

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

March 1994 Number 199

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CAPE Education Leadership Awards

The CAPE board of directors approved citations honoring two recipients of its annual "CAPE Education Leadership Award" in their Spring meeting on March 15. The award was made in conjunction with the CAPE legislative conference. The two recipients were Professor James S. Coleman and U.S. Representative Dale E. Kildee (D-Michigan). A banquet honoring them was held Tuesday, March 15 at the Barcelo Washington Hotel in conjunction with the 4th Annual CAPE Legislative Conference.

Teacher, Scholar, Author

Coleman, a professor of Sociology and Education at the University of Chicago, has had a distinguished academic career. His report for the federal government in 1966 entitled "Equality of Educational Opportunity" was the first major systematic evaluation of American education. As the award citation noted, the "Coleman Report" became a "catalyst for examining and thinking about education reform. His research and writing "informed the public policy debate and identified appropriate questions for further research."

Although poor health prevented Dr. Coleman from attending the banquet, Sr. Catherine McNamee, CAPE board president, presented the award in absentia to the warm reception of the audience and she read a response from the recipient. "The history of American education shows clearly that in

the very early period, private schools, nearly all church-related, were at the forefront of education, and constituted the framework for what emerged as the public school system. The basic ideas of what a school could and should be were developed in these early private schools, and copied by the free schools, or public schools, which succeeded them," read the Coleman statement.

He concluded with a charge that read, "Private education ... is increasingly seen as a true alternative to public schooling ... [which] constitutes both an opportunity and a challenge" that private schools should accept.

Leader and Esteemed Legislator

The second award recipient, Representative Dale Kildee, was elected to Congress in 1974, having previously served as a classroom teacher. The Flint, Michigan Democrat chairs the House Subcommittee on Elementary, Secondary, and Vocational Education. CAPE recognized Kildee as "a strong advocate for new federal initiatives in child care, an expanded Head Start program, and school-based, federally funded programs for educationally and economically disadvantaged children."

The CAPE board-approved citation noted that Kildee "has long advocated fair and equitable treatment for all children attending both public and private schools."

It went on to applaud his ability to "balance the many demands from diverse constituencies and interests in order to best serve the needs of the nation's school children" as well as his tireless work "to effect much needed education reform."

Kildee recalled his early education in Catholic schools and the strong influence of nuns on his learning and character. He commented on a philosophy he formed from this early influence. Kildee shared his desire to always "promote, protect, defend and enhance human dignity" and challenged the audience to accept this challenge as well. Kildee was presented with the citation and a gift of an inscribed Tiffany desk clock.

"We have honored two very distinguished leaders in education who have contributed to much-needed public policy debate that is constructive for all educators," said McCray. "Both Professor Coleman and Representative Kildee provided us with warm words of appreciation as well as forceful charges to fulfill our missions."

The legislative conference is a yearly event bringing together private school educators from around the nation to discuss issues of concern with Members of Congress and the Administration. A full report of the event will be detailed in the April edition of *Outlook*.



continued from front

NDN Conference

by Fay O'Brien

The 20th Anniversary of the National Diffusion Network (NDN) Conference took place February 13-16 in Washington, D.C. With the guidance of the National Dissemination Association (NDA), the trade group for State Facilitators and Developer Demonstrators, this year's conference focused on the future of the NDN.

Conference members conveyed the importance of sustaining the NDN on Capitol Hill. Participants visited offices of Representatives and Senators to educate Members about the program. The ESEA reauthorization bill, H.R. 6, originated in the House Education & Labor Committee and appro-

priates \$70 million for Title II in fiscal year 1995, \$25 million of which is specifically earmarked for the NDN. This represents nearly an 80% increase in funding over last year.

The overall impression to visitors from Members of Congress was positive. The NDA was instrumental in convincing members of the Education and Labor Committee of the importance of the NDN. The Administration requested "zero funding" for the NDN in FY '95.

Supporters of the NDN are to be commended for work well done and are encouraged to continue their work on behalf of students, teachers, parents and administrators. This is just the first of many battles over the future of the NDN.

Blue Ribbon, Drug-Free Schools Report

by Fay O'Brien

Applications for the Blue Ribbon Schools 1993-94 Elementary Recognition Program were accepted through October 1993. There were 1,244 private schools that requested an application from CAPE. Of those schools requesting an application 152 returned the completed form. A private school panel met in November and recommended 103 schools to the U.S. Department of Education along with two developing schools for further evaluation.

Recently the Department announced that of the 105 schools which CAPE nominated, 58 will be site visited. The site visits will take place before April 22, 1994. Schools will be notified of the results by May 27, 1994.

Applications for the Drug-Free School Recognition Program were sent to 892 private schools that submitted a request to CAPE. Nine schools submitted completed applications. The U.S. Department of Education's panel has selected 4 schools for site visits. These schools will be visited before March 25th and will be notified of their status by May 13, 1994. We wish all these schools well in this next phase.

Time was spent at the Spring CAPE board of directors meeting discussing the Drug-Free program and low private school participation. While deliberating ideas to boost involvement, the joint meeting of the board and state CAPE Network invited ideas on how to boost interest in the important program.

Legislative Update:

Senate Passes GOALS 2000

The Goals 2000 legislation, S. 1150, passed the Senate and is now before a joint conference committee. The legislation authorizes \$105 million in Fiscal Year 1994 for state school reform efforts and establishing new national panels to oversee developing academic, school delivery, and job skills standards, in addition to codifying the goals.



Coleman Citation

The Council for American Private Education honors James S. Coleman for his scholarship and analyses which have contributed to our understanding of American education. A professor of Sociology and Education at the University of Chicago, he has held many fellowships, received a number of honorary degrees and is a member of the National Academy of Sciences and the National Academy of Education.

His report for the U.S. Government, "Equality of Educational Opportunity," 1966, was the first major systematic evaluation of American education. Known as the "Coleman Report," it became a catalyst for examining and thinking about education reform. Among his many books and articles, *Public and Private High Schools: The Impact of Communities*, published in 1987, established the contribution of private schools to the public good. The results of his research about American education have informed the public policy debate and identified appropriate questions for further research. He is a social scientist who has cared that his work influence action and improvement.

We present this CAPE Education Leadership Award to Professor James S. Coleman—in absentia—beloved teacher, scholar and author.

Kildee Citation

The Council for American Private Education honors Dale E. Kildee for his outstanding contribution to American education. A former teacher, Representative Kildee was elected to Congress in 1974. He serves on many important committees and is a Member of the Committee on Education and Labor in the U.S. House of Representatives. He is the chairman of the Subcommittee on Elementary, Secondary, and Vocational Education. In this leadership position he has been a strong advocate for new federal initiatives in child care, an expanded Head Start program, and school-based federally funded programs for educationally and economically disadvantaged children.

In pursuing these goals, he has long advocated fair and equitable treatment for all children attending both public and private schools. He is a great listener and problem-solver and he is able to balance the many demands from diverse constituencies and interests in order to best serve the needs of the nation's school children. He works tirelessly to effect much needed education reform.

We present this CAPE Education Leadership Award to the Honorable Dale E. Kildee, teacher, leader, and esteemed legislator.

Both citations were unanimously approved by the CAPE board of directors on March 15, 1994.

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CAPE has been particularly concerned about two primary issues with respect to the Goals 2000 legislation: representation on state reform panels and a prohibition on "indirect benefits" to private schools.

Each state would establish a reform panel consisting of various stakeholders in that state's education reform strategy: government officials, teachers, administrators, school board members, leaders of business, labor, and civil rights and community organization. The House and Senate committees were unwilling to add the voice of a private school representative to these panels. However, during Senate floor consideration, an amendment by Senator Jack Danforth (R-Missouri) was accepted adding a private school representative to the list of those to serve on the panels.

Further, an amendment was added in both the Senate and House versions (**H.R. 1804**) of the bill which prohibited any benefits — whether direct or indirect — to be derived from anything but public schools. CAPE views such language as an intrusion on the long-standing principle established with the 1965 passage of the Elementary and Secondary Education Act which holds that all children should be afforded services whether enrolled in a public, private or religiously-affiliated school.

CAPE wrote the conferees of the bill to strongly oppose this language.

Choice Demonstration Gains

One of the amendments considered to the "Goals 2000" bill was offered by Senator Dan Coats (R-Indiana) in a replay of a school choice debate two years earlier. The measure, authorizing a \$30 million choice demonstration project, picked up some support from the earlier effort but was rejected by a vote of 41 to 52 on February 8.

Despite the defeat, this was an improved showing from a vote on the identical Hatch Amendment debated by the Senate in January 1992. On that measure, the choice plan lost by a 36 to 57 margin. With announced positions and absences of Senators who supported the earlier Hatch measure, the recent effort could have had up to 44 votes of support.

Those Senators who voted for the measure in 1994, but did not vote for it in 1992, were Senator Robert C. Byrd (D-West Virginia), Senator Bob Kerrey (D-Nebraska),

and Senator Sam Nunn (D-Georgia). An additional show of support was the formal co-sponsorship of Senator Joseph Lieberman (D-Connecticut), who gave early support to the Coats amendment with his co-sponsorship and a press conference.

The amendment would have provided funds for a three year pilot project of choice programs in six demonstration sites. Vouchers would be directed to low-income parents to use at the public or private school of their choice. Participating schools would not be permitted to discriminate nor could projects continue if there interfered with desegregation plans.

House Adds Choice Amendment to ESEA

The House of Representatives accepted an amendment offered by Congressman John Boehner (R-Ohio) that will give local school districts greater flexibility in meeting the needs of disadvantaged students by permitting their parents a greater voice in choosing the school they attend. The amendment was offered to Title I of **H.R. 6**, reauthorization of the Elementary and Secondary Education Act (ESEA). Title I is the largest Federal program for elementary and secondary education and serves educationally disadvantaged children.

The Boehner amendment will allow local school districts to use their Title I funds to develop public school choice programs for the children and schools served by the Act. Arguing that educational choices have always been available for the more affluent members of our society, Rep. Boehner stated that his amendment gives local school districts the flexibility to provide the parents of disadvantaged children another education option — the opportunity to choose a public school that they feel better meets the needs of their child.

"This amendment encourages school districts to grant parents the power to get their children into better schools," Boehner said. "What better way to inspire parents to get more involved in their children's education than to empower them with the ability to decide where to send their child to school?"

CAPE Opposes Budget Amendment

CAPE joined several other education associations in opposing the balanced bud-

get amendment to the Constitution. In a March 9 letter to Congress, CAPE executive director Joyce G. McCray said, "While our nation's fiscal house must be put in order, replacing political will and leadership with the threat of court-ordered fiscal policy is not the way to do it."

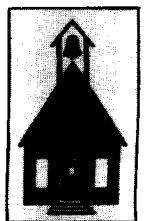
The earlier provisions of **H.J. Res. 103** would have prohibited deficit spending after the year 2001 except in time of war, recession or without a 3/5 vote of both Houses of Congress. It was feared that such a "supermajority" requirement and continued stalemate in dealing with deficits would throw federal budget policy into the judiciary. The letter went on to read, "We proudly join with other members of the Committee on Education Funding in urging Congress to oppose the Constitutional amendment proposal. The most sensitive and under-funded areas of the budget, especially education, will be the most devastated by Congressional gridlock that could result from the amendments requirement of "supermajority" votes."

The letter concluded, "Our nation's children strongly deserve to be provided an excellent education as well as to inherit a fiscally sound government. We urge your careful consideration of how best to set our fiscal priorities while supporting our investment in education for **all** our nation's children."

CapeNotes:

► To help families evaluate schools, the **National Association of Elementary School Principals** asked its members what questions they considered essential to ask, and exactly what to look for in choosing a school for their child. Because America has become such a mobile society and because many communities offer a choice among schools, parents increasingly are able to select their child's school. Nearly 700 principals responded. Choosing from a list of 31 possibilities, they ranked the following ten questions in order of importance:

1. How many students are assigned to one teacher? (The lower the student/teacher ratio, the better—especially in the primary grades.)
2. Is the library (media center) well



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equipped and well used?

3. How is reading taught? Is there a balance between "phonics" and "whole language"? (Phonics uses sounding out letters and letter groups; whole language uses children's literature and periodicals, with or without basic reading textbooks.)

4. Will my child use—and learn with—a computer? How are computers used in the school's teaching program?

5. Please explain how discipline is handled. (Ask for a copy of the school handbook and/or discipline policy.)

6. What is the teaching philosophy? (Do teachers mostly lecture while children listen? Are children taught in large or small groups, or both? Do teachers team up and share specialties? Or are all of these techniques used?)

7. Besides teachers, are other professional specialists available, such as speech therapists, a librarian, a counselor, a psychologist, and others?

8. How are students graded? How are the grades reported?

9. How often are textbooks and classroom materials reviewed and updated?

10. Are teachers, the principal, and other staff members available to meet with parents at a time other than during the school day?

The survey, "What Should Parents Ask About and Look For When Choosing a

School," was conducted in January and February by NAESP in cooperation with education writer Charles Harrison for use in his book *Choosing Your Child's School* (Career Press). The 20 percent return rate of the mail-back survey represented elementary and middle school principals in urban, suburban, and rural schools nationwide.

Survey results were released as 6,000 principals gather in Orlando for NAESP's annual convention, March 5 through 8.

▶ Citing a decade in which the pace of school reform has been far too slow, **U.S. Secretary of Education Richard W. Riley** recently said, "the time has come to move the negative crisis of education to a positive solution."

Riley's remarks came in his first annual "State of American Education" address delivered before more than 700 students, parents, educators, business, labor and community leaders at Georgetown University in Washington, D.C. CAPE executive director Joyce McCray was among those attending the February 15 address.

Riley said there is compelling need for adults to reconnect with America's children. "If I am troubled by anything, it is this: we seem, as a nation, to be drifting toward a new concept of childhood which says that a child can be brought into this world and allowed to

fend for himself or herself. There is a disconnection here that demands our attention...a disconnection so pervasive between adult America and child America that we are all losing touch with one another."

He announced a new family involvement campaign to encourage all adults — whether parents, grandparents, stepparents, aunts, uncles, or close friends — to take a special interest in a young person and guide that child's education. He encouraged schools, communities, and businesses to support the campaign by helping family members to help their children.

"I believe," Riley said, "that all parents, indeed any adult, regardless of his or her station in life or even their level of education, has the capacity and obligation to teach their children a love of learning."

The campaign will draw on the lessons learned from examining parental practices around the world and will teach a series of concrete steps that parents can do to become involved in their children's education.

This spring, the Secretary will also publish "Riley's Rules," a compendium of simple but helpful advice on education for parents. Riley said the Education Department is also planning to issue a series of papers devoted to close examination of major topics in education. The first will address the role of parents.

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a coalition of 14 national associations serving private schools K-12

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