

### January Meetings/Conference Calls:

- 1/3 – MCCPTA BOD Meeting
- 1/5 – MCEA Legislative Meet & Greet
- 1/8 -- Committee for Montgomery, Presentation of MCCPTA Priorities
- 1/10 – BOE Operating Budget Hearing
- 1/16 – BOE Operating Budget Hearing
- 1/22 – Meeting with Dr. Smith and MCCPTA Executive Committee
- 1/22 – Meeting with OCIP and OSSI on secondary issues
- 1/23 – Representing MCCPTA in Area Associate Superintendent Interviews
- 1/23 – MCCPTA Delegates Assembly
- 1/25 – College Readiness Night – Planning Early for Success

### January Activity Summary:

- **2017 AP/IB Results:** This is lengthy but, I'm going to elaborate because this is my favorite report put out by the MCPS Office of Shared Accountability! This week, the 2017 AP and IB scores were posted. I LOVE IT; I simply love it!! The first part of this report that is delivered to our high school principals outlines how MCPS outperforms the state of Maryland and the nation. This year was no exception. And, that is worth celebrating, for sure, but, I think like a swimmer -- "how did we do against ourselves?" If you've ever lived with a competitive swimmer, you know about "best times"... and this isn't so different. I look at different things in the appendices (outlined below) and think about whether my school is performing where I would expect to see them in relation to the rest of the county – not so different than having "training partners" that help pace your performance. <http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/2017%20AP%20IB%20Course%20Enrollment%20and%20Exam%20Participation%20Performance.pdf>
  - **Appendix A:** Starting on page 8 of the document, shows me how many AP courses (and IB courses) my high school offers in comparison to all the other county high schools. The range of AP classes offered in 2016-17 goes from 9-33 (which mind you, isn't as dramatic a range if low AP courses correlates with IB offerings). But, maybe that would be something for a cluster coordinator to ask about. Scrolling through Appendix A, I can see the last three years of participation for my high school by demographics. Are we attracting more students? Less students? What do I see in the trending of specific populations? What does this tell me (and what questions do I have) about the *accessibility* of our courses to all students? Do the numbers at my high school look similar to my benchmarking schools? If not, why not? Is there something we can learn from them? Is there something they can learn from us?
  - **Appendix B:** This is where *access* and *success* intersect! Page 22 shows not only who took the test, but who passed it (with a 3 or higher). And again, I can scroll to my high school and see by demographics who is passing and not passing the APs. And, I can look at my school in comparison... and I think about conversations I've overheard about programs that are in place in other parts of the county and ask questions at the next high school PTSA "has our school ever considered having...?" AND, page 30 is a special treat because this gets to the detail of high school's participation and whether the numbers represent 1000 kids taking 1 exam each or 200 kids taking 5 exams each.
  - **Appendix C:** THIS IS MY CANDY... this is where it becomes very personal because from pages 33-52, you can see each course and how the students performed by high school in the 20 most popular courses. I look at the mean for the county for each class and how did my school perform against that mean? I look to see what courses we didn't offer and make note to ask more about that. And, again, I look at my benchmarking schools – how are my "training

partners” doing? And, I really focus on schools that are posting “rock star-like numbers” and sometimes I reach out to those clusters and ask “what is happening over there” to gain more insight. For the past year, I’ve been reaching out to my Principal on any courses I have questions about and I have been talking to other parents – does this seem right to you? If there are courses that have been underperforming against the mean year after year – which I can see by looking back at this SAME report that is published each year here -- <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/> And, I ask parents in my community about their students’ experience in certain classes and go back to the Principal to ask what explains this? Is it a preparation issue? Do we need to create more professional development opportunities? Something else I have dared to ask “can I see the correlation data?” I haven’t seen it yet, but, when many parents have similar stories of their children getting As in the course but, 2s on the exams, I have questions... ?? To my way of thinking, if a big group of students are getting As in the class, I’m expecting – if the course is covering all the material with rigor -- most of those students will post 4s or 5s on the exam. With our new data system being launched, that can help target support to teachers and students – giving every child their best chance at success. (Watch for that in coming years!)

Bottom line – as a county, we put a lot of emphasis on AP courses as being a strong indicator of college readiness. I think AP courses are an AWESOME entry point for students to experience the rigor of college courses. But, I don’t see consistently high expectations for our students. I don’t want us to accept ACCESS as a substitute for SUCCESS. I hope that we look at the supports in place so when a student commits a year in high school to study a college level subject, they have every opportunity (and expectation) of passing the exam and possibly getting the college credit. It is my belief, students shouldn’t be shocked by the exam scores they receive in July. If they have been taking a rigorous college level course all year, they should have plenty of indicators from their formatives how they will perform on the exam. Sometimes things happen... but that should be the exception, not the rule! ENJOY!

- **MPIA Request:** I’m in the process of exploring ways to share the MPIA data including working on creating a webinar/video to help advocates in understanding the data and how this information relates to the information available. A few things I’m thinking about:
  - The material provided through the MPIA raised questions about the placement/transition from middle to high school. Countywide, we know 14,246 students took the PARCC Algebra 1 test last year. Of that number, approximately 1/3 did not pass the PARCC assessment. <http://reportcard.msde.maryland.gov/ParccHighResults.aspx?PV=78:11:15:AAAA:1:N:0:13:3:1:0:1:1:1:3>
  - The second piece of material provided is far more complicated... that has to wait for another day but, I HIGHLY encourage our advocates to take a look at the performance of your high school and see if there are particular subjects that are “areas of focus” for your school.
- **College and Career Pathways:** This was an incredibly successful night for MCCPTA and MCPS. With 3 different dates because of rescheduling and snow, we still had packed rooms! I’ve attached the sessions designed for that evening with input from our MCCPTA Curriculum and Gifted Child committee, as many of these topics will resonate with your middle and high school PTAs as potential future topics.
- **OSSI Restructuring:** During the meeting with Nicky Diamond (MCPS CFO) and through the board hearings, it was clear the restructuring of OSSI is designed to provide more direct assistance, and more accountability, in our schools. In this new structure, we will also go back to a structure where one OSSI Director will oversee the entire cluster. In the coming months, we’ll be talking about how to build stronger relations with our OSSI partners and what additional support our PTAs can be in our schools.

- **2017-18 JUNIORS -- Test Vouchers:** I'm not sure how closely folks are following this but, in the 18 Operating Budget, MCPS set aside funds to pay for each MCPS junior to take one exam – SAT, ACT, Accuplacer, etc. In recent days, one of our MCCPTA Board members learned her daughter's "free voucher" did not include the essay portion of the SAT. MCPS responded immediately and for students using a voucher for a Saturday test (selected through College Board website), we're trying to get the word out, once your student is registered, parents can go in and add the essay portion for a nominal (~\$15) fee. We know 17 high schools are administering the SAT test during the school day so we are working with Central Office to see if there is an alternative we can extend to *those* students. This is the first year so, as expected, we have some growing pains. NOTE: Many schools no longer require the essay but, some 400+ still do, so it is something for students/parents to do a little research on the front end to see if schools the student is interested in require the essay. ***IMPORTANT POINT: You cannot take the SAT essay later without taking the full exam again.***
- **Articulation Nights:** I've mentioned this before in elists, but if your middle or high school does a particularly good job with transitions, please pass that information along to me. We know we have schools doing really well and parents feel "fired up, ready to go" into the next level of school! But, that isn't in every cluster. Often, we don't know what we don't know, right? As we "build the bench" of MCCPTA and equip more parents with more information about the system and how it works, we will be better consumers and better partners with our schools. More to come on this in future VP of Ed tomes!!

Title	Target Audience	Room Number
<b>Exploring the Possibilities</b> This session provides a high-level overview of the many opportunities available within MCPS that students can start exploring now. Students can explore interests in early middle school years so they can determine if there is an area where they might want to focus during high school. Additionally, consider the impact of students completing high school level courses—most notably, math, world languages, and technology credits—while still in middle school. Why does accelerating (or decelerating) make sense? What questions and conversations should parents/ students be having with their local school to make the best decisions?	<b>Families/Students, Grades 6–7</b>	<b>1123</b>
<b>Exploring the Possibilities and Building a Plan</b> As students select course schedules, what should they consider? Presenters will share options such as on-level, honors, dual enrollment, Advanced Placement, and career readiness. Most importantly, this session will center on the planning process and outline the conversations parents and students should have as they prepare for future course enrollment.	<b>Families/Students, Grades 8–10</b>	<b>1125</b>
<b>Creating a Timeline: What to Do and When?</b> To take the PSAT or not to take the PSAT in 9th grade, that is one question? What is the purpose of the PSAT in 10th grade? When do students need to take the SAT or ACT? What are the SAT II subject tests and when should they be taken? When should college visits begin? During this session, presenters will share key elements families and students should plan for to ensure a smooth transition and avoid panic during junior and senior year.	<b>Families/Students, Grades 8–9</b>	<b>1091</b>
<b>Creating a Timeline: What's the Plan?</b> The session will highlight the timeline during junior and senior years, including when to visit colleges, when to take which standardized tests (SAT, SAT II, ACT, Accuplacer), when essays and the FAFSA are due, when to schedule interviews, when/how to start looking for scholarships, how to create a list of colleges of interest, and what other factors to consider.	<b>Families/Students, Grades 10–12</b>	<b>1095</b>
<b>Résumés for Teenagers: Who Knew There Was Such a Thing?</b> This session will provide students with strategies and resources on developing résumés for employment and college applications. Students will receive an overview on how to prepare traditional and interactive résumés. Students will leave the session with a draft résumé and resources to complete their résumés.	<b>Students, Grades 10–12 (Families Welcome)</b>	<b>1126, computer lab</b>
<b>What the World Needs Now—Industry Perspective</b> This session includes current employers from large and small businesses discussing the current hiring trends and where these industries anticipate the greatest need in the coming years. Come hear about the skill sets and experiences businesses are looking for in new hires.	<b>Families/Students, Grades 6–12</b>	<b>1137</b>
<b>If I Knew Then What I Know Now—MCPS Grads Come Back!</b> This session is an opportunity to hear from students about their transition to postsecondary pursuits. Included in this session is a discussion of the various opportunities they took advantage of in high school and the ones they didn't, but wish they had. Come hear from a diverse group of panelists with an array of interests from Towson University, University of Maryland, University of Baltimore, Montgomery College, and the Universities at Shady Grove.	<b>Students, Grades 6–12 (Families Welcome)</b>	<b>1158</b>
<b>Financial Aid: What Do I Need to Know?</b> In this session, learn how financial aid works today. Gain knowledge of the FAFSA requirements, even for merit aid opportunities. Have you ever wondered why some schools also require the College Board CSS Profile, how having more than one student in college impacts aid, and whether saving for college actually work against you?	<b>Families/Students, Grades 6–12</b>	<b>1131</b>
<b>Identifying Interests and Appropriate Course Pathways</b> What opportunities are available for students to explore possible career interests (e.g. encouraging STEM for girls)? What tools can students use to identify their areas of interest, and once identified, what are the course pathways available for different interests? "I want a medical, engineering, or journalism career. What courses should I take?" How can a student access those courses if they aren't offered at their home high school?	<b>Families/Students, Grades 6–12</b>	<b>1102, computer lab</b>
<b>How Do I Present My Best Self to Potential Colleges and Employers?</b> This session will discuss the details that will make your candidacy stand out: interview tips, résumé guidelines, your digital footprint, etc. Come hear about how to make the best impression for plans beyond high school.	<b>Students, Grades 6–12 (Families Welcome)</b>	<b>1156</b>
<b>What Do Colleges Really Want to See?</b> This session will focus on optimizing your candidacy for college. Topics include extracurricular activities, internships, as well as job, leadership, and volunteer opportunities.	<b>Families/Students, Grades 6–12</b>	<b>1129</b>
<b>How do hundreds of students earn college credit while still in high school? Dual Enrollment!</b> This gem-of-an-option allows students to earn high school and college credit simultaneously! Sounds perfect, right? So, what must you do now to take advantage of this opportunity to save money and time on college later? Make plans to attend this session to learn how this works and why so many parents and students are choosing to dually enroll in college while still in high school.	<b>Families/Students, Grades 6–12</b>	<b>1153</b>



# TABLE FAIR—Drop By to Get Information and Ask Questions

Title and Description	Target Audience
<p><b>How to Search for Scholarships</b> This table will have staff available to speak to parents/students about the various ways to search for scholarship information. When should you start looking? How do you keep track of the requirements and deadlines for application?</p>	Families/Students, Grades 10–12
<p><b>Naviance: Understanding the Potential</b> This table will include information on how parents and students can use Naviance to help organize the students' post-secondary pursuits and interests.</p>	Families/Students, Grades 6–12
<p><b>Internship and Work Opportunities</b> This table will have information available on shadowing experiences in MCPS and opportunities available in Montgomery County and the surrounding area.</p>	Families/Students, Grades 10–12
<p><b>"911" Emergency Help for High School Seniors</b> This table will have specialists ready to help parents and students that are a semester away from graduation but, for one reason or another, are still without a post-secondary plan. Are you going to college next fall? Having a gap year? Pursuing a technical credential? If you feel adrift, this is the perfect place to anchor for the night so you can leave with practical next steps and contacts for traveling the next few steps on your path.</p>	Families/Students, Grade 12
<p><b>First Generation College Students: You've Got This!</b> The college process can be intimidating for ANY student/parent, but can be especially daunting when the student will be the first in their family to pursue a college degree. MCPS has many programs available, like ACES, to help students and parents navigate this process. Staff will be here to demystify the process and make sure you have the necessary contacts and resources to proceed with confidence.</p>	Families/Students, Grades 6–12
<p><b>Local College Options: The Possibilities Parents/Students Shouldn't Ignore!</b> There are a number of reasons students see value in starting their post-secondary pursuits at local colleges like Montgomery College (MC) or Universities at Shady Grove (USG). This table will be staffed with individuals ready to answer your questions about how this option can help with student transitions and can help create possibilities for students.</p>	Families/Students, Grades 6–12
<p><b>Student Service Learning Opportunities</b> What SSL opportunities are available that can help students explore possible career interests?</p>	Families/Students, Grades 6–12
<p><b>Finance Park and Junior Achievement</b> Information about the new Finance Park opening in 2018 at the Edison High School of Technology. All Grade 7 students will engage in classroom learning about financial literacy before participating in an interactive life skills and budget simulation at the facility. Parent volunteers needed to support all middle schools throughout the year!</p>	Families/Students, Grades 6–7
<p><b>Law Enforcement and Leadership</b> Learn about the new career program of study being offered at the Edison High School of Technology in 2018–2019. Developed in collaboration with the Montgomery County Police Department, this program for rising juniors and seniors provides an introduction to careers in law enforcement. Following one year at Edison, students complete the program through selected electives, an internship with Maryland State Police, or dual-enrollment at Montgomery College.</p>	Families/Students, Grades 6–11
<p><b>Science, Technology, and Engineering Programs</b> Learn about two new career programs of study. The Aviation program will introduce students to the field of aviation and aerospace; students will explore aircraft and flight systems in addition to unmanned/drone systems. The Fire Science and Emergency Medical Technician program will provide opportunity for students to earn seven certifications in fire science, hazardous materials, and emergency medical training.</p>	Families/Students, Grades 6–12
<p><b>Cybersecurity, Computer Science, and IT Programs</b> Information will be provided about these exciting programs of study available to all high school students. Foundations Office staff will be available to discuss rigorous programs as well as next steps into college and or engaging careers in the IT industry.</p>	Families/Students, Grades 6–12
<p><b>More Career Technology Education Program Options</b> <b>Career Education and Foundations Office Programs</b> Learn how you can be a part of running a business while still in high school. Students can learn about operating a licensed used car dealership or building a house while still in high school. Earn college credits, student service learning credits, and industry certifications while preparing for college and a lucrative career. Foundations Office staff are on hand to help guide students and parents. <b>Career Readiness Education Academy (CREA)*</b> Information will be provided about programs designed for students who are aging out of school and are looking for options to learn about a career while completing high school or obtaining a GED. Staff speaking Spanish are available to assist students. <b>Thomas Edison High School of Technology (TEHST)</b> TEHST is a career center for all MCPS students, with free transportation offered. The new building, scheduled to open during the 2018–2019 school year, will feature 19 exciting career programs. These state-of-the-art programs are designed to prepare students for college and careers.</p>	Families/Students, Grades 6–12  (*CREA for Families/Students, Grades 11+)
<p><b>CollegeTracks</b> Juniors and Seniors, are you overwhelmed by the college application process, the deadlines, and paperwork? 11th and 12th grade students and their families can pick up a "Student Folder" to keep you on track to college by organizing and tracking your college deadlines and to-do items. CollegeTracks works with students at Bethesda Chevy Chase, Wheaton, and Watkins Mill High Schools.</p>	Families/Students, Grades 11–12