

# cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

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## Achieving Teens Give Family High Marks

Family remains the rock of stability to which high-achieving teens cling most ardently, reinforcing the argument that family is the first and foremost educator in the lives of children.

According to a study recently released by the publishers of *Who's Who Among American High School Students*, 81 percent of the students surveyed placed "a great deal of confidence" in their parents. Sixty-eight percent said they have happy home lives, compared to 59 percent of those surveyed in 1971, and 62 percent said they were determined to raise their own children the way they themselves had been raised — up from 43 percent in 1971.

"Teens may never admit it to the people who raised them, but they crave both leadership and approval from their mothers and fathers," the report concludes.

*A Portrait of A Generation: 25 Years of Teen Behavior and Attitudes* analyzes 25 years of annual surveys conducted among top high school juniors and seniors. All the 16- to 18- year old students surveyed have "A" or "B" averages, and 98 percent plan to attend college after high school. The annual survey asks about school life, social issues, study habits, drug and alcohol use, sexual activity, and teen suicide.

According to the study, teens' steady or growing confidence in their parents con-

trasts with their declining faith in public institutions ranging from the President to the local police.

The study attributes these high achievers' increasing cynicism to a variety of factors, including fragmentation of the family, overburdened schools, and the seeming inability of police and public officials to control crime and violence. "As childhood's layers of insulation have worn thinner, these adolescents have grown to look less and less like youngsters and more and more like the adults they have yet to become," the report suggests.

"Because teens of the 1990s are assuming adult roles at an earlier age — and in a more chaotic and violent world than their 1970s predecessors — parents must play an even stronger role in guiding their children," said Paul Krouse, publisher of *Who's Who*. "Teens need our support more than ever."

Among the encouraging trends revealed by the study, drug use has declined among teenagers. In 1972, 27 percent of those surveyed had tried marijuana and 8 percent used the drug regularly. In 1994 those numbers had fallen to 10 percent who had tried marijuana and 2 percent who reported using it regularly. Likewise, smoking among these teens has declined from 11 percent who smoked cigarettes in 1972 to 5 percent in 1994.

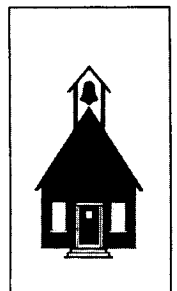
*Continued on page 2*

## Public Teachers Send Own Children to Private Schools

A recently released study indicates that urban public school teachers are more than twice as likely to send their children to private schools as other Americans.

Denis Doyle's *Where Connoisseurs Send Their Children to School: An Analysis of 1990 Census Data to Determine Where School Teachers Send Their Children to School*, provides a breakdown of the level of private school enrollment of public school teachers in major urban cities. Some dramatic examples include Boston where 44.6 percent of public school teachers enroll their children in private schools; San Francisco (36.7 percent), Cleveland (39.7 percent) and Chicago (36.3 percent).

Teachers from middle income households in 49 of the 100 largest cities are even more likely to use private schools than higher income households. Not surprisingly, higher income teachers (over \$70,000) use private schools abundantly, however, lower income teachers are often financially unable to pay for alternative schooling in greater numbers.



## High Marks...

*continued from page 1*

Alcohol use, however, has virtually remained: 16 percent drank beer regularly in 1971, and 19 percent drank alcoholic beverages at least monthly in 1994. And more discouraging, drunk driving among the teens surveyed has tripled, from 7 percent who had driven drunk in the early 1980s to 21 percent in 1994.

"There are encouraging signs in the report from *Who's Who* about our teenagers," said CAPE Executive Director Joyce McCray. "Unfortunately, not all is rosy, though. We couldn't agree more with their conclusion that parents and the family remain the central focus of teens' lives. We also agree that we must do everything possible to make sure that the causes of teens' growing cynicism be addressed and corrected."

## State CAPEnotes

Glen Walstra, president of the Michigan Association of Non-Public Schools (MANS), recently announced that John M. Jaksa has been named the new executive director for MANS. Jaksa replaces Billie Kops Wimmer who recently joined the staff of U.S. Senator Spencer Abraham (R-MI).

"Mr. Jaksa brings 22 years of experience in non-public schools and over a decade of involvement in MANS activities to this state-wide leadership position," according to Walstra.

He is currently principal at St. Francis deSales School in Holland, MI, and has been a principal in the Catholic Diocese of Grand Rapids since 1977. He has served as president of the Grand Rapids Diocesan Principals Association, was selected the Administrator of the Year for the Diocese of Grand Rapids in 1992, and was nominated for the National Catholic Education Association Principal of the Year. Jaksa has served as a member of the board of directors for the Grand Rapids Children's Guidance Center.

## Legislative Update

► **Telecommunications bill passes the Senate with school protections.** Language requiring discounted telecommunications service for schools was retained in the final version of the Senate telecommunications bill which has been under consideration since March. The "Telecommunications Competition and Deregulation Act of 1995" (S 652) was passed by the Senate on June 15 by a vote of 81-18 in favor of the bill.

When debated in the Senate Commerce Committee, Sens. Olympia Snowe (R-ME) and Jay Rockefeller (D-WV), and others, were successful in including language that would have required telecommunications carriers to provide service to elementary and secondary schools, libraries, and rural health care providers "at rates that are affordable," and at no more than the carriers' actual cost. That language was modified during debate on the Senate floor to require "discounted" service to schools. The amount of the discount will be determined by the Federal Communications Commission (FCC) and the states and must be "an amount necessary to ensure affordable access to and use of such telecommunications by [schools and libraries]."

During debate on the Senate floor, Sen. John McCain (R-AZ) made a motion to strike the school-related language. His efforts, however, were rejected. A second amendment by McCain, to exclude schools which operate for profit or which have endowments of more than \$50 million, passed and was made part of the final bill approved by the Senate.

The House continues its own efforts to rewrite the nation's telecommunications law. Its version of the bill, as currently written, contains very weak language regarding service to schools. While the Senate bill directs that "all telecommunications carriers... shall" provide discounted service, the House bill merely calls for "recommendations to ensure access to advanced telecommunications services for students in elementary and secondary schools."

CAPE continues to work with a large

coalition of education and technology interests to ensure strong language for affordable service for schools and libraries. The House is expected to take up the measure in late July.

► **President Clinton says it is possible to balance the budget and invest in education simultaneously.** On June 15, President Clinton offered his own competing plan to balance the Federal budget. As noted in a letter from the Committee for Education Funding, a coalition of education associations, the President's plan makes clear that it is possible to balance the budget while maintaining a Federal commitment to investing in priorities like education and training.

CAPE sent a letter to President Clinton thanking him for his commitment to education and for his articulation of education as a national priority.

"The intellectual, moral, and social well-being of our nation continues to be dependent upon education," CAPE Executive Director Joyce G. McCray wrote. "Indeed, education is central to the very future of America. We are grateful that you recognize the importance of education and will so forcefully defend it as a national priority."

There are notable differences between congressional plans for balancing the budget and the plan offered by Clinton. Both House and Senate plans would eliminate the Federal budget deficit in seven years cutting Federal education funding by approximately one-third over the same period. The President's plan, meanwhile, eliminates the deficit in 10 years and boosts Federal education spending \$40 billion over seven years.

Senate Majority Leader Dole welcomed the President's entry into the discussion of balancing the budget in remarks following Clinton's televised address to the nation. However, most Members of Congress dismissed the President's proposal, saying that his numbers do not add up and that 10 years is too long. According to the Congressional Budget Office, Clinton's plan would still leave a deficit of more than \$200 billion in FY 2005.



*continued on page 3*

As of press time, details of the compromise plan were being finalized. Congressional budget planners rejected most of the President's plan and retained their own plans to achieve balance by 2002 while cutting education and training by about one-third. The compromise, however, does not assume the closure of the Department of Education.

CAPE has not taken a formal position on the Federal budget. Instead, a statement of principles is being drafted setting policy objectives for education funding legislation. This document is intended to provide direction for CAPE in formulating positions on particular appropriations bills as they are drafted by Congress.

► **Department Still In Jeopardy** Congress' seven-year budget plan does not call for the elimination of the Department of Education, but the agency's future remains the subject of intense debate on Capitol Hill. President Clinton and Education Secretary Richard Riley continue to fend off attacks from detractors, but several proposals in the House put the Department in jeopardy.

Currently, there are two bills pending in various committees of the House of Representatives which would terminate the Department. A third proposal, which has not been formally introduced, would merge the Departments of Education and Labor.

A task force of House Republicans introduced HR 1883 which would terminate the Department of Education; create two major block grants — for elementary and secondary education and for post-secondary education — which would be administered by the states; and transfer to various other agencies the remaining functions of the Department.

"The great Federal experiment in education is over," said Rep. Joe Scarborough (R-FL), the bill's chief sponsor. "It failed. It is time to move on."

According to materials provided by the sponsors, the "Elementary and Secondary Education Block Grants" established by the bill would provide a "no strings" block grant to the states for distribution to local schools. A separate section, however, addresses concerns that CAPE has expressed in the past

about block grants to the states. Section 208 of the bill, entitled "Participation of children enrolled in private schools," requires a bypass process in those states which prohibit the use of government funds for the support of private schools, and mandates equitable services to children enrolled in private schools.

Rep. Joel Hefley (R-CO) introduced a similar bill to terminate the Department of Education effective January 1, 1998. Most functions would be block granted to the states and the remaining functions would be transferred to other Federal agencies.

No further action has been planned as of press time.

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## Education Boosts Productivity

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Each additional year of education attained by an American worker translates into an 8.6 percent increase in on-the-job productivity — 11 percent for non-manufacturing businesses — according to a report recently released by the National Center on the Educational Quality of the Workforce (EQW).

While the results of the EQW survey of 3,000 employers across the country released in early June points to the value of education, another EQW report released in February revealed the majority of employers pay little attention to a prospective employee's achievement in school. Only 15 percent of employers indicated that a job applicant's grades were either important or very important in their hiring decisions. Rather, employers were more concerned with how an applicant presents himself or herself — in terms of attitude and communication skills.

The report suggests that as long as employers continue to reap the products of schooling without making a corresponding investment in the schools themselves that "the result would be a significant erosion of education's capacity to contribute to establishment productivity."

Just over a quarter of American compa-

nies participate in some kind of internship program. Those that do are characterized by workforces with more years of schooling; are more likely use computers as part of their job; are more likely to use high-performance work systems; and are more likely to report increasing skill requirements for current jobs.



Most companies indicated, however, little or no contact with a school — partly because they sensed that schools have little time or energy for contact with employers.

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## School Choice Demo Project Proposed: Tense Hearing in Congress

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Proponents of a school choice demonstration project could have a tough go of it if comments by the chairman of the House Economic and Educational Opportunities Committee are any indication.

U.S. Rep. William Goodling (R-PA), committee chairman, indicated earlier this month that he warns private schools to be wary of any government-sponsored program which allows parents to use vouchers to choose which schools to send their children.

The sponsors of the measure in the House, Reps. Dave Weldon (R-FL) and Frank Riggs (R-CA), said the introduction of market forces and choice among schools is the path education reform should follow. And like its companion bill in the Senate, introduced by Sens. Dan Coats (R-IN) and Joseph Lieberman (D-CT), private schools are included in the possible choices.

"In HR 1640, we are allowing any school that provides any grade of K-12 instruction," Weldon told a recent hearing of the House Early Childhood, Youth, and Families Sub-

*Continued on page 4*

committee recently. "This includes any public, magnet, charter, private, parochial, or sectarian school. No school is excluded from consideration. Parents' choice is not genuine if we start to limit what schools they can attend. On the other hand, schools are not mandated to participate."

Not surprisingly, the constitutionality of a school choice plan which includes private and sectarian schools among the options was a central topic of discussion during the hearing. "As we will hear from other panelists today, recent decisions by the U.S. Supreme Court make clear that, unlike direct subsidies to religious schools, educational benefits that include religious schools among the range of options do not violate the Constitution," said Riggs.

Barry Lynn, executive director of Americans United for Separation of Church and State, disagreed. "Government assistance to sectarian schools is unconstitutional because such aid invariably advances the institutions' religious mission, thereby violating the principle of government neutrality to go. Furthermore, for the government to hold sectarian schools less accountable for government funds would create a special class of

schools which would also not be acceptable.

No further hearings on the issue have been scheduled for this time.

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## This Summer at CAPE

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School may be finished for the year and students and faculty may be taking a well deserved vacation, but that does not mean our work at CAPE can take a holiday as well. Congress will be in session most of the summer and we will be with them every step of the way.

**Please note that this is your last edition of *Outlook* until September. You may remember that the newsletter is published 10 times each year, September through June.**

This summer CAPE is lucky to have Patrick McGuinn interning in the office. McGuinn is a social studies and history teacher at Queen Anne School, a member of

the National Association of Episcopal Schools, in Upper Marlboro, MD. He'll be helping the CAPE staff with a variety of legislative and administrative tasks.

One job on McGuinn's list is to work on building the CAPE Legislative Network files. Many have expressed a particular interest in receiving alerts as action is needed in response to legislation as it is moving through the congressional process. We hope to build an effective network using the technology available to us: e-mail and fax. Often, the time available for reaction is short and being able to communicate quickly with the Network is critical. If you want more information about the Network and how to become involved, contact CAPE by phone, mail, or electronically.

By the time you receive your next edition of *Outlook* in September, CAPE will have lost an important member of its team. Suzanne Cambria, CAPE office manager and coordinator of the annual Legislative Conference, will be leaving in late August to pursue a master's degree in social work at Howard University in Washington, DC. CAPE will miss Sue and wishes her well.

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