CHAPTER 2

Office of the Deputy Superintendent of Schools

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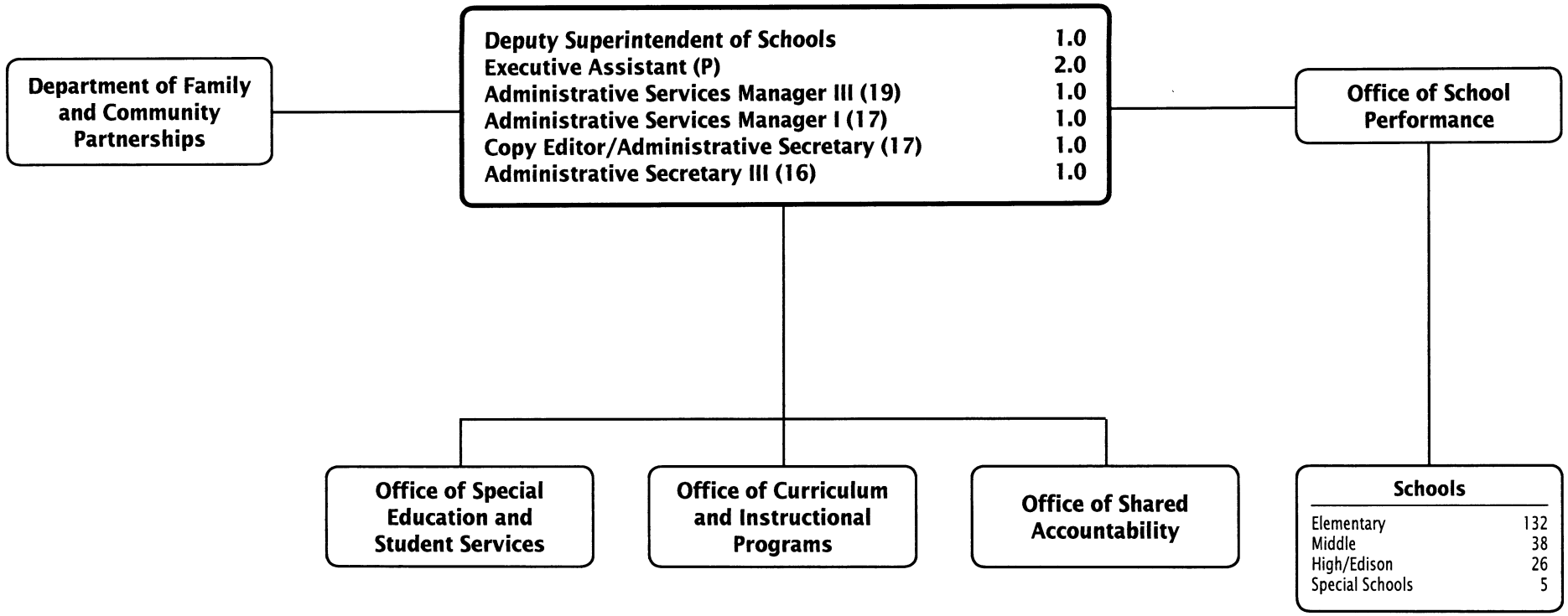
- **Department of Family and Community Partnerships** 2-9

Deputy Superintendent of Schools
Summary of Resources
By Object of Expenditure

OBJECT OF EXPENDITURE	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	FY 2013 BUDGET	FY 2013 CHANGE
POSITIONS					
Administrative	6.000	6.000	6.000	6.000	
Business/Operations Admin.					
Professional	1.000	1.000	1.000	1.000	
Supporting Services	22.000	21.000	21.000	20.500	(.500)
TOTAL POSITIONS	**29.000**	**28.000**	**28.000**	**27.500**	**(.500)**
01 SALARIES & WAGES					
Administrative	$1,062,919	$858,031	$858,031	$886,599	$28,568
Business/Operations Admin.					
Professional	93,186	109,490	109,490	97,071	(12,419)
Supporting Services	1,397,158	1,432,227	1,432,227	1,338,035	(94,192)
TOTAL POSITION DOLLARS	**2,553,263**	**2,399,748**	**2,399,748**	**2,321,705**	**(78,043)**
OTHER SALARIES					
Administrative					
Professional	12,181	15,996	15,996	15,996	
Supporting Services	42,125	18,612	18,612	18,612	
TOTAL OTHER SALARIES	**54,306**	**34,608**	**34,608**	**34,608**	
TOTAL SALARIES AND WAGES	**2,607,569**	**2,434,356**	**2,434,356**	**2,356,313**	**(78,043)**
02 CONTRACTUAL SERVICES	**84,468**	**86,502**	**86,502**	**86,502**	
03 SUPPLIES & MATERIALS	**43,581**	**42,085**	**42,085**	**42,085**	
04 OTHER					
Local/Other Travel	13,070	17,443	17,443	17,443	
Insur & Employee Benefits					
Utilities					
Miscellaneous	50,121	50,300	50,300	50,300	
TOTAL OTHER	**63,191**	**67,743**	**67,743**	**67,743**	
05 EQUIPMENT					
GRAND TOTAL AMOUNTS	**$2,798,809**	**$2,630,686**	**$2,630,686**	**$2,552,643**	**($78,043)**

Office of the Deputy Superintendent of Schools



F.T.E. Positions 7.0

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

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

Major Functions

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

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

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

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

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

As the liaison to the community, the ODSS convenes key stakeholder groups to maintain an ongoing two-way dialogue. In particular, the ODSS has provided a forum for traditionally underrepresented communities to share information, plan actions, and strengthen relationships across lines of difference. This work with the community gave rise to the creation of a parent engagement M-Stat team. Recognizing that focused and intensive collaboration with the entire community is required to raise the academic achievement of all students, the ODSS also provides outreach opportunities to special education community groups, higher education forums, focus groups, and all other community groups in an effort to address the challenges of public education.

Trends and Accomplishments

A major trend led by the ODSS is the increased horizontal integration of the work of the offices within and external to the ODSS. In this critical time of increasing student needs and restricted resources, it is imperative to organize our actions through innovative and creative collaborations resulting in increased efficiencies. Examples of major strategies include: reorganization of the Office of Curriculum and Instructional Programs to include staff development specialists and teachers who provide the direct support to schools in implementing the curriculum with fidelity while employing 21st century classroom technology; digitizing the curriculum and designing an integrated kindergarten curriculum.

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

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

Major Mandates

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

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

Strategies

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

Budget Explanation
Office of the Deputy Superintendent of Schools—615

The FY 2013 request for the Office of Deputy Superintendent of Schools is $805,468, an increase of $33,170 over the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—$33,170
There is an increase of $33,170 for continuing salary costs to reflect step or longevity increases for current employees.

Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	7.000	7.000	7.000	**7.000**	
Position Salaries	$926,160	$738,069	$738,069	**$771,239**	$33,170
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,000	1,000	**1,000**	
Supporting Services Part Time		10,147	10,147	**10,147**	
Other					
Subtotal Other Salaries	6,434	11,147	11,147	**11,147**	
Total Salaries & Wages	932,594	749,216	749,216	**782,386**	33,170
02 Contractual Services					
Consultants					
Other Contractual					
Total Contractual Services					
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		20,329	20,329	**20,329**	
Other Supplies & Materials					
Total Supplies & Materials	15,021	20,329	20,329	**20,329**	
04 Other					
Local/Other Travel		2,753	2,753	**2,753**	
Insur & Employee Benefits					
Utilities					
Miscellaneous					
Total Other	1,550	2,753	2,753	**2,753**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$949,165	$772,298	$772,298	**$805,468**	$33,170

Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT		DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
1		Deputy Supt of Schools		1.000	1.000	1.000	**1.000**	
1	P	Executive Assistant		2.000	2.000	2.000	**2.000**	
1	19	Admin Services Mgr III		1.000	1.000	1.000	**1.000**	
1	17	Copy Editor/Admin Sec		1.000	1.000	1.000	**1.000**	
1	17	Admin Services Manager I		1.000	1.000	1.000	**1.000**	
1	16	Administrative Secretary III		1.000	1.000	1.000	**1.000**	
	Total Positions			**7.000**	**7.000**	**7.000**	**7.000**	

Department of Family and Community Partnerships

Director I (P)	1.0
Supervisor (O)	1.0
Coordinator (N)	1.0
Instructional Specialist (B-D)	1.0
Partnerships Manager (24)	3.0
Parent Community Coordinator (20)	10.0
Communications Assistant (16)	1.0
Fiscal Assistant III (16)	0.5
Administrative Secretary II (15)	1.0
Office Assistant IV (11)	1.0

F.T.E. Positions 20.5

Department of Family and Community Partnerships—521

Eric A. Davis, Director 301-279-3100

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

Major Functions

DFCP is responsible for developing and coordinating systemwide parent and community outreach to support student learning and improve academic achievement. DFCP works with school staff, central services staff, students, parent organizations, community organizations, and businesses to implement partnership programs that strengthen student learning and empower families to become active partners in their children's education.

The development and implementation of programs and services that strengthen home-school partnerships provides schools and offices with support to ensure a consistent and collaborative approach to family and community engagement. The DFCP efforts to support schools includes but is not limited to: assist schools with parent meetings; conduct workshops for parents in different languages; facilitate parent focus groups and welcoming environment walk-throughs to gather feedback for school leadership teams; assist schools with parent surveys; collaborate with school staff to conduct home visits, provide parents with strategies they can use at home to promote student learning; serve on School Improvement Teams and family involvement committees; involve families that may not traditionally take part in school activities; and provide information to school staff that promotes understanding of students' families and home cultures.

Parent outreach staff works directly with schools by assisting with interpreting and connecting families to resources in the community and helping to minimize the cultural and linguistic barriers to resolve issues so that parents can understand and actively participate in their children's education. The Parent Involvement Toolkit provides schools with an electronic resource of best practices aligned to the national Parent Teacher Association (PTA) standards and Policy ABC; *Parent and Family Involvement* that can be adapted to any school's improvement plan.

DFCP coordinates Parent Academy, the annual Back-To-School Fair, ASK MCPS events, the ASK MCPS e-mail drop box, and the ASK MCPS call center. DFCP staff identifies community resources for families, and advises and accompanies parents to Educational Management Team, Individualized Education Program (IEP), mediation/due process, and other school meetings. The office coordinates training for parent outreach staff in central office and in schools on key topics so that staff is sharing accurate and timely information with parents.

DFCP oversees a robust volunteer program that is responsible for training volunteer coordinators, managing systemwide volunteer data as well as recruiting and training volunteers to support academic programs and tutor students. In addition, the department coordinates the Connection Resource Bank, which provides speakers, judges, and mentors for schools throughout the county.

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

The Parent Engagement M-Stat, led by DFCP in collaboration with the Division of ESOL/Bilingual Programs meets monthly with representatives from other MCPS offices to monitor the progress of the family involvement action plans and identify and disseminate best practices. DFCP works closely with numerous parent and community groups to support student success, including conducting parent workshops at the George B. Thomas, Sr., Learning Academy, Inc. Saturday School program that are designed to give parents information and tools to advocate effectively for their children.

The department coordinates the MCPS Parent Advisory Council whose mission is to provide feedback and advice to the school system on parent involvement efforts. The Parent Advisory Council collaborated with DFCP on the development of parent advocacy workshops, the welcoming environment walk-through process, and family involvement tips for both schools and parents. Parent

Advisory Council members help conduct parent advocacy workshops in English and Spanish and participate in welcoming environment walk-throughs.

DFCP develops informational resources for parents; and maintains the DFCP website for families, staff, students, and the community. DFCP creates feedback forms and surveys, and plays a pivotal role in organizing community forums, focus groups, and informational meetings where parents can voice their opinions, questions, and concerns. The department also is responsible for providing information on MCPS programs, activities and news to the Montgomery County Council of Parent Teacher Associations (MCCPTA) through the delegates' packets each month.

DFCP continues to enhance and expand existing partnerships with community programs, agencies, and nonprofit organizations such as the Montgomery County Office of Community Partnerships; the Montgomery County Volunteer Center; the Montgomery County Department of Health and Human Services; the Montgomery County Collaboration Council for Children,

Youth, and Families; the Montgomery County Public Libraries; the Montgomery County Federation of Families for Children's Mental Health; the Mental Health Association; Interages, Inc.; Passion for Learning, Inc.; OASIS Intergenerational Volunteers; Impact Silver Spring, and Kaiser

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

Trends and Accomplishments

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

Parents must have access to accurate and clear information in a variety of formats and languages if they are to be effective advocates for their children. An average of 1,200 calls a month is logged to the ASK MCPS call center which provides assistance in English and Spanish five days a week. Staff responded to over 2,000 questions and requests for support posted on the ASK MCPS e-mail drop box in 2010–2011, compared to 1,800 the previous year.

In-person support to parents is invaluable, particularly for parents new to the school system and unfamiliar with MCPS programs and procedures. During the 2010–2011 school year, DFCP staff interacted with more than 4,500 parents and community members at ASK MCPS events held at shopping centers, community and county government events, as well as Drop-In Coffees at the Family and Community Partnerships office. These events provide parents the opportunity to have their questions answered and gain a better understanding of the school system. Following these events, 327 contacts were made with school staff and parents to resolve questions and issues.

The Parent Academy offers parents the opportunity to attend workshops that were developed in response to feedback from parents and in collaboration with parent organizations. During 2010–2011, 96 free Parent Academy workshops were offered to 1,509 parents at 86 schools and community sites. Sessions were designed to help parents understand the school system, strengthen parenting and advocacy skills, raise awareness of school and community resources, and learn computer skills. More than 160 parents took advantage of simultaneous interpretation services available in five languages at all workshops and over 500 parents utilized childcare services. Twelve workshops were conducted in Spanish, including two sessions of Conquista tu Sueños. The evaluation and overall feedback from parents were positive and will guide improvements for 2011–2012. Staff also conducted an additional 258 workshops at the request of schools and parent organizations with more than 7,000 parents participating. Over 500 parents attended the three workshops conducted by DFCP staff in English and Spanish at 12 sites of the George B. Thomas, Sr., Learning Academy Saturday School.

The MCPS Parent Advisory Council developed and facilitated seven workshops on Parent Advocacy in English and Spanish attended by over 140 parents. Approximately 12,000 individuals attended the third Back-to-School Fair in August 2010 and $200,000 in services and goods was donated. Additionally, over 5,000 backpacks filled with school supplies donated by staff, businesses, and community members, were distributed to families who needed them at the 2010 Back-to-School Fair. The fourth annual Back-to-School Fair In 2011 was cancelled due to weather conditions, however, 7,000 backpacks and bags filled with school supplies were distributed to families who needed them on the first day of school.

DFCP staff supported 1,355 families with direct support at special education meetings, parent-teacher conferences, suspension and expulsion hearings, and other school-related issues. Additionally, staff conducted home visits in collaboration with schools and helped nearly 500 parents activate Edline and access other MCPS online resources. Staff will continue to strengthen 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 DFCP will continue to receive ongoing training on special education so that they are able to assist parents and attend IEP meetings with them, as necessary. DFCP will broadly disseminate information about the availability of this support and establish a parent lending library of books and resources at the Department of Family and Community Partnerships office.

DFCP coordinates Study Circles which helps schools and offices address racial and ethnic barriers to student achievement and parent involvement through facilitated dialogue and action with parents, students, administration, and school staff. Outcomes for participants include the formation of new relationships, awareness about equity issues, and the development of action steps that are incorporated in school and office improvement plans. During the 2010–2011 school year over 80 Study Circles were held with more than 2,300 participants. DFCP increased the impact of Study Circles by continuing to adapt the format to meet the different needs and audiences. DFCP works with schools and offices to develop and facilitate study circles with the following groups: parents, students, and staff; parents and staff; students and staff; students only; and staff only.

DFCP continues to support schools in their volunteer efforts by providing support and training to volunteer coordinators and assisting schools with data collection. Volunteer coordinators submit monthly reports on the DFCP website. During the 2010–2011 school year, 160 schools reported volunteer data, with 498,184 volunteer hours served. DFCP recruited and trained volunteers to serve as reading tutors for 860 second grade students as part of the Ruth Rales Comcast Kids Reading Network in 69 schools and trained and coordinated 530 volunteers in the Extended Learning Opportunities summer program that served K–5 students in Title I schools. Through the Connection Resource Bank 322 speakers, judges, and mentors were recruited and placed to support school programs and activities. Five hundred sixty one volunteers from the community assisted DFCP with the third annual Back-to-School Fair.

During August 2011, forty eight students earning student service learning hours assisted DFCP with the sorting and packing of backpacks with school supplies. Over 600 students, staff, and community members were registered to volunteer for the fourth annual Back-to-School Fair. The department partners with over 200 community partners on the Back-to-School Fair, Parent Academy, and other events in the community.

Major Mandates

- The *Americans with Disabilities Act* requires reasonable modifications for individuals with disabilities. Documents or products are provided in alternative formats when requested.
- The Maryland State Board of Education (BOE) requires each school district to implement a parental involvement program. The policy encourages schools and local school systems to implement long-term comprehensive programs that build on the strength of families and communities to improve student achievement.
- The *No Child Left Behind Act of 2001* includes requirements for parent and community involvement.
- Montgomery County BOE Policy ABA, *Community Involvement*, requires collaboration with a broad range of community members and access and opportunity for diverse community stakeholders to be involved in decision-making processes.
- Montgomery County BOE Policy ABC, *Parent and Family Involvement*, and MCPS Regulation ABC-RA Parent Involvement require effective, well-structured, and comprehensive parental involvement practices that align to the national standards for parent involvement and reflect the diversity of local school communities.
- MCPS Regulation IRB-RA, Use of Volunteer Service, outlines the process and procedures for developing and establishing a volunteer program and outlines the responsibilities of staff and volunteers.
- The MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, for 2011–2016, requires systemic efforts to strengthen family–school relationships and continue to expand civic, business, and community partnerships that support improved student achievement.

Strategies

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

Performance Measures

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
12,394	13,000	13,500

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. Additionally 2,057 e-mail questions and requests for support were handled through the ASK MCPS e-mail drop box.

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
1,509	1,600	1,800

Explanation: The Parent Academy provides free workshops on a range of topics to support parents' understanding of MCPS, strengthen parenting skills, and raise awareness of school and community resources. Workshops are free and offered in multiple languages throughout the county. During the 2010–2011 school year, 96 Parent Academy workshops were conducted. Additionally, 258 workshops attended by 7,106 parents were conducted by DFCP staff in response to requests from schools and parent and community organizations.

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

FY 2011 Actual	FY 2012 Estimate	FY 2013 Recommended
1,702	1,800	1,900

Explanation: Parent outreach staff serves as a link between families and schools. Staff facilitates direct one-on-one support to families to help parents advocate, resolve issues, and effectively partner with the school regarding their children's education. The support is provided at parent-teacher conferences, EMT and IEP meetings and other meetings to discuss a student's progress.

Budget Explanation Department of Family and Community Partnerships—521

The FY 2013 request for the Department of Family and Community Partnerships is $1,747,175, a decrease of $111,213 from the current FY 2012 budget. An explanation of this change follows.

Continuing Salary Costs—($77,450)
There is decrease of $77,450 for continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

Efficiencies and Reductions—($33,763)
In the Department of Family and Community Partnerships there is a reduction of a 0.5 fiscal assistant III position and $33,763. A 0.5 fiscal assistant position will remain in the department.

Dept. of Family & Community Partnerships - 521

Eric A. Davis, Director I

Description	FY 2011 Actual	FY 2012 Budget	FY 2012 Current	**FY 2013 Request**	FY 2013 Change
01 Salaries & Wages					
Total Positions (FTE)	22.000	21.000	21.000	**20.500**	(.500)
Position Salaries	$1,627,103	$1,661,679	$1,661,679	**$1,550,466**	($111,213)
Other Salaries					
Summer Employment					
Professional Substitutes					
Stipends		14,996	14,996	**14,996**	
Professional Part Time					
Supporting Services Part Time		8,465	8,465	**8,465**	
Other					
Subtotal Other Salaries	47,872	23,461	23,461	**23,461**	
Total Salaries & Wages	1,674,975	1,685,140	1,685,140	**1,573,927**	(111,213)
02 Contractual Services					
Consultants					
Other Contractual		86,502	86,502	**86,502**	
Total Contractual Services	84,468	86,502	86,502	**86,502**	
03 Supplies & Materials					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		16,880	16,880	**16,880**	
Other Supplies & Materials		4,876	4,876	**4,876**	
Total Supplies & Materials	28,560	21,756	21,756	**21,756**	
04 Other					
Local/Other Travel		14,690	14,690	**14,690**	
Insur & Employee Benefits					
Utilities					
Miscellaneous		50,300	50,300	**50,300**	
Total Other	61,641	64,990	64,990	**64,990**	
05 Equipment					
Leased Equipment					
Other Equipment					
Total Equipment					
Grand Total	$1,849,644	$1,858,388	$1,858,388	**$1,747,175**	($111,213)

Dept. of Family & Community Partnerships - 521

Eric A. Davis, Director I

CAT	DESCRIPTION	10 Mon	FY 2011 ACTUAL	FY 2012 BUDGET	FY 2012 CURRENT	**FY 2013 REQUEST**	FY 2013 CHANGE
2	P Director I		1.000	1.000	1.000	**1.000**	
2	O Supervisor		1.000	1.000	1.000	**1.000**	
2	N Coordinator		1.000	1.000	1.000	**1.000**	
2	BD Instructional Specialist		1.000	1.000	1.000	**1.000**	
3	24 Partnerships Manager		3.000	3.000	3.000	**3.000**	
2	21 Comm Spec/Web Producer		1.000				
3	20 Parent Community Coord		10.000	10.000	10.000	**10.000**	
2	16 Communications Assistant		1.000	1.000	1.000	**1.000**	
1	16 Fiscal Assistant III		1.000	1.000	1.000	**.500**	(.500)
2	15 Administrative Secretary II		1.000	1.000	1.000	**1.000**	
2	11 Office Assistant IV		1.000	1.000	1.000	**1.000**	
	Total Positions		**22.000**	**21.000**	**21.000**	**20.500**	**(.500)**