

BETHESDA-CHEVY CHASE HIGH SCHOOL EDUCATIONAL FOUNDATION

November 2009

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Foundation's Programs at Work

The B-CC High School Educational Foundation funds programs which provide critical support for all B-CC students to reach their academic potential and help them build a pathway to college. The Foundation's signature programs—Summer Academy, TAP, and CollegeTracks—offer a range of academic support services to students from the summer before their freshman year, during their years at B-CC, to when they pursue their post-secondary education options. Together they account for 61% of the Foundation's FY2010 budget.

Summer Academy: a summer program for at-risk entering 9th grade students to better prepared for the rigors of high school classes, followed by a mentoring program during their freshman year. Details on page 9.

TAP (Time for Academic Progress): an after-school academic support program at all levels for all B-CC students. Details on page 4.

CollegeTracks: a support program to improve access to post-secondary education for all B-CC students regardless of family income and background. Details on page 9.

The Foundation continues to provide the leadership and support to make academic excellence

and opportunity for all a reality for B-CC students. Last year, in response to concerns from teachers and parents that some students are not well enough prepared for the stepped-up level of rigor when they transition from Westland Middle School to B-CC High School, the Foundation provided both schools with a grant to identify strategies for addressing the problem. B-CC and Westland began this work last summer, by comparing expectations across English courses and came up with plans for closing any



Students at a CollegeTracks Workshop

expectations gaps from grade to grade. Additional work between the faculties at the schools will continue during the 2009-2010 school year.

Every year the Foundation makes available professional development grants to staff to re-tool and learn new skills. These grants serve students across all grades and skills levels as teachers acquire cutting-edge knowledge.

In addition, the Foundation's grants program meets departmental needs across all disciplines, such as last year's funding for books and science ebooks for the Media Center; subscription to Questia, the online library of books and journals for the IB program; two computer-based editing systems and playwriting workshop for the English Department; and coaches and guest lecturers for the Music Department.



Students at a TAP session at B-CC

From the President

**BETHESDA-CHEVY CHASE
HIGH SCHOOL
EDUCATIONAL
FOUNDATION
2008-2009**

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The B-CC HS Educational Foundation had a very successful year in 2008-2009 and our support for the school couldn't have come at a more important time.

As school budgets were being cut due to the significant economic challenges in Maryland and Montgomery County, the Foundation worked closely with Principal Karen Lockard to ensure that critical academic support programs for B-CC students were not jeopardized.

Thanks to significant contributions from Class of 1987 alum Peter Zeppenfeld and the Town of Chevy Chase, the Foundation was able to fully fund CollegeTracks at B-CC, one of our signature programs. CollegeTracks is an award-winning program that helps juniors and seniors—particularly those who are the first in their family to pursue college—navigate the often-intimidating college admissions and financial aid process. The program targets the most vulnerable students in the school and works intensively with them and their parents to help them get into and ultimately enroll in college.

Other signature programs include the TAP after-school academic support program for all B-CC students, and the Summer Academy for incoming 9th grade students who need extra help preparing for freshman courses at B-CC. More details on these programs are on page 4 and 9.

Under our new grant program to strengthen the articulation between Westland Middle School and B-CC High School, teachers from the two schools this summer came up with plans to close all expectation gaps across English courses. Addi-

tional work between the faculties at the two schools will continue during the school year.

Finally, the Foundation said good-bye this year to four retiring board members: Ellie Fink, Wayne Miller, Kirk Renaud, and Tom Papon. Ellie was a founding board member. Wayne was our treasurer since he joined the board in 2004. Tom and Kirk played important outreach roles with the local business community in the past three years.

We are very pleased to welcome five new members to the Foundation board, Ronna Borenstein-Levy, Judy Gilbert Levey, Andrea McCarren, Jim Osterman, and Arnold Stewart. Each of them began serving three-year terms this fall.

This school year will pose considerable challenges for the Foundation. There will be greater demand for the services provided by our signature programs as more and more families face financial difficulties. In addition, the Foundation's grants program for professional training and departmental support will be even more critical this year as county school budgets continue to be cut in response to revenue shortfalls. The Foundation will need to raise \$200,000 this year to support our school and students.

Thank you for your continued support of the Foundation and the many B-CC High School students whom we serve.

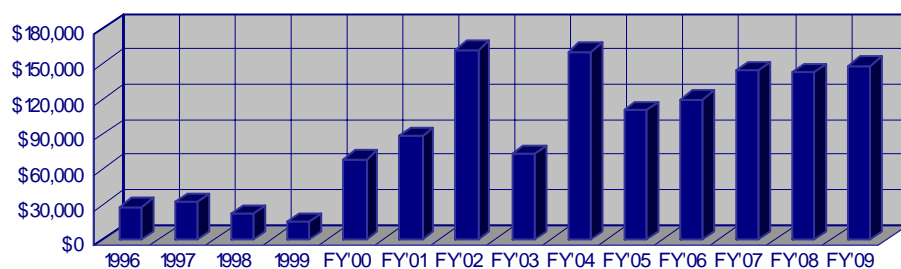


Matthew Gandal

Foundation Financials

The B-CC High School Educational Foundation raised \$148,700 in FY2009, bringing the total amount of funds raised since its inception in 1995 to \$1.32 million. The two-year technology campaign that ended in FY2002 and the language lab campaign in FY2004 were especially successful. Our fundraising effort in the past two years to expand academic support for B-CC students at all levels also had significant results.

**B-CC High School Educational Foundation
Annual Fundraising Results**

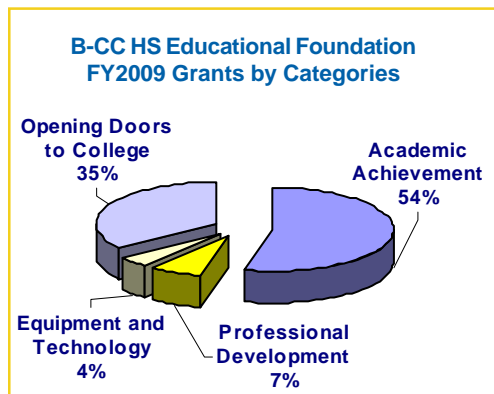


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Foundation's Mission, Goals, and Priorities

Mission

The B-CC High School Educational Foundation is dedicated to providing the leadership and support necessary to ensure that students attending B-CC, now and in the future, enjoy the world-class education that is the school's historic legacy. The Foundation is committed to helping all students achieve high academic standards, attracting and retaining the highest-quality faculty, supporting a school environment where every student matters, and strengthening the bond between B-CC and the community it serves.



Goals

- Raise academic achievement—improve preparation of incoming 9th graders, support a rigorous curriculum, increase participation in advanced courses, provide tutoring and support to help students succeed, and ensure that all students are college-ready.
- Attract and retain the highest-quality teachers and staff—attract the most qualified candidates to B-CC, provide resources for teacher professional development, and improve communication among school, parents, and community.
- Support a school environment where every student matters—honor diversity, encourage mentoring and other student supports, and help maintain a small-school experience, even as enrollment increases.
- Strengthen the bond between the school and the community—build awareness of the school within the local community, reconnect with alumni, and foster partnerships with local businesses.

Funding Priorities for FY2010

- After-school academic support (TAP) for all students
- Summer Academy for at-risk incoming 9th graders
- CollegeTracks to improve college access for students who are most at risk of not attending college
- International Baccalaureate Program support
- Professional development for teachers
- Strengthening articulation between Westland Middle School and B-CC High School
- Equipment support

The Foundation seeks funds from the B-CC community—parents, alumni, businesses, and other community organizations—for these priorities. Board members work closely with the school administration, the PTSA, and B-CC alumni to coordinate support for the school.

CONTRIBUTIONS TO THE B-CC HIGH SCHOOL EDUCATIONAL FOUNDATION ARE TAX-DEDUCTIBLE.

FY2009 Foundation-Funded Projects

The generosity of our donors during the 2008–2009 school year enabled the Foundation to continue to fund the following projects that enhance academic excellence at B-CC High School:

Academic Support Programs—after-school support in English, math, science, and social studies at all levels; mentoring and diagnostic assessments for those students who need extra help.

B-CC CollegeTracks—after-school and evening workshops, as well as trained mentors, to help with the college application and financial aid process for students who, although qualified, may be at risk of not going to college.

B-CC Community Scholarship Fund—scholarships for college-bound B-CC students who would not otherwise be able to attend college.

B-CC Summer Academy—a three-week summer program for incoming 9th grade students who have struggled academically in middle school. Students work on English, math, study skills, and general school issues.

Department Support—purchase of books and computer software for the Media Center, and funding for science fair coordinator, playwriting workshops for the English department, enrichment activities for music students, and language support for ESOL students.

English Articulation—strengthen the articulation between Westland Middle School and B-CC High School to better prepare students for the stepped up level of rigor when they transition from Westland to B-CC.

Extracurricular Activities—funding for *Chips*, B-CC's literary magazine,

and for the Green Kids Partnership Program.

International Baccalaureate Program—subscription to Questia, the online library of books and journals.

Lazarus Leadership Fellows Program—15 students selected each year to participate in leadership training in community service.

Parent ESOL Program—two twelve-week ESOL (English for Speakers of Other Languages) courses, provided in cooperation with Montgomery College teachers, to help B-CC cluster parents improve their English-language skills and their interaction with school and teachers.

Professional Development—grants for teachers to take courses and attend workshops and conferences.

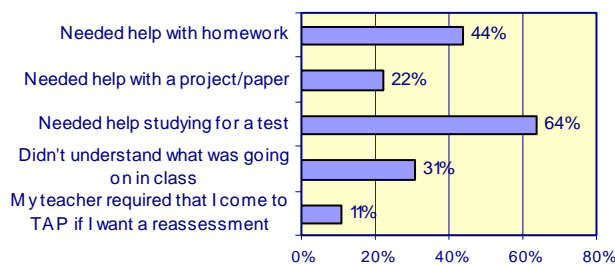
B-CC Students Find TAP Helpful

In the fall of 2005, with a \$18,500 grant from the Foundation, B-CC's afterschool academic support program, TAP (Time for Academic Progress), expanded from covering just math to include English, Foreign Language, Science, and Social Studies. Since then, the program has become a mainstay of academic support programs at B-CC and commands an increasingly significant part of the Foundation's annual budget. TAP at B-CC, offered three afternoons a week after school, and TAP at Coffield Center, offered two evenings a week at the Gwendolyn Coffield Community Center in Silver Spring, together accounted for \$43,000, or 21% of the Foundation's FY2010 budget.

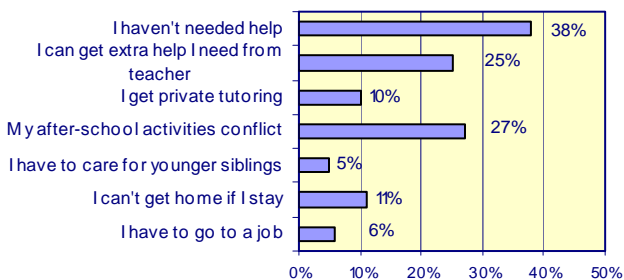
To ensure the responsible stewardship of this investment, in the spring of 2009, the Foundation undertook a small study to assess student use and opinion of the TAP program. The first thing we learned was that 99% of students surveyed have heard of TAP and that 90% of those who attend find it helpful.

We explored why students do and don't come to TAP. The charts below provide the responses from two separate surveys, one of TAP participants and one of students in the general population. The results from the first survey indicate that students use TAP as intended: they go to TAP for extra help with course material, particularly before a test, but also in normal homework and class assignments. The results from the second survey support the need for an evening TAP as provided at the Coffield Center.

Reasons Given by TAP Participants for Attending TAP



Reasons Given by Students for Not Attending TAP



In addition to the positive feedback, we also learned that there are some issues that deserve our attention. First and foremost is a problem of overcrowding on the days before math tests. Forty-five respondents commented that they had

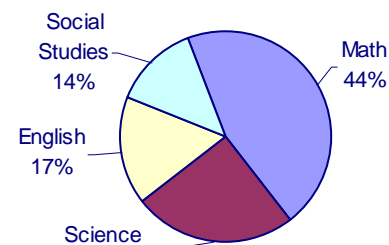
not received the help they needed because there were too many students in the class. Overcrowding does not appear to be a deterrent to attending TAP (only 7% of students reported that they had not returned to TAP because it was too crowded). An additional section of Math TAP put in place this school year should reduce the overcrowding.

The second most frequent comment was a request for foreign language TAP. Ten percent of respondents wrote they would like foreign language TAP. Fifty percent of these students mentioned Spanish in particular. B-CC historically provided TAP for foreign languages; however, that was stopped two years ago when it could not find the resources needed to serve all six languages that are offered at the school. The Foundation will add foreign language support to its agenda this year.

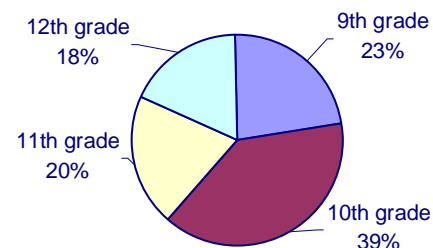
Finally, the surveys, along with staff interviews, confirmed that TAP is a helpful resource for participants who are having occasional difficulties with mainstream classes. TAP is less useful for students in the highest level math and science classes or for those who are facing more significant or ongoing academic challenges. The Foundation is committed to facilitating the success of every B-CC student. As such, the Foundation will continue to explore ways to ensure that all B-CC students receive the academic support they need to achieve their highest potential.

Data for the 2008-2009 school year show that 807 students made 2,764 visits to TAP at B-CC and by March 2009, 39 students had made 410 visits to TAP at the Coffield Center. The program was used consistently more by underclassmen than upperclassmen, and in math and science than English and Social Studies (see charts below.) TAP attendees' ethnic makeup roughly mirrors that of the general student population: 48% white, 28% black, 15% Hispanic, and 9% Asian.

Percentage of TAP Visits by Course



Percentage of Visits by Grade



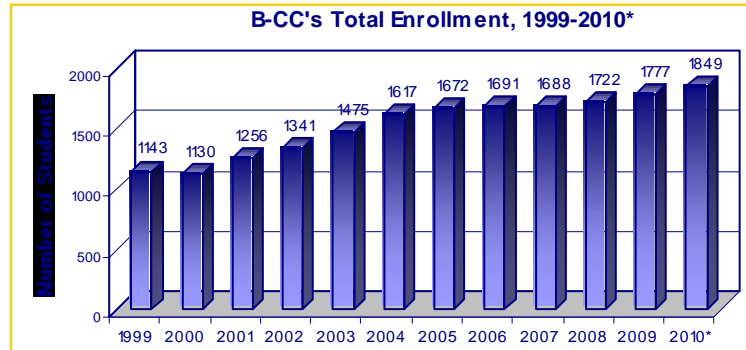
(More on TAP on page 9.)

B-CC Enrollment Jumps to New Heights

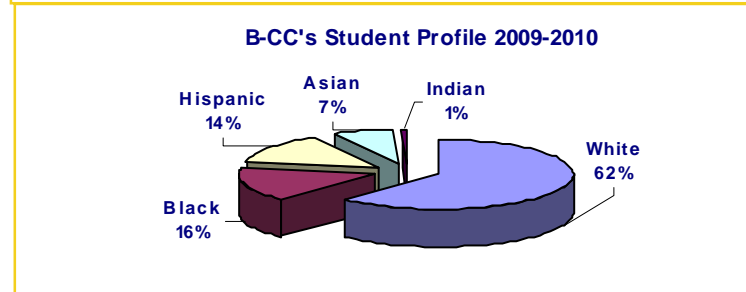
B-CC has 60 ESOL (English for Speakers of Other Languages) students, representing 27 countries.

B-CC's enrollment jumped to 1,849 students at the start of the 2009-10 school year, the highest in recent memory. The total student population is now 64% higher than in 2000, and 68% higher than in 1996, the year the Foundation began. More than 55 countries are represented.

B-CC remains one of the most ethnically and economically diverse schools in Montgomery County. As of October 7, 2009, 61% of the student body is white, 16% black, 14% Hispanic, 8% Asian, and less than 1% American Indian. The proportion of students on free and reduced meals is 10% this year.



* School enrollment numbers are for the school year ending in the year listed, except for 2010, where data are for October 2, 2009.



The 2009 commencement speaker at DAR Constitution Hall was Chet Culver, Governor of Iowa and B-CC alum, Class of 1984.

B-CC's Notable Numbers

- 95% of B-CC students are enrolled in at least one honors-level course and 82% of B-CC seniors are enrolled in at least one AP or IB course at the start of the 2009-2010 school year.
- B-CC offers 23 AP courses this school year – 8 in languages, 6 in social sciences, 7 in math and sciences, and 2 in fine arts. A total of 691 students took 1,274 AP tests in May 2009.
- B-CC had 177 IB certificate candidates and 91 IB diploma candidates in 2009, compared with 272 and 90, respectively, the year before. B-CC's IB program maintains an open admissions policy, with a pass rate of 89% in 2009, compared with 75% in the US and 80% internationally.
- B-CC has a graduation rate of 94.3%, among the highest in the country, compared with 71% nationally, and 81% for MCPS.
- 75% of the Class of 2009 went to four-year colleges; 20% went to two-year colleges
- The Class of 2009 had 10 National Merit Semifinalists and 13 Maryland Distinguished Scholar Finalists.

B-CC Ranks Among Top 100 High Schools in the Nation

B-CC continues to rank high among the best public high schools in the country. It placed 55th on the 2009 *Newsweek* "best public high schools" list, based on *Washington Post* reporter Jay Matthews' Challenge Index—the number of Advanced Placement (AP) and/or International Baccalaureate (IB) tests taken by all students at a school, divided by the number of graduating seniors. B-CC was one of four MCPS high schools ranked in the top 100.

Go Barons! 2008-2009 Titles

- Girls' Cross Country**—Regional & State champ (Addie Tousley)
- Field Hockey**—Division & Regional champs
- Gymnastics**—Division & State champs
- Boys' Soccer**—Division champs
- Girls' Soccer**—Division, Regional & State champs
- Girls' Track & Field**—State champ (1600m, 3200m)



Murals Project Updates

On July 9, alumni from the Class of 1956, along with Principal Karen Lockard, current B-CC students, muralist Katie Freeman Vita, PTSA President Mary Cobbett, and members of the B-CC HS Educational Foundation, dedicated the two new murals now hanging in the school's main foyer. The recreated 1946 "Life at B-CC" mural by Ms. Freeman Vita is a 50th reunion gift from the Class of 1956. The second mural, depicting life at B-CC in 2009, was designed and painted by eight current B-CC students under the direction of Ms. Freeman Vita to complement the 1946 historic mural. The two murals give an interesting glimpse into the daily lives of B-CC students separated by more than six decades. Music, sports, dances, and yes, academics too, remain the dominating themes. But gone are ties on the boys, bonfires at pep rallies, and the 9 o'clock school start time. Computers have become indispensable, and the B-CC community has become wonderfully diverse.

Philip Hutinet ('88) has completed the repainting of his 1988 *Youthquake*. The "new" *Youthquake* now hangs in the atrium adjacent to the 1934 "C" building.

The Murals Project is dependent entirely on the support of interested alumni and members of the B-CC community. Photos of the original murals and the newly recreated murals can be seen on the Foundation's alumni website – www.bccedfoundation.org/alumni/bcc_photogallery/murals/index.htm.



The 1946 "Life at B-CC" mural (l.) and the 2009 "Life at B-CC" mural (r.) now hang on the wall above the trophy case in the main foyer at B-CC.

Class Gifts

A special thank you to the classes of 1966 and 1968 for their generous gifts to the B-CC High School Educational Foundation!

Reunions

Upcoming Reunions:

1957: Saturday, May 22, 2010, 6pm, Glen Echo Park, Bethesda. Contact: Class of 1957 Reunion Committee, bccclass1957@yahoo.com

1960: 50th reunion, Friday, Oct. 15, 2010, Pooks Hill Marriott, 5151 Pooks Hill Rd., Bethesda. Contact: Peter M. Salisbury, salisburypm@cox.net, or Judy Colton Christensen, judybchristensen@comcast.net. Class of 1960 official website: www.classreport.org/usa/md/bethesda/bcchs/1960/

1961: 50th reunion, Oct. 15, 2011. Contact: Barbara Johnson, bj8x@msn.com or Phyllis Warfield Watkins, 301-829-4929. Class 1961 website: www.webstoriches.net/bcc/bcc61.htm

1967: 43rd reunion, mid-June, 2010. Contact: Rich Mannion, richmannion@aol.com

1979: 30th reunion, Saturday, Nov. 28, 2009, 8pm-1am, Buffalo Billiards, 1330 19th St. NW, Washington, DC. Contact: Adrienne Homet Hand, adriennehand@aol.com. Reunion is open to Classes **1978** and **1980** as well.

1980: 30th reunion, Sept. 25, 2010. Contact: Erica Knoch, eknoch@gmail.com

1990: 20th reunion, fall 2010. Contact: Tamara Shear Leopold, tsleopold@gmail.com, or Cheska Demars Levy, cheskadlevy@hotmail.com

2004: 5th reunion, Friday, Nov. 27, 2009, 12:30-4pm, BlackFinn Restaurant & Saloon, 4901 Fairmont Ave., Bethesda. Contact: Charles Horwitz at chhorwitz@gmail.com

Reunions held in 2008-2009:

1954: 55th reunion, Oct. 17, 2009. Former Biology teacher Ann Fullerton attended. Contact: Claire Kincaid, CCCKincaid@netzero.com

1959: 50th reunion, Oct. 9-11, 2009. Contact: Linda Huntington, lthunting@hotmail.com

1969: 40th reunion, Oct. 31, 2009. Contact: Norm Hough, hough003@yahoo.com

1983: 25th reunion, Nov. 8, 2008. Contact: www.jdland.com/bcc83

1988: 20th reunion, Nov. 29, 2008. Contact: bcc_class_of_88@yahoo.com

1989: 20th reunion, Sept. 26, 2009. Contact: Giles Kelly, giles_kelly@yahoo.com

2003: 5th reunion, Nov. 28, 2008. Contact: Ellie Dayhoff-Brannigan, elliedb@gmail.com

Check the alumni website for useful information about planning a reunion: www.bccedfoundation.org/alumni

Mark your reunion with a Class Gift. Your class year will be placed on the Donors' Plaque in the school lobby with a donation of \$2,500 or more! Go to www.bccedfoundation.org to donate online or download a donation form.

Homecoming 2009

A large and enthusiastic crowd came out to cheer on the Barons against Walter Johnson at this year's homecoming game on Friday, Oct. 9. The hometown team responded to the fans by shaking off a slow start to the season with a resounding victory, racing to an early lead and never looking back. The final score spelled victory for the Barons, 30-14.

Following that convincing win the Barons went on to win their next three games in a row against league rivals Blair, Watkins Mill, and Churchill. Congratulations to the boys and Head Coach Rich Noland.

A Horse Named BEE CEE CEE



BEE CEE CEE, a three-year-old colt named by his owner, **Bob Harris ('36)**, after his alma mater, has had successes racing in Florida this year, including a first-place finish in a stake race on April 4, 2009 at Tampa Bay Downs. Also pictured here standing to the jockey's left are Bob's son, **Rob Harris ('66)**, and Rob's wife, **Barbara Burrer Harris ('67)**.

Did you know...

The 1959 B-CC Barons were ranked No. 3 in the nation at the end of the season by the Chicago Sun Times which ranked high school football teams nationwide.

B-CC Alumni Authors

Laurie Strongin ('83), *Saving Henry, A Mother's Journey*, March 2010; a powerful and poignant memoir of a mother's love and the bravery of her son through their fight to cure to his life-threatening illness.

Sarah Pekkanen ('85), *The Opposite of Me*, Washington Square Press Trade Paperback Original, Mar. 9, 2010; a smart, funny, poignant debut novel about the desire to have it all, the relationships that define us, and the complicated, irreplaceable bonds of sisterhood.

Linda Reid (Yolanda Stassinopoulos, '70) and Deborah Shlian, *Dead Air*, Oceanview Publishing, Dec. 7, 2009; a new mystery with protagonist Sammy Greene, an outspoken, brash, native New Yorker, who isn't afraid to ruffle a few feathers at her ultra-conservative New England college.

John Harwood ('74) and Gerald F. Seib, *Pennsylvania Avenue: Profies in Backroom Power*, Random House, 2008; show how today's Washington power game really works, through stories of people who are making a difference on Pennsylvania Avenue.

Jeffrey Stuart ('63), *Blue Mondays: The Long Goodbye of the Montreal Expos*, PublishAmerica, 2008, a straightforward, entertaining, sometimes nostalgic, and sometimes sad account of the Montreal Expos in their final season. The Expos were the first Major League Baseball team to relocate since the Washington Senators moved to Texas in 1971.

Contributions By Class 1996 - FY2009

Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	
1933	\$ 200	1946	3,405	1959	13,760	1972	5,488	1985	9,140	1998	110	
1934	400	1947	535	1960	25,489	1973	9,405	1986	3,929	1999	225	
1935	575	1948	2,845	1961	15,971	1974	6,480	1987	35,685	2000	642	
1936	225	1949	4,215	1962	4,648	1975	20,345	1988	3,250	2001	60	
1937	1,855	1950	8,450	1963	5,370	1976	6,894	1989	520	2002	50	
1938	935	1951	5,710	1964	7,478	1977	9,870	1990	495	2003	25	
1939	1,490	1952	1,150	1965	5,740	1978	2,165	1991	765	2004	25	
1940	2,053	1953	4,638	1966	10,120	1979	5,375	1992	780	2005	75	
1941	2,442	1954	2,125	1967	12,104	1980	1,890	1993	840	2007	85	
1942	1,065	1955	7,370	1968	3,990	1981	4,415	1994	65	2008	50	
1943	2,480	1956	12,528	1969	4,515	1982	2,780	1995	25	Class Gifts:		
1944	3,330	1957	46,295	1970	3,437	1983	3,953	1996	120		1966	\$1,969.36
1945	2,325	1958	11,048	1971	4,610	1984	3,650	1997	740		1968	\$1,000

B-CC's IB Program

B-CC's International Baccalaureate program, started in 1996, was the first open-access IB program in Montgomery County Public Schools. Students do not have to meet any entrance requirements to be enrolled in the program. In addition, they can choose either to pursue a full IB diploma and take the full complement of required courses, or to take only the IB courses they are interested in and obtain a certificate upon successful completion of the requirements for each course.

B-CC's IB program had 91 diploma students, and another 176 students who sat for certificate exams in 2009. The pass rate of the diploma students was 89%, compared with 75% US pass rate and 80% international pass rate.

IB participants reflect the ethnic make-up of the general student population. Among the 85 candidates in the class of 2011, the newest IB class, 59 are white, 12 African-American, 7 Hispanic, and 7 Asian.; 70 of these students are US citizens and 20 other countries are represented (some students have dual citizenships).

The classes of 1959, 1969, and 1989 took a tour of B-CC as part of their reunion week-end activities this past fall.

To request a school tour for your reunion, please contact bccsedfoundation@gmail.com

View Your Bricks Online

Have you bought an engraved brick that lines the interior courtyard at B-CC? Have you wondered what it looks like? Now you can view it online. Go to www.bccedfoundation.org/alumni/bcc_photogallery/bcc_bricks/index.html and follow the instructions.

You may also download an order form there if you are interested in purchasing a brick.



Class of 1956 members with Principal Lockard, muralist Ms. Freeman Vita, and current B-CC students at the "Life at B-CC" murals dedication this past August.

B-CC Alumni Website:
www.bccedfoundation.org/alumni

Why B-CC HS Needs Its Educational Foundation

Communities across the nation have realized since the 1980s, an era of public school budget cuts, that they must create foundations to support their public schools.

Montgomery County slashed its school budget in early 1990s, limiting the school system's ability to maintain the high quality of public education that has been the hallmark of B-CC High School. In response to the effect of these cuts, a group of staff, parents, and concerned citizens representing all sectors of the B-CC community formed the Community Coalition for B-CC High School (CC-B-CC), which issued "**A Call to Action**" for Bethesda-Chevy Chase High School.

After a year of intensive research, surveying, conducting educational forums, and organizing a retreat, the group presented an initiative for retooling and re-engineering B-CC High School. This consensus initiative, *Stand Up For B-CC 2000*, announced Three Pillars of Reform – "Academic Excellence, Small School Experience, and Connecting with Community" – that would launch a B-CC High School renaissance.

While the community focused its efforts initially on school system resources, it soon recognized that sources from within the school system would be insufficient to meet the needs of B-CC High School with its economically diverse student population. For the school to maintain and enhance its rich academic tradition, additional resources, both financial and material, needed to be found in the larger B-CC community, including the surrounding business community, municipalities, parents and alumni. In August 1995, the B-CC High School Educational Foundation was incorporated.

Since then, the Foundation has raised \$1.32 million to support B-CC and its students, filling in the gaps where county funds are lacking—in technology, in academic support, and in mentoring and guidance. Many B-CC students enroll in the challenging IB and AP courses. Yet there are still too many who are struggling academically and who, without additional help and academic support, may even be at risk of not graduating. Because there are no county-funded programs specifically designed to meet these critical needs, the Foundation has stepped in to make the twin objectives of academic excellence and opportunity for all a reality.

CollegeTracks Receives Major Grant from the Town of Chevy Chase

The Foundation is very pleased to announce that it has received a \$25,000 grant from the Town of Chevy Chase for its CollegeTracks program. The grant will fund half of the the program's cost to the Foundation for academic year 2009-2010.

"The Town unanimously voted to approve the contribution to B-CC HS Educational Foundation to help the CollegeTracks program. We are delighted to be able to support this successful and valuable program which helps our students get ready to apply to college and prepare for their future.", wrote Kathy Strom, the Town's mayor.

The CollegeTracks program was begun at B-CC in 2002 by three B-CC parents. The purpose of the program is to level the playing field for at-risk students by assisting them with the college admission process to better their chances of gaining access to college. The program goes beyond helping students to complete an application. It includes assisting them with identifying colleges to apply to, applying for financial aid, and ensuring their registering for and taking the required standardized tests.

The B-CC High School Educational Foundation has funded CollegeTracks since its inception. Funding began with a modest start-up grant of \$1500. As the program grew, so did the amount of award. Last year the Foundation added CollegeTracks to its signature programs. CollegeTracks has matured from being an all volunteer program to having a program coordinator and an Americorps staff person to complement the 18 volunteers who willingly donate their time.

Over the years the program has been very actively serving students both at B-CC and at the Coffield Center. Students can access the CollegeTracks staff and volunteers at B-CC each day during lunch or Tuesdays after school, and at the Gwendolyn Coffield Center on Wednesday evenings.

Since 2002, over 500 students have been served and an overwhelming number, 98 percent, of them have been accepted to a college or technical school. During the 2008-2009 school year, the program served 120 seniors from diverse backgrounds and 58 percent of them were accepted to a 4-year college. Students were also assisted with completing the FAFSA, the Federal application for financial aid, a requirement to be considered for financial aid.

"CollegeTracks is a fantastic resource at B-CC for both students and counselors. The counseling department has a collaborative relationship with CollegeTracks and we work closely as a team to support students who need help navigating the often confusing and overwhelming college process..... There are so many students who have had wonderful opportunities that they never would have realized without the support and direction of CollegeTracks.... B-CC is incredibly fortunate to have CollegeTracks to assist and support our students!!"— Colleen Desmond, resource counselor, B-CC High School.

Summer Academy

This year, 62 incoming freshmen participated in the B-CC Summer Academy, which helps students who may be academically at-risk prepare for the transition into high school. As in past years, the Academy consisted of math, English, and study skills classes, but this year a 9th grade seminar was added to the program. This included periodic visits from Bethesda Youth and Family Services, as well as various team-building, self-esteem, and peer relations activities. On alternating days, students in the seminar classes learned about extra-curricular activities available at B-CC, received an overview of the IB Middle Years Program, became familiar with the media center, and visited the College and Career Center. In addition, they heard from former Summer Academy students who are now attending college.

Many of the students who participated in the program, as well as those who were invited to attend, will be assigned mentors during their freshman year. Last year, 35 adult mentors from the school and the community worked directly with freshman, and many of them are continuing to work with their mentee or are taking on new students. Recruiting is underway for additional mentors, who will be trained and matched with a student during the fall semester.

TAP at the Coffield Center

The Time for Academic Progress (TAP) program at the Gwendolyn Coffield Community Center began as an extension of TAP at B-CC to provide academic support for B-CC and other students who live in the Rosemary Hills area in Silver Spring. The first sessions were held during the spring of the 2005–2006 school year.

The program is different from the program at B-CC because it offers:

- **A Different Time** – academic support in the early evening, not after school, allowing students who have obligations after school to meet those before attending TAP.
- **Smaller Groups** – fewer students attend, allowing for more personalized tutoring.
- **Neighborhood Setting** – the Coffield Center is a central meeting place for many students in the community, offering a more natural location for the program.

The Foundation has funded TAP at the Coffield Center since its inception. Funding began with a start-up grant of \$12,000. This amount has remained constant over the years. Students can come in for academic help on Monday and Wednesday evenings. During the 2008-2009 school year, 60 students were served.

The program has a program coordinator and tutors who work directly with the students, providing academic support in many subjects but most frequently in math (calculus, geometry, and algebra), science (chemistry and biology), English, and history.

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