

CAPE OUTLOOK

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State CAPE Reps Meet in D.C.

Following a pattern started two years ago, state CAPE representatives met together and with Directors during the two day fall meeting of CAPE's Board on October 21-22 in Washington, D.C. In a two hour period of 'show and tell, the most frequently mentioned matter concerned difficulties in implementing Chapter I in the wake of the July 1 decisions of the Supreme Court in the *Aguilar v. Felton* and *Grand Rapids* cases which prohibit on-site delivery in sectarian schools of Chapter I services to eligible students. A number of arrangements, ranging from inadequate to hazardous, were described as having been at least tentatively worked out as schools and districts seek to find ways to get services to their eligible students under severe time constraints.

Another major concern is the high cost of school insurance, particularly in lower grades and pre-schools. This burgeoning problem is bringing immense financial burdens on all schools. Although it was agreed that a recent State of Maryland task force report on the subject would be distributed to all state CAPE's, there were no observations which offered much immediate hope of relief.

The difficulty state CAPE's sometimes have in maintaining cohesion in the face of differing school organization agendas was referred to with concern. It should be noted, editorially, that CAPE's philosophy, that the well-being of the whole serves the good of each, continues to be the central reason for the existence of state CAPE's and CAPE itself.

State efforts to accredit private schools or to transfer the job to the private schools themselves is a big issue for several states—Texas for one. Closely related is the core issue of how a school is defined, a matter which some states have tackled and others, after reflection, have left alone.

This kind of meeting was felt to be important by those representatives present. In summing up their needs and interests they asked for more information, particularly about the various state regulations regarding home-schooling as well as information on new developments in state accreditation of private schools.

Other items which were brought to the group's attention: advertising directed against private schools in Michigan which led to a general discussion about ways to counter this; relations between private and public education (which are generally very good); a criminal clearance check of teachers which has been instituted in California and has the potential for being instituted in many other states; and school bus regulations in Rhode Island.

It was agreed there would be another meeting of state CAPE representatives in conjunction with the Board's fall meeting on October 27-28, 1986.

Do You Have A Choice ?

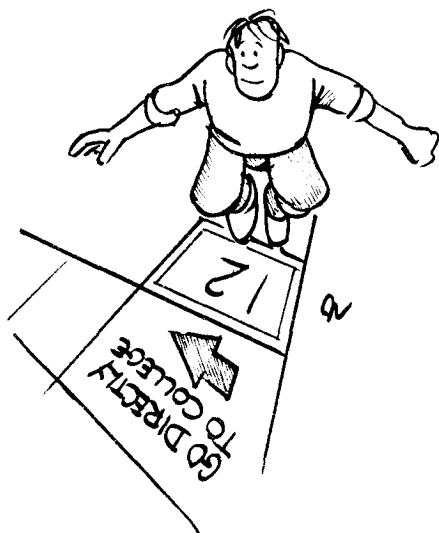
Increasing educational choices in elementary and secondary education is on the minds of many educators in this Administration and elsewhere and among many parents. As a country we seem to have reached a form of educational maturity according to which, in the certain knowledge that Johnny is not a truant, we are more and more interested in where he's going to school and whether it's where he can get a good education. Minnesota, with its tuition tax deduction for private and public school education costs, its plan permitting students to cross district lines to attend a chosen public school and to allow high school juniors and seniors to take college courses free, is the leader among states doing something about the choice question. So it was fitting that Senator Dave Durenberger (R-MN) chaired a hearing on October 22 of his Subcommittee on Intergovernmental Relations on "State and Local Innovations in Educational Choice."

Among those giving testimony were Chester Finn, Assistant Education Secretary and counselor to Secretary Bennett, Joe Nathan of Minnesota, author of *Freedom To Teach* and Robert L. Woodson, President of the National Center for Neighborhood Enterprises in Washington.

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Nathan, a lucid proponent of expanded choice, pointed to recent research in Milwaukee which showed that public schools designed by professional educators "explicitly to be distinctive and to attract some but not all families", had "organizational relations and practices" much more like effective schools than schools designed to appeal to all families.

Nathan went on to refer to research on expanded choice in the form of magnet, Montessori, fundamental and open schools as offered in some locales. It showed that parents are more satisfied and involved, student achievement increases, teachers feel more like professionals and community support increases when such choices are available.



The views of the opponents of choice at the hearing were summed up by Roxanne Bradshaw, Secretary Treasurer of the National Education Association. Focusing on vouchers, one of the devices which are intended to achieve greater choice, she said they would lead to racial, social and economic isolation of children, undermine support and funding for public schools, be an administrative nightmare and could potentially violate the separation of church and state.

The choice issue will become a political one when an Administration proposal to utilize the voucher for Chapter I is unveiled before Congress within several weeks.

1st Federal Private Education Official Honored by CAPE Board

At a reception given by CAPE's Board of Directors on the evening of October 21 in, appropriately, the Carl D. Perkins Memorial Room in the Rayburn House Office Building, President Sally Sibley presented a plaque on behalf of fellow Directors to a delighted and surprised Dwight Crum who will retire from his Department of Education post in January. Dwight was appointed in 1971 as the first federal official to serve private schools. His extensive knowledge of the federal role in education, of the Department, and of the private school world, have made him indispensable to his many colleagues, friends and those who work throughout the country on the problems of private schools.

"Dwight is a quick study. He is a superb bureaucrat, something he is justly proud of" said Dick Thomsen, CAPE's first Acting Executive Director who was present at the December, 1971 creation of CAPE, the month Dwight was appointed. "His guiding hand was a tremendous help in the evolution of CAPE and he was an important part of my early work with it."

One of the remarkable facts about Dwight Crum's career since 1971 is that he had had essentially no experience with private schools prior to being assigned to manage the private school office. He was first given a minor cubby hole in the vast wasteland of dreary space occupied by the office of the Commissioner of Education. Seven years later he was up in a sprightly office adjacent to the Commissioner, speaking volumes for his effectiveness and the growing importance of the private school part of education.

Dwight noted in a recent interview with CAPE's reporter that his early memories in the job were of a private sector of education which was generally ignored by the Department and the government and of masses of private school students who were not receiving the federal benefits to which they were entitled. His greatest satisfaction from his work has come from the role he was able to play in changing these situations. Private education is known and respected and its relations with public education are generally

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

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CAPE Honors D. Crum (continued from page 2)

very good. And private school students have been participating far more fully in the programs for which they are eligible.

Dwight concluded the interview by observing that he hoped more people with private education experience would get involved in government service, either as political appointees or civil servants. "We need the kind of balance they provide."

Though his plans for after January are not set, Dwight hopes to make a contribution to private schools. We, in turn, hope he will continue to be within easy reach by short distance telephone.

Legislative Update

At press time, the House and Senate were deadlocked on rival plans to balance the federal budget by 1991, both of which would drastically alter the Congressional budget process. The controversial balanced budget proposal was added on October 9 by the Senate to legislation increasing the national debt limit from \$1.8 to \$2.079 trillion. Sponsored by Sens. Gramm (R-TX), Rudman (R-NH) and Hollings (D-SC), and known as the Gramm-Rudman amendment, it would give the President the power to cut spending across-the-board if Congress did not meet specific deficit reduction targets each year and achieve a balanced budget by 1991. House members complained about its unequal treatment of government programs, the amount of presidential discretion over the cuts and the political implications of it not going into effect until after the 1986 elections.

In the version shaped by House Democratic leaders and passed on November 1, the budget cuts would begin immediately, before the 1986 congressional elections and it would achieve a balanced budget by 1990. The House plan exempts Social Security and some poverty programs, anticipates bigger cuts in defense and reduces the President's role in the process. However, it would leave education and job-training programs more vulnerable to cuts. Analysts predict that the mandated cuts could result in reductions of 40 percent in Chapter I, removing more than 2 million children from the compensatory education program, and cut special education programs by 67 percent. The plans would also severely cut higher education programs and the Guaranteed Student Loan program.

While many uncertainties remain about how the plans would work, political momentum for passage is strong because it promises action on the nation's "number one political and fiscal issue". The deadline for passage of the debt ceiling extension is November 14.

Since most of the attention is going to the balanced budget proposals, other actions including the tax reform package have been delayed.

Education Appropriations — The House and Senate have passed fiscal '86 funding bills for the Department of Education and other major social programs. A conference committee will resolve the differences — the House bill allots \$17.5 billion for education programs and the Senate bill provides \$18.3 billion. Like the House bill, the Senate measure freezes most education programs at fiscal 1985 levels. Both bills cut bilingual education and freeze Chapter I and Chapter II program funding. However, the Senate bill increases handicapped programs by \$200 million and includes \$90 million for the math/science program.

Math/Science Reauthorization — The House and Senate agreed to reauthorize for 3 years the Education for Economic Security Act, known as the math/science bill. The law provides training for elementary and secondary school teachers in mathematics, science, computer learning and foreign languages, as well as in-service training and retraining. Although the law was enacted in 1982, the initial \$100 million in funding is just now being received by the states.

The Department of Education published in the October 25 *Federal Register* its final rules governing the grant money. Each state's grant will depend on the number of children aged 5-17. States must divide 70% of its share among elementary and secondary education programs; the remaining 30% must be distributed to higher education institutions. State officials must ensure that private school as well public school students and teachers are able to benefit from the programs. For more information, call Allen Schmieder in the Department of Education at 202-755-0410 or write to him in Room 2011 (FOB-6) Office of Elementary and Secondary Education, U.S. Education Department, 400 Maryland Ave., SW, Washington, D.C. 20202.

Tax Reform — While Congress debates the balanced budget amendment, consideration of the tax package has been delayed. However, the House Ways and Means Committee on October 15 approved an amendment to the Administration's tax simplification plan calling for a permanent nonitemizer deduction for all charitable gifts above \$100. The Reagan plan would have eliminated the deduction after January 1, 1986. Current law provides a full deduction for charitable giving for nonitemizers.

Capenotes

On behalf of its constituency CAPE

...notes with sadness that Fred Loveday, for many years Executive Secretary of the Georgia Association of Independent Schools, died on October 22 after a long illness. Long the moving force within the state CAPE organization in Georgia, the Georgia Private Schools Association, Fred was greatly beloved by the private school community in the Southeast. His work over the years on behalf of all private schools in Georgia was notable. He will be sorely missed.

What Will Follow Felton ?

Charles Wilson of the Washington law firm of Williams and Connolly, counsel for the US Catholic Conference in much church-state litigation including the landmark *Aguilar v. Felton* case decided by the Supreme Court on July 1, spoke about that case and its aftermath at a CAPE Board lunch on October 22. He described an amalgam of litigation around the country stemming from the case: A one year delay in implementing the Court's decision in New York state granted by the District Court in Brooklyn; a case in Louisville, KY seeking to force immediate implementation nationwide (though arguments have been heard, no action has been taken); suits filed by Americans United for Separation of Church and State in Kansas City and D.C. seeking to prohibit any expenditures of Title I funds for equipment or transportation; a case in Missouri seeking to render unconstitutional the Missouri by-pass.

In response to numerous questions about Chapter I ramifications of the decision, he also noted among other things, that after-hours classes are clearly not equitable, and that private schools should not bear the extra liability insurance costs involved in any transportation costs attributable to the delivery of services as a result of the Court's decision.

He felt the Court's decision in *Aguilar v. Felton* was dominated by assertion and weak in analysis and evidence. Because of this we should not be governed by a feeling of despair. This is not at all the end of an era in the relationship between the federal government and private schools in serving the educational needs of students.

A Directory You Can't Live Without

A new annual Directory, *Private Schools of the United States*, has just been published by the Curriculum Information Center of Market Data Retrieval, Inc. in collaboration with CAPE. In this two inch thick volume, over 15,000 CAPE member organization schools are listed alphabetically by state and indexed by school name, grade level and school association. Each entry gives school address, phone number, name of principal, grade span and organizational affiliation. In addition to its information on individual schools, this Directory also provides statistical profiles of private schools by state and nationally. Accreditation and evaluation policies and practices of all organizations are described in the preface.

The Directory is intended to serve private school associations and school heads, parents, teachers, researchers, public policy makers and donors. Entries are organized to help users locate and evaluate schools, analyze statistics, check a school's affiliation with a recognized private school organization and help in decision-making about projects or grants.

The Directory will also help to bring the private school community within CAPE into a state of greater self-awareness. State and regional associations should find it of particular usefulness. And corporate matching gift programs will find it valuable to be able to have a ready means of identifying schools and the general guidelines they use in maintaining quality.

Copies are available from CAPE at cost for non-profit organizations (\$30.00 each) and for \$75.00 for commercial organizations. Orders should be accompanied by checks payable to CAPE (1625 Eye St., N.W. Washington, D.C. 20006).

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