1.000	1.000	3.000	3.000	
3	18 Lithographic Camera Op		1.000	1.000	1.000	1.000	
3	17 Photographer		1.000	1.000	1.000	1.000	
3	17 Printing Equip Operator III		3.000	3.000	3.000	4.000	1.000
3	16 Electronic Publishing Asst		1.000	1.000	1.000	1.000	
3	16 Digital Printing Group Leader		1.000	1.000	1.000	1.000	
3	16 Customer Service Spec		2.000	2.000	2.000	2.000	
3	16 Printing Equip Operator II		1.000	1.000	1.000	1.000	
3	14 Printing Equip Operator I		1.000	1.000	1.000	4.000	3.000
3	14 Bindery Equip Operator II		3.000	3.000	3.000	3.000	
1	12 Secretary		1.000	1.000	1.000	1.000	
3	11 Bindery Equip Operator I		3.000	3.000	3.000	3.000	
	Subtotal		28.000	28.000	28.000	33.000	5.000
	521 Family & Community Partnerships						
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	
3	BD Instructional Specialist		3.000	3.000	3.000	2.000	(1.000)
3	AD Parent Educator		1.000				
3	AD Teacher		1.000				
3	24 Partnerships Manager		1.000	3.000	3.000	3.000	
3	24 Volunteer Comm Resources Coord		1.000				
3	21 Connection Res Bank Coord		1.000				
3	20 Parent Comm Coordinator		5.000				
3	20 Parent Community Coord			8.000	8.000	8.000	
1	16 Fiscal Assistant III		1.000	1.000	1.000	1.000	
2	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
2	12 Secretary		1.000	1.000	1.000	1.000	
2	10 Office Assistant III		1.000	1.000	3.000	1.000	(2.000)
	Subtotal		20.000	21.000	23.000	20.000	(3.000)
	Total Positions		71.500	72.500	72.500	73.500	1.000

Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	13.500	14.000	14.000	14.000	
Position Salaries	\$1,010,900	\$1,068,730	\$1,068,730	\$1,067,640	(\$1,090)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time					
Other		11,957	1,542	1,542	
Subtotal Other Salaries	20,505	11,957	1,542	1,542	
Total Salaries & Wages	1,031,405	1,080,687	1,070,272	1,069,182	(1,090)
02 Contractual Services					
Consultants		19,145	17,085	17,085	
Other Contractual		6,500	6,500	6,500	
Total Contractual Services	28,505	25,645	23,585	23,585	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		25,000	25,000	25,000	
Other Supplies & Materials		182,624	182,624	182,624	
Total Supplies & Materials	148,211	207,624	207,624	207,624	
04 Other					
Local Travel		2,000	2,000	2,000	
Staff Development		18,001	7,690	7,690	
Insurance & Employee Benefits		217,095	260,959	260,827	(132)
Utilities					
Miscellaneous					
Total Other	318,609	237,096	270,649	270,517	(132)
05 Equipment					
Leased Equipment					
Other Equipment		31,778	10,700	10,700	
Total Equipment		31,778	10,700	10,700	
Grand Total	\$1,526,730	\$1,582,830	\$1,582,830	\$1,581,608	(\$1,222)

Instructional Television Special Revenue Fund - 860

Dr. Dick Lipsky, Supervisor

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
37	O Supervisor		1.000	1.000	1.000	1.000	
37	25 Television Engineer		1.000	1.000	1.000	1.000	
37	23 ITV Production Manager		1.000	1.000	1.000	1.000	
37	23 ITV Projects Specialist		1.000	1.000	1.000	1.000	
37	22 Videographer/Editor/Writer		2.500	2.500	2.500	2.500	
37	20 Electronics Graph Artist		1.000	1.000	1.000	1.000	
37	20 ITV Production Technician II		1.000	1.000	1.000	1.000	
37	18 Graphics Designer I		1.000	1.000	1.000	1.000	
37	17 ITV Master Control Operator		1.000	1.000	1.000	1.000	
37	17 Media Services Technician		2.000	2.000	2.000	2.000	
37	17 ITV Program Director		1.000	1.000	1.000	1.000	
37	12 Secretary			.500	.500	.500	
Total Positions			13.500	14.000	14.000	14.000	

Chapter 11

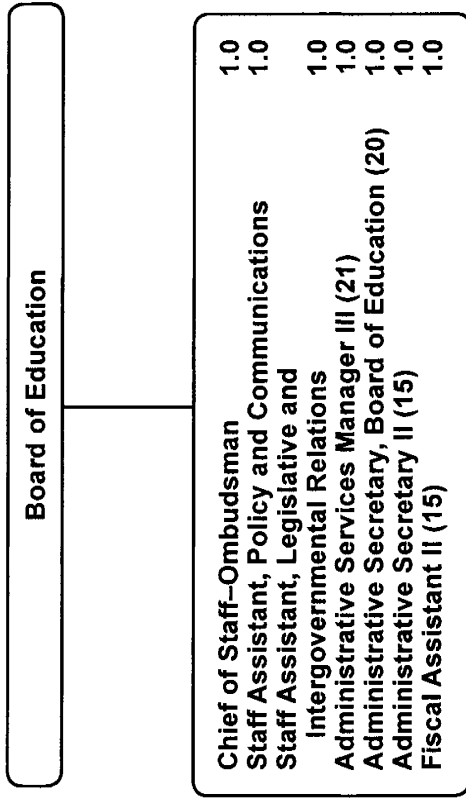
Board of Education
Office of the Superintendent of Schools

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Board of Education and Office of the Superintendent
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	6.000	5.000	5.000	5.000	
Business/Operations Admin.					
Professional					
Supporting Services	8.000	8.000	8.000	8.000	
TOTAL POSITIONS	14.000	13.000	13.000	13.000	
01 SALARIES & WAGES					
Administrative	\$808,437	\$855,855	\$855,855	\$821,767	(\$34,088)
Business/Operations Admin.					
Professional					
Supporting Services	570,330	608,212	563,409	569,036	5,627
TOTAL POSITION DOLLARS	1,378,767	1,464,067	1,419,264	1,390,803	(28,461)
OTHER SALARIES					
Administrative					
Professional	154,513	133,500	133,500	133,500	
Supporting Services	5,119	6,919	51,722	3,919	(47,803)
TOTAL OTHER SALARIES	159,632	140,419	185,222	137,419	(47,803)
TOTAL SALARIES AND WAGES	1,538,399	1,604,486	1,604,486	1,528,222	(76,264)
02 CONTRACTUAL SERVICES	1,945	36,267	36,267	35,767	(500)
03 SUPPLIES & MATERIALS	18,253	17,728	17,728	17,728	
04 OTHER					
Staff Dev & Travel	87,335	111,102	111,102	103,777	(7,325)
Insur & Fixed Charges					
Utilities					
Grants & Other	82,467	61,600	61,600	61,600	
TOTAL OTHER	169,802	172,702	172,702	165,377	(7,325)
05 EQUIPMENT	3,222	10,473	10,473	5,098	(5,375)
GRAND TOTAL AMOUNTS	\$1,731,621	\$1,841,656	\$1,841,656	\$1,752,192	(\$89,464)

Board of Education



Mission

The mission of the Board of Education is to provide leadership and oversight for a high-quality educational system with community-supported goals, policies, and resources committed to benefit our diverse student population. The Office of the Board of Education enables the elected Board to function as a cohesive and effective body in performing its responsibilities to adopt educational policy, ensure accountability, promote intergovernmental relations, and respond to community and student concerns.

Major Functions

As required by Maryland law, the Board maintains a “reasonably uniform” system of public schools designed to provide quality education and equal educational opportunity for all children.

Specifically, the Board determines, with the advice of the superintendent, the educational policies of the county school system. It also adopts, codifies, and makes available to the public the rules and regulations for conducting and managing the public schools. The execution of the Board’s functions is guided by its academic priorities as outlined in the Montgomery County Public Schools’ strategic plan, *Our Call to Action: Pursuit of Excellence*:

- Organize and optimize resources for improved academic results
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement
- Expand and deliver a literacy-based initiative from prekindergarten through Grade 12 to support student achievement
- Use student, staff, school, and system performance data to monitor and improve student achievement
- Foster and sustain systems that support and improve employee effectiveness, in partnerships with MCPS employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement
- Develop, pilot, and expand improvements in secondary content, instruction, and program that support students’ active engagement in learning

To carry out its duties, the Board usually meets twice each month, convening for one all-day meeting and one evening meeting. Other meetings may be held to hear appeals; review and act on budgets and facilities; preside over public hearings; meet with other elected officials and public bodies; host community forums; hold parent, student, and employee meetings; and hold local, state, and national association meetings.

The office works with the community and appropriate MCPS offices to address concerns related to school system decisions or actions. The office also researches and analyzes educational policies, practices, and budgets; coordinates

all appeals before the Board; and provides legislative and intergovernmental information and represents the Board’s positions on these matters. The office maintains all records of the Board and handles its correspondence, calendars, and meeting materials.

Trends and Accomplishments

The Board of Education continues to lead Montgomery County Public Schools through an exciting but challenging era of increasing needs and limited resources. The Board’s actions are geared to devising innovative ways to address the complex needs of our ever-changing population, while maintaining the excellent quality of our school system. The office of the Board of Education supports the Board’s work, improves upon customer service to Board members and the community, ensures robust collaboration with key stakeholders, and allows for increased reporting, analysis, and communications capabilities. The Board is committed to constantly improving the school system’s educational practices in response to the community’s willingness to examine alternative models of delivering educational services. This year for instance, the Board shortened certain ceremonies, preferring to honor the events with resolutions. The business meetings are now tightly focused on fewer presentations, all closely aligned with the strategic plan. The evening meetings now start earlier at 5:30 p.m. and are now work sessions devoted to robust dialogue on key issues. Also, the Board changed the format of public comments to engage the community more in the items of the day’s agenda. The bulk of the public comments are now reserved for speakers who desire to comment on the meeting’s items of discussion. New push-to-talk microphones have been installed in the Board room and in the auditorium. This new equipment has virtually eliminated static and interference from cell phones, resulting in a distraction-free environment. These continuous improvement efforts are supported in part by the study of innovative educational programs and practices nationwide. Also, the Board continuously reviews, and adapts to, changes in education laws, bylaws, rules, regulations, and policies. What follows is a compendium of some of the Board’s actions in the past fiscal year:

- During the 2007–2008 school year, the Board of Education took action on the following 3 policies and received 19 comments from the public in response to the policies: Policy BCB, Student Board Member Election; Policy EEA, Student Transportation; Policy KEA, Political Campaigns and Political Materials. The Board of Education adopted Policy HDD, Designation of the Montgomery County Association of Administrative and Supervisory Personnel as Exclusive Representative of Noncertified Supervisory Employees. This policy memorializes the designation of the Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) as the exclusive representative of noncertificated supervisory employees. The Board also rescinded the following seven policies: Policy KMC, Services Provided to Non-Profit Organizations -- was adopted in 1969 and was no longer reflective of relationships that MCPS has or

intends to have in the near future; Policy ISE, Summer School Graduation, Policy COA, Visitors to School During the School Day; and Policy DJC, Newspaper Advertising -- involved operational matters that do not rise to the level of a policy; Policy GGA, Duty Hours and Days -- was repetitive of the requirements contained in the Education Article of the Annotated Code of Maryland, as well the negotiated agreements with the respective unions; Policy CGA, Summer School -- was no longer necessary because Policy IEA, Framework and Structure of Early Childhood and Elementary Education, Policy IEB, Middle School Education, and Policy IED, Framework and Structure of High School Education, provide operational and instructional mandates for the regular school year that also apply to instructional opportunities provided during the summer months; Policy GFB, Temporary Reassignment of Administrative and Supervisory Personnel -- was subsumed by the enactment of Policy GAA, Positive Work Environment in a Self-Renewing Organization.

- To ensure that the Board's voice is heard on statewide funding and legislative issues relevant to the needs of MCPS students and staff, the Board adopts a legislative platform each year prior to the legislative session of the Maryland General Assembly. The legislative platform is shared with community stakeholders and elected officials in Montgomery County and across the state and is the basis for Board positions on legislation proposed throughout the legislative session. The 2007 special session provided for the phasing in of the Geographic Cost of Education Index (GCEI) over the next 2 years. Of the 28 bills supported by the Board during the regular 2008 session, 14 were enacted.
- During FY 2008, the Board adjudicated 117 appeals. Sixty-five were related to student suspension, expulsions, teacher dismissals, early entrance to kindergarten, admission to highly gifted centers, and complaints from the public; 52 were for transfers and consortia assignments. In addition, the Office of the Board of Education handled an average of 12 complaints per month made to the ombudsman, which were received through telephone calls, written correspondence, and walk-in visits. The ombudsman cases involved school-related issues clustered around curricula concerns (class/grade placement, graduation requirements, and curriculum), student behavior (suspension, discipline, and bullying), or school operations (dismissal, maintenance, and safety and security); enrollment issues mainly related to determinations of residency; human resources issues mainly related to concerns about hiring practices; special education issues concerned with program placement; and transportation issues clustered around transporting students other than to their home school.
- For the past four years, the Board has implemented a process for public involvement in the MCPS strategic plan and operating budget. This process greatly enhances

public involvement in long-range strategic issues and emphasizes public involvement in the "development" phase of the strategic plan and the operating budget, instead of primarily in the "critique" phase following the superintendent's presentation of the operating budget. This process has also involved a heavy emphasis on bilingual support through the use of bilingual support staff and translation equipment. Input from community members is constantly being analyzed and collated and the results shared with the Board and community members. As a result of this enhanced process for community involvement, community members from varied experiences and backgrounds have offered invaluable input into the update of the strategic plan and alignment of the budget with the strategic plan initiatives.

The Board performs its functions as a committee of the whole and through the work of the following standing committees: Policy, Communications and Public Engagement, Fiscal Management, Special Populations, and Strategic Planning. These committees all work in alignment with their individual charters and the strategic plan to further the mission of the Board of Education in providing leadership and oversight of the school system.

Major Mandates

- The Board is required to carry out Maryland's education laws and the bylaws, rules, regulations, and policies of the State Board of Education.
- It also adopts, codifies, and makes available to the public policies and regulations for the conduct and management of the county public schools.

Strategies

- The Office of the Board of Education will continue to support the Board in its work of monitoring and reviewing:
- MCPS activities and programs to ensure that they are consistent with the Board's action areas. This will be done through appropriate research and consultation with the Office of the Superintendent of Schools.
- The long-range plans to achieve the MCPS vision for the future, the five goals necessary to reach that vision, and the academic priorities identified to guide specific actions to achieve the goals.
- These activities will be accomplished through increased and effective collaboration with the superintendent and staff and through the use of appropriate technologies. The Board office will continue to seek ways to expand outreach to the community and improve upon two-way communication between the Board and the community. In the coming year, the office will place an increased emphasis on data gathering and information sharing and using the data to ensure that the work of the office is aligned with the Board's strategic plan.

Budget Explanation
Board of Education—711

The FY 2010 request for this office is \$1,056,226, a decrease of \$2,637 from the current FY 2009 budget of \$1,058,863. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$2,637)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$2,637 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

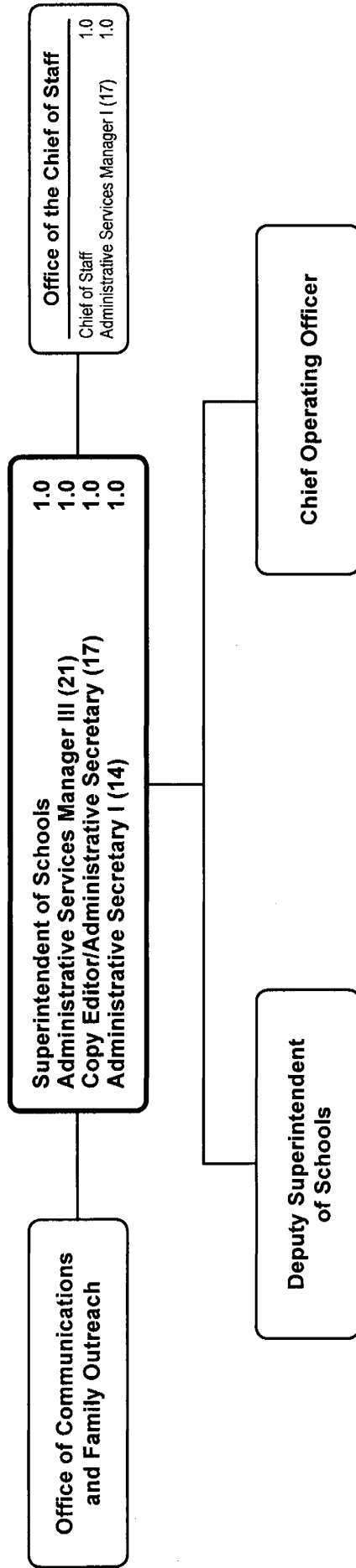
Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	8.000	7.000	7.000	7.000	
Position Salaries	\$670,128	\$715,616	\$715,616	\$712,979	(\$2,637)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		133,500	133,500	133,500	
Supporting Services Part Time					
Other		2,540	2,540	2,540	
Subtotal Other Salaries	157,837	136,040	136,040	136,040	
Total Salaries & Wages	827,965	851,656	851,656	849,019	(2,637)
02 Contractual Services					
Consultants		35,000	35,000	35,000	
Other Contractual					
Total Contractual Services	1,650	35,000	35,000	35,000	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		7,228	7,228	7,228	
Other Supplies & Materials					
Total Supplies & Materials	6,686	7,228	7,228	7,228	
04 Other					
Local Travel		14,361	14,361	14,361	
Staff Development		83,920	83,920	83,920	
Insurance & Employee Benefits					
Utilities					
Miscellaneous		61,600	61,600	61,600	
Total Other	167,653	159,881	159,881	159,881	
05 Equipment					
Leased Equipment					
Other Equipment		5,098	5,098	5,098	
Total Equipment	3,222	5,098	5,098	5,098	
Grand Total	<u>\$1,007,176</u>	<u>\$1,058,863</u>	<u>\$1,058,863</u>	<u>\$1,056,226</u>	<u>(\$2,637)</u>

Board of Education - 711

Roland Ikheloa, Chief of Staff - Ombudsman

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Chief of Staff		1.000	1.000	1.000	1.000	
1	P Staff Assistant		3.000	2.000	2.000	2.000	
1	21 Admin Services Mgr III		1.000	1.000	1.000	1.000	
1	20 Admin Secretary to the Board		1.000	1.000	1.000	1.000	
1	15 Administrative Secretary II		1.000	1.000	1.000	1.000	
1	15 Fiscal Assistant II		1.000	1.000	1.000	1.000	
	Total Positions		8.000	7.000	7.000	7.000	

Office of the Superintendent of Schools



Mission

The mission of the Office of the Superintendent of Schools is to provide high quality educational leadership in attaining excellence in teaching and learning in the Montgomery County Public Schools.

Major Functions

The superintendent supports the policies and academic priorities of the Board of Education and has overall responsibility for the attainment of rigorous standards of performance for students and employees. The superintendent leads educational initiatives designed to improve achievement for all students from prekindergarten through Grade 12, ensure quality teaching and accountability, and provide the highest level of resources necessary to engage students and their parents in the learning community of their schools and provide students with the academic credentials necessary in a global society.

The superintendent directs the academic and administrative functions of the school system and provides leadership in the implementation of the Board of Education's strategic plan, *Our Call to Action: Pursuit of Excellence*, the annual operating budget; the six-year capital improvements program; and other initiatives. The superintendent's duties and responsibilities include those identified by law, and by the policies and decisions of the Board of Education, and administrative regulations governing the operation of the school system. The superintendent leads the work of all schools and offices through an executive staff, with the primary assistance of the chief operating officer and the deputy superintendent of schools. Personnel in the superintendent's immediate office include the chief of staff, the director of the Office of Communications and Family Outreach, and support professionals.

The Superintendent supports the responsibilities and functions of the Board as both superintendent and secretary-treasurer. The superintendent works closely with the president and vice president of the Board and provides the Board with guidance and counsel on matters of educational and public policy, academic standards and accountability, public funding, personnel, land use, and legal matters. His leadership team and office personnel work collaboratively with the Board's own office staff to develop thorough responses to inquiries and requests, prepare meeting documents, and successfully complete the business of the Board.

The superintendent also works closely with the leaders of parent and employee organizations; federal, state, and local officials; business leaders; civic and community representatives; and leaders of professional associations, universities, and organizations focused on school reform and improvement. These efforts reflect the public partnership the superintendent maintains in the implementation of effective strategies to improve teaching and learning.

Trends and Accomplishments

Strategic academic and organizational initiatives, building on a foundation set in 1999, continue to place the school system among the very best in the United States. These include ongoing improvements in teaching and learning, curriculum design and content, employee skills and expertise, programs and services for students with special needs, measures of progress and accountability, technology, parent and community outreach, and communications. MCPS continues to be a model district for others engaged in reforming their educational practices. School leaders from across the nation and around the world travel to MCPS to learn about the work taking place here to increase academic rigor and close the achievement gap.

Improvements in early childhood and elementary education have resulted in substantial progress in student achievement on state and county measures of academic performance, including the enrollment in advanced mathematics of more than half of all students in Grade 5. Education Week featured the Board of Education's unique differential funding strategy in a district profile and highlighted the success MCPS has experienced in closing the achievement gap. Ongoing improvements in middle school, including reforms based on more rigorous and inclusive academic programs, are under way, with 77 percent of all eighth grade students taking algebra, up from about 68 percent the previous year. Changes in high school have resulted in unprecedented levels of student achievement on national measures of academic rigor, including the Advanced Placement (AP) and International Baccalaureate programs. All eligible high schools have been rated by *Newsweek* as among the best in America in each of the magazine's five national rankings (2003, 2005, 2006, 2007 and 2008). In 2008, MCPS was the only district in the nation with six schools named in the top 100 on *Newsweek's* list. The performance of high school graduates on the SAT and ACT continue to significantly outpace the nation and the state.

The priority of closing the achievement gap by race and ethnicity while simultaneously raising standards for all students remains a significant challenge for the system and a central component for all initiatives. Of special focus is the underachievement of African American and Hispanic students, who represent more than 40 percent of the overall enrollment. In December 2007, *The Washington Post* reported that MCPS is one of only two districts in America (the other being New York City) with more than 1,000 African American students scoring a 3 or better on at least one AP exam. The Panasonic Foundation published a 16-page case study hailing MCPS as a national model for its work to close the achievement gap.

These efforts coincide with priorities for improving achievement for students with disabilities, students with limited English proficiency, and students challenged by poverty, mobility, homelessness, and immigration. The number of students living in poverty increased last year by 3,600 students and there were 1,100 more children enrolled for whom English was not their primary language. More than 17,000

students receive services for disabilities and 14,700 students receive assistance through the English for Speakers of Other Languages Program (ESOL), nearly half of the entire state enrollment of ESOL students. Approximately 139,000 children attend schools in the system, the 16th largest enrollment in the nation.

These initiatives and other increases in the costs of education, particularly in recruiting and maintaining a high quality workforce, are challenges affecting the school system's ability to sustain ongoing programs and services. The demand for high quality public education is a priority in Montgomery County and remains a key element in measuring the county's quality of life. These measures enhance the continued progress of individual schools, the continued improvement in systemwide student achievement, and the overall excellence of more than 21,000 women and men who work in the system as educators and support staff.

The implementation of the federal *No Child Left Behind Act* and the Maryland Bridge to Excellence in Public Education Act are but two of the major factors affecting school improvement, standards, and accountability in the school system. These federal and state initiatives were preceded by the Board of Education's adoption of the *Our Call to Action* in 1999 and the strategic plan, which is revised annually.

Comprehensive planning strategies to design and implement the operating budget—based on the Malcolm Baldrige Criteria for Performance Excellence, with significant involvement of parents, employees, students, and other stakeholders—have been recognized repeatedly, including the 2005 U.S. Senate Productivity Award for Maryland. MCPS is the only large school system in the nation to receive a state productivity award, which measured system operations against corporate benchmarks. In 2006, the system was a finalist for the Baldrige National Quality Award. The system's financial practices consistently receive recognition for excellence in financial reporting from the Government Financial Officers Association. These experiences are used as benchmarks for other school districts through the American Productivity and Quality Center in Houston. Forbes magazine also named the school system as one of the top five in the nation for delivering high academic performance at a relatively low cost.

Major Mandates

The Office of the Superintendent of Schools administers the school system in accordance with the Education Article of the Annotated Code of Maryland, the bylaws of the Maryland State Board of Education as found in the Code of Maryland Regulations, and the policies and decisions of the Montgomery County Board of Education.

Strategies

- Continue to lead the intentional transformation of schools through strategic improvements, reforms, services, and innovations designed to achieve the academic priorities of the Board of Education.
- Continue to require high levels of achievement for all students, rigorous standards of performance by all employees, and effective collaboration with parents and other stakeholders in the improvement of public education in Montgomery County.
- Continue to improve and implement the strategic plan, develop responsive operating and capital budget recommendations, and ensure successful deployment of resources for continuous school improvement.
- Ensure fidelity of implementation for all Board of Education policies and decisions, as well as public accountability for student performance and organizational effectiveness.
- Continue to benchmark with other school systems and organizations about academic improvements, cost savings, strategic planning, information management, and evaluation and assessment practices.
- Assure the timely and responsive dissemination of student performance data to improve instruction, to assess student progress and instructional programs, and to engage parent involvement in teaching and learning with their children.

Budget Explanation Office of the Superintendent of Schools—611

The FY 2010 request for this office is \$695,966, a decrease of \$86,827 from the current FY 2009 budget of \$782,793. An explanation of this change follows.

Continuing and Negotiated Salary Costs—(\$25,824)

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$25,824 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Reductions—(\$61,003)

Reductions for FY 2010 in this budget are as follows:

Supporting services part-time salaries—(\$47,803)

Furniture and equipment—(\$5,375)

Local travel—(\$5,500)

Contractual services—(\$500)

Travel out—(\$625)

Dues, registration, fees—(\$1,200)

Office of the Superintendent of Schools - 611

Dr. Jerry D. Weast, Superintendent of Schools

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
01 Salaries & Wages					
Total Positions (FTE)	6.000	6.000	6.000	6.000	
Position Salaries	\$708,639	\$748,451	\$703,648	\$677,824	(\$25,824)
Other Salaries					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time					
Supporting Services Part Time		4,379	49,182	1,379	(47,803)
Other					
Subtotal Other Salaries	1,795	4,379	49,182	1,379	(47,803)
Total Salaries & Wages	710,434	752,830	752,830	679,203	(73,627)
02 Contractual Services					
Consultants					
Other Contractual		1,267	1,267	767	(500)
Total Contractual Services	295	1,267	1,267	767	(500)
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		10,500	10,500	10,500	
Other Supplies & Materials					
Total Supplies & Materials	11,567	10,500	10,500	10,500	
04 Other					
Local Travel		6,221	6,221	721	(5,500)
Staff Development		6,600	6,600	4,775	(1,825)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	2,149	12,821	12,821	5,496	(7,325)
05 Equipment					
Leased Equipment					
Other Equipment		5,375	5,375		(5,375)
Total Equipment		5,375	5,375		(5,375)
Grand Total	\$724,445	\$782,793	\$782,793	\$695,966	(\$86,827)

Office of the Superintendent of Schools - 611

Dr. Jerry D. Weast, Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Superintendent of Schools		1.000	1.000	1.000	1.000	
1	Chief of Staff		1.000	1.000	1.000	1.000	
1	21 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	14 Administrative Secretary I		1.000	1.000	1.000	1.000	
	Total Positions		6.000	6.000	6.000	6.000	

Appendix A

2009–2010 Operational Calendar

2009

July 3	Holiday*, Independence Day
August 24-27, 28.....	Professional days for teachers
August 31	First day of school for students
September 7	Holiday*, Labor Day
September 28	Yom Kippur, no school for students and teachers
October 16.....	MSTA Convention/MCAASP Fall Conference, no school for students and teachers
November 2.....	Professional day for teachers, (no school for students)— planning/report card prep and duty day for designated 10-month employees for professional development activities
November 11-12	Early release (K-8 parent conferences)
November 26–27	Holiday*, Thanksgiving
December 24–25	Holiday*, Christmas
December 28–31	Winter Break, no school for students and teachers

2010

January 1	Holiday*, New Year's Day
January 18	Holiday*, Martin Luther King, Jr. Birthday
January 25	Professional day for teachers/some 10-month employees, no school for students
February 15	Holiday*, Presidents' Day
March 29–April 1	Spring Break, no school for students and teachers
April 2, 5.....	Holiday*, Good Friday and Easter Monday
April 6.....	Professional Day for Teachers
May 31.....	Holiday*, Memorial Day
June 16	Last day of school for students
June 17	Professional day for teachers

*All administrative offices and schools are closed.

Appendix B

**Administrative & Supervisory
Salary Schedule**

Effective July 1, 2009 - June 30, 2010

Salary Steps						
	N-11 *	M	N	O	P	Q
1	\$88,217	\$89,807	\$95,195	\$100,907	\$106,961	\$113,379
2	90,864	92,501	98,051	103,934	110,170	116,780
3	93,590	95,276	100,993	107,052	113,475	120,283
4	96,398	98,134	104,023	110,264	116,879	123,891
5	99,290	101,078	107,144	113,572	120,385	127,608
6	102,269	104,110	110,358	116,979	123,997	131,436
7	105,337	107,233	113,669	120,488	127,717	135,379
8	108,497	110,450	117,079	124,103	131,549	139,440
9	111,752	113,764	120,591	127,826	135,495	143,623
10	115,104	117,177	124,209	129,104		

*The salary of employees assigned to 11-month positions. All other salaries are for 12-month positions.

**After five consecutive years of Administrative and Supervisory employment, the employee will receive an annual \$1,500 longevity increase. After ten consecutive years of Administrative and Supervisory employment, the employee will receive an annual \$3,000 longevity increase.

Appendix B

**Business and Operations Administrators
Salary Schedule**

Effective July 1, 2009 - June 30, 2010

Salary Steps					
	G	H	I	J	K
1	\$64,474	\$68,342	\$72,442	\$76,789	\$81,396
2	66,408	70,392	74,615	79,093	83,838
3	68,400	72,504	76,853	81,466	86,353
4	70,452	74,679	79,159	83,910	88,944
5	72,566	76,919	81,534	86,427	91,612
6	74,743	79,227	83,980	89,020	94,360
7	76,985	81,604	86,499	91,691	97,191
8	79,295	84,052	89,094	94,442	100,107
9	81,674	86,574	91,767	97,275	103,110
10	84,124	89,171	94,520	100,193	106,203
11	86,648	91,846	97,356	103,199	109,389
12	89,247	94,601	100,277	106,295	112,670

Appendix B
**Teacher and Other Professional
Salary Schedule ***

Effective July 1, 2009 - June 30, 2010

Salary Steps	Bachelors Degree A	Masters Degree or Equivalent B	Masters Equivalent +30 Credit hours C	Masters Equivalent +60 Credit hours D
1	\$46,410	\$51,128	\$52,630	\$53,990
2	47,125	51,986	54,200	55,562
3	48,538	53,987	56,286	57,701
4	49,995	56,066	58,454	59,922
5	51,494	58,225	60,704	62,229
6	53,478	60,466	63,041	64,625
7	55,537	62,794	65,469	67,114
8	57,674	65,212	67,990	69,697
9	59,895	67,723	70,607	72,381
10	62,201	70,330	73,325	75,167
11		73,038	76,148	78,061
12		75,850	79,079	81,066
13		78,770	82,124	84,187
14		81,802	85,285	87,428
15		84,256	87,844	90,051
16		86,785	90,480	92,753
17		89,388	93,194	95,535
18		92,069	95,990	98,402
19		94,832 ***	98,870 ***	101,354 ***

*The salary of employees assigned to 12-month positions will be 117.5 percent of the salary of the step/grade (B/D) for which the employee would qualify if employed in a 10-month position.

***After six years on Step 19, the employee will receive a 2.25 percent longevity increase.

Appendix B

**Supporting Services
Hourly Rate Schedule**

Effective July 1, 2009 - June 30, 2010

Pay	Pay Steps									
Grades	A	B	C	D	E	F	G	H	I	J
4	12.37	12.83	13.32	13.88	14.48	15.11	15.70	16.00	16.33	16.63
5	12.83	13.32	13.88	14.48	15.11	15.70	16.36	16.64	17.01	17.36
6	13.32	13.88	14.48	15.11	15.70	16.36	17.01	17.39	17.72	18.08
7	13.88	14.48	15.11	15.70	16.36	17.01	17.79	18.08	18.48	18.83
8	14.48	15.11	15.70	16.36	17.01	17.79	18.48	18.83	19.20	19.59
9	15.11	15.70	16.36	17.01	17.79	18.48	19.26	19.64	20.04	20.44
10	15.70	16.36	17.01	17.79	18.48	19.26	20.15	20.60	21.01	21.41
11	16.36	17.01	17.79	18.48	19.26	20.15	21.13	21.61	22.01	22.45
12	17.01	17.79	18.48	19.26	20.15	21.13	22.30	22.74	23.17	23.61
13	17.79	18.48	19.26	20.15	21.13	22.30	23.35	23.77	24.22	24.73
14	18.48	19.26	20.15	21.13	22.30	23.35	24.50	24.98	25.47	25.96
15	19.26	20.15	21.13	22.30	23.35	24.50	25.71	26.27	26.81	27.35
16	20.15	21.13	22.30	23.35	24.50	25.71	27.00	27.54	28.06	28.61
17	21.13	22.30	23.35	24.50	25.71	27.00	28.35	28.94	29.53	30.08
18	22.30	23.35	24.50	25.71	27.00	28.35	29.72	30.29	30.93	31.56
19	23.35	24.50	25.71	27.00	28.35	29.72	31.22	31.82	32.48	33.12
20	24.50	25.71	27.00	28.35	29.72	31.22	32.76	33.47	34.11	34.79
21	25.71	27.00	28.35	29.72	31.22	32.76	34.35	35.04	35.77	36.47
22	27.00	28.35	29.72	31.22	32.76	34.35	35.93	36.66	37.41	38.15
23	28.35	29.72	31.22	32.76	34.35	35.93	37.62	38.39	39.18	39.95
24	29.72	31.22	32.76	34.35	35.93	37.62	39.41	40.19	40.97	41.85
25	31.22	32.76	34.35	35.93	37.62	39.41	41.23	42.08	42.90	43.77
26	32.76	34.35	35.93	37.62	39.41	41.23	43.18	44.03	44.91	45.79
27	34.35	35.93	37.62	39.41	41.23	43.18	45.17	46.14	47.04	47.95
28	35.93	37.62	39.41	41.23	43.18	45.17	47.30	48.22	49.19	50.19
29	37.62	39.41	41.23	43.18	45.17	47.30	49.58	50.58	51.57	52.59
30	39.41	41.23	43.18	45.17	47.30	49.58	51.94	52.98	54.06	55.18
31	41.23	43.18	45.17	47.30	49.58	51.94	54.41	55.49	56.60	57.73
32	43.18	45.17	47.30	49.58	51.94	54.41	56.98	58.13	59.29	60.47
33	45.17	47.30	49.58	51.94	54.41	56.98	59.70	60.90	62.12	63.35

Appendix C

State Budget Categories

State law requires all counties and Baltimore City to appropriate and record expenditures for education in accordance with standardized state budget categories. This is so the Maryland State Department of Education may collect and compare data on local education spending from across the state. These state budget categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation. Effective for FY 1998, the state required the use of two new categories—mid-level administration and textbooks and instructional supplies.

The following tables display actual, budgeted, and recommended funding by state budget category. Listed on the right are the current state budget categories.

Categories

- 1—Administration
- 2—Mid-Level Administration
- 3—Instructional Salaries
- 4—Textbooks and Instructional Supplies
- 5—Other Instructional Costs
- 6—Special Education
- 7—Student Personnel Services
- 8—Health Services
- 9—Student Transportation
- 10—Operation of Plant and Equipment
- 11—Maintenance of Plant
- 12—Fixed Charges
- 14—Community Services
- 37—Instructional Television Special Revenue Fund
- 51—Real Estate Fund
- 61—Food Services Fund
- 71—Field Trip Fund
- 81—Entrepreneurial Activities Fund

**Category 1
Administration
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	87.000	84.000	85.000	80.000	(5.000)
Business/Operations Admin.	20.500	19.500	20.000	20.000	
Professional	13.100	13.100	12.100	12.100	
Supporting Services	256.112	255.362	250.987	241.962	(9.025)
TOTAL POSITIONS	376.712	371.962	368.087	354.062	(14.025)
01 SALARIES & WAGES					
Administrative	\$10,331,697	\$11,527,880	\$11,682,986	\$10,884,945	(\$798,041)
Business/Operations Admin.	468,451	2,011,740	1,979,650	1,994,089	14,439
Professional	1,055,040	1,351,459	1,232,651	1,245,779	13,128
Supporting Services	18,052,667	17,766,568	17,543,482	17,607,321	63,839
TOTAL POSITION DOLLARS	29,907,855	32,657,647	32,438,769	31,732,134	(706,635)
OTHER SALARIES					
Administrative					
Professional	492,485	983,943	942,512	699,423	(243,089)
Supporting Services	1,240,346	982,266	1,039,069	886,064	(153,005)
TOTAL OTHER SALARIES	1,732,831	1,966,209	1,981,581	1,585,487	(396,094)
TOTAL SALARIES AND WAGES	31,640,686	34,623,856	34,420,350	33,317,621	(1,102,729)
02 CONTRACTUAL SERVICES	6,181,672	5,990,182	5,990,156	5,262,016	(728,140)
03 SUPPLIES & MATERIALS	692,975	802,929	786,929	795,597	8,668
04 OTHER					
Staff Dev & Travel	269,188	539,335	539,335	384,175	(155,160)
Insur & Fixed Charges					
Utilities	11,272	25,000	25,000	20,000	(5,000)
Grants & Other	439,107	331,361	325,039	197,658	(127,381)
TOTAL OTHER	719,567	895,696	889,374	601,833	(287,541)
05 EQUIPMENT	1,382,422	1,715,632	1,715,632	1,703,310	(12,322)
GRAND TOTAL AMOUNTS	\$40,617,322	\$44,028,295	\$43,802,441	\$41,680,377	(\$2,122,064)

Category 2
Mid-Level Administration
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	587,000	572,000	572,000	567,000	(5,000)
Business/Operations Admin.	26,000	26,000	26,000	26,000	
Professional	57,850	51,350	59,350	47,600	(11,750)
Supporting Services	1,020,325	1,018,325	1,021,325	1,016,025	(5,300)
TOTAL POSITIONS	1,691,175	1,667,675	1,678,675	1,656,625	(22,050)
01 SALARIES & WAGES					
Administrative	\$67,844,670	\$72,289,046	\$72,289,046	\$71,014,658	(\$1,274,388)
Business/Operations Admin.	2,115,675	2,279,836	2,279,836	2,447,930	168,094
Professional	5,503,248	5,704,755	6,574,979	5,641,091	(933,888)
Supporting Services	45,361,591	48,337,505	48,422,254	49,719,864	1,297,610
TOTAL POSITION DOLLARS	120,825,184	128,611,142	129,566,115	128,823,543	(742,572)
OTHER SALARIES					
Administrative	696,144	497,576	497,576	497,576	
Professional	568,701	652,491	652,491	662,593	10,102
Supporting Services	2,522,447	2,058,683	2,058,683	2,043,740	(14,943)
TOTAL OTHER SALARIES	3,787,292	3,208,750	3,208,750	3,203,909	(4,841)
TOTAL SALARIES AND WAGES	124,612,476	131,819,892	132,774,865	132,027,452	(747,413)
02 CONTRACTUAL SERVICES	1,927,717	2,606,705	2,606,705	1,833,353	(773,352)
03 SUPPLIES & MATERIALS	807,344	988,378	988,378	861,584	(126,794)
04 OTHER					
Staff Dev & Travel	140,662	173,424	173,424	181,224	7,800
Insur & Fixed Charges					
Utilities					
Grants & Other	298,042	316,411	316,411	185,321	(131,090)
TOTAL OTHER	438,704	489,835	489,835	366,545	(123,290)
05 EQUIPMENT	79,187	50,158	50,158	102,159	52,001
GRAND TOTAL AMOUNTS	\$127,865,428	\$135,954,968	\$136,909,941	\$135,191,093	(\$1,718,848)

**Category 3
Instructional Salaries
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	7.000	8.000	8.000	8.000	
Business/Operations Admin.	3.000	3.000	3.000	3.000	
Professional	9,665.590	9,589.050	9,580.050	9,620.300	40.250
Supporting Services	1,409.307	1,359.690	1,361.990	1,346.240	(15.750)
TOTAL POSITIONS	11,084.897	10,959.740	10,953.040	10,977.540	24.500
01 SALARIES & WAGES					
Administrative	\$712,999	\$994,448	\$994,448	\$1,002,152	\$7,704
Business/Operations Admin.		289,292	289,292	289,893	601
Professional	693,497,860	729,737,909	728,362,564	741,043,356	12,680,792
Supporting Services	52,862,646	52,154,899	52,306,575	51,816,194	(490,381)
TOTAL POSITION DOLLARS	747,073,505	783,176,548	781,952,879	794,151,595	12,198,716
OTHER SALARIES					
Administrative					
Professional	48,273,074	50,955,593	51,559,808	49,766,278	(1,793,530)
Supporting Services	6,665,746	6,396,037	6,139,479	5,803,141	(336,338)
TOTAL OTHER SALARIES	54,938,820	57,351,630	57,699,287	55,569,419	(2,129,868)
TOTAL SALARIES AND WAGES	802,012,325	840,528,178	839,652,166	849,721,014	10,068,848
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS					
04 OTHER					
Staff Dev & Travel					
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$802,012,325	\$840,528,178	\$839,652,166	\$849,721,014	\$10,068,848

Category 4
Textbooks And Instructional Supplies
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS	28,979,580	31,636,789	31,506,115	31,414,322	(91,793)
04 OTHER					
Staff Dev & Travel				2,275	2,275
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER				2,275	2,275
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	<u>\$28,979,580</u>	<u>\$31,636,789</u>	<u>\$31,506,115</u>	<u>\$31,416,597</u>	<u>(\$89,518)</u>

Category 5
Other Instructional Costs
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES	9,328,529	8,681,302	8,711,735	6,162,582	(2,549,153)
03 SUPPLIES & MATERIALS					
04 OTHER					
Staff Dev & Travel	1,433,224	1,388,252	1,906,786	1,621,454	(285,332)
Insur & Fixed Charges					
Utilities					
Grants & Other	3,800,827	5,104,034	4,586,940	4,828,047	241,107
TOTAL OTHER	5,234,051	6,492,286	6,493,726	6,449,501	(44,225)
05 EQUIPMENT	3,308,707	2,811,922	2,797,626	2,694,395	(103,231)
GRAND TOTAL AMOUNTS	<u>\$17,871,287</u>	<u>\$17,985,510</u>	<u>\$18,003,087</u>	<u>\$15,306,478</u>	<u>(\$2,696,609)</u>

Category 6
Special Education
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	39,000	37,000	37,000	36,000	(1,000)
Business/Operations Admin.	1,000	1,000	1,000	1,000	
Professional	2,024,100	2,047,000	2,047,000	2,035,800	(11,200)
Supporting Services	1,371,963	1,385,699	1,385,699	1,432,266	46,567
TOTAL POSITIONS	3,436,063	3,470,699	3,470,699	3,505,066	34,367
01 SALARIES & WAGES					
Administrative	\$4,672,027	\$4,714,742	\$4,714,742	\$4,583,053	(\$131,689)
Business/Operations Admin.		79,650	79,650	82,295	2,645
Professional	145,515,904	160,162,594	160,149,741	159,286,857	(862,884)
Supporting Services	47,166,464	50,993,553	50,997,615	53,070,651	2,073,036
TOTAL POSITION DOLLARS	197,354,395	215,950,539	215,941,748	217,022,856	1,081,108
OTHER SALARIES					
Administrative					
Professional	4,674,638	5,184,148	5,203,897	5,248,344	44,447
Supporting Services	2,733,498	3,304,184	3,309,184	3,155,249	(153,935)
TOTAL OTHER SALARIES	7,408,136	8,488,332	8,513,081	8,403,593	(109,488)
TOTAL SALARIES AND WAGES	204,762,531	224,438,871	224,454,829	225,426,449	971,620
02 CONTRACTUAL SERVICES	3,086,808	2,155,420	2,155,420	2,315,059	159,639
03 SUPPLIES & MATERIALS	1,489,337	3,317,971	3,317,971	2,706,492	(611,479)
04 OTHER					
Staff Dev & Travel	380,082	539,481	553,976	616,665	62,689
Insur & Fixed Charges					
Utilities					
Grants & Other	35,397,753	36,728,823	36,728,823	39,224,377	2,495,554
TOTAL OTHER	35,777,835	37,268,304	37,282,799	39,841,042	2,558,243
05 EQUIPMENT	210,150	376,316	376,316	296,271	(80,045)
GRAND TOTAL AMOUNTS	\$245,326,661	\$267,556,882	\$267,587,335	\$270,585,313	\$2,997,978

Category 7
Student Personnel Services
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	9.000	9.000	9.000	9.000	
Business/Operations Admin.					
Professional	71.500	69.500	69.500	66.900	(2.600)
Supporting Services	41.800	39.800	39.800	34.800	(5.000)
TOTAL POSITIONS	122.300	118.300	118.300	110.700	(7.600)
01 SALARIES & WAGES					
Administrative	\$1,136,281	\$1,185,292	\$1,185,292	\$1,166,072	(\$19,220)
Business/Operations Admin.					
Professional	7,698,139	7,850,123	7,850,123	7,640,357	(209,766)
Supporting Services	1,948,690	2,022,388	2,022,388	1,792,537	(229,851)
TOTAL POSITION DOLLARS	10,783,110	11,057,803	11,057,803	10,598,966	(458,837)
OTHER SALARIES					
Administrative					
Professional	30,799	45,565	45,565	30,565	(15,000)
Supporting Services	168,932	420,083	420,083	378,789	(41,294)
TOTAL OTHER SALARIES	199,731	465,648	465,648	409,354	(56,294)
TOTAL SALARIES AND WAGES	10,982,841	11,523,451	11,523,451	11,008,320	(515,131)
02 CONTRACTUAL SERVICES	21,943	53,086	53,086	51,505	(1,581)
03 SUPPLIES & MATERIALS	23,827	40,404	40,404	27,904	(12,500)
04 OTHER					
Staff Dev & Travel	20,573	29,019	29,019	66,019	37,000
Insur & Fixed Charges					
Utilities					
Grants & Other	199				
TOTAL OTHER	20,772	29,019	29,019	66,019	37,000
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$11,049,383	\$11,645,960	\$11,645,960	\$11,153,748	(\$492,212)

**Category 8
Health Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional	16,269	15,000	15,000	2,000	(13,000)
Supporting Services					
TOTAL OTHER SALARIES	16,269	15,000	15,000	2,000	(13,000)
TOTAL SALARIES AND WAGES	16,269	15,000	15,000	2,000	(13,000)
02 CONTRACTUAL SERVICES	14,776	40,912	40,912	37,412	(3,500)
03 SUPPLIES & MATERIALS	524	1,590	1,590	1,590	
04 OTHER					
Staff Dev & Travel					
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$31,569	\$57,502	\$57,502	\$41,002	(\$16,500)

Category 9
Student Transportation
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	13.000	13.000	13.000	12.750	(.250)
Professional					
Supporting Services	1,736,570	1,729,750	1,729,750	1,727,500	(2,250)
TOTAL POSITIONS	1,751,570	1,744,750	1,744,750	1,742,250	(2,500)
01 SALARIES & WAGES					
Administrative	\$267,330	\$277,218	\$277,218	\$276,653	(\$565)
Business/Operations Admin.		1,293,222	1,293,222	1,267,568	(25,654)
Professional					
Supporting Services	56,235,038	62,037,610	62,037,610	62,957,065	919,455
TOTAL POSITION DOLLARS	56,502,368	63,608,050	63,608,050	64,501,286	893,236
OTHER SALARIES					
Administrative					
Professional	398,294	105,000	105,000	105,000	
Supporting Services	6,793,870	4,298,348	4,298,348	4,298,348	
TOTAL OTHER SALARIES	7,192,164	4,403,348	4,403,348	4,403,348	
TOTAL SALARIES AND WAGES	63,694,532	68,011,398	68,011,398	68,904,634	893,236
02 CONTRACTUAL SERVICES	428,192	1,515,269	1,517,769	1,603,501	85,732
03 SUPPLIES & MATERIALS	14,516,574	12,615,985	12,615,985	11,975,585	(640,400)
04 OTHER					
Staff Dev & Travel	102,593	80,988	80,988	80,988	
Insur & Fixed Charges					
Utilities					
Grants & Other	1,581,021	1,461,493	1,488,036	1,662,556	174,520
TOTAL OTHER	1,683,614	1,542,481	1,569,024	1,743,544	174,520
05 EQUIPMENT	7,696,520	8,294,805	8,294,805	8,524,934	230,129
GRAND TOTAL AMOUNTS	\$88,019,432	\$91,979,938	\$92,008,981	\$92,752,198	\$743,217

Category 10
Operation Of Plant And Equipment
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	5.000	5.000	4.000	4.000	
Business/Operations Admin.	7.000	7.000	11.000	11.000	
Professional					
Supporting Services	1,392.700	1,391.200	1,386.200	1,381.700	(4.500)
TOTAL POSITIONS	1,404.700	1,403.200	1,401.200	1,396.700	(4.500)
01 SALARIES & WAGES					
Administrative	\$619,590	\$650,660	\$539,874	\$539,260	(\$614)
Business/Operations Admin.		623,124	940,266	994,084	53,818
Professional					
Supporting Services	55,205,389	58,323,184	58,116,828	58,925,809	808,981
TOTAL POSITION DOLLARS	55,824,979	59,596,968	59,596,968	60,459,153	862,185
OTHER SALARIES					
Administrative					
Professional	458,388	262,600	262,600	252,050	(10,550)
Supporting Services	2,986,970	1,868,419	1,868,419	1,844,603	(23,816)
TOTAL OTHER SALARIES	3,445,358	2,131,019	2,131,019	2,096,653	(34,366)
TOTAL SALARIES AND WAGES	59,270,337	61,727,987	61,727,987	62,555,806	827,819
02 CONTRACTUAL SERVICES	397,518	2,242,026	2,198,026	2,181,804	(16,222)
03 SUPPLIES & MATERIALS	2,316,454	2,651,631	2,701,631	2,639,064	(62,567)
04 OTHER					
Staff Dev & Travel	85,507	74,522	74,522	71,613	(2,909)
Insur & Fixed Charges					
Utilities	43,623,068	45,097,445	45,097,445	48,092,468	2,995,023
Grants & Other	5,092,065	2,711,165	2,711,165	2,742,893	31,728
TOTAL OTHER	48,800,640	47,883,132	47,883,132	50,906,974	3,023,842
05 EQUIPMENT	724,465	299,105	293,105	250,758	(42,347)
GRAND TOTAL AMOUNTS	\$111,509,414	\$114,803,881	\$114,803,881	\$118,534,406	\$3,730,525

Category 11
Maintenance Of Plant
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	5,000	5,000	5,000	5,000	
Business/Operations Admin.	7,000	7,000	7,000	7,000	
Professional					
Supporting Services	368,000	384,000	384,000	376,000	(8,000)
TOTAL POSITIONS	380,000	396,000	396,000	388,000	(8,000)
01 SALARIES & WAGES					
Administrative	\$561,277	\$593,943	\$593,943	\$599,190	\$5,247
Business/Operations Admin.	145,472	723,444	723,444	729,962	6,518
Professional					
Supporting Services	20,541,883	22,914,976	22,914,976	22,763,808	(151,168)
TOTAL POSITION DOLLARS	21,248,632	24,232,363	24,232,363	24,092,960	(139,403)
OTHER SALARIES					
Administrative					
Professional	48,304	131,000	105,000	105,000	
Supporting Services	569,837	710,930	736,930	734,404	(2,526)
TOTAL OTHER SALARIES	618,141	841,930	841,930	839,404	(2,526)
TOTAL SALARIES AND WAGES	21,866,773	25,074,293	25,074,293	24,932,364	(141,929)
02 CONTRACTUAL SERVICES	2,898,491	3,290,938	3,290,938	3,427,925	136,987
03 SUPPLIES & MATERIALS	3,063,847	2,907,730	2,907,730	2,979,949	72,219
04 OTHER					
Staff Dev & Travel	14,124	68,636	68,636	65,761	(2,875)
Insur & Fixed Charges					
Utilities					
Grants & Other	1,967,957	2,393,925	2,393,925	2,393,925	
TOTAL OTHER	1,982,081	2,462,561	2,462,561	2,459,686	(2,875)
05 EQUIPMENT	1,368,648	1,167,215	1,167,215	1,161,312	(5,903)
GRAND TOTAL AMOUNTS	\$31,179,840	\$34,902,737	\$34,902,737	\$34,961,236	\$58,499

**Category 12
Fixed Charges
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS					
04 OTHER					
Staff Dev & Travel	182,285	111,625	182,285	182,285	
Insur & Fixed Charges	404,568,711	413,954,427	414,084,261	442,547,828	28,463,567
Utilities					
Grants & Other	6,674,700	6,594,294	6,594,294	6,493,715	(100,579)
TOTAL OTHER	411,425,696	420,660,346	420,860,840	449,223,828	28,362,988
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$411,425,696	\$420,660,346	\$420,860,840	\$449,223,828	\$28,362,988

**Category 14
Community Services
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES	303,674	158,495	158,495	158,495	
03 SUPPLIES & MATERIALS					
04 OTHER					
Staff Dev & Travel					
Insur & Fixed Charges					
Utilities					
Grants & Other	50,000	50,000	50,000	50,000	
TOTAL OTHER	50,000	50,000	50,000	50,000	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	\$353,674	\$208,495	\$208,495	\$208,495	

Category 37
Instructional Television Special Revenue Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	12.500	13.000	13.000	13.000	
TOTAL POSITIONS	13.500	14.000	14.000	14.000	
01 SALARIES & WAGES					
Administrative	\$126,958	\$126,251	\$126,251	\$124,786	(\$1,465)
Business/Operations Admin.					
Professional					
Supporting Services	883,942	942,479	942,479	942,854	375
TOTAL POSITION DOLLARS	1,010,900	1,068,730	1,068,730	1,067,640	(1,090)
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	20,505	11,957	1,542	1,542	
TOTAL OTHER SALARIES	20,505	11,957	1,542	1,542	
TOTAL SALARIES AND WAGES	1,031,405	1,080,687	1,070,272	1,069,182	(1,090)
02 CONTRACTUAL SERVICES	28,505	25,645	23,585	23,585	
03 SUPPLIES & MATERIALS	148,211	207,624	207,624	207,624	
04 OTHER					
Staff Dev & Travel	19,436	20,001	9,690	9,690	
Insur & Fixed Charges	299,173	217,095	260,959	260,827	(132)
Utilities					
Grants & Other					
TOTAL OTHER	318,609	237,096	270,649	270,517	(132)
05 EQUIPMENT		31,778	10,700	10,700	
GRAND TOTAL AMOUNTS	\$1,526,730	\$1,582,830	\$1,582,830	\$1,581,608	(\$1,222)

**Category 41
Adult Education Fund
Summary of Resources
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITIONS					
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.					
Professional					
Supporting Services					
TOTAL POSITION DOLLARS					
OTHER SALARIES					
Administrative					
Professional					
Supporting Services					
TOTAL OTHER SALARIES					
TOTAL SALARIES AND WAGES					
02 CONTRACTUAL SERVICES					
03 SUPPLIES & MATERIALS					
04 OTHER					
Staff Dev & Travel					
Insur & Fixed Charges					
Utilities					
Grants & Other					
TOTAL OTHER					
05 EQUIPMENT					
GRAND TOTAL AMOUNTS					

This Fund was abolished in July, 2006.

Category 51
Real Estate Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	1.000	1.000	1.000	1.000	
Business/Operations Admin.					
Professional					
Supporting Services	3.500	5.500	5.500	5.500	
TOTAL POSITIONS	4.500	6.500	6.500	6.500	
01 SALARIES & WAGES					
Administrative	\$113,099	\$110,786	\$110,786	\$111,874	\$1,088
Business/Operations Admin.					
Professional					
Supporting Services	227,244	278,773	278,773	293,671	14,898
TOTAL POSITION DOLLARS	340,343	389,559	389,559	405,545	15,986
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	141,683	167,194	167,194	167,194	
TOTAL OTHER SALARIES	141,683	167,194	167,194	167,194	
TOTAL SALARIES AND WAGES	482,026	556,753	556,753	572,739	15,986
02 CONTRACTUAL SERVICES	111,010	1,233,183	1,233,183	1,408,481	175,298
03 SUPPLIES & MATERIALS	21,546	71,863	71,863	71,863	
04 OTHER					
Staff Dev & Travel	1,680	5,693	5,693	5,693	
Insur & Fixed Charges	120,600	131,496	131,496	133,443	1,947
Utilities	148,100	235,824	235,824	181,951	(53,873)
Grants & Other	1,389,135	304,591	304,591	267,225	(37,366)
TOTAL OTHER	1,659,515	677,604	677,604	588,312	(89,292)
05 EQUIPMENT	5,508	9,700	9,700	9,700	
GRAND TOTAL AMOUNTS	\$2,279,605	\$2,549,103	\$2,549,103	\$2,651,095	\$101,992

Category 61
Food Service Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	2.000	2.000	2.000	2.000	
Business/Operations Admin.	10.000	9.000	9.000	9.000	
Professional					
Supporting Services	589.660	593.660	593.660	592.660	(1.000)
TOTAL POSITIONS	601.660	604.660	604.660	603.660	(1.000)
01 SALARIES & WAGES					
Administrative	\$229,050	\$255,193	\$255,193	\$251,619	(\$3,574)
Business/Operations Admin.		707,226	707,226	719,658	12,432
Professional					
Supporting Services	16,534,558	17,591,103	17,591,103	18,594,433	1,003,330
TOTAL POSITION DOLLARS	16,763,608	18,553,522	18,553,522	19,565,710	1,012,188
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	812,577	801,942	801,942	795,137	(6,805)
TOTAL OTHER SALARIES	812,577	801,942	801,942	795,137	(6,805)
TOTAL SALARIES AND WAGES	17,576,185	19,355,464	19,355,464	20,360,847	1,005,383
02 CONTRACTUAL SERVICES	816,986	827,488	827,488	936,064	108,576
03 SUPPLIES & MATERIALS	12,823,930	15,653,834	15,653,834	15,617,394	(36,440)
04 OTHER					
Staff Dev & Travel	124,954	156,711	156,711	158,531	1,820
Insur & Fixed Charges	9,170,672	10,136,783	10,136,783	10,129,127	(7,656)
Utilities					
Grants & Other	628,542	165,000	165,000	217,796	52,796
TOTAL OTHER	9,924,168	10,458,494	10,458,494	10,505,454	46,960
05 EQUIPMENT	315,135	545,864	545,864	402,213	(143,651)
GRAND TOTAL AMOUNTS	\$41,456,404	\$46,841,144	\$46,841,144	\$47,821,972	\$980,828

Category 71
Field Trip Fund
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative					
Business/Operations Admin.				.250	.250
Professional					
Supporting Services	3.000	4.000	4.000	4.250	.250
TOTAL POSITIONS	3.000	4.000	4.000	4.500	.500
01 SALARIES & WAGES					
Administrative					
Business/Operations Admin.				20,821	20,821
Professional					
Supporting Services	159,516	194,835	194,835	266,489	71,654
TOTAL POSITION DOLLARS	159,516	194,835	194,835	287,310	92,475
OTHER SALARIES					
Administrative					
Professional					
Supporting Services	1,007,241	1,169,760	1,169,760	1,169,760	
TOTAL OTHER SALARIES	1,007,241	1,169,760	1,169,760	1,169,760	
TOTAL SALARIES AND WAGES	1,166,757	1,364,595	1,364,595	1,457,070	92,475
02 CONTRACTUAL SERVICES	81,774	76,411	76,411	76,411	
03 SUPPLIES & MATERIALS	427,248	597,888	597,888	597,888	
04 OTHER					
Staff Dev & Travel		54	54	54	
Insur & Fixed Charges	112,692	159,108	159,108	181,688	22,580
Utilities					
Grants & Other					
TOTAL OTHER	112,692	159,162	159,162	181,742	22,580
05 EQUIPMENT		1,605	1,605	1,605	
GRAND TOTAL AMOUNTS	\$1,788,471	\$2,199,661	\$2,199,661	\$2,314,716	\$115,055

Category 81
Entrepreneurial Activities
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
POSITIONS					
Administrative	1.000				
Business/Operations Admin.					
Professional	1.000	1.000	1.000	2.000	1.000
Supporting Services	7.500	7.000	7.000	8.000	1.000
TOTAL POSITIONS	9.500	8.000	8.000	10.000	2.000
01 SALARIES & WAGES					
Administrative	\$459				
Business/Operations Admin.					
Professional	205,404	108,778	108,778	179,915	71,137
Supporting Services	309,688	350,502	350,502	440,517	90,015
TOTAL POSITION DOLLARS	515,551	459,280	459,280	620,432	161,152
OTHER SALARIES					
Administrative					
Professional	111,578	125,000	125,000	125,000	
Supporting Services	104,447	140,527	162,407	157,402	(5,005)
TOTAL OTHER SALARIES	216,025	265,527	287,407	282,402	(5,005)
TOTAL SALARIES AND WAGES	731,576	724,807	746,687	902,834	156,147
02 CONTRACTUAL SERVICES	15,833	44,000	34,815	37,125	2,310
03 SUPPLIES & MATERIALS	578,089	577,912	577,912	577,912	
04 OTHER					
Staff Dev & Travel	19,583	29,000	16,305	19,000	2,695
Insur & Fixed Charges	184,311	142,479	142,479	194,352	51,873
Utilities					
Grants & Other					
TOTAL OTHER	203,894	171,479	158,784	213,352	54,568
05 EQUIPMENT	32,437	42,877	42,877	42,877	
GRAND TOTAL AMOUNTS	\$1,561,829	\$1,561,075	\$1,561,075	\$1,774,100	\$213,025

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Principal	1.0 per school	1.0 per school	1.0 per school
Assistant Principal	Staffing is based on enrollment and number of professional staff. Schools with the largest student enrollment and/or professional staff are allocated an assistant principal.	1.0 per school. Schools projected to have 650 or more students receive a second assistant principal. Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.	2.0 per school. Schools projected to have more than 1,800 students receive a third assistant principal. Schools with projected enrollment greater than 2500 receive a fourth assistant principal. Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.
Assistant School Administrator		These positions are allocated (1) to schools with projected enrollment greater than 350 without a second assistant principal, and (2) to schools with projected enrollment greater than 1,000 students.	These positions are allocated (1) to schools with projected enrollment greater than 1250 without a third assistant principal and (2) to the largest schools.
Magnet/Special Program Coordinator		One each for cluster magnet/special programs at Eastern, Takoma Park, and Clemente.	One each for countywide magnet programs at Blair and Poolesville and the IB program at Richard Montgomery High School.
Classroom Teacher*	These positions for Grades 1-5 are allocated based on enrollment projections for principals to organize the school with class sizes of 26 or less in Grades 1-3, 28 or less in Grades 4-5. Additional classroom teacher positions are provided to the highest educational load schools in order to fulfill the Grade 1-2 class size initiative at an average of 17 students per class.	These positions are provided by formula (Enrollment x 7/(27.0 x 5) + 0.4 per non-phase 1 school (released time for AEI). For each resource teacher, content specialist, and team leader 0.8 of this calculation is moved to the resource teacher allocation.	These positions are provided by formula (Enrollment x 7/(28.5 x 5)) + 0.2 released time for Student Service Learning + staffing to support math instruction. A .6 of this calculation is removed for the athletic director allocation and a .8 is removed for each of the RTs.
Academic Intervention Teacher	Community superintendents will allocate these positions based on school needs.	Community superintendents will allocate these positions based on school needs.	Community superintendents will allocate these positions based on school needs.
Special Program Teacher	These positions are allocated to support special programs in schools including immersion, PYIB, and magnet programs.	These teacher positions are provided to support magnet/special programs at Eastern, Takoma Park, and Clemente; and the Middle Years programs at Julius West, Westland, Newport, Key, and Silver Spring International.	These positions are allocated to schools with magnet, special, or signature programs.

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Staff Development Teacher	.5 for schools with projected enrollment under 350, 1.0 for schools with projected enrollment over 350	1.0 per school	1.0 per school
ESOL Teacher*	ESOL teacher allocations are based on a ratio of one teacher for every 44 ESOL students, including pre-K; METS teacher allocations are based on pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.	ESOL teacher allocations are based on a pupil/teacher ratio of 35:1. METS teacher allocations are based on the pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.	These allocations are based on a ratio of 1.0 teacher for every 30 students. METS teacher allocations are based on the pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formula.
Media Specialist	1.0 per school.	1.0 per school	1.0 per school; schools with more than 2,000 students receive a second media specialist if staffing is available.
Counselor	1.0 per school.	These positions are allocated to schools based on projected enrollment.	These positions are allocated to schools based on projected enrollment.
Focus Teacher	These positions are allocated to the high educational load schools. Focus teachers are locally and Title I funded.		
Reading Initiative Teacher*	This staffing supports the Reading Initiative program. For schools receiving additional staffing for class size reduction in Grades 1 and 2, no additional allocations are authorized for the program. Staffing is provided to schedule 90 sections for reading for grades 1 and 2 at a lower class size.		
Pre-Kindergarten Teacher	Positions are allocated with a 0.5 teacher per 2.5 hour class.		
Kindergarten Teacher	These positions are allocated on a ratio of one teacher for every 25 students and one for every 17 students at the focus schools.		
Instrumental Music Teacher	These positions are allocated to schools based on the participation in instrumental music programs, Grades 4-5.		
Head Start Teacher	Allocations and programs are made through the Division of Early Childhood Education Programs with a 0.6 teacher assigned to a 3 hour, 15 minute class.		

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Reading Recovery Teacher	These positions provide support to schools that are identified to implement Reading Recovery.		
Reading Specialist	.5 for schools with projected enrollment under 350, 1.0 for schools with projected enrollment over 350	1.0 per school (non-middle school reform schools)	
Content Specialist		5.0 per middle school reform school (1 release period)	
Team Leader		6.0 per middle school reform school (1 release period)	
Math Content Coach		1.0 per middle school reform school (fully released)	
Resource Teacher/Interdisciplinary Resource Teacher		Based on enrollment and individual school needs (1 release period)	Based on enrollment and individual school needs (1 release period)
Resource Counselor		Schools with four or more counselors are provided a resource counselor to coordinate programs.	Schools with four or more counselors are provided a resource counselor to coordinate programs.
Alternative Teacher		These positions are allocated based on projected enrollment in the school.	These positions are allocated based on projected enrollment in the school.
Literacy Coach		1.0 per middle school reform school (fully released)	
Vocational Support Teacher			These positions are to support implementation of career education and career development programs, including coordination of internships for all students.
Career Prep Teacher			These positions are used to support implementation of career education and career development programs, including coordination of internships.
Athletic Director			1.0 per school

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Administrative Secretary	1.0 per school.	1.0 per school.	1.0 per school.
Secretary I	1.0 per school.	1.0 per school. Schools with projected enrollment greater than 600 receive an additional .25	Ten-month secretary positions (I and II) are allocated according to the following projected enrollments:
Secretary II (10-month)		These positions are allocated to the schools according to the following projected enrollments: > 875 = 1.0 > 650 = .5	2550-2999 = 7.0 1950-2549 = 6.0 1750-1949 = 5.0 1550-1749 = 4.0 1300-1549 = 3.0 900-1299 = 2.0 These guidelines provide the total number of positions to be divided between Secretary I and Secretary II positions.
Secretary II (12-month)		1.0 each for programs at Clemente, Takoma Park and Eastern.	1.0 each for programs at Blair, Poolsville, and Richard Montgomery High Schools.
Guidance Secretary		1.0 per school.	1.0 per school.
Registrar			1.0 per school.
Career Information Assistant			1.0 per school.
Business Manager			1.0 per school.
Financial Assistant		1.0 per school.	1.0 per school.
Media Assistant	These positions are allocated to schools using the guide: 1.0 media assistant to schools with projected enrollment above 450; .5 media assistant to schools with projected enrollment under 450.	Schools projected to have a student enrollment above 900 receive a 1.5 allocation; others a 1.0 allocation.	Allocations are made according to the following projected student enrollments: > 2450 = 3.0 1800-2449 = 2.5 1500-1799 = 2.0 1200-1499 = 1.5 < 1200 = 1.0

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Paraeducator, Regular Teacher Assistant, Regular	The school's total hours for Grades 1-5 paraeducators are based on the following projected enrollments: > 850 = 2.125 FTE 800-849 = 2.0 FTE 750-799 = 1.875 FTE 700-749 = 1.75 FTE 650-699 = 1.625 FTE 600-649 = 1.5 FTE 550-599 = 1.375 FTE 500-549 = 1.25 FTE 450-499 = 1.125 FTE 400-449 = 1.0 FTE 350-399 = 0.875 FTE < 350 = 0.75 FTE	These two positions are allocated to schools together so that the total FTE is based on projected enrollment. Schools are allocated positions based on percent of projected school enrollment compared to total middle school enrollment.	These two positions are allocated to schools together so that the total FTE is based on projected enrollment. Schools are allocated positions based on percent of projected school enrollment compared to total high school enrollment.
Special Programs, Paraeducator	These positions are allocated to schools based on school and program needs.		
ESOL Paraeducator	These positions are allotted at 0.75 per METS class.	These positions are allotted at 0.75 per METS class.	These positions are allocated from the Division of ESOL/Bilingual Programs to specific school programs.
Pre-Kindergarten Paraeducator	These positions are allocated at 0.375 FTE per 2.5 hour class.		
Head Start, Paraeducator	These positions are allocated at .6 FTE per 3 hour 15 minute class.		
Focus Paraeducator	Title I schools are provided resources for paraeducator allocations. Locally funded focus paraeducators are allocated to schools with high educational loads and specific program needs.		
Lunch Hour Aide	Allocations are based on the following calculation: FTE = 1 hour (.125) per 50 projected students.	These positions are allocated based on total enrollment.	
Instructional Data Assistant	Allocations are based on a formula using projected student enrollment with a minimum of 6 hours (.75 FTE)	All schools receive a .875 FTE (7 hours).	
Security Team Leader			1.0 per school.

MCPS K-12 Budget Staffing Guidelines—FY 2010

Position	Elementary Guideline	Middle School Guideline	High School Guideline
Security Assistant		Schools with a projected enrollment above 900 receive 2.0 security assistants; all others, 1.0 unless specific school needs require an additional allocation.	This position is assigned based on enrollment, educational load, campus size, and renovation conditions.
Media Services Technician			1.0 per school.
IT System Specialist		1.0 per school.	1.0 per school.
English Composition Assistant			Allocations are made according to the following formula: Projected Enrollment/56 x .58 x .125

MCPS Special Education and Related Services Budget Guidelines – FY 2010

The number and type of staff incorporated into the Montgomery County Public Schools (MCPS) special education budget is intended to meet the diverse needs of students with disabilities. Determining the number and type of special education staff begins with a projection of the number of students by disability for the coming fiscal year. Each year, staff from the departments of Facilities Management, Special Education Services and Special Education Operations prepares an estimate of the number of students needing services. The enrollment projections serve as a base to determine the number and type of teaching stations required to provide adequate staffing.

The location and distribution of the various special education services throughout the county also affects the number and type of service providers needed to provide free and appropriate public education (FAPE). Sometimes it is necessary to open a new special education classroom or site in a particular location in order to limit the time students spend being transported to and from the site and their home, or to accommodate the models of service delivery for specific disability categories in order to allow students to attend school each year in their home cluster or quad/quint-cluster. Consequently, the location of special education classrooms and services and models may require additional teaching stations.

Enrollment; class size guidelines; distribution of classes; nature of the disability; specific disability service models; time requirements for staff to fulfill indirect service responsibilities such as planning, case management, participation in meetings, and completing assessments; and legal considerations are reviewed and balanced in order to determine the number and type of staff required for each teaching station. The *FY 2010 Special Education Staffing Plan* also considers the Special Education Staffing Committee's input regarding special education staffing improvements and priorities. Below is information about the various special education instructional service models and the guidelines that are used for determining the number and type of teaching stations and specific staff required.

* Teacher – Tchr Speech Pathologist – SP Occupational Therapist/Physical Therapist –OT/PT Teaching Station – TS

Resource Services	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<p>Resource services ensure students with disabilities access to the MCPS curriculum. Students in Grades K—12 who require 15 hours or less of special education services are served through this model. These students demonstrate learning/behavioral needs that affect performance in one or more academic areas.</p>	<p>Available in all schools</p>	<p>Based on school enrollment Elementary Schools projected to have an enrollment of fewer than 600 students receive 1.0 resource room teachers. Schools projected to have an enrollment of greater than 600 students but fewer than 750 students receive 1.5 resource room teachers. Schools projected to have an enrollment of greater than 749 students receive 2.0 resource room teachers.</p>	N/A	

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
<p>Resource Services (continued)</p>			<p><u>Middle Schools</u> Schools projected to have an enrollment of fewer than 800 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 800 students but fewer than 1,001 students receive 1.5 resource room teachers. Schools projected to have an enrollment 1,000 students or more receive 2.0 resource room teachers.</p>	
			<p><u>High Schools</u> Schools projected to have an enrollment of fewer than 1,000 students receive 1.0 resource room teacher. Schools projected to have an enrollment of 1,000 or more students but fewer than 1,500 students receive 1.5 resource room teachers. Schools projected to have an enrollment of 1,500 students or more receive 2.0 resource room teachers.</p>	N/A
<p>Learning and Academic Disabilities (LAD)</p>	<p>Students served through this model require special education services primarily as a result of a learning disability or other disability that significantly impacts academic achievement. Students typically have processing deficits that affect performance in one or more academic areas, including but not limited to mathematics, reading, or written language. The design is based on a cluster model. Elementary cluster models provide a continuum of services and environments for students requiring more than 15 hours of special education service. LAD services are provided in all middle and high school.</p>	<p>Elementary – Designated sites within each cluster Available in all secondary schools</p>	<p>1 Tchrr:TS 1 Tchrr:TS</p>	<p>0.875 0.875</p>

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Learning for Independence (LFI)	The Learning for Independence Program (LFI) serves students with mild to moderate mental retardation and/or multiple disabilities. The program emphasizes individualized instruction using the Fundamental Life Skills (FLS) curriculum or a combination of the FLS curriculum and adapted general education curricula in schools and in related community and work environments. The LFI model includes age-appropriate classes, access to general education classes, individualized instruction, and transition services. The goal of the LFI program is to prepare students for adult living and further education, upon graduation or exit from school.	Designated elementary, middle, and high schools in quad or quint clusters	1 Tchr:TS	0.875
Gifted and Talented Learning Disabled Services (GT/LD)	Students receiving GT/LD services demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. Organization, memory, and reading also may be impacted significantly. Most students identified as GT/LD access rigorous instruction in their home schools while receiving appropriate adaptations, accommodations, and specialized instruction. GT/LD program settings provide a combination of high-level instruction with specialized instruction and supports throughout the academic day as needed and appropriate.	Regional designated elementary, middle, and high schools	1 Tchr:TS	0.875
Elementary School Based Learning Center	Students served through this model require special education services primarily as a result of pervasive needs in areas such as academics, cognition, communication, organization, sensory/motor skills and/or social interaction. An Elementary School-Based Learning Center provides comprehensive special education instruction, and related services, to students with multiple needs and varied disabilities. The program offers a continuum of Kindergarten to Grade 5 services in several classes within an elementary school.	Designated elementary schools within each quad cluster	1 Tchr:TS	0.875
Secondary Learning Centers	Students served through this model require special education services primarily as a result of learning or other disabilities that significantly impact academic achievement. Students typically have processing deficits that affect performance in one or more academic areas. In the secondary model, this program may provide self-contained classes, co-taught general education classes, and other opportunities for participation with non-disabled peers. As more students receive special services through their neighborhood or consortia schools, secondary learning centers will phase out over the next four years.	Regional in designated middle and high schools, Grades 9-12 (09-10)	1 Tchr:TS	0.875
Home School Model Services	Home School Model services are provided to home school students with learning or other mild to moderate disabilities who require intensive special education services in order to access the MCPS curriculum. Services may be provided in a continuum of settings including general education classrooms and in small group pull-out settings, based upon individual needs.	Designated elementary schools	1 Tchr:TS	0.875

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Carl Sandburg Learning Center	Carl Sandburg is a special education school that serves students with multiple disabilities in Kindergarten through Grade 5, including mental retardation, autism spectrum disorders, language disabilities, emotional and other learning disabilities. The program is designed for students who need a highly structured setting, small student-teacher ratio, and modification of the MCPS Program of Studies. Modification of curriculum, materials, and instructional strategies are based on individual student needs.	Separate special education day school	1 Tchr:TS	1.000
School/Community Based Program (SCBP)	The School/Community-Based Program (SCBP) serves students with moderate, severe, or profound mental retardation and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing the Fundamental Life Skills (FLS) curriculum, or a combination of the FLS curriculum and accommodated general education curricula, in regular schools and related community and work environments. The SCBP model includes the following components: (a) age-appropriate classes; (b) heterogeneous groupings; (c) peer interactions; (d) individualized instruction; (e) community instruction; and (f) transition. The goal of the program is to prepare students to transition into the world of adult living upon graduation or exit from the school system.	Designated elementary, middle, and high schools in quad-clusters	1 Tchr:TS	1.500
Rock Terrace School	Rock Terrace School provides services to students ages 11 through 21 whose learning and behavioral needs require the structure and support available in a special education facility. Primary disabilities include mental retardation or significant learning disabilities and may include autism, language disabilities, emotional disabilities, medical conditions and/or physical disabilities. Rock Terrace School is comprised of a middle school, a high school, and an upper school which implements school-to-work programs.	Separate special education day school	1 Tchr:TS	1.000
Stephen Knolls School	Stephen Knolls School serves students age 5 through 21 with severe to profound mental retardation and multiple disabilities, which often include: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's Individualized Education Program (IEP), provides the foundation for the educational programming of each child.	Separate special education day school	1 Tchr:TS	1.750

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Longview School	Longview School serves students age 5 through 21 with severe to profound mental retardation and multiple disabilities, which often include: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. The MCPS FLS curriculum, in conjunction with the student's IEP, provides the foundation for the educational programming of each child. Students are provided with access to non-disabled peers to the extent appropriate.	Separate special education day school	1 Tchr:TS	1.750
Crossroads	Crossroads provides services to students ages 13-21 who have mild or moderate mental retardation or multiple disabilities that include mental retardation and/or autism. Students also have a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that have not responded to functional and systematic behavioral interventions in less restrictive settings. Students receive instruction in functional academics, vocational, and social skills within the context of the FLS curriculum.	Separate special education day school	1 Tchr:TS	1.000
Extensions Program	The Extensions Program serves students of middle or high school age who have moderate, severe, or profound retardation, or multiple disabilities that must include mental retardation and/or autism. Students also have a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors that have not responded to functional and systematic behavioral interventions in a less restrictive setting. Students' behavioral needs are addressed using a comprehensive functional behavioral analysis approach designed to enable students to acquire appropriate social and communicative skills within the context of the FLS curriculum.	Separate special education day school	1 Tchr:TS	2.625
Emotional Disabilities Cluster Model Programs	Students receiving services through the Emotional Disabilities Cluster Model demonstrate significant social, emotional, learning, and/or behavioral difficulties that adversely impact their success in school. The majority of students are identified with an emotional disability. Some students have secondary disabilities, such as other health impairments, language disabilities, or learning disabilities. Students have average to above average cognitive abilities but may not demonstrate commensurate academic achievement due to emotional and behavioral difficulties that interfere with their ability to participate successfully in educational programs.	Designated elementary, middle, and high schools in each quad-cluster	Elementary 1 Tchr:TS Secondary 1 Tchr:TS	1.500 1.500

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Bridge Program	The Bridge Program serves students who demonstrate significant social, emotional, learning, and/or behavioral issues that make it difficult for them to be successful in a large school environment. Many of the students are identified as having an emotional disability or Asperger's Syndrome. Some have secondary disabilities such as other health impairment, language disability, or learning disability. Comprehensive behavior management that includes proactive teaching, and rehearsal of social skills, as well as structured and consistent reinforcement systems are used. Individualized and comprehensive behavior management strategies and systems promote students' acquisition of skills that allow them to be successful in school.	Two middle schools and two high schools serve students countywide	1 Tchr:TS	1.250
John L. Gildner Regional Institute for Children and Adolescents (RICA) - Rockville	RICA provides appropriate educational and treatment services to students and their families through highly-structured intensive special education with therapy integrated in a day program and/or residential treatment facility. RICA offers a fully-accredited special education school that emphasizes rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, family and multifamily therapy. The RICA program promotes acquisition of grade and age appropriate academic, social, and emotional skills that allow students to access the general education curriculum, meet state graduation requirements, and prepare them to become productive members of a global society.	Separate special education day school	1 Tchr:TS	1.250
Services for Students with Autism Spectrum Disorders	The autism preschool program provides highly intensive and individualized services for students ages 3-5. Utilization of state-of-the-art instructional practices to increase academic, language, social, and adaptive skills for students with autism is implemented to foster their development of adaptive skills to maximize independence. The autism program for school-aged students provides access to the MCPS FLS curriculum. Students receive intensive instruction in a highly-structured setting to improve communication and access to non-disabled peers. At the secondary level, students also receive vocational and community support. Students with Asperger's Syndrome or high functioning autism receive direct instruction in the areas of coping strategies and prosocial behaviors. Access to the general education curriculum with enrichment is reinforced. Those with significant social/behavioral needs may be served in a more self-contained setting.	Preschool—Designated elementary schools serve preschool children throughout the county School Aged—Designated elementary, middle, and high schools located regionally throughout the county	1 Tchr:TS 1 Tchr:TS	3.440 1.750

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Transition Services	Transition services are provided to special education students age 14 or older, to facilitate a smooth transition from school to post-school activities. These activities include, but are not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Services are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.	Services available in secondary schools throughout the county	1.0 Tchr	0.875/TS
Services for Deaf and Hard of Hearing	The goals of the deaf and hard of hearing services are to provide comprehensive educational services to students with significant hearing loss, to enable students to develop effective language and communication skills, and to provide students with equal access to the general education environment. Students with significant needs receive services in special centrally-located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Students with less intensive needs receive services from itinerant teachers who travel to neighborhood schools or other MCPS facilities to deliver specialized instruction. Assistive technology and consultation also are provided to students and school staff.	Resource services available throughout the county Auditory and speech training available throughout the county Special classes: three elementary schools, one middle school, and one high school serve students throughout the county	1 Tchr: 15 1 Tchr: 15 1 Tchr: TS	N/A N/A 0.875
Services for Students with Physical Disabilities	The goals of physical disabilities services are to provide comprehensive supports to students with physical and health-related disabilities that facilitate access to the MCPS curriculum. Services address the needs of students whose physical disabilities are causing a significant impact on educational performance in the general education class. Students exhibit needs in motor development and information processing. Services provided to students include special education instruction, consultation with classroom teachers, and occupational and/or physical therapy services. Students are integrated into the general school program as much as possible. Occupational and physical therapy services also are provided as related services to students with other educational disabilities.	Resource services available throughout the county Special classes: two elementary schools, one middle school, and one high school serve students throughout the county	34.6:1 1 Tchr: TS	N/A 1.250

MCPS Special Education and Related Services – FY 2010

		Service Description	Services	Instructional Models		
Services for the Visually Impaired	Speech and Language Services			Augmentative and Alternative (AAC) Communication Classes	Assistive Technology (InterACT) Services	Professional Staff
		The goals of vision services are to provide comprehensive supports to students with significant visual impairments, to enable students to develop effective compensatory skills, and to provide students with equal access to the general education environment. The preschool class prepares children who are blind or have low vision for entry into school. Itinerant vision teachers provide services to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. High school students requiring more intensive services receive specialized transition support and orientation and mobility training.	Resource services available throughout the county Special class: one elementary school serves preschoolers throughout the county	Mobility/Orientation 45:1 Resource 35:1	0.875	
		The goals of speech and language services are to diagnose and remediate communication disorders, facilitate the development of compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the student's general education teachers and parents. Students with more intensive needs receive services individually or in small groups. Pre-kindergarten students requiring extensive services attend a class program, two or five days per week.	Resource services available throughout the county Preschool School-Age Private/Religious Schools Special classes: designated elementary schools serve children throughout the county, two or five days per week Preschool (Half-Day)	40:1.0 56.4:1 56.4:1	N/A N/A N/A	
		The AAC classrooms provide intensive support for students who are non-speaking or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication. Emphasis is on the use of the alternative communication systems to enhance language development, vocabulary development, and expressive communication skills, and to access the general education curriculum.	Special classes located in two elementary schools serve children throughout the county	1 Tchr:TS	1.750	
		Assistive technology services provide support for students from infant/toddler through age 21. The Augmentative Communication and Technology Team supports students who are non-speaking or severely limited in verbal speech and students limited in producing written output due to physical disabilities.	Services available throughout the county	SLP – 1/75 Services Tchr – 1/190 Services OT – 1/223 Services	0.875/380 Services	

MCPS Special Education and Related Services – FY 2010

	Service Description	Services	Instructional Models	
			Professional Staff	Paraed
Preschool Education Program (PEP)	<p>The Preschool Education Program (PEP) offers a variety of pre-kindergarten classes and services for children with disabilities ages 3-5. PEP serves children with multiple and/or moderate disabilities that impact their ability to learn. Services range from itinerant instruction at home for medically-fragile children to consultative and itinerant services for children in community-based child care settings and preschools. Classes are provided for children who need a comprehensive approach to their learning. Intensive Needs Classes serve children with severe sensory and/or communication disabilities. The Beginnings Classes provide services to students with severe or profound physical and/or cognitive disabilities. PEP provides Inclusive Learning Opportunities for Threes (PILOT) offers a 2-day per week inclusive class; PEP collaboration classes offer inclusive opportunities for four-year-olds using a co-teaching model.</p>	<p>PEP Classic (half-day)</p> <p>Intensive Needs Speech/Language OT and PT</p> <p>Medically Fragile Speech/Language OT and PT</p> <p>Beginning Classes Speech/Language OT and PT</p>	<p>1.0 Tchr/TS 1.0 Tchr/TS 0.3 SP/TS 0.3 OT/PT/TS</p> <p>1.0 Tchr/TS 0.5 SP/TS 0.3 OT/PT/TS</p> <p>1.0 Tchr/TS 0.3 SP/TS 0.6 OT/PT/TS</p>	<p>0.875/TS 1.000</p>
Infants and Toddlers	<p>Infants and Toddlers services are provided to children with developmental delays from birth to age 3 primarily using a home-based model. Services provided include special instruction, auditory and vision instruction, physical and occupational therapy, and speech and language development. Parental involvement is a major service component based on the philosophy that a parent is often a child's most effective teacher in the natural setting.</p>	<p>Home-based for individual children</p> <p>Infants and Toddlers Teacher</p> <p>Speech & Language</p> <p>Occupational or Physical Therapy</p> <p>Vision</p> <p>Deaf & Hard of Hearing</p>	<p>1.0 Tchr/64.0 services 1.0 SP/64.0 services 1.0 OT/PT/64.0 services 1.0 Tchr/64.0 services 1.0 Tchr/64.0 services</p>	<p>.724 ParaED/ each 6 Prof. Staff</p>

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2008 Actual	FY 2009 Current	FY 2010 Requested	FY 2010 Change
	Office of the Chief Operating Officer:				
Trust Funds	Department of Financial Svcs - 333/334				
	Director, Benefits Strategy/Vendor Rel.(P)	1.0	1.0	1.0	
	Systems Support Specialist (M)	1.0	1.0	1.0	
	Investment Specialist (27)	1.0	1.0	1.0	
	Senior Specialist, Insurance and Retirement (27)	1.0	1.0	1.0	
	Development Project Manager (27)	0.5	0.5	0.5	
	Risk Management Specialist (24)	1.0	1.0	1.0	
	Data Integration Specialist (23)	1.0	1.0	1.0	
	Data Support Specialist I (21)	1.0	1.0	1.0	
	Specialist, Leave Admin/Wkrs Comp (19)	1.0	1.0	1.0	
	Specialist, Insurance and Retirement (19)	4.0	4.0	4.0	
	Benefits Assistant (15)	1.0	1.0	1.0	
	Transactions Assistant I (14)	6.5	6.5	8.0	1.5
	Administrative Secretary I (14)	2.0	2.0	2.0	
	Medicare Specialist	1.0	1.0	1.0	
	Total	23.0	23.0	24.5	1.5
Trust Funds	Division of Controller - 332				
	Accountant (22)	1.0	1.0	1.0	
Capital Budget	Real Estate Management Fund - 850				
	Real Estate Specialist (25)	1.0	1.0	1.0	
Capital Budget	Division of Construction - 322				
	Executive Assistant (K)		1.0	1.0	
	Facilities Team Leader (K)			3.0	3.0
	Senior Facilities Designer (27)	1.0	1.0	1.0	
	Facilities Team Leader (26)	4.0	4.0	1.0	(3.0)
	Construction Management Specialist (25)	1.0	1.0	1.0	
	Electrical Engineer (25)	1.0	1.0	1.0	
	Facilities Designer (25)	3.0	3.0	3.0	
	Green Schools Program Manager (25)		1.0		(1.0)
	Mechanical Engineer (25)	2.0	2.0	2.0	
	Planner III (25)	1.0	1.0	1.0	
	Construction Compliance Specialist (24)	1.0	1.0	1.0	
	Project Specialist (24)	1.0	1.0	1.0	
	Construction Inspector Supervisor (23)	1.0	1.0	1.0	
	Site Development Coordinator (23)	1.0	1.0	1.0	
	Electrical Construction Technician II (22)	2.0	2.0	2.0	
	Fiscal Assistant V (22)	2.0	2.0	2.0	
	Mechanical Construction Technician (22)	2.0	2.0	2.0	
	Construction Technician (21)	6.0	6.0	6.0	
	Mechanical Construction Specialist (20)	2.0	2.0	2.0	
	Bldg. & Grounds Contracts Assistant (18)		1.0	1.0	
	Fiscal Assistant IV (18)		1.0	1.0	
	Project Designer (18)		1.0	2.0	1.0
	Administrative Secretary I (14)	1.0	1.0	1.0	
	Fiscal Assistant I (13)	1.0	1.0	1.0	
	Secretary (12)	2.0	2.0	2.0	
	Total	35.0	40.0	40.0	

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2008 Actual	FY 2009 Current	FY 2010 Requested	FY 2010 Change
Capital Budget	Division of Maintenance - 323				
	Environmental Safety Coordinator (M)				
	Environmental Safety Specialist (23)	2.0	2.0	2.0	
	Environmental Health Specialist (23)	1.0	1.0	1.0	
	Energy Management Specialist (22)	1.0	1.0	1.0	
	PLAR Contracting Asst Supervisor (22)	1.0	1.0	1.0	
	Resource Conservation Assistant (22)	0.5	0.5	0.5	
	Projects Designer (20)	1.0	1.0	1.0	
	Environmental Design Assistant (20)	1.0	1.0	1.0	
	Environmental Abatement Supervisor (19)	1.0	1.0	1.0	
	Bldg. & Grounds Contracts Assistant (18)		3.0	3.0	
	Environmental Abatement Technician (16)	6.0	6.0	6.0	
	Account Assistant III (14)			1.0	1.0
	Buyer Assistant II (14)	1.0	1.0		(1.0)
	Data Systems Operator (13)	1.0	1.0	1.0	
Secretary (12)	1.0	1.0	1.0		
Subtotal	17.5	20.5	20.5		
ICB	Resource Conservation Assistant (22)	0.5	0.5	0.5	
	Total	18.0	21.0	21.0	
ICB	Division of School Plant Operations - 329				
	Building Service Supervisor (21)	1.0	1.0	1.0	
	Administrative Secretary II (15)	1.0	1.0	1.0	
	Building Service Worker (6)	18.0	18.0	18.0	
	Total	20.0	20.0	20.0	
ICB	Department of School Safety and Security - 337				
	Security Patroller Shift 2			0.5	0.5
	Total			0.5	0.5
	Department of Communications:				
Capital Budget	Web Services - 413				
	Director (O)				
	Senior Systems Engineer (27)				
	IT Systems Engineer (27)	1.0	1.0	1.0	
	Systems Programmer (25)				
	IT Systems Specialist (18-25)	1.0	1.0	1.0	
	Total	2.0	2.0	2.0	
	Office of the Chief Technology Officer:				
Capital Budget	Department of Strategic Project Management and Planning - Var.				
	User Support Specialist II (23)				
	IT Systems Engineer (27)		1.0	1.0	
	IT Systems Specialist (18-25)	1.0	5.0	5.0	
	Office Assistant III (10)	0.5	0.5	0.5	
	Total	1.5	6.5	6.5	
Capital Budget	Division of Student Data Management - 445				
	Technical Manager (O)				
	IT systems Specialist (18-25)	1.0			
	Systems Programmer (25)				
	Total	1.0			

NON-OPERATING BUDGET POSITIONS

FUNDING SOURCE	OFFICE/DEPARTMENT/DIVISION AND POSITION TITLES	FY 2008 Actual	FY 2009 Current	FY 2010 Requested	FY 2010 Change
Capital Budget	Division of Field Operations - Var. Supervisor (27) IT Systems Engineer (27) IT Systems Specialist (18-25) Senior WAN Engineer (27) Wide Area Network Engineer (25) Telecommunications Support Spec. (24) User Support Specialist II (23) Office Assistant III (10) Total	1.0 11.0			
		12.0			
Capital Budget	Department of Infrastructure and Operations Operations - Var. IT Systems Engineer (27) IT Systems Specialist (18-25) Total		1.0 4.0	1.0 4.0	
			5.0	5.0	
Trust Funds	Business Information Systems Development Project Manager (27)	0.5	0.5	0.5	
Capital Budget	Department of Information and Application Services - Var. Technical Manager (O) IT Systems Engineer (27) IT Systems Specialist (18-25) Systems Programmer (25) Total		1.0 1.0	1.0 1.0	
			2.0	2.0	
Capital Budget	Division of Technology Support - 422/423/424 Supervisor (27) IT Systems Specialist (18-25) User Support Specialist II (23) User Support Specialist I (20) Total	3.0	4.0	4.0	
		3.0	4.0	4.0	
	GRAND TOTAL	118.0	126.0	128.0	2.0

Note: The positions funded by the Capital Budget or from Trust Funds appear on the organization charts for the units as information only but are not shown on the resource or personnel complement pages in the budget chapters.

Glossary of MCPS Operating Budget Terms

Agency—One of the major organizational components of government in Montgomery County; namely, Montgomery County Public Schools (MCPS); Montgomery County Government (Executive departments, Legislative offices and boards, Circuit Court and judicial offices); Montgomery College (MC); Maryland-National Capital Park and Planning Commission (M-NCPPC) Washington Suburban Sanitary Commission (WSSC); Housing Opportunities Commission (HOC); and Montgomery County Revenue Authority.

Allocation—The process by which staffing and other resources are given to each individual school based upon factors such as enrollment, types of programs, and other identified needs of the school.

Annual Yearly Progress (AYP)—No Child Left Behind (NCLB) requires schools to demonstrate specific quantified progress each year in achieving state standards for each school as a whole and for designated categories of students that include students who are economically disadvantaged, from major racial and ethnic groups, with disabilities, and with limited English proficiency.

Appropriation—Authority to spend money within a specified dollar limit for an approved work program during a fiscal year. The County Council appropriates funds to MCPS according to state categories. Unless explicitly renewed, appropriation authorizations expire at the end of the fiscal year.

Bridge to Excellence (Thornton) Act—State legislation that increases state funding and mandates that each school district must develop a comprehensive five-year master plan to describe how it intends to make improvements in achievement for every student.

Budget Staffing Guidelines—Guidelines approved by the BOE used to budget and allocate personnel positions in regular and special education.

Capital Improvements Program (CIP)—The comprehensive presentation of capital project expenditure estimates; funding requirements; capital budget requests; and program data for the construction and modernizations of all schools and for other capital projects that address facility issues. The CIP includes a six-year period. The CIP constitutes both a fiscal plan for proposed project expenditures and funding, and an annual capital budget for appropriations to fund project activity during the first fiscal year of the plan. The six-year program is produced every two years.

Category—Also known as State Category. State law requires all county school districts to appropriate and record expenditures for education in accordance with standardized state budget categories. These categories are generally based on broad functional classifications such as administration, instructional costs, special education, and student transportation. Current categories were effective FY 1998.

Compensation—Payment made to employees in return for services performed. Total compensation includes salaries, wages, employee benefits (Social Security, employer-paid insurance premiums, disability coverage, and retirement contributions), and other forms of remuneration when these have a stated value.

Consumer Price Index—Urban (CPI-U)—A commonly accepted indicator of inflation as it applies to consumer goods, including the supplies, materials, and services required by MCPS. For budget purposes, inflation is measured on a fiscal year (FY) basis using the CPI-U for the Washington-Baltimore Area. That rate of inflation is computed using the average of the indexes in one fiscal year compared to the average of the indexes in the prior fiscal year. For purposes of Charter limitation of property tax, the November to November CPI-U of the preceding year is used.

Continuing Salary Costs—The difference in dollars required to fund the final approved budgeted positions in the current year and the projected cost of funding those same positions for the next budget development year with current salary schedules.

Continuous Improvement—An ongoing MCPS effort aimed at improving the organizational culture by improving teaching and management processes and creating ownership and shared responsibility among all employees and stakeholders.

Cost Per Student—A complex calculation taking the operating budget, excluding summer school, community services, tuition for students with disabilities in private placement, and revolving management accounts, divided by the number of students in Grades K-12.

Depreciation—The expiration of the useful life of a fixed asset over a determined period of time attributable to wear and tear, deterioration, action of the physical elements, inequacy, and obsolescence. Also, the portion of the cost of a fixed asset charged as an expense during a particular period.

Employee Benefits—For budgeting purposes, employee benefits are payments by the employer for social security taxes, retirement contributions, and group health and life insurance.

Encumbrance—An accounting commitment that reserves appropriated funds for a future expenditure. The total of all expenditures and encumbrances for a department or agency in a fiscal year, or for a capital project, may not exceed its total appropriation. The commitments relate to unperformed contracts for goods or services.

Enrollment—The number of students attending MCPS, officially counted as of September 30th each school year.

Glossary of MCPS Operating Budget Terms

Enterprise Fund—A fund used to record the fiscal transactions of MCPS activities financed and operated in a manner similar to private enterprise, with the intent that the costs of providing goods and services, including financing, are wholly recovered through charges to consumers or users or other non-tax revenue.

Expenditure—A decrease in the net financial resources of MCPS generally due to the purchase of goods and services or the payment of salaries and benefits.

Financial Management System (FMS)—An integrated, web-enabled solution for tracking and managing MCPS financial business functions within one centralized system. FMS automates many previously paper-based processes and supports efficient operation of schools and offices through improved access to information consistent with the MCPS strategic plan.

Fiscal Year—The 12-month period to which the annual operating and capital budgets and their appropriations apply. The Montgomery County fiscal year for MCPS starts on July 1 and ends on June 30. The number of the fiscal year refers to the year in which the fiscal year ends.

Fixed Charges—Charges of a generally recurrent nature which are not allocable to other expenditure categories. Included are: Contributions to employee retirement and insurance, social security, interest on current loans, fidelity and personal liability insurance, and personnel tuition reimbursements.

Full-Time Equivalent (FTE)—Method of equating less than full-time employees in permanent positions to a full-time basis.

Fund—The balancing segment that identifies the level at which balanced sets of books are defined. MCPS will use the following funds: general, capital projects, supported projects, food services, instruction TV, real estate management, field trip, entrepreneurial, and warehouse.

Grade—An assigned level on a salary schedule given to positions that denotes the level of skills, education, and responsibility of a position.

Grant—A payment from one level of government to another or from a private organization to a government. Grants are made for specified purposes and must be spent only for that purpose. MCPS accounts for grant expenditures through supported projects.

High School Assessments (HSA)—Determine if a 7–12 grade student enrolled in algebra, English, government, and biology has demonstrated mastery of the Maryland Content Standards established by the State Board of Education.

Interagency Coordinating Board for Community Use of Public Facilities (ICB/CUPF)—Office within Montgomery County Government whose mission is to maximize the community's use of schools and other public facilities and to identify and facilitate activities and programs that respond to the community's needs without disrupting the instructional program of MCPS.

Lapse—The unused budgeted salary that accumulates when an employee terminates and is not immediately replaced.

Lease-Purchase Agreement—A contractual agreement which is termed "lease," but is in substance a purchase contract, with payments made over time.

Least Restrictive Environment (LRE)—A federal mandate included in the Individuals with Disabilities Education Act (IDEA) that requires children with disabilities are educated to the maximum extent appropriate with their peers with no disabilities.

Level of Service—The existing or current services, programs, and facilities provided by MCPS to students. The level of service may increase, decrease, or remain the same depending upon needs, alternatives, and available resources.

Maintenance of Effort—A State law that requires local governments to provide a definite level of local effort to fund public education from year to year. Local funding is to remain at least the same on a per student basis. The law ensures that additional state aid will not supplant local revenues.

Malcolm Baldrige Criteria for Performance Excellence (Baldrige)—A systematic process for understanding and improving school performance. The Criteria, comprised of eleven Core Values/Best Practices and seven Categories, provide a dynamic framework for continuous improvement.

Maryland State Assessment (MSA)—The criterion-referenced items in this assessment provide proficiency scores expressed as Basic, Proficient or Advanced proficiency level to describe how well a student in Grades 3–8 and 10 has mastered the reading and mathematics content specified in the Maryland Content Standards. This assessment meets the requirements of No Child Left Behind (NCLB) federal mandates as it provides national norm-referenced and Maryland criterion-referenced data.

Master Plan—A MCPS multiyear plan that describes the goals, objectives, and strategies that will be used to improve student achievement and meet state and local performance standards for all students. The master plan also describes specifically how to improve student achievement for students in special education, with limited English proficiency, in prekindergarten and kindergarten, gifted and talented, and in career and technology courses. The master plan includes the MCPS strategic plan.

Glossary of MCPS Operating Budget Terms

Maximum Class Size Guidelines—Represents the standard MCPS strives for in placing the number of children in one classroom.

MCAASP—The Montgomery County Association of Administrative and Supervisory Personnel (MCAASP) is the bargaining unit that represents principal trainees, administrative interns, and all administrative and supervisory positions on the M to Q salary schedule, including 11-month assistant school administrators.

MCBOA—The Montgomery County Business and Operations Administrators (MCBOA), represented by MCAASP, includes all noncertificated supervisory employees who provide direction to other employees, exercise independent judgment, are responsible for the evaluation of at least two other employees, and do not report to members of the SEIU bargaining unit, except those excluded by the Board of Education as confidential employees and those who are represented by MCAASP.

MCEA—Montgomery County Education Association, the employee organization that represents teachers and other professional staff.

Mission—A statement that describes the basic purpose of an organizational unit, the reason it exists, and explains its relationship to the Success for Every Student Plan.

Negotiated Agreement—A legal contract between the BOE and a certified representative of a recognized bargaining unit for specific terms and conditions of employment; e.g., hours, working conditions, salaries, or employee benefits.

Non-Recommended Reduction—A list of expenditure reductions that address the difference between the County Council's recommended affordability allocation and the Board of Education's requested amount. The options cannot be recommended because the Board believes the cuts would harm the schools.

Object of Expenditure—A numeric indicator that identifies the form of an expenditure as salaries (01), contractual (02), supplies and materials (03), other (04), and equipment (05).

Operating Budget—A comprehensive plan by which the MCPS operating programs are funded for a single fiscal year. The operating budget includes descriptions of programs, appropriation authority, details of estimated expenditures and revenue sources, and personnel, as well as related program data information on the fiscal management of the school system.

Other Salaries—Temporary employment for a short duration that includes substitute teachers, stipends, extracurricular activities, summer teaching, and support during peak or seasonal periods.

Per Student Allocations—Per student dollar amounts used to budget for textbooks, instructional supplies, media center materials, and other funds for schools.

Performance Measurement—A description/s of how key objectives will be measured to attain the Success for Every Student goals.

Personnel Costs—Expenditures made for salaries, wages, and benefits payable to MCPS employees.

Positions—Identified permanent jobs into which persons may be hired on either a full-time or less than full-time basis.

Program—A primary service, function, or set of activities which address a specific responsibility or goal within a mission. A program encompasses all associated activities directed toward the attainment of established objectives; for example, Physical Disabilities program. A program will have clearly defined, attainable objectives which may be short-term or long-term in nature, and will have measurable outcomes.

Program Budget—The identification and presentation of resource requirements and allocation by specific MCPS programs.

Ratio Positions—Positions established by applying each school's student enrollment to BOE-approved staffing standards.

Realignment—The process by which resources are moved from one part of the budget to another part to meet managerial and operational needs with no net change in the total budget.

Revenue—All funds MCPS receives annually for the Operating Budget from federal, state, and county sources, enterprise funds, fees, and other sources.

Salaries and Wages—An object of expenditure for monetary compensation to employees in the form of annual or hourly rates of pay for hours worked.

Salary Schedule—A listing of minimum and maximum salaries for each grade level in a classification plan for authorized positions.

SEIU—Service Employees International Union, the employee organization that represents supporting services employees.

Special Education Staffing Plan—An annual plan required by the state of Maryland for each local district that describes the needs of special education students and how these needs will be met.

Glossary of MCPS Operating Budget Terms

Spending Affordability Guideline (SAG)—An approach to budgeting that assigns expenditure ceilings for the forthcoming budget year, based on expected revenues and other factors. Under the County Charter (Section 305), the County Council is required to establish spending affordability guidelines for both the capital and operating budgets.

Staffing Ratios—Per student standards used to budget for teachers, administrators, and other instructional and support staff at schools.

Step—A salary increment awarded annually to an employee based on satisfactory performance until the employee reaches the top pay step of the pay grade to which the position is assigned.

Strategic Plan—Our Call to Action: Pursuit of Excellence—A plan adopted by the Board of Education that focuses on the major academic priorities of the school system. It includes major goals, objectives, performance measures, and instructional strategies. The Operating Budget is aligned with the strategic plan.

Strategy—The principal ways in which MCPS staff direct their efforts in pursuit of the school system's and unit's mission and goals. They are clear and uncomplicated methods for attaining goals and key results.

Success for Every Student (SES)—This strategic plan for ensuring the success of every student in MCPS is based on the belief that a quality education is the fundamental right of every child. In January 1992, when the BOE first adopted the Success for Every Student Plan, it determined that the resources of MCPS would be focused on the goal of ensuring individual student success.

Supplemental Appropriation—An appropriation of funds above amounts originally appropriated, to authorize expenditures not anticipated in the adopted budget. A supplemental appropriation is required to enable expenditure of reserves or additional revenues received by MCPS through grants or other sources.

Tax Supported—A program supported in whole or part by tax revenues and included in spending affordability guidelines.

Technology for Curriculum Mastery (TCM)—Integrates identified technology applications and tools that support the delivery of effective instruction, assist in increasing capacity in each school building's staff, and help promote the efficient use of time.

Turnover—The unused budgeted salary that accumulates when an employee terminates and is replaced by a lower salaried employee.

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**Published by the Office of Communications and Family Outreach
for the Department of Management, Budget, and Planning**

1341.09 • Editorial, Graphics & Publishing Services • 12/08 • 1K