

CAPE OUTLOOK



New Regs, New Opportunities

The Education Department has unveiled its long-awaited regulations for the implementation of Chapters I and II of the Education Consolidation and Improvement Act of 1981.

Pared down to 23 pages (pp.6584-6607) of February 12's *Federal Register*, the regulations reflect the Department's intent to "eliminate burdensome, unnecessary and unproductive paperwork and free the schools of unnecessary Federal supervision, direction and control" (Chapter I) and "allow State and local educational agencies maximum flexibility to administer funds and design programs" (Chapter II).

Chapter I, Financial Assistance to Local Educational Agencies to Meet Special Educational Needs of Disadvantaged Children, supercedes Title I of the Elementary and Secondary Education Act of 1965 but continues to give financial assistance to state and local educational agencies on the basis of entitlements calculated under the old law.

Chapter II consolidates 28 education grant programs funded in Fiscal Year 1981 into a single authorization of block grants to the states.

The rules governing participation of private school children in Chapter I programs do not differ significantly from those which controlled their involvement in the old Title I programs. But those delineating their inclusion in Chapter II activities, transposed as they were from the categorical setting of the old Title IV-B (Libraries and Learning Resources) program into the new context of the block grant plan, might offer important new opportunities for private school participation.

The private school community has, in general, reacted positively to the propounded rules. While the U.S. Catholic Conference is studying the regulations to ascertain which of them might need clarification or strengthening, Richard E. Duffy, Representative for Federal Assistance at U.S.C.C. says, "On the whole, the regulations look promising for

increased participation of private school children. Chapter 1 is somewhat disappointing with regard to involvement of private school officials, whereas Chapter 2 really reflects the strong involvement of those officials in program development."

CAPE Executive Director Robert L. Smith commented, "The attention given by the statute and the proposed regulations to the concerns of private education clearly indicates that the federal government is committed to serving private school students under the ECIA."

Comments on the regulations are due April 13.

Save Title I!

If the President has his way, at least one of five children currently receiving "Title I" federal aid to help compensate for educational disadvantages would no longer be able to get this "leg up" in basic learning skills. At present, 5 million of the 11 million children judged by the Department of Education to be in need of these services are receiving them, at a cost of \$3.1 billion a year. The President would cut the program's funding to \$2.4 billion for 1982-83 and further reduce it to \$1.9 billion for 1983-84. By that time, taking inflation into account, 2.5 million children and almost 100,000 teachers and staff would have been eliminated from the system.

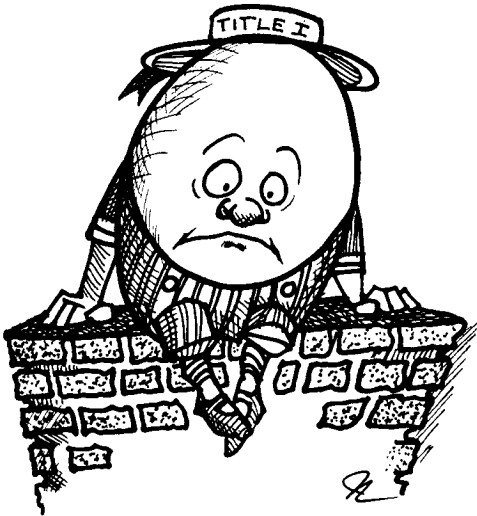
Enter the Coalition to Save Title I. Formed at the behest of Congressmen Carl Perkins (D-Ky.), Gus Hawkins (D-Calif.), and Dale Kildee (D-Mich.), it is composed of about 36 national education, civil rights, child advocacy and parent organizations, including CAPE, the U.S. Catholic Conference and the American Association of School Administrators. Its aim is to maintain funding for Title I at the level of the \$3.4 billion authorized by the Omnibus Budget Reconciliation Act of 1981, and it is seeking support both on the grass roots and Congressional levels. The Coalition has been divided into six teams whose members call upon Senators and Congressmen and their staffs to convince them that the Title I cuts proposed by the Administration would be disastrous for those children who need the most help with learning. The Coalition organized a day of extensive lobbying on the Hill on March 16.

In a "Dear Colleague" letter sent out on February 9, Hawkins and Perkins sought co-signers

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within the House of Representatives to their letter urging the Chairpersons of the House and Senate Committees on Appropriations and the Budget to prevent further cutbacks in Title I. "We strongly believe," the letter said, "that the program has already suffered from the FY 1981 rescission and that the FY 1982 figure falls short of what is necessary to meet even the minimal needs of Title I schools. . . . We cannot understand the rationale for severely cutting a program which, according to all recent evaluations, has been extremely effective in improving the basic skills of educationally deprived children. Even the Administration has attested to the success of Title I, through the solid, verifiable research findings summarized in the Secretary of Education's 1981 annual evaluation report and in the testimony of the Secretary before our Committee."



Almost 200,000, or 4%, of the children participating in Title I programs attend private schools. Services to these children must be consistent with their "numbers and needs" and must be "comparable in quality, scope and opportunity to participate" to those offered children in public schools. At the present time, before final implementation of the rules regulating Chapter I of the Education Consolidation and Improvement Act, private schools must be consulted at every phase of Title I program development, including those stages involving planning, diagnosis, needs assessment and evaluation.

Citizens' Desegregation Lobby Under Way

A coalition of 30 national educational, religious and civil rights organizations has been formed to stimulate a national citizens' effort to support quality integrated education.

The group, known as the National Coalition for Quality Integrated Education, is directed by Arthur Flemming, until recently chairman of the United States Commission on Civil Rights.

The coalition intends to serve as a communication and action network; a forum for strategy analysis; a promoter of materials and methods to aid quality integrated education; a catalyst for community action and a monitoring agent for legislative developments relating to educational discrimination.

The preamble to NCQIE's "Document of Purpose" declares that "quality integrated education is a necessary goal in the education of every child in every school in our nation."

Plans are being laid to form a National Citizens' Committee for Desegregation, members of which will be alerted by the coalition to forthcoming key votes in Congress and thereby given the opportunity to make their views known to their representatives in Washington.

Members of the coalition include, in addition to CAPE, the National Education Association, the National Council of Churches, the National Association of Elementary School Principals, and the National Association of Independent Schools.

Legislative Update

Tax-Exempt Status of Discriminatory Private Schools

S.2024 (Dole, R-KS) and others.

H.R.5313 (Conable, R-NY) and others.

Hearings held in early February by Senate Finance Committee and House Ways and Means Committee. Bills will most likely remain pending until Supreme Court acts.

Extend Social Security Eligibility Cut-off Date

H.R.5357 (Solomon, R-NY) and others.

Pending in Social Security Subcommittee.

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A coalition of 15 national organizations serving private schools (K-12)

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Tuition Tax Credits

S.550 (Packwood, R-OR; Moynihan, D-NY; Roth, R-DE).
Pending in Finance Committee.
H.R.380 (Luken, D-OH) and others.
Pending in Ways and Means Committee.

Dismantling ED

S.1821 (Quayle, R-IN).
Pending in Governmental Affairs Committee.
H.R.1779 (Whitehurst, R-VA).
Pending in Subcommittee on Legislation and National Security.

Foreign Language Training

S.1817 (Moynihan, D-NY).
Pending in Subcommittee on Education, Arts and Humanities.
H.R.3231 (Simon, D-IL).
Awaiting Rules Committee action.

Youth Wage Differential

S.348 (Hatch, R-UT); S.430 (Percy, R-IL); S.658 (Nickles, R-OK).
Pending before Labor Subcommittee.
H.R.157 (Campbell, R-SC); H.R.2001 (Simon, D-IL); H.R.5039 (Erlenborn, R-IL).
Pending before Subcommittee on Labor Standards.

Energy Education

P.L.97-138
Establishes March 19, 1982 as National Energy Education Day.

Testing

H.R.1662 (Weiss, D-NY); H.R.1312 (Gibbons, D-FL).
November hearings by Subcommittees on Post-secondary Education and Elementary, Secondary and Vocational Education. No markup set.

Permanent Authorization of Handicapped Education

H.R.4410 (Smith, R-NJ).
Pending before Select Education Subcommittee.

National Service System

S.1052 (Tsongas, D-MA; Cranston, D-CA).
Pending before Governmental Affairs Committee.
H.R.250 (Panetta, D-CA).
Hearings planned by Select Education Subcommittee.

Guidance for Elementary School Children

S.928 (Stafford, R-VT).
Pending before Subcommittee on Education, Arts and Humanities.
H.R.1598 (Perkins, D-KY).
Pending before Subcommittee on Elementary, Secondary and Vocational Education.

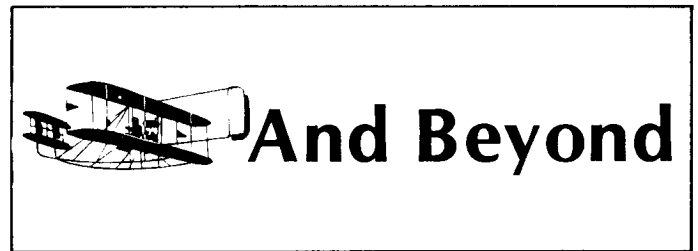
Capenotes

...The Executive Director met this past month with the Directors of Nebraska-CAPE and spoke to private school administrators in the Fort Wayne, Indiana region. He also addressed public school administrators at the AASA meeting in New Orleans and met with the educational administrators of the Lutheran Church-Missouri Synod in St. Louis.

...NAPSEC held its annual winter meeting in Washington in late January. Robert Smith gave a talk updating governmental activities relating to private schools.

...Pittsburgh was the site, a month later, of the annual NAIS meeting.

...*Reader's Digest* made available reprints of two articles, *Marijuana Alert III* and *Driving on Drink and Pot*, to all public and private schools. CAPE handled the private school distribution.



The Special Child in the Special School

The February issue of *CAPE Outlook* contained an article which addressed the needs of special children as they are met by "regular" private schools. This article will focus on the care provided by private special educational facilities such as those schools belonging to NAPSEC, the National Association of Private Schools for Exceptional Children.

NAPSEC is comprised of approximately 80 schools serving children whose conditions involve all categories of exceptionality, including those with learning disabilities, physical handicaps, emotional disturbances, multiple handicaps; speech, visual and hearing impairments; and those who are mentally retarded or autistic. The schools also serve, within these categories, students considered "gifted and talented."

Children come to NAPSEC institutions by two routes: Individual families seek them out, looking for a safe, orderly environment where their youngsters will receive individual attention from well-trained, dedicated teachers. Public agencies often contract with these schools as an extension of the educational placement options for the handicapped children in their care.

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The schools, in turn, employ varied modalities in dealing with their students, engaging them both educationally and therapeutically.

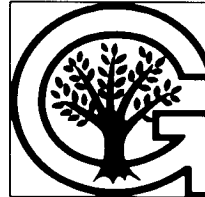
Although NAPSEC schools try to assist their students achieve the most fulfilling life possible within the limitations of their conditions, "...many will never lead a normal life," according to Dr. Sally Sibley, President of NAPSEC. "We can help them get as close to self-sufficiency as possible. We want them to strive for independence and productivity."

Although some children may go on to college, the majority, for whom academic success is not likely, receive vocational training to enhance their manual skills and promote a sense of self-reliance.



Capelines

- **Capitol Art:** The Congressional Arts Caucus has organized an arts competition for high school students. Winning entries will be displayed in the Capitol this summer. First-round contests will be coordinated by participating Representatives and must be judged by May 31. Consult local Congressional office.
- **NDN Projects:** June 2 is the deadline for new "Developer Demonstrator Grants" applications. Write Robert Mulligan, National Diffusion Network, ED, 1832 M St., N.W., Washington, D.C. 20036.



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