

MEMORANDUM

December 5, 2014

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Discussion - George B. Thomas Sr. Learning Academy services and policies

The Health and Human Services Committee and the Education Committee will discuss operational issues related to George B. Thomas, Sr. Learning Academy (GBTLA).

Those expected to participate in the worksession include:

- Michael Thomas, Executive Director, GBTLA
- JoAnn Barnes, Acting Chief, Children, Youth and Family Services, Department of Health and Human Services (DHHS)
- Dr. Maria Navarro, Chief Academic Officer, Montgomery County Public Schools (MCPS)

Background

During its review of the DHHS FY15 Operating Budget, the Joint HHS and Education Committee discussed the funding of contracts which are educational in nature in Child and Adolescent School and Community Based Services. The discussion included the contract with GBTLA for its Saturday School structured mentoring and tutoring services. The Saturday School contract provides for services to enhance the academic performance and achievement of a minimum of 3,200 youth in grades 1 through 12 at twelve MCPS cluster sites.

The Committees reviewed service information including participation of FARMS eligible students and attendance data as well as a program evaluation report for the Saturday School Program. The report included academic performance data, results and outcomes for the 2012-2013 program year. It concluded that Saturday School participation was associated with higher levels of academic performance that were both statistically and practically significant.

Committee members expressed interest in further discussing the expansion of GBTLA services to students with special needs; the program's admission and fee policies including services to non-MCPS students and fees generated from parents able to pay for services; and targeting County funding to support low-income students. Committee members also expressed concern that funding for these school-based academic support services are included in the DHHS budget.

GBTLA provides a number of programs under its Saturday School, including Achieving Collegiate Excellence and Success (ACES), SAT/ACT Prep, Young Scholars Program (YSP), Parent Training Workshops, Adult Literacy Program, and Aristotle Circle Peer Tutors. Attachments on ©1-2 provide additional information on these programs including program descriptions, targeted populations, FY14 enrollment, fees charged, and service locations.

Public Funding for the Organization

The Council approved \$903,913 for the GBTLA contract in FY15, an increase of \$100,000 or 12.4% from the FY14 level. MCPS provides the following financial support totaling \$238,500 to the organization:

- \$93,000 for facility rental for Saturday School sites
- \$44,000 for instructional materials and supplies
- \$24,000 for insurance
- \$40,000 for transportation
- \$25,500 for the Young Scholars Program
- \$12,000 for marketing support

In-kind support from MCPS is described on ©3. In addition, GBTLA and MCPS collaborate to insure that the curriculum and instruction offered in Saturday School aligns with MCPS instruction and Common Core State Standards. Information on the Saturday School Summer Curriculum Project is attached at ©4-5, and MCPS staff should be available to answer questions related MCPS's collaboration with GBTLA.

Fee Policy and Services to Low Income Students

GBTLA charges a one-time registration fee of \$30 per FARMS eligible and \$50 per non-FARMS eligible students for its Saturday School program. Additional fees are assessed for Aristotle Circle Peer Tutors services. The organization has a payment plan for families with multiple students and also provides scholarship payment for students who need support. The organization collected approximately \$114,000 in fees in FY14 out of a total operating budget of approximately \$1.4 million. **GBTLA reports that it is in the process of conducting a cost analysis of program fees in preparation for FY16.** As part of this process, it will gather parent stakeholder feedback.

Presumably, fee policies are applied to all program participants, regardless of their enrollment in MCPS. GBTLA reports that 1.1% of registered program participants (35 out of 3,266) were not enrolled in MCPS (©6). FARMS eligible students were a greater percentage of participants; 1,886 students at 58.4% of total enrollment compared to 1,345 non-FARMS eligible students at 41.6% of total enrollment. In addition, GBTLA indicates that the program serves a higher proportion of FARMS, ESOL, special education, and African American and Hispanic students than MCPS (©7-9).

Services for Students with Special Needs

GBTLA reports that 12.8% (418 out of 3,266) of Saturday School participants have special needs and 17.3% (564 out of 3,266) are identified as students receiving ESOL students in FY14. In supporting students with special needs, each center director meets with parents to

discuss special learning needs or concerns. The program implements the following common practices to address special learning needs.

- Meet with parents to discuss report cards, academics, behavior or special needs.
- Obtain written permission for release and exchange of information for students with disabilities.
- Consult with staff at the home school.
- Consult with special education staff in Saturday School.
- Determine appropriate grade or recommended class placement based on instructional level.
- Provide tutoring services at a ratio of 1 certified teacher to 17 students.
- Use volunteer tutors (high school, college, and adult) for a reduced ratio based on available staff.
- Differentiate instruction.
- Conduct small group tutoring/instruction aligned with the needs of identified students.
- Request parent assistance/support as a volunteer in the classroom, as needed.
- Utilize additional materials and resources.

Discussion Issues

The Committees may want to raise the following issues for discussion:

- **Fee Policy:** Should the fee structure take into account the cost of providing the service? To what extent should public funding be used to support programming to non-MCPS enrolled students or students who have the ability to pay for services? Would the level of fees charge potential impact registration and/or attendance rates?
- **Special Needs Students:** GBTLA indicates that it personalizes services for participants as resources allow. Are there any best practices in serving students with special needs that can be implemented with existing resources? To what extent does the organization provide or connect volunteers with training in working with special needs students?
- **Attendance:** Information provided by GBTLA at ©12 shows decreasing percentage of students with high attendance from FY13 to FY14. The Committees may be interested in understanding what targets for high attendance the program aspires to achieve. The Committees may also be interested in exploring the factors that may contribute to the decreasing trend and ideas for increasing attendance of participants.

SATURDAY SCHOOL PROGRAMS YEAR 2013-2014

SATURDAY SCHOOL

Description	<p>The elementary and middle school program's focus is to promote success in math and reading language arts (1 hour tutoring in each). The content, which is aligned to the MCPS Curriculum 2.0 and Common Core State Standards, is sequenced to provide additional support for students on grade level concepts and above grade level mathematics.</p> <p>Algebra 1 – The content, which is aligned to the MCPS C2.0 Algebra 1 Curriculum, is sequenced to provide additional support for students beginning with middle school.</p> <p>The high school program is designed to promote success in core high school subjects. Advanced level academic support is offered at selected sites.</p>
Serving Grade Levels	1 through 12
How to Enroll	Participation is voluntary. Parents can register students on site and online.
Location(s)	All 12 Saturday School sites.
FY14 Enrollment	3,373 total / 2,559 in grades 1 through 8 / 815 in grades 9 through 12
Additional Information	<p>Breakfast snack is provided to all Saturday School participants at 11 of the 12 sites.</p> <p>MCPS transportation provided in-kind at Blair, Kennedy and Wheaton High School sites.</p> <p>Core staffing is 1 math tutor (Algebra & Calculus) and English 9-12. Core staffing may also provide support in social studies and science were applicable.</p>

ACES – ACHIEVING COLLEGIATE EXCELLENCE AND SUCCESS

Description	<p>ACES is a program designed to create a seamless educational pathway and support structure from high school to college completion. The program is aimed at those who are underrepresented in higher education and those who would be the first in their family to attend college. The Saturday School provides additional support for students in this collaborative effort among MCPS, Montgomery College, and the Universities at Shady Grove (USG).</p>
Serving Grade Levels	Grades 11 and 12
How to Enroll	Participation is voluntary. Registration on site is facilitated by ACES Academic Coach.
Location(s)	Primarily available at ACES schools on Saturday.
FY14 Enrollment	152
Additional Information	Collaboration and coordination with ACES Coordinator, Karen Callender, and Director, Joyce Walker.

SAT/ACT Prep

Description	A course that assists students who are preparing for the SAT (critical reading, mathematics, and writing)
Serving Grade Levels	Available to students in grades 11 and 12; and students enrolled in the Achieving Collegiate Excellence and Success (ACES) Program
How to Enroll	Participation is voluntary.
Location(s)	Montgomery Blair, Watkins Mill, Rockville High Saturday School sites
FY14 Enrollment	94
Additional Information	Collaboration and coordination with ACES Coordinator, Karen Callender, and Director, Joyce Walker.



Young Scholars Program (YSP)

Description	Designed to increase student access to rigorous instruction and course work for a diverse population. Students develop critical thinking, creative thinking, and problem solving skills.
Serving Grade Levels	Grades 3,4,5 Grade 6 Middle School Cohort
How to Enroll	Selection through a variety of criteria to determine potential to excel in the areas of math and science.
Location(s)	YSP is held at John F. Kennedy High School (one location). Students come from Kennedy Cluster Feeder Elementary schools: Strathmore, Brookhaven, Wheaton Woods, Georgian Forest, Harmony Hills and Glenallen.
FY14 Enrollment	50

Saturday School Parent Training Workshops

Description	Training workshops conducted by MCPS to assist parents in navigating the school system and advocating for their children.
Serving Grade Levels	N/A
How to Enroll	Open to Saturday School parents and all MCPS parents.
Location(s)	All 12 Saturday School sites.
FY14 Enrollment	300
Additional Information	Conducted in English and Spanish.

Adult Literacy Program

Description	This program serves adults with virtually no English skills by empowering them with basic language skills needed to interact with their child's school and support their child's learning. Classes offered are Literacy, Basic I and II level classes to parents with limited English proficiency.
Serving Grade Levels	N/A
How to Enroll	Open to adults and parents in the Watkins Mill cluster. Participation is voluntary. Registration at Watkins Mill Saturday School site.
Location(s)	Watkins Mill High School.
FY14 Enrollment	56
Additional Information	The secondary goal of the program is for parents with school age students to enroll their children in Saturday School.

Aristotle Circle Peer Tutors (AC Peer Tutors)

Description	Student tutors provide personalized support in mathematics to middle and high school students ranging from Pre-Algebra to Calculus.
Serving Grade Levels	Grades 6 through 12.
How to Enroll	Participation is voluntary.
Location(s)	All 12 Saturday School sites.
FY14 Enrollment	48
Additional Information	Students must first register in Saturday School. An additional cost of \$15 for each 30 minute session is charged.

**Support Provided
by
Montgomery County Public Schools
to
George B. Thomas Learning Academy**

Financial

• Facility Rental for Saturday School Sites	\$93,000
• Instructional materials/supplies	44,000
• Insurance	24,000
• Transportation	40,000
• Young Scholars Program	25,500
• Marketing support	12,000

In-Kind

- Provides office space at Sligo Middle School
- Supports development of curriculum that is aligned with Common Core State Standards
- Training for tutors and parents
- Copying services at Saturday School sites
- Printing
- Copying equipment
- Administrative support

The Learning Academy and MCPS FY15 Summer Curriculum Project for Grades 1–8

Rationale: The Saturday School program of The George B. Thomas, Sr. Learning Academy provides tutoring for MCPS students to enhance student mastery of core academic subjects to prepare them for the challenges of college and career. With the implementation of the Common Core State Standards (CCSS), the curriculum and instruction offered in Saturday School needs to align with MCPS instruction and thus, the CCSS, in order to best meet the needs of the students and enhance their learning experiences.

The Saturday School Summer Curriculum Project will require the involvement and expertise of MCPS instructional specialists for program fidelity and quality. MCPS support is also needed to support the instructional focus for ongoing professional development. Saturday School staff will work in partnership with MCPS leadership to guide the curriculum review and to organize the summer work project. Saturday School staff teams comprised of Lead Tutor Trainers (LTTs) and Lead Tutors (LTs) will complete assigned tasks as guided by MCPS instructional specialists. The overall goal is to provide an aligned curriculum with support for continued professional development.

Description and Scope of the FY15 Summer Curriculum Project

Saturday School staff will review, revise and expand grade level lesson plans with a focus on alignment with state and county standards and grade level consistency in the design of each document. Working in teams, staff will also work to ensure consistency in the curriculum development, lesson plan format and pacing calendar at each grade level in mathematics and reading/language arts and to identify appropriate instructional resources.

Specifically, teams will:

- Provide a consistent format for each binder.
- Develop electronic pacing calendar for each Saturday School Center.
- Create sample lessons.
- List resources and supplemental materials for each week at each level.
- Verify that each link is active and working.
- Provide additional supplemental materials for differentiation, if time permits (i.e., flip charts, literature connections, games).

Mathematics

- Review the mathematics document for grades 1–2 and totally revise lessons and pacing charts.

- Review the mathematics document for grade 3 and revise lessons and pacing charts for weeks 1–15.
- Include instructional supplemental materials for grade 4 mathematics.
- Review grade 5 mathematics lessons 1–10 and pacing charts and add measurement topic.

Reading Language Arts (RLA)

- Review and revise the RLA curriculum for grade 1. Provide additional resources with independent activities, list of words work, games, and centers.
- Revise the RLA curriculum for grade 2. Add supplementary resources, generic graphic organizers, word work, games, and centers.
- Revise the RLA curriculum for grade 3 to improve the listing of resources, word work and centers with more independent activities. Cite a list of texts and literature resources to be used.
- Revise the RLA curriculum completely for grade 4.
- Revise the RLA curriculum for grade 5.
- Review all RLA curriculum binders to
 - Check for fidelity.
 - Insert pacing calendars in front of binder and organize all binders by week with instructional focus in front with materials and resources.
- Create the following for grades 6-8
 - Flipcharts and Powerpoint slides for each grade's lesson.
 - Vocabulary visuals and interactive flipcharts for each grade's lesson.
 - An electronic portal on the Saturday School website where the curriculum, embedded websites, and associate materials could be easily accessed from home or work.

Professional Development / Training (September and January)

- June / August meeting in preparation for September training—Rockville High School
- October / November meeting in preparation for January training—Site-based professional development



The George B. Thomas, Sr. Learning Academy, Inc.

Saturday School

SUPPLEMENT TO COUNTY COUNCIL REQUEST

The following tables and text respond to information that was requested by Montgomery County Council members about Saturday School enrollment in 2013–2014. The data illustrate the following:

- Almost 99 percent of Saturday School enrollees also were enrolled in MCPS.
- Compared with all enrollees in MCPS in 2013–2014¹, Saturday School enrollees included higher percentages of
 - Students who received FARMS services (58.4 percent)
 - Students who received special education services (12.9 percent)
 - Students who received English language learner services (17.5 percent)
 - African American (45.5 percent) and Hispanic (33.1 percent) students
- In 2013–2014, Saturday School enrollees attended an average of 9.7 sessions.
 - About one third (33.5 percent) of Saturday School enrollees attended more than 50 percent of the sessions (high attendance group).
 - Nearly two thirds (61.1 percent) of students in the high attendance group received FARMS services.

Total Enrollment

In 2013–2014, 3,266 students in Grades 1 to 12 attended one or more Saturday School sessions. Of all 2013–2014 Saturday School enrollees, 35 (1.1 percent) were not enrolled in MCPS.

Table 1
Number and Percentage of Enrollees Who Attended One or More Saturday School Sessions in 2013–2014 by MCPS Enrollment Type

Group	N	%
Program Enrollees	3,266	100.0
MCPS	3,231	98.9
Non-MCPS	35	1.1

Note. Non-MCPS enrollee are those for whom demographic data were not available from MCPS.

¹ MCPS. (2014). *Schools at a glance*. Rockville, MD: Author. *Schools at a Glance* is available online at: <http://www.montgomeryschoolsmd.org/departments/regulatoryaccountability/glance/currentyear/SAAG2014.pdf>

Enrollment by FARMS Service Level

Of the enrollees from MCPS who attended one or more Saturday School sessions in 2013–2014, 1,886 (58.4 percent) received Free and Reduced-price Meals System (FARMS) services, a rate significantly higher than the rate of 34.3 percent reported for 151,289 students enrolled in MCPS in 2013–2014.

Table 2
Number and Percentage of Program Enrollees Who Attended
One or More Saturday School Sessions in 2013–2014
by FARMS Level

Group	<i>N</i>	%
All MCPS Students ¹	151,289	34.3
Program Enrollees	3,266	--
FARMS	1,886	58.4
No FARMS	1,345	41.6

¹MCPS. (2014). *Schools at a glance*. Rockville, MD: Author.

Note. FARMS data are not available for Non-MCPS enrollees (*N* = 35).

Enrollment by English Language Service Level

Of the enrollees from MCPS who attended one or more Saturday School sessions in 2013–2014, 1,886 (58.4 percent) received English language learner services, a rate significantly higher than the rate of 14.6 percent reported for 151,289 students enrolled in MCPS in 2013–2014.

Table 3
Number and Percentage of Program Enrollees Who Attended
One or More Saturday School Sessions in 2013–2014
by English Language Service Level

Group	<i>N</i>	%
All MCPS Students ¹	151,289	14.6
Program Enrollees	3,266	--
ESOL services	564	17.5
No ESOL services	2667	82.5

¹MCPS. (2014). *Schools at a glance*. Rockville, MD: Author.

Note. Language service data are not available for Non-MCPS enrollees (*N* = 35).

Enrollment by Special Education Service Level

Of the 3,231 MCPS enrollees from MCPS who attended one or more Saturday School sessions in 2013–2014, 418 (12.9 percent) received special education services, a rate significantly higher than the rate of 10.8 percent reported for 151,289 students enrolled in MCPS in 2013–2014.

Table 3
Number and Percentage of MCPS Enrollees Who Attended
One or More Saturday School Sessions in 2013–2014
by Special Education Service Level

Group	N	%
All MCPS Students ²	151,289	10.8
Program Enrollees	3,266	--
Special Ed	418	12.9
No Special Ed	2,813	87.1

¹ MCPS. (2014). *Schools at a glance*. Rockville, MD: Author.

Note. Special education data are not available for Non-MCPS enrollees (N = 35).

Enrollment by Race/Ethnicity

Of the enrollees from MCPS who attended one or more Saturday School sessions in 2013–2014, 2,542 (78.6 percent) were African American (1,451) or Hispanic (1,071) and 689 (21.4 percent) were Asian (438), White (229), or American Indian (22). The percentages of Saturday School enrollees who were African American (45.5 percent) or Hispanic (33.1 percent) were significantly higher than the percentages of all MCPS students² who were African American (21.4 percent) or Hispanic (27.4 percent).

Table 4
Number and Percentage of Program Enrollees Who Attended
One or More Saturday School Sessions in 2013–2014
by Race/Ethnicity

Group	N	%
Program Enrollees	3,266	–
African American	1,471	45.5
Hispanic	1,071	33.1
Asian	438	13.6
White	229	7.1
American Indian	22	.7

Note. Racial/ethnic data are not available for Non-MCPS enrollees (N = 35).

² MCPS. (2014). *Schools at a glance*. Rockville, MD: Author. *Schools at a Glance* is available online at: <http://www.montgomeryschoolsmd.org/departments/regulatoryaccountability/glance/currentyear/SAAG2014.pdf>

Program Attendance

In 2013–2014, 1,095 enrollees (33.5 percent) were identified as members of the high attendance group because they attended at least 13 (more than 50 percent) of the 24 sessions offered. The remaining 2,171 (66.5 percent) enrollees were identified as members of the low attendance group because they attended less than 13 sessions.

In 2013–2014, the mean number of sessions attended for all 3,266 enrollees was 9.7. The mean number of sessions attended by the high and low attendance groups were 16.3 and 6.3, respectively.

Table 5
Attendance Rates of Enrollees Who Attended One or More
Saturday School Sessions in 2013–2014

Group	<i>N</i>	%	Mean
Program Enrollees	3,266	100.0	9.7
High Attendance	1,095	33.5	16.3
Low Attendance	2,171	66.5	6.3

Note. High attendance enrollees attended 13 or more of the sessions offered.
Low attendance enrollees attended less than 13 of the sessions offered.

Program Attendance by FARMS Service Level

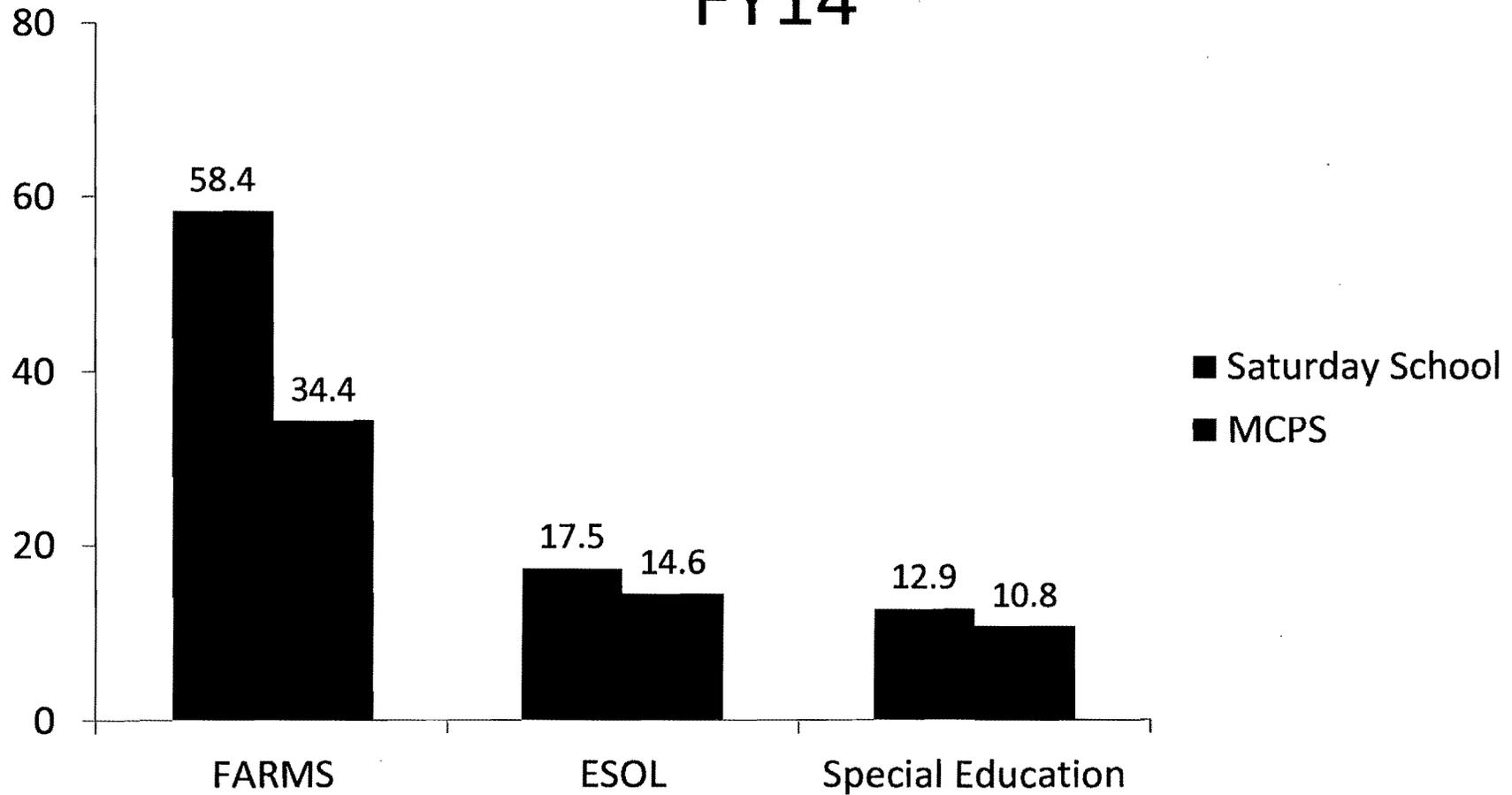
In 2013–2014, 662 of the high attendance enrollees (61.1 percent) and 1,224 (57.0 percent) of the low attendance enrollees received FARMS services. The mean number of sessions attended by FARMS participants in the high and low attendance groups were 16.3 and 6.6, respectively.

Table 6
Attendance Rates of Enrollees Who Attended One or More
Saturday School Sessions in 2013–2014 by FARMS Level

Group	<i>N</i>	%	Mean
High Attendance	1,095	--	16.3
FARMS	662	61.1	16.3
No FARMS	422	38.9	16.3
Low Attendance	2,171	--	6.3
FARMS	1,224	57.0	6.6
No FARMS	923	43.0	6.0

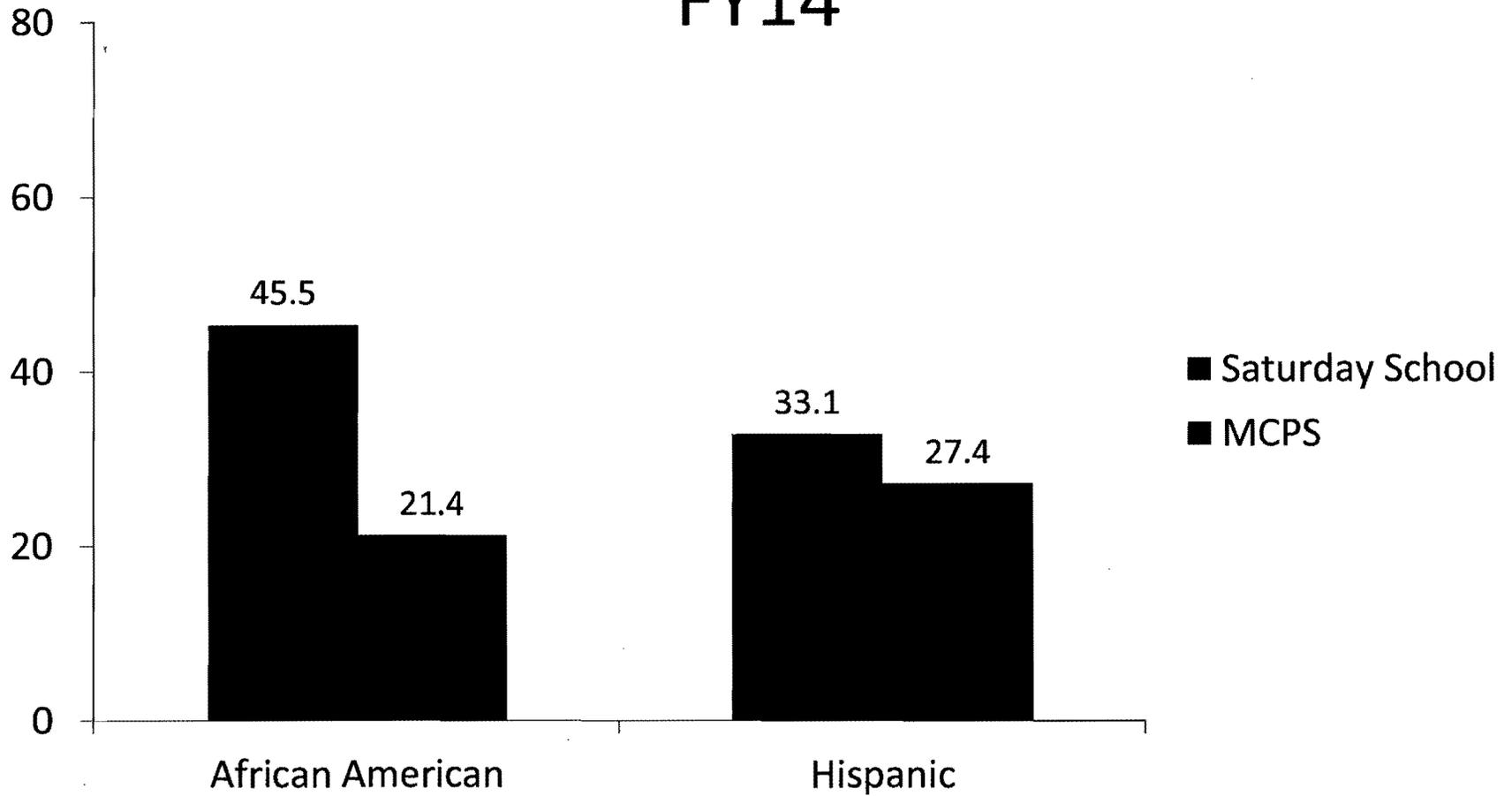
Note. FARMS data were not available for Non-MCPS students in the high attendance (*N* = 11) and low attendance (*N* = 24) groups.

Service Group Comparisons Saturday School vs. MCPS FY14



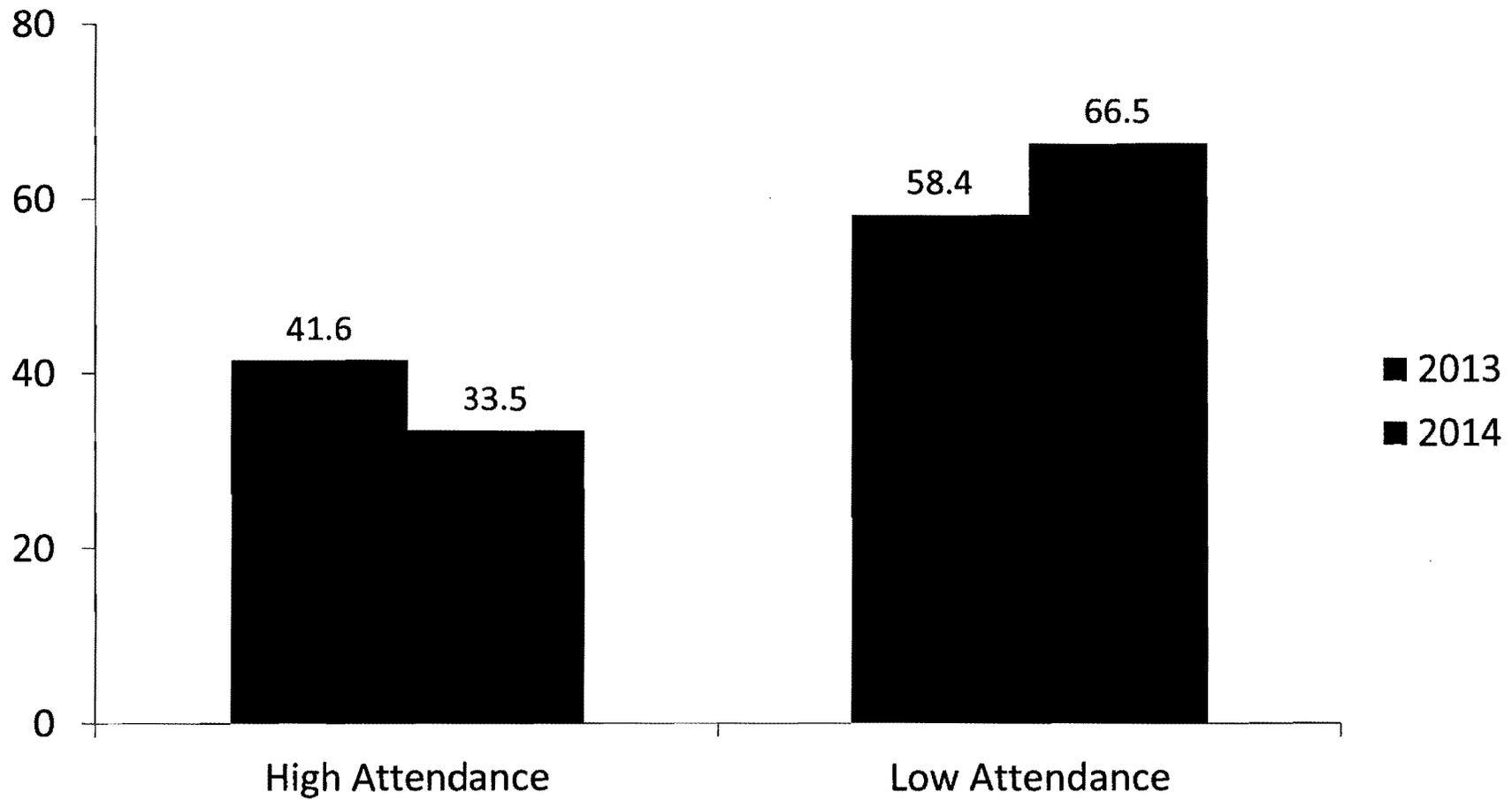
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Race/Ethnicity Comparisons Saturday School vs. MCPS FY14

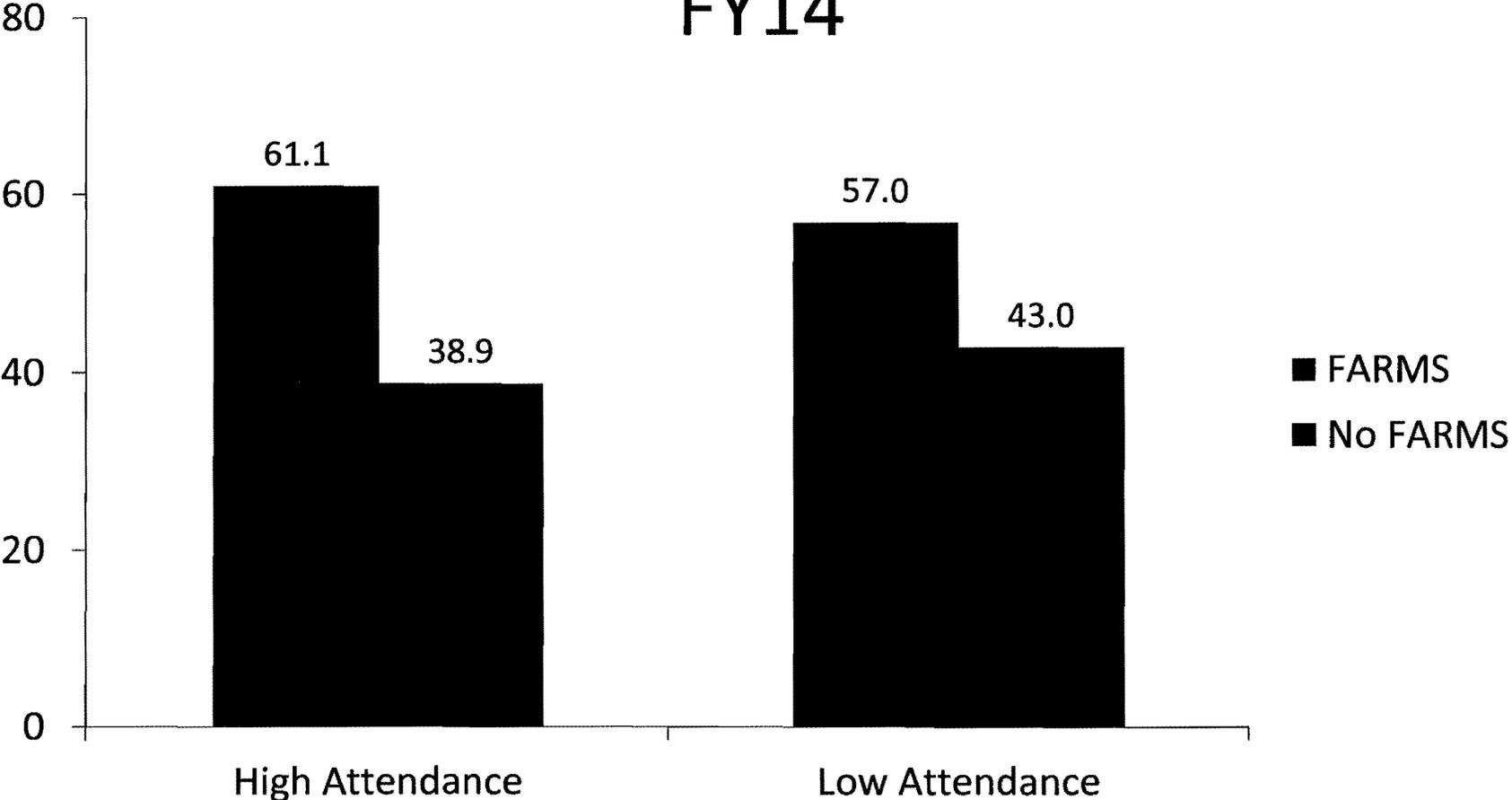


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Saturday School Attendance Level by Year

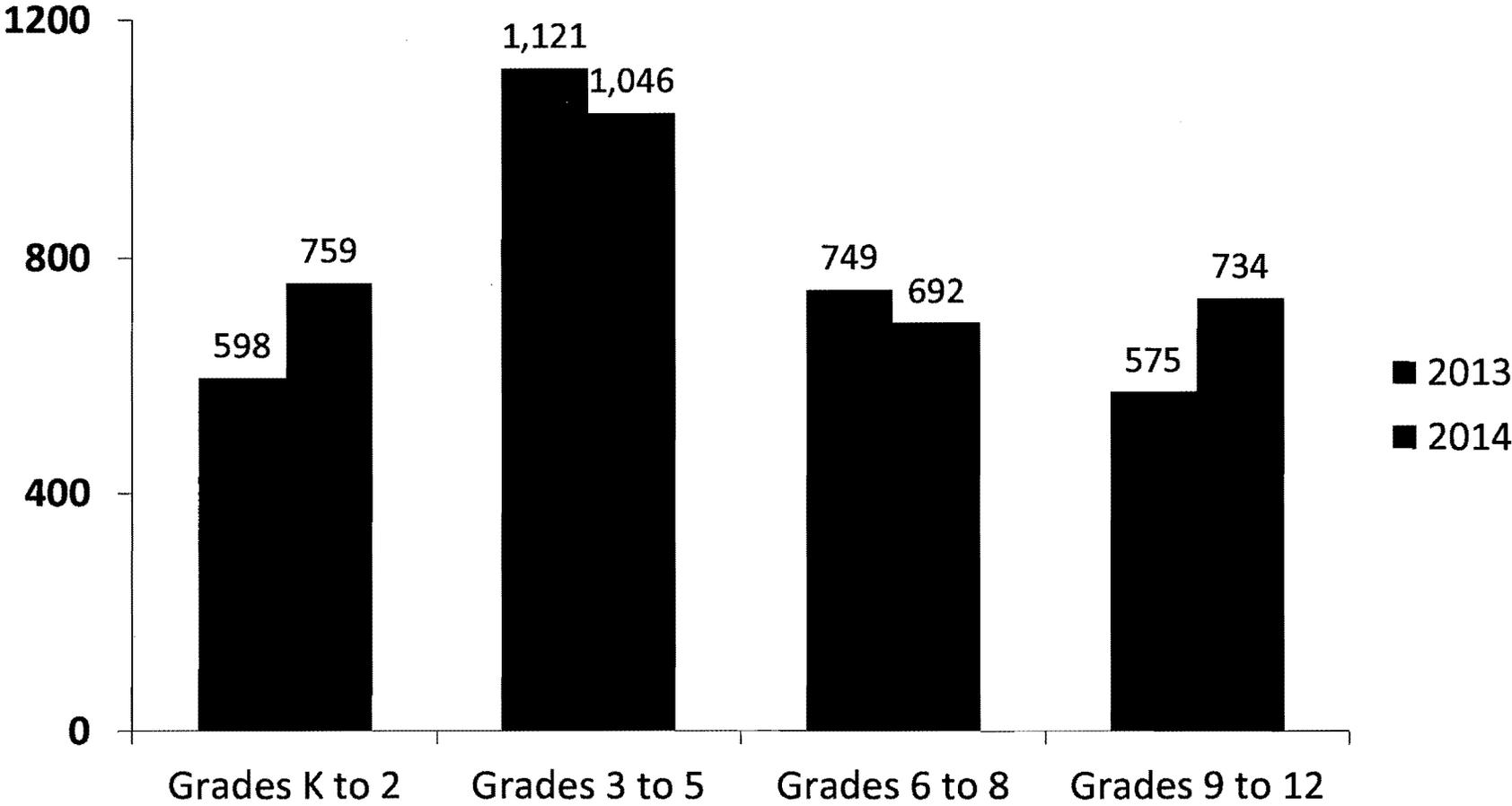


Saturday School Attendance Level by FARMS FY14

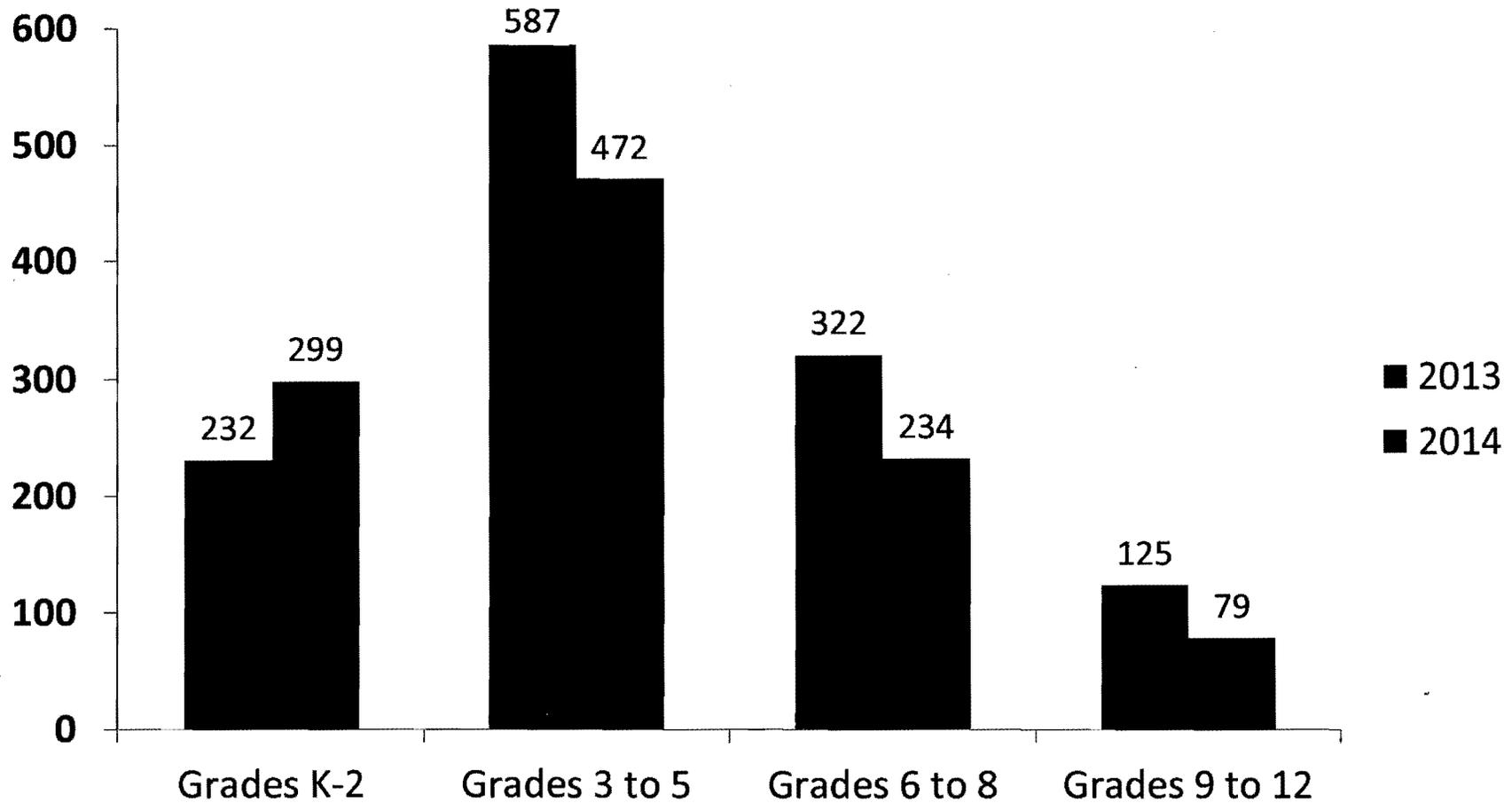


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Saturday School N Student Enrollment by Grade Level and Year

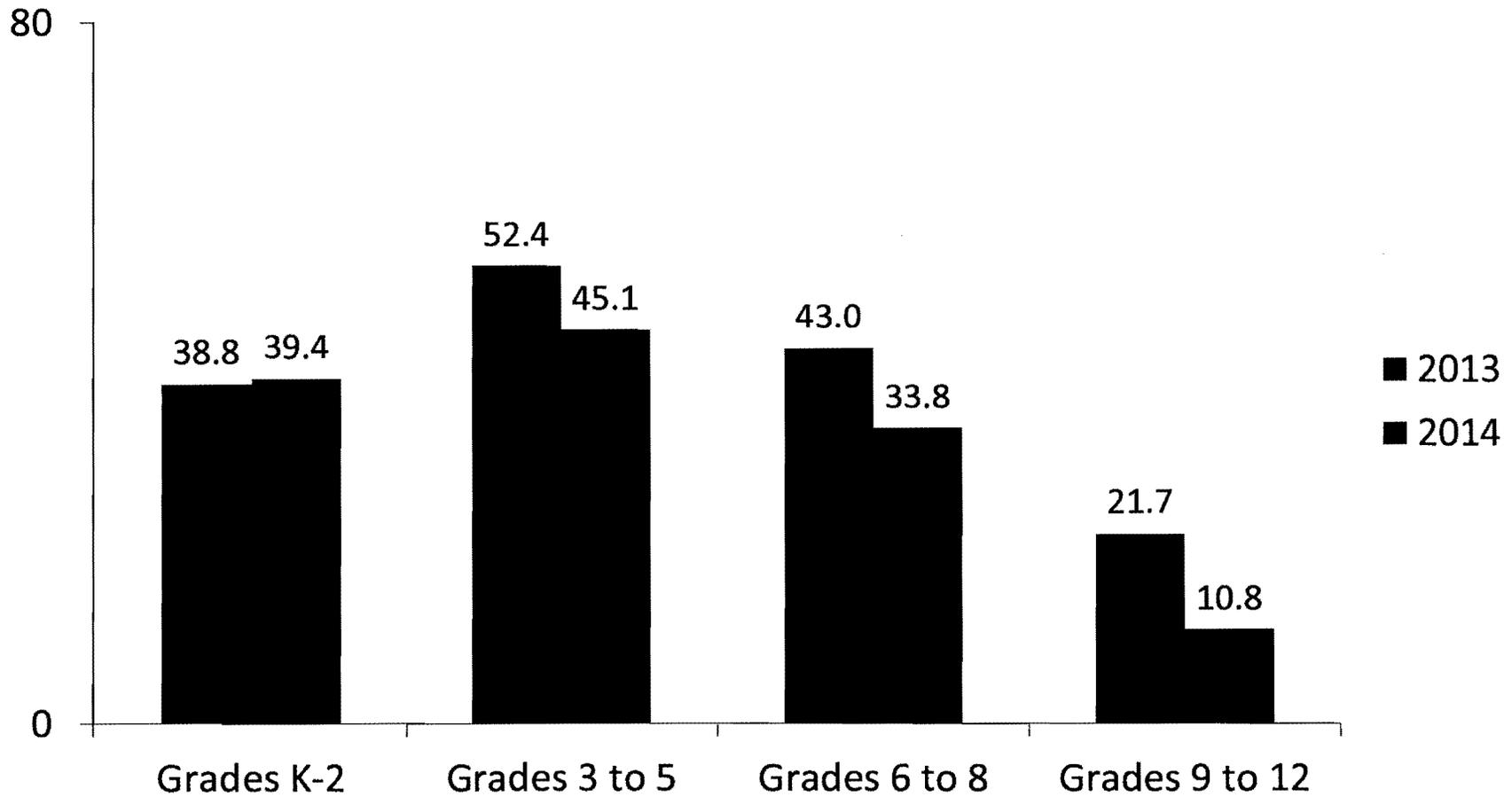


Saturday School High Attendance N Students by Grade Level and Year



15

Saturday School High Attendance % of Students by Grade Level and Year



16



The George B. Thomas, Sr. Learning Academy, Inc.

Saturday School

SUPPORT FOR SPECIAL NEEDS STUDENTS IN SATURDAY SCHOOL

The George B. Thomas, Sr. Learning Academy Saturday School provides tutoring and mentoring services to Montgomery County students. Student participation in Saturday School is voluntary. The program is open to all students and parents are invited to bring their child. Each year, the Saturday School serves approximately 3,000 students in grades 1 through 12 with a focus on students who are having academic difficulty, but also provides instructional support to students in advanced courses of study. The enrollment data for Fiscal Year 14 reflects that in 12 High School Centers, serving more than 3,000 students; 12 percent are identified as students with special needs and 25 percent are identified as ESOL students.

As a non-profit out of school time tutoring program, the Saturday School budget is allocated to best serve Montgomery County students, parents and to personalize the services as resources allow. The center director at each Saturday School site meets with parents to discuss any special learning needs or concerns. Parents are offered an opportunity to participate in a class session before enrolling their child in the program. Parents can make an informed decision regarding registration. The following list of common practices to address special learning needs serves as a guideline for student support in a safe and productive learning environment.

- Meet with parent to discuss report card, academics, behavior or special needs.
- Obtain written permission for release and exchange of information for students with disabilities.
- Consult with staff at the home school.
- Consult with special education staff in Saturday School.
- Determine appropriate grade or recommended class placement based on instructional level.
- Provide tutoring services at a ratio of 1 certified teacher to 17 students.
- Use volunteer tutors (high school, college, and adult) for a reduced ratio based on available staff.
- Differentiate instruction.
- Conduct small group tutoring/instruction aligned with the needs of identified students.
- Request parent assistance/support as a volunteer in the classroom, as needed.
- Utilize additional materials and resources.

Follow-up Questions to the County Council

- **Question 1:** I did not see anything about your fee policies. What fees do you charge for each program? How did you determine the amount to charge FARMS and non-FARMS eligible students? How much did the organization collect in fees in FY14? What was the organizations total operating budget in FY14?

Answer: The registration fees presently charged for the program is a one-time only annual fee of \$30.00 per student on Free and Reduced Meals (FARMS) and \$50.00 per student that are non-FARMS. We do provide a payment plan for families with multiple students and also provide scholarship payment for student who may need it. The organization collected \$113,967.78 in fees for FY14. We are in the process of conducting a cost analysis of program fees in preparation for FY16. A step in this process will be to gather parent stakeholder feedback on this issue.

Our total operating budget for FY14 was 1.4 million.

- **Question 2:** What services are provided through ACES and how frequently are they delivered? What are the ACES schools? Are there fees associated with the program? Are registration and fees separate from Saturday School?

Answer: Students who are enrolled in the ACES program have an option to attend the Saturday School to receive academic support in a core subject area if needed, SAT support or both academic and SAT support. Last year 152 students enrolled in the ACES program. Saturday School invoiced Montgomery College \$5620.00 to cover the registration fee for these students to participate in our program. The registration fees paid are included in the registration fees collected for FY14. The high schools that have ACES programs that we serve are Einstein, Gaithersburg, Kennedy, Blair, Rockville, Watkins Mill, and Wheaton.

- **Question 3:** Are there fees associated with SAT/ACT Prep? Is registration separate from Saturday School? When and how frequently does the program meet? How many sessions per year?

Answer: Students registered in the Saturday School at our three SAT sites are eligible to Enroll in our SAT prep. These students do not pay an additional fee. Math and Verbal SAT support and access to online software. 11 sessions are offered in preparation for January SAT exam and eleven sessions.

- **Question 4:** What are the eligibility/selection criteria for the Young Scholars Program? What curriculum is used for the program? Are there fees associated with the program? When and how frequently does the program meet? How many sessions per year?

Answer: The Young Scholars Program (YSP) is a joint effort between The George B. Thomas, Sr. Learning Academy Saturday School Program and Montgomery County Public Schools (MCPS) and is designed to increase access to rigorous instruction and course work for a diverse population that is culturally and economically diverse.

In order to provide academic opportunities as early as possible, the YSP begins when students enter grade three and has programs through grade five. Students are selected through a variety of academic and demographic measures to determine academic potential in the areas of mathematics and science. By providing this support through the elementary years, students are continually challenged and achieve at a high level during the years when academic identity is formed.

The curriculum was designed by staff in the MCPS Office of Accelerated and Enriched Instruction with consultation from Learning Academy staff. The program is located at John F. Kennedy High School and follows the regular Saturday School calendar of 24 tutoring sessions. The registration fee is the same as for the Saturday School.

- **Question 5:** Please provide enrollment or attendance information Parent Training Workshops in FY14? Please list the topics of workshops provided in FY14? Are any fees associated with the workshops?

Answer: Fees for FY 14 are the same as our regular Saturday School program. The parent training workshops are coordinated and delivered by staff from the Office of Chief Engagement and Partnership Office.

Last year the delivery model for these workshops was a tri-cluster model with parents from multiple sites coming to Northwest High School, Wheaton High School, and Blair High School, 3 sites for our first training, and Watkins Mill High School, Rockville High School, and Springbrook High School for the second training.

Training topics include:

- Effective Parent Training
- Social Emotional Learning
- Surviving the Cost of College
- Cyber Safety and Social Media

Last year our enrollment and participation was 300 parents. This year we have returned to our previous model of providing parent training at each of our 12 Saturday School sites at the same time.

There are no fees associated with the training and attendance is largely by parents enrolled in our program.

- **Question 6:** Where are adult literacy programs offered? Your write up says that it is open to adults and parents in the Watkins Mill cluster but that locations are at all 12 Saturday School sites. What curriculum is used? What fees are associated with the program? Does the program received funding through MCAEL? How many adults participate in the program that are caregivers of enrolled Saturday School students?

Answer: The Adult Literacy Program is offered at one site - Watkins Mill High School. The program is funded through MCAEL Literacy Access Grant in the amount of \$9,293.00.

As a base curriculum the staff and students use Ready to Go, Longman ESL Literacy Book for literacy classes. Staff will also use other audio visual resources as instructional tools such as the Oxford Picture Dictionary and other online tools. 30 of the adults participating in the program are caregivers of enrolled Saturday School students.

- **Question 7:** Regarding the graph on Saturday School Attendance, how are you defining high attendance and low attendance? Do you know what might account for the decline in high attendance and increase in low attendance from FY13 to FY14.

Answer: Program high and low attendance is defined at the beginning of page 4 of the Supplement to County Council Request.