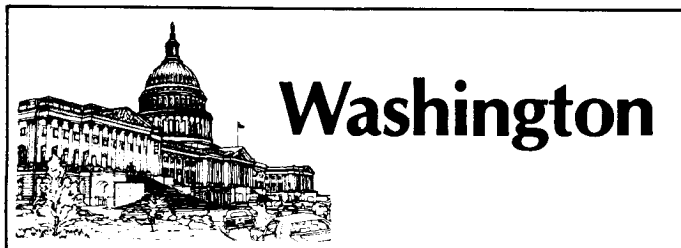


# CAPE OUTLOOK

Number 94

October 1983



Dear Friends:

Since you received our last issue of OUTLOOK Congress has come back from its summer vacation. While education exploded as a national issue last spring when the National Commission on Excellence in Education declared the country menaced by a "rising tide of mediocrity," the level of legislative activity has been light with Congress in recess until after Labor Day.

Not surprisingly, a great deal of attention will be focused on education. One of the first orders of Congressional business concerned funding for education. On September 13, the House of Representatives voted on and approved H.R. 3520, which reauthorizes vital vocational rehabilitation programs and increased authorization levels for five major education programs including Chapter I, Vocational Education, Adult Education, Impact Aid and the Education of the Handicapped Act. The passage of that bill gives the Appropriations Committee the flexibility to increase funds beyond the current levels (which were reduced in the Administration's budget reductions three years ago), and it demonstrates strong support for education in the House of Representatives. In the same week, the House Appropriations Committee and the Senate Appropriations Subcommittee on Labor, Health & Human Services & Education met to set their recommendations for FY'84 education spending. The House levels were set at \$12.24 billion, which does not include funding for impact aid, rehabilitation services, and other smaller programs; the Senate Subcommittee's bill recommends \$15.1 billion in total funding for education. If the Appropriations bills for education are not passed by the beginning of the fiscal year, which is likely this year, then both Houses will move to a Continuing Resolution until a regular appropriations bill can be passed.

It should be a busy session and so we have compiled a list of legislative matters of concern to private schools.

- **TUITION TAX CREDITS** — S.528 introduced by Senators Dole (R-KS), Packwood (R-OR), Moynihan (D-NY), Roth (R-DE), and D'Amato (R-NY) was ordered reported by the Senate Committee on Finance on May 24, 1983. The major provisions provide Federal tax relief to families who pay tuition to a nonpublic school beginning in 1983 with a maximum credit of \$100, rising to \$200 in 1984, and to \$300 in 1985. The credit would be available to families with adjusted gross incomes up to \$40,000, and then phases out gradually to \$50,000 when it is rescinded completely.

The recent Supreme Court decision, upholding the constitutionality of a Minnesota tuition tax deduction law (*Mueller v. Allen*), noted the breadth of the class authorized to claim the deduction — the Minnesota law permits all parents, whether their children attend private or public school, to deduct their children's education expenses. This decision has made it necessary to rethink the legislative language for successful passage of a tuition tax credit bill in the 98th Congress.

- **CHARITABLE CONTRIBUTIONS LAW** — The Economic Recovery Tax Act of 1981 included a provision to allow non-itemizers to take a deduction for contributions to nonprofit organizations. The deduction is phased in over a five-year period but will terminate at the end of 1986.

Legislation to make the deduction for charitable contributions permanent for non-itemizers was introduced in the House of Representatives by Rep. Conable (R-NY) and his bill H.R. 1315 is pending in the Ways and Means Committee. In the Senate, Senators Packwood (R-OR) and Moynihan (D-NY) introduced S. 337 which is pending in the Senate Committee on Finance.

- **FY'83 & FY'84 EDUCATION FUNDING** — The FY'84 budget request for education reflects the Administration's belief that the Federal government has a limited role in financing education and that education is primarily a family and state and local government responsibility thus, a program designed to reduce outlays in FY'84 in education.

The FY'84 budget request contains overall  
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budget reductions of \$1.9 billion — 12.6% below the current FY'83 budget authority for education programs. The '84 budget request contains overall proposed cuts which are significantly less than those requested in the previous budgets proposed for education by the Reagan Administration.

- **MATH/SCIENCE LEGISLATION** — H.R. 1310 introduced by Rep. Perkins (D-KY) passed the House with amendments on March 2, 1983. S. 530 introduced by Senators Pell (D-RI) and Stafford (R-VT) was considered by the Subcommittee on Education, Arts and the Humanities and subsequently by the Committee on Labor and Human Resources, which ordered the bill reported as S. 1285. That bill awaits floor action in the Senate.

Both the House and Senate measures would authorize funds to the National Science Foundation and the Department of Education for improving instruction and addressing personnel needs in science, mathematics, computer learning, and foreign languages in elementary and secondary schools as well as institutions of higher education.

The House bill provides equal expenditures for children and teachers in private schools based upon enrollment and the Senate bill provides for equitable participation for children and teachers in private schools.

- **VOCATIONAL EDUCATION ACT REAUTHORIZATION** — Action on reauthorization and possible amendments of the Vocational Education Act (VEA) of 1963 is anticipated during this Congress. The last major VEA amendments were enacted in 1976. The 97th Congress reduced VEA appropriations so that current FY'83 funding level of \$723 million is 7% below the FY'80 amount, and extended authorization through FY'84.

To date in the 98th Congress, Senate and House subcommittees have begun hearings on some of the VEA proposals and current program implementation. The Senate Subcommittee on Education resumes its hearings in October and in this series of hearings will examine opportunities

for nonpublic schools in vocational education, the general Federal role, private sector involvement, governance, and under-served populations.

Federal law mandates that private school students be allowed to participate in public school vocational programs when such programs are unavailable at their schools but the complex Federal regulations have limited active participation. There is now greater interest in providing private school students with opportunities for public vocational education as a corollary to their schooling in the private sector.

Private school principals have initiated programs to develop relevant preparation for employment. CAPE has urged Members of Congress and the Department of Education to include provisions for greater participation of academically oriented students, from private and public schools, in updated vocational education programs suitable for the general academic student.

The fall legislative schedule includes action in the following areas of concern to private schools:

- Senate floor action on S.528, tuition tax credits;
- Senate floor action on House passed Math/Science legislation;
- House & Senate action on FY'84 education funding;
- Completion of Senate Oversight Hearings on Quality in Education — Private education will be represented by the Reverend Ida Wells, Academic Dean, Boggs Academy, Keysville, Georgia. Boggs is a primarily black coeducational boarding and day school serving grades 8-12; and,
- Senate hearings on Vocational Education Reauthorization — Private education will be represented by Raymond G. Wasdyke, Director of Programs of Vocational Education, Educational Testing Service (ETS), Princeton, N.J. Mr. Wasdyke has written a major study on private schools and vocational education.

Because education has become such a powerful national issue, we look forward to working on the issues and new initiatives which will be at the forefront of debate during the next year.

Best wishes for a successful school year.

CAPE STAFF

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

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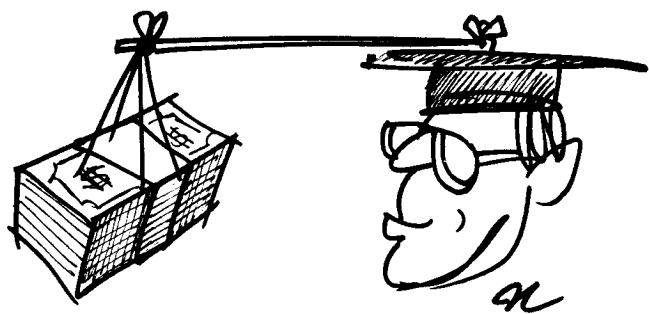
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## The Merits of Merit Pay

With merit pay the front and center national education issue for public education as the school year begins, OUTLOOK decided to explore private school views and experience with it and other differentiated pay scale arrangements for teachers.

The background is familiar. Seven national studies on education, led by The National Commission on Excellence in Education's report, "A Nation At Risk," have just put the spotlight on the quality of public school teachers. And the President has, of course, given national visibility to the idea of improving their teaching by giving merit pay to the best.

Perhaps not surprisingly, OUTLOOK's survey revealed that merit pay is not a major issue within private education. Although a number of schools surveyed have teacher salary arrangements which include differentiated pay, based in essence on the teacher's contribution to the strength of the school (a vast majority of Independent, Quaker and Episcopal schools do this), most pay according to the length of the teacher's tenure. Those schools which had a form of merit pay often had developed these in close consultation with their faculties. The 'master teacher' approach to differentiated pay appears to meet with widespread resistance among private school teachers.



On the knotty question of who decides who receives merit pay, it is the principal in private schools. There seems to be general agreement that promotion, tenure (often "moral" tenure in private schools) and retention decisions are also made by the principal and should be, and often are tied to clear evaluation procedures worked out with the faculty.

Because merit pay is being discussed as a means of attracting "the best and the brightest" to public school teaching and keeping them there, we tried to find out whether private schools are having trouble attracting good new teachers. No organization within CAPE said it was having difficulty getting first rate teachers despite generally lower salaries paid in private schools. However, there is widespread concern about the difficulty ahead, and be-

ginning to be felt, in finding well qualified math and science teachers. There is also widespread concern among school heads about their ability to continue to attract top-notch teachers unless they can increase salaries regularly and significantly.

The Congressional Advisory Committee on Merit Pay will issue its report in early October. According to Committee member, CAPE Executive Director Bob Smith, it is likely to recommend, among other things, experimentation with merit pay for public school teachers as well as higher levels of teacher salaries across the board.

Smith went on to say: "The significance of the national interest in improving the quality of teachers should be clearly recognized within private education. There is going to be increased competition for a dwindling supply of able teachers. Our greatest appeal is the quality of our schools. We will have to continue to make teaching an attractive and fulfilling career for able people chiefly by keeping our schools stimulating and congenial and by paying salaries which are at the very least competitive and at best, considerably higher than that."

## Summit Conference on Education

The National Summit Conference Act of 1983 introduced by Rep. Williams (D-MT) would authorize a Summit Conference on Education with a report to be issued by January, 1984. It will include 200 representatives of all appropriate sectors concerned with education working to develop "workable educational solutions" to problems identified by the National Commission on Excellence in Education.

As CAPE wrote in testimony given in support of the Conference to the House Subcommittee on Elementary, Secondary and Vocational Education on September 15: "If properly timed and skillfully planned, the National Summit Conference on Education can be a much needed instrument for clarifying, focusing and advising the work and changes so critically required. As the report "Action for Excellence" of the Education Commission of the States puts it: 'our greatest overall deficiency in the United States is our absence of clear, compelling and widely agreed goals for improving educational performance.'"

The Executive Director of CAPE went on to say: "... private education intends to play its full part in the job of helping to improve education. What each segment of education can do for and with all others will, to a large extent, determine the outcome of school improvement efforts. . . ."

"The particular experience and success of private schools in certain key areas could be particularly useful: teacher and principal recruitment,

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school identity and staff morale, school governance and support, school commitment to clear, well focused goals of academic and human excellence, the education of the whole child. In these and other areas generic to all schools, we look forward to making serious contributions as we confront common problems."

## Capelog

Among its recent activities on behalf of its constituency, CAPE:

...has been directing a group representing most of the segments of private education in developing the criteria and process for the identification project of exemplary private schools. Nomination materials will be sent to all private schools this fall.

...has prepared a draft of private school recommendations for the Republican and Democratic Platform Committees. CAPE has requested private school leaders to submit their ideas which will be discussed at the Fall Meeting of the CAPE Board on October 24-25.

...has completed the design of a questionnaire which will be sent to a broad sampling of private schools by the National Center for Education Statistics (NCES) in an effort to gather a range of important data not previously collected. Congress, the media and the private school community will use the results.

...has invited the State CAPE representatives to Washington in October to join the CAPE Board at its Fall Meeting. Secretary Bell will speak at a luncheon and the day will end with a reception at the White House.



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