



further development of programs that were currently available to students in Area 3. If a math/science/computer program were developed, programs could be provided there as well.

Dr. Shoenberg thanked the committee for a direct and straightforward report. He asked about their image of a math/science/computer program. Mrs. Garrison replied that it could be modelled on the Blair program but not necessarily the same. Dr. Shoenberg said it would be a four-year program for highly gifted students. He reported that a week ago some folks had told the Board that they had the Blair program with a majority of students in it from Area 1 with a substantial number from Areas 2 and 3. If they had a program in Area 3, they would lose those students. Area 1 was a high minority area, and if they were trying to get majority students into the Blair magnet to reduce the minority percentage, they would be taking minority students out of Area 1 for the Area 3 program. The primary motivation for the program at Blair was desegregation, and to have a program in Area 2 or 3 competing with Blair would create more desegregation problems. That group went on to talk about the concern that top students were being taken from their schools to fill up the Blair magnet. He asked how they should answer these parents. Mrs. Garrison replied that the task force looked at what Area 3 parents wanted in the way of special programs. They did not address racial imbalance or desegregation in terms of what parents in the area wanted. She pointed out that Area 3 students had a difficult time reaching a Blair program because of its location in the county. Some parents were not willing to send their students to Blair because of the distance involved and would support a program at a school not so hard to get to. She suggested the Board needed to address what policies it wanted to follow in terms of these magnet programs. Their focus had been on what was educationally best for their students.

Dr. Floyd asked if the task force contended that a special program was the preferable way of providing services to exceptional children or the only way. Mrs. Garrison replied that they did not address this question; however they would not be adverse to exploring other possibilities.

Dr. Floyd commented that there was a statement that the survey did not deal with empty seats and racial balance and socioeconomic balance. The report said their focus would be on the availability and accessibility of the best education MCPS could offer. He pointed out that those two things were not mutually exclusive. They did not have to have a special program in order to declare they were delivering the best education that MCPS could offer.

Mr. Ewing remarked that aside from the math/science/computer program there was a substantial interest in both performing arts and an advanced academic program. It seemed to him that the performing arts could mean a program for students who were good enough that they could consider pursuing the arts as a college major and a potential career or this could be an opportunity for students to have a chance to engage in activities that were pleasurable and useful in

themselves. With respect to the advanced academic program, he said that seemed to be somewhat vague. Mrs. Garrison replied that the performing arts program would be for talented students to further their talents in music and dance.

Dr. Lee Etta Powell, area associate superintendent, reported that as the task force met and talked about an advanced academic program they really weren't thinking about the programs they had now for honors. They were thinking about a program designed for a youngster where there would be a high concentration in higher level courses across the board. There was also mention of higher level courses in foreign languages. In regard to performing arts, there might be students who were highly gifted in the performing arts who might want to pursue that as a career but there were others who might pursue this as an avocation.

Mr. Foubert remarked that it was stated that there was a problem with transportation for Area 3 to get to the Blair magnet program. He would agree that was a problem, but they had to keep in mind that they had a serious problem of integrating the school system. As he saw it, the recommendation of the task force to provide a computer/math/science program up-county would hurt integration efforts in the school system. He did not have sufficient reason to support an up-county computer/math/science program but might be willing to go for a performing arts program.

Dr. Powell reported that of the thousands of youngsters enrolled in the six high schools in Area 3, there were 17 enrolled in the program at Blair and 37 enrolled in the program at Takoma. They did not have data to show the number of persons who were tested and qualified and did not opt to enroll in the program, nor did they have data on the youngsters who declined to be tested. The idea of a program up-county was not intended to siphon off youngsters from going to Blair. She thought the program at Blair would continue to be attractive to youngsters. The task force thought that if the Board accepted their recommendations the next step would be for someone to plan a program for up-county which would not necessarily be a clone of the Blair program. Mrs. Garrison noted that Mr. O'Shea's statement did address this issue.

Dr. Shoenberg stated that he found it difficult to believe that the kind of math/science/computer program described in an Area 3 school would not drain off everybody who might go to a similar program at Blair. If both programs were highly selective, he did not think they could be made different enough to induce the youngsters now going to Blair to continue to go there. Mrs. Garrison recalled that when they talked about a math/science program for Area 3 it was pointed out that a survey was done in the Blair community for whether it would have enough students to support such a program. The same thing was done in Area 3, and they also had enough students to support that program.

Mrs. Praisner remarked that the question was not numbers of students but the impact on the racial balance at Blair. She thought that the

original communities surveyed went beyond the Blair area. The expectation was that the Blair cluster program was a county program and needed the draw of the county in order to effect the kinds of changes that were needed. Mrs. Garrison thought the Board needed to make clear what it was asking for in a special program. If they were asking for a means of solving other problems, their survey did not address that. Their survey was to ask Area 3 parents what they wanted in the way of special programs. A task force member commented that if the Blair program worked because it was good education they were saying that there were a number of their students especially in Poolesville and Damascus for whom that good education was not available. She thought that a program placed far enough north would not significantly impact the Blair program. She suggested that it could be a smaller program.

Dr. Cronin asked if they considered limiting access to the program geographically. He asked how they would answer a request for an Area 2 special program. Mrs. Garrison replied that they were asking about a program for Area 3. They did talk about the word "magnet." They felt their directive was to ask what parents wanted in Area 3. They wanted a math/science/computer program, and the performing arts had come in as a close second as it had in the Blair survey.

Dr. Shoenberg hoped that they understood the problem the Board was wrestling with. He commented that this was not a grand idea he was going to try to push, but he pointed out that one could have a special program without its being highly selective or without its being a four-year program. For example, they could have a math/science/computer program for students without drawing the admission line at the ninth stanine. He asked if they talked about that at all, and Dr. Powell replied that they had not gotten into specifics. They were limited to the topical idea of the kind of program with the determination of the kind of student to be made later.

Mr. Ewing recalled that when they talked about the Blair magnet there was some discussion about the possibility that it would not be exclusively for the most gifted and talented students. It was his view that the degree to which American students exhibited a lack of scientific literacy was so alarming that to confine themselves to a focus exclusively on the most gifted and talented was a mistake. One of the things they needed to do was to make it attractive to a vast number of other students. One of the things coming out of the Blair magnet was a curriculum and a mode of teaching those subjects that was necessarily limited to teaching those subjects to the most gifted. He thought they could learn something about teaching all students from programs for the gifted. He said they might pursue the notion of a math/science/computer program in ways that would have some mitigating impacts on the Blair program and make it broader and to make it more limited in terms of the geographic area it served. He said they had to recognize they were running into a very serious problem in the way in which the schools were dealing with the issue of participation by students in the Blair program. They had to solve this simultaneously with dealing with a special program in Area 3.

He was worried that many students who might be interested and eligible were not getting the information, and he knew that Dr. Cody was pursuing this issue. They had to solve this by saying to principals in Areas 1 and 2 that they had to make this an option that was real for students in those schools. He thought the Board was going to have to address how they could put together a package that dealt with all of those issues together.

Mrs. DiFonzo commented that if she looked at the Blair magnet she would say that those students were severely gifted. She asked if Area 3 was talking about a program for the nearly gifted, the clearly gifted, the severely gifted, or for anyone who wanted to participate. If they were talking about the same target group as Blair, they had a moral responsibility to make sure the Blair program was not damaged because of what they were trying to do with the integration effort. By the same token, they did not want to deny the youngsters up-county an opportunity to a clearly qualitatively different program if the numbers were there. In regard to the performing arts, a concern had been raised that skimming off the cream of the crop they would no longer have the leads in the high schools to do the performing arts. She asked how they would respond to this. Mrs. Garrison replied that this was also occurring with the Blair program. Mrs. DiFonzo said that this was raised when the Board met with Area 1. If the school system created a special program in performing arts and the Blair program in science and a Richard Montgomery program, eventually they would cull off the very best of every school. Pretty soon they would have a county full of special programs. She was concerned that the Blair and Takoma programs were set up as countywide magnets and yet they were perceived as Area 1 magnets. Now Area 3 wanted a magnet which put them in the position of hearing from Area 2 with a request for a magnet in a couple of years. They would no longer have countywide magnets; they would have area wide special programs.

Dr. Cronin asked if they had sufficient ways to get at information about students going to the magnets. They knew the numbers going from Area 3 but they did not know how many decided not to enter the program. Did they have information to know why these students were not going to Blair? Dr. Cody thought they could analyze the data of the individual inquiries. For example, some students said they were interested and decided not to go because of the distance, and yet some of their classmates decided to attend. Dr. Cronin pointed out that they were finding they were not getting students from some schools further in. He suggested that they discuss how they were going to make it clear to those principals that this information should be available to students, and Dr. Cody said he would take care of this.

Mrs. Slye said she had a concern about the performing arts magnet. The literature suggested that it took more students than they had in Montgomery County to support a viable performing arts magnet. Mrs. Garrison believed that they did have sufficient enrollment to support the program. Dr. Cody commented that they could have a performing arts program with 250 to 300 students within a high school.

Mrs. Slye noted that the relative interest level declined with the student's age. She asked whether this was because students were making their own decisions as they became older or because they had allegiances to their own school.

In regard to honors courses, Mrs. Praisner asked if they were talking about courses that had not been developed as honors courses in certain areas or whether they were talking about access to certain courses because of enrollment. Mrs. Garrison replied that they wanted the current honors courses continued and enriched. Mrs. Praisner said they were recommending that to meet the special needs of Area 3 students MCPS continue or institute honors courses in these subjects and make certain all who were able and desired to participate could do so. She said that this statement could be written by any area of the county, and the Board had heard about access to programs and numbers of enrollment to provide that access. She was not sure about "continue" or "institute" honors courses. Ms. Janice Mostow replied that this program came in third and was not the recommendation of the task force. The members of the task force did not want the Board to think that it was not interested in having the continued support of the Board for those kinds of special honors programs. She did not think this was an indication that anything was lacking or that there were gaps.

Mrs. Praisner commented that this seemed to equate foreign language, government, and international studies with honors, and she didn't necessarily equate these. She asked whether the task force was saying that they had not gone far enough in these areas. She asked about a lack of access to honors that was greater in Area 3. Dr. Powell replied that she did not except for the perennial argument about clustering in classes. She pointed out that this whole issue had started out with their concern for high level courses at Poolesville and that had been addressed through additional staffing.

Mrs. Praisner remarked that the Board had to come to closure on these issues, but they were not easy issues for the Board. She understood what Area 3 was saying about the difficulty of having access from their perspective as far as distance was concerned, and then they had the impact of access or lack of access in Area 1 and Area 2 from that perspective. The definition of access might be different. They had a resolve what was the expectation for delivery of program or access to program for all students in the county and what they defined as special programs and what they defined as magnets. They still had not clarified what parents' expectations needed to be countywide and what were their defined programs. She thought they had to be clear to the community as to what they had established, why, and what the expectation was for what they had established.

Mr. Steinberg stated that in terms of a performing arts magnet he thought they would not have a problem accommodating that, but there would have to be a line drawn. A special program would draw interest in most of the other fields and would justify the establishment of other special programs around the county. It would escalate to the point where there would be a demand for many programs. This would

take away talented students and affect morale within the school. He thought the efforts and funds would be better served by distributing them throughout individual areas and improving what was already there.

Dr. Floyd said that comments about the level of science literacy was a mixed bag. When they looked at national assessments, it showed some weakness and strengthening that could be done. The National Science Foundation had done a study on the education of Americans for the 21st century which was the reason for requiring more science in high school. He pointed out that in the POST there was a report on a poll taken by the American Association for the Advancement of Science. Forty percent of the people interviewed said they believed in flying saucers and astrology. In regards to an arts program, he said the report urged the Board to regard the performing arts as more than a diversion of the realities of earning a living. He said that he regarded the performing arts as a lot more than that.

Mrs. DiFonzo noted that they kept asking parents in the survey, but they never asked the students. She asked if they knew what the parents wanted carried over to the youngsters or might the youngsters be interested in something else. Dr. Pitt replied that generally this carried over closely. Mrs. Garrison recalled that initially they had discussed having a two-part survey and including the students. Dr. Cody explained that the bottom line was to try to find out how many students would attend a program, and they had found that asking parents was more reliable than asking an eighth grade student.

Mrs. DiFonzo agreed with Mrs. Praisner that they were getting into problems with definitions of terms. She suggested developing a handbook of pertinent terms with definitions so that they all knew what they were talking about.

Dr. Cronin thanked Mrs. Garrison for the report of the task force. He said that the Board was going to approach this cautiously because the terms needed to be defined, the scope, the type of program, the funding, and the general need. He noted that they were seeing new high schools and a request for a voc-ed program as well as a request for a special program. If they put this together as a balanced package, they would help up-county education. The prime purpose was to assure that the children up-county were served well. He explained that they were just taking a first cut at this issue this evening, and they looked forward to more advice from the task force. Mrs. Garrison said that she and Mr. O'Shea would be happy to work further with the Board in terms of exploring different ways of providing a special program.

Re: SPECIAL PROGRAMS FOR UP-COUNTY

Dr. Cody reported that while the Area 3 Task Force had been working on the issue of a special program, different groups on the staff had been engaging in parallel activities. In a month to six weeks they would have a more detailed presentation to the Board. Tonight staff would report, in outline form, on these activities. There was

interest in an up-county career education center, slightly different from the Edison Center. This would be for students who would be prepared to go to work right after high school, although many of the Edison students did go on to higher education. For over a year they had had discussions with Montgomery College in developing articulation agreements in vocational and career education courses. This would avoid the College's duplicating what MCPS had already done. Those discussions had led them to work out a couple of agreements in curriculum areas. They had found that the fertile ground for these agreements was in the area of technical education.

Dr. Cody said the third item was what kind of special up-county program might be offered. They knew the results of the survey and knew the issue of countywide versus area program and competition for students. Staff wanted to share a proposal with the Board in an introductory fashion. They were talking about establishing up-county in a new facility a career education center, probably on the campus of Montgomery College, that would have three components to it. One would be career education courses preparing students for jobs after they left high school similar to Edison but with somewhat different courses of study. The second component would be a series of technical programs based on 2+2 articulation agreements. This would consist of courses in the last two years of high school and two years of technical training at Montgomery College. Also in the same facility there would be an engineering program. It would consist of the last two years of high school on a half-day basis aimed at students who would be going to a four year college to study engineering. It would be an applied science program with a heavy component of mathematics and would be for students of average ability and above, and it would not have the same requirements as the Blair program.

Dr. Lois Martin, associate superintendent, introduced Mr. Donald Wilson, coordinator of industrial education; Dr. Frank Carricato, director of career and vocational education; Dr. Lee Summerville, coordinator of secondary science; Charles Philipp, instructional computer analyst; Joy Odom, coordinator of secondary mathematics; Dr. Walter Slye, coordinator of instructional services at Montgomery College; and Mr. William Clark, director of academic skills.

Dr. Carricato said that he would like to speak for the average student in the county who also needed opportunity for career preparation and a future successful adult life. He was not trying to take away from the need to provide top quality education to the above average student. He pointed out that the greatest number of good jobs in the county were there for skilled craftspeople, office technicians, sales, and clerical. He felt that the business community deserved the right to have those people as well prepared as the people going on to college. He was working on a paper to illustrate the great need for more equality of vocational/technical opportunities for the mid- and up-county students. An earlier Area 3 task force paper cited with great urgency that if they aggregated all of the vocational-technical programs offered in the schools in the mid- and upper-county areas that they would find there were still 13

programs fewer offered to students in that area than they had in the down-county area. Among those programs were many sponsored by the construction trades in the area of masonry, plumbing, etc. Therefore, in the paper he was working on they would be proposing that one component of the career area would be in the construction trades program. A second area would be in the area of auto trades including auto body mechanics which was presently located in Lincoln Center. They were also considering programs in the area of human services, business management, and word processing. Again, their choices were based on the job market, interests of students, and shortfall of trained person power.

Dr. Carricato explained that they were not going to recommend a clone of Edison. They would view an up-county center as being composed of a ratio of 50/25/25 with 50 percent career programs, 25 tech/prep, and 25 pre-engineering. The overall capacity would be about 900 students, 450 students per morning and 450 per afternoon.

Mrs. Slye asked if the service industry related business was the fastest growing sector in the county, and Dr. Carricato replied that it was. She asked if business management would support that need in word processing. Dr. Carricato explained that in business management they had a somewhat different concept in mind. They wanted to look at a program of how to manage and operate a business as compared to working for someone else. They were being told that the management aspect had great opportunity with the possibility of tying it in with the College for an associate's degree.

Mrs. Slye commented that the business community continued to say that it didn't matter at what level they received graduates, high school or college. These students did not have the necessary skills to function in the business world. She thought they needed to work on clarifying exactly what skills were lacking. She hoped that this would be a component in future discussions.

Mr. Wilson explained that 2+2 was an articulated program at two different educational levels between two institutions. It was a program about how 11th and 12th grade fit into the 13th and 14th year in the community college in the technical curriculum. In effect, it was four-year program beginning at Grade 11 and ended at Grade 14 with an associate of arts degree. He reported that already there was talk of a 2+2+2 program, and they had heard of +4 in relation to the pre-engineering curriculum. He said that recent advancements in science and technology had changed the way the technician operated today and into the future. The person must be systems-oriented and not have a narrow speciality. At the high school base of the program was a course called "Principles of Technology." He said that 40 states had similar programs. This course would be offered at the up-county center during the 11th and 12th grades. Students in their base schools would take their elective and required subjects and in Grades 11 and 12 would go to the center for part of the day to pick up the "Principles of Technology" program. This was an applied physics program with seven units of instruction each year. The "Principles of Technology" and an electronics program would

constitute a major part of the 2+2 program. Along with this they had identified four or five courses that could be articulated between the College and MCPS including mathematics, computers, electronics, and science.

Mr. Wilson stated that the 2+2 program was an effort to give the middle group of students an option for their education. He said that education did a great job with college-bound students and voc-ed students, but there were a number of students in the middle or the so-called "general track." The 2+2 program was offering an option for these students which might be almost 40 percent of the student population. Dr. Martin added that 43 percent of MCPS 11th graders were in the second and third quartile of the California Achievement Tests. Fifty-three percent were in the top quartile, and only five percent were in the bottom quartile.

Mrs. Praisner commented that the percentages were not only reflective of where their population was but where parents perceived their students to be. In order for a program like this to succeed, it had to reach and convince parents that were surveyed before. She asked how they planned to proceed with the communication part of this. Dr. Cody replied that they were not at that point yet. In several weeks they would have concept papers on these three ideas for Board discussion. He agreed that they had to inform and educate people of the values and benefits of such a program.

Dr. Slye commented that they had an advisory committee of top level business people working with them on this program. He thought that industry would convince parents and students for them. He said that industry was hungry enough to help sell parents on this concept. Mrs. Praisner said that she would disagree because the parents in the county would think it was fine for the other child, but not for their child.

Dr. Cody agreed but pointed out they were only talking about 225 children in all of Montgomery County that they would have to persuade to make it a viable program to operate. Dr. Slye recalled that six years ago they had started a program at the Germantown campus, and in the first year it went flat. Two industries helped them develop the program, and the next year they had students. He pointed out that these graduates from Montgomery College would go right on with no loss of credit and two years later would have a B.S. degree in applied engineering.

Mr. Clark noted that Dr. Floyd had referred to a report of the National Science Foundation about the timeliness of looking at engineering in public school education. He said that the people at the table had a strong background in science, mathematics, and technology. Dr. Summerville explained that the pre-engineering program would be an extension of the other two and would be very technology based. It would consist of two years in the 9th and 10th grade taking biology and chemistry in the home school, in 11th and 12th they would take physics and a technology course, and in addition in the 11th and 12th grade at the center they would be taking a

course in technical communication which would include computers and technical writing. They would also have a course with lots of hands-on application in the field of engineering. They would get a strong background at their home school and move into the two years at the technology center. This would be an interdisciplinary approach, and they thought they needed about 150 to 200 in the two years to make the program successful. These students would still spend half a day in their home schools. She said that this did dovetail with some of the aspects of the Area 3 study because it had a strong computer base, a strong math interdisciplinary approach, and a strong science program. In the paper they were developing they would include the need for scientists and engineers.

Dr. Philipp reported that computers would play a role in the program but the role was different from that in the Blair magnet. Computers here would be viewed as a tool for computation and simulations. The heavy emphasis on computer science constructs would not be a focus in the engineering program. He agreed to share an article by Dr. Mark Tucker from the Carnegie Forum on Education and the Economy which was a policy analysis regarding computers in the schools.

Mrs. DiFonzo said that students completing the 2+2 part of this would be on their way to being engineers, but she asked whether they were capable of being technicians if for some reason they did not go on to complete a B.S. degree. Dr. Slye said they had asked industry to respond about practical work for the students. For example, N.I.H. was accepting these students. He emphasized that this was a systems engineering approach and not specialized. These students would be able to read electronic diagrams. Mrs. DiFonzo asked if students would be able to move into a co-op program at two years at MC, and Dr. Slye assured her that they would.

Dr. Cronin inquired about the timetable for the next discussion. Dr. Cody replied that one paper was complete. They were aiming for the end of June and expected to have the work completed in four or five weeks.

Dr. Shoenberg asked if it was their notion that students who participated in the two-year half-day engineering program would finish that program having completed some of first two years of college. Dr. Summerville replied that this was possible because some of the courses might overlap. Dr. Shoenberg asked why would he want to convince his child to go into this program other than to pursue an interest. Dr. Cody replied that they were talking about 11th graders who would be making their own choices if they were informed about the program. This would require an extensive guidance program.

Mr. Ewing said he had a question about these recommendations and how they related to what the Board had heard earlier from the Area 3 Task Force. He asked if these recommendations were the response to the Area 3 Task Force. Dr. Cody replied that the ideas had developed in parallel. As they received the report from Area 3, he thought there was a lot of similarity. Pre-engineering would be part of a new

facility located on the Germantown campus. It was not a clone of the Blair program but it was an applied science program and would be attractive to a large number of students and probably not appeal to the same students interested in the Blair program. He said that any student in Montgomery County going into such a program would be able to go on to a four-year college. Mr. Ewing asked if there would be a staff reaction to the task force report, and Dr. Cody replied that there would.

Dr. Cronin stated that the Board would start to see the papers by the end of June with Board discussion in the summer. Dr. Cody replied that the end of June would be the concept papers, probably not the full plan.

Re: ADJOURNMENT

The president adjourned the meeting at 9:50 p.m.

-----  
President

-----  
Secretary

WSC:mlw