

CAPE OUTLOOK



Progress of CAPE Advisory Task Force on the Future Reported to Board of Directors

A progress report from CAPE's Task Force on the Future of Private Education was made at CAPE's recent spring Board meeting by Al Vanden Bosch, Chairman of the Illinois Advisory Committee on Non-Public Schools, who is leading the eight person team.

Basing his comments on two days of meetings at Airlie House, a Virginia Conference Center, Mr. Vanden Bosch said that the group had determined that two years were needed to complete its work, the first to refine the planning process including the production of position papers and the second for putting in place the process of implementation.

The Task Force has identified five areas for study:

- * The development of an effective and simple means of publishing an Annual Report Card on private schools to help dispel popular ignorance and myths. Matters ranging from enrollment, a school graduate follow-up, numbers of special needs and disadvantaged children being served, to money contributed to the economy and saved to the taxpayer state by state could be included;

- * The forging of private/public education partnerships to help provide improved opportunities and equity for all children in a decade in which resources will be declining and expectations rising;

- * Exploring ways private education can become more involved in the national issues of teacher recruitment, training and development. Private schools have created a significant repertoire of means to find promising teachers, to help them get started and to enrich them in mid-career. Heightened national interest in the quality of teachers (and a possible crisis in quantity) underline the value of a private school effort along these lines;

- * The possible enlargement of CAPE's responsibilities to encompass the various dimensions of pre-K education and day care. The critical early years of a

child's life largely determine his/her success in school and beyond. And patterns of contemporary family life, in the vast majority of homes, heighten the importance of the ways children grow up outside it. CAPE has long felt it did not have the time and resources to be involved in pre-school education. The Task Force is urging it to seriously rethink this position in the interests of private school parents and of its general responsibility to help improve education;

- * Ways to enhance the limited and often distorted public perception of private schools, and closely related, to increase public awareness of the broad applicability of the basic American principle of tolerance in the creation of our pluralistic education system.

The Task Force also recommended the funding of a study to explore the strengthening of state private school advocacy efforts by adding both support and numbers to the existing state CAPE network.

CAPE's Board gave general approval to the proposed plan and will further consider aspects of it at an Executive Board meeting in June. The next Task Force meeting is scheduled for late June in Lake Forest, Illinois.

State CAPE Representatives Meet in Washington, D.C.

Confirming the prevailing view in Washington that the states are the major players in education today, representatives from twelve state CAPE organizations met during the recent spring meeting of CAPE's Board of Directors to describe a broad array of activities and issues in their respective states.

School accreditation is a very active issue in a number of states partly because of the school improvement effort. The Virginia Council for Private Education, made up of the various segments of private education in the state, has been given the green light to accredit its own schools under a two year trial program. A similar system has been working well in Florida for some years. In Texas, the Texas Private School Accreditation Commission (TPSAC) has recently gotten underway, along similar lines, with the encouragement of the State Commissioner of Education and the Governor. Currently four school associations are approved for accrediting their schools and this number is expected to grow rapidly.

In Maryland and California relatively new state regulations (in California it is legislation) are in place requiring criminal background checks of all school employees. The practical and legal ramifications of such requirements were considered.

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CAPE Directors Meet in D.C. for Spring Meeting

The broad range of subjects covered in the Spring meeting of CAPE's Board of Directors in Washington in mid-March reflects one reality about private education: that it can never again be an island unto itself, if it ever was. It energetically interacts with most of the other parts of education and has a vital stake in the good health of the whole.

The meeting opened with a talk by Congressman Tom Tauke (R-IA) who said private schools have a great opportunity and responsibility because parents are no longer engaged in the educational process as once they were. Because public schools are not able to teach values in the same way as private schools, our schools can serve families and students in unique, timely and critical ways. He observed that private schools should make a greater effort to let legislators and other educators know what they are doing. The perception of private schools is a limited one on Capitol Hill. In response to a question, Rep. Tauke said that his own state, Iowa, has an outstanding record in education because, in part, it has many fine private schools to complement its very good public schools. He said it is demonstrably true that a strong private school community makes for a stronger system of public schools.

Among many topics which occupied the Board were teacher recruitment, training and certification - matters of great national concern and no little controversy. David Imig, Executive Director of the National Association of Colleges for Teacher Education, illuminated these broad sets of issues and helped the Board better understand the work of the Carnegie Foundation in developing a national teacher certification system. A great many private schools don't require teachers to be certified and only a small minority of our principals and administrators think that certification bears a close relationship to teacher quality. The Board expressed concern about a national system under development for certifying teachers which, to date, does not include private school participation. The Board agreed to pursue this further.

Joan Wills, Director of the Office of Research and Development of the National Governors' Association (NGA), spoke to the Board about the active educational agendas of the nation's governors. She said the governors were particularly anxious to keep one another informed about how to best organize state efforts to improve schools, a hopeful bit of information in view of the outstanding education agendas of some of them. The booklet "Time for Results" recently published by the NGA, is a textbook along these lines. The activity of the governors is, of course, of special interest to our state CAPE representatives who were in attendance at this meeting and whose concerns are described elsewhere in this issue of OUTLOOK. Joan Wills told Board members that her association needed more effectively to include private schools in its thinking and planning. She also observed that states should be much more concerned about educational outcomes and less about teacher certification.

The Board was introduced briefly to the multi-various world of pre-K education by Helen Blank of the Children's Defense Fund. CAPE's Task Force has recommended that pre-K education is an area in which CAPE should consider getting significantly involved so this overview was timely and useful.

Because Australia has a Constitution which includes a section akin to our First Amendment, the private school/state relationship in that country is of special interest. CAPE Advisory Board member Denis Doyle, a recent and frequent visitor to Australia, reported that the state funding which goes to private schools on a school need basis does not lead to any loss of private school control. He also said that public schools in that country were being "deregulated" as a means of helping to give them some of the widely perceived advantages of private schools.

A major portion of the Board's meeting was devoted to consideration of the Task Force progress report which is described elsewhere in this issue of OUTLOOK.

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

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State Reps Meet in D.C. (continued from page 1)

The California situation is characterized by good relations between the California Association of Private School Organizations (CAPSO) and the State Department of Education which are working together on aspects of federal programs, such as Chapter 2. Good state education department/private school relationships exist in most of the states represented at the meeting.

In the District of Columbia the issue of limiting the liability of nonprofit organizations is under consideration. A major umbrella for such organizations, the Washington Council of Agencies, is taking the lead. The high cost of liability insurance has been a serious thorn in the side of private schools over the past five years and the muscle of a major network of nonprofit associations has been helpful, in several states, in working on this.

The Wisconsin Association of Non-Public Schools (WANS) has produced a legal handbook covering state laws and regulations affecting private schools. In response to the concerns raised by WANS, the Wisconsin State Department of Education now has an advisory committee on private schools as well as a state liaison with the private school community. These objectives were reached through the efforts of the Wisconsin private school community. Their ideas were shaped in part by the experiences of other state CAPE organizations.

Illinois has effective state provisions for recognizing private schools without state certification and for the disbursement of funds from state and federal programs for the benefit of private school students. Private school/State Education Department relationships in Illinois are reported to be in good shape.

Michigan features a range of issues including the creation of standards for the private schools in the state, the development of a corporate project to encourage more gifts from the private sector to private schools and the very serious circumstances in which private schools serving Chapter 1 students find themselves. Michigan's Chapter 1 experiences, as a result of the *Felton* decision, are among the most unsatisfactory in the nation.

The private education community in Rhode Island is centrally involved in a court case restricting the private school use of Chapter 2 funds.

Legislative Update

The House and Senate budget committees are attempting to complete work on the fiscal year 1988 budget resolution. At press time, the House Budget Committee was planning to present its package which includes small increases for priority programs in education, trade and children's initiatives. House floor action on the budget resolution is tentatively scheduled for April 6.

The Senate Budget Committee continues its discussions and intends to meet its deadline of reporting its resolution by April 1. Senate floor action is not expected until after the Easter recess.

The House Education and Labor Committee is moving swiftly to complete its consideration of the reauthorization of the Education Consolidation and Improvement Act (ECIA) which includes Chapter 1 and Chapter 2 programs. Markup in the Subcommittee on Elementary, Secondary and Vocational Education is scheduled for April 7, 8 and 9. The full committee will consider the reauthorization bills on April 21 and 22. Chairman Hawkins expects the bill to be considered on the House floor in May.

Recent Action...

School Dropout and Prevention Assistance Act, S.320 (Pell,D-RI) - The bill provides \$50 million in demonstration grants to local education agencies and education partnerships for two purposes: 1) to prevent students from dropping out of school and 2) to encourage students who have left to return to school and finish their schooling. It was approved by the Subcommittee on Education, Arts and Humanities on March 20. Consideration by the full committee has not yet been scheduled.

Trade Bill - An omnibus trade bill with education components is moving through the legislative labyrinth. Three House panels will consider the legislation designed to open foreign markets to U.S. products. It is expected to be considered by the full House in late April.

Hearings...

The House Education and Labor Committee continues its hearings into early April on programs to improve elementary and secondary education, including the reauthorization of Chapter 1 and Chapter 2.

Business executives have joined educators lobbying for aid to schools. On March 16, corporate representatives told Congress at a joint House/Senate hearing that they see a direct benefit from better education and from education programs that target disadvantaged/low income children (Chapter 1). The corporate executives blasted the federal government for cutting education funds, cited successes of past and said that children today are being shortchanged.

Capenotes...

On behalf of its constituency, CAPE... member association the U.S. Catholic Conference testified on the reauthorization of Chapter 1 before the House Education and Labor subcommittee on Elementary, Secondary and Vocational Education. Bishop William A. Hughes of Covington, KY appeared before the committee to present the USCC's recommendations on Chapter 1, the 20 year old program that targets education funds to disadvantaged/low income children. Bishop Hughes is the Chairman of the USCC Education Committee.

Seventh-day Adventist Schools: From Past to Present

The first Seventh-day Adventist school opened its doors to twelve Adventist youth in Battle Creek, Michigan in 1868. Four years later the General Conference Committee voted to sponsor the school as the first official Seventh-day Adventist school. Today there are 1,154 elementary schools and 90 secondary schools which enroll 72,525 students and employ 5,629 teachers. Eight new day schools were started last year, but according to Fred Stephan, the Director of Education, K-12 for the North American Division and a member of CAPE's Board of Directors, four boarding schools recently were closed. "Our schools are going through a metamorphosis in response to the phenomenon of a changing world. Boarding schools are not in as great a demand as they had been as a result of several factors — financial costs, the growth of single parent families and less available industry (each secondary school has a work experience requirement for graduation)."

Mr. Stephan has been the Director of Education for elementary and secondary schools since 1980. Prior to that he served as a Union Director for Education, as a Superintendent for two conferences and as a principal in a Michigan secondary school.

The North American Division of the Seventh-day Adventists reorganized its system for elementary and secondary schools in the mid-1970's and established a Board of Education and a Curriculum Committee. (The North American division includes the United States and Canada.) The reorganization set up a three tiered

system — with national, union (district) and conference (state) levels. In the N.A. Division, K-12 boards of education function at the local church, conference, union and division levels and deal with the administration of the system's schools.

The General Conference Board of Education works on a variety of policy issues including textbook development and production, school evaluation and accreditation, teacher certification and the establishment of teacher salary ranges. This year marks the culmination of an eight year project to publish a new reading series at a cost of over \$3 million. The Conference also publishes its own religion and health science books.

At the conference, union and division levels curriculum committees provide for curriculum development, textbook production, teacher in-service programs, and student testing. The curriculum committee of the Conference develops a framework and guide to be passed to the unions which adapt them to their own situations. In the area of school evaluations the Conference develops the evaluation instrument for elementary and secondary schools and it works on joint evaluations with regional accrediting bodies. The Board approves its teacher certification requirements, is responsible for standards of certification and delegates the issuance of teacher certificates to the union office of education.

This article is the second in a series of reports on CAPE member associations.

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