

OUTLOOK

A report from the Council for American Private Education, Washington, D.C.

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ADMINISTRATION ADDRESSES
PRIVATE SCHOOL CONCERNS
IN ITS EDUCATION MESSAGE

Private (nonpublic) school concerns were given detailed attention by President Carter and HEW Secretary Joseph Califano as the Administration unveiled its education proposals to Congress on February 28. Of

seven major goals cited by Carter in his education message, one was to "strengthen participation" of private school students in federal education programs. Califano's testimony before the House Subcommittee on Elementary, Secondary and Vocational Education included eight specific proposals regarding this strengthening of provisions for nonpublic schools.

Addressing the need to assure that children attending private schools receive "their equitable share" of the benefits of federal programs, Califano said: "In the past, these children have not received benefits to which they are entitled by law, and there has been little systematic attempt to determine the extent of their participation and to remedy shortcomings in the provision of services to them. The Administration intends to mount a concerted effort to improve the performance of federal programs in delivering to nonpublic school children the services to which they are legally entitled." He announced one administrative initiative and proposed seven which are legislative in nature.

First, an office will be created within the U.S. Office of Education (OE) to "coordinate all federal education programs which call for the participation of private school students; obtain information about the level of nonpublic student participation in federally funded education programs; and process complaints." This office will be in the line of administrative authority, deriving its power ultimately from the Commissioner.

Second, in Title I (compensatory education) programs, the Administration would amend the Elementary and Secondary Education Act (ESEA) to require that "spending for educationally deprived nonpublic school children is comparable, consistent with their numbers and education need, to spending for public school children; that new Title I funds distributed through 'Targeting' and 'State Incentive' provisions are subject to the same equitable standard; and that state plans contain monitoring and enforcement provisions concerning participation" of private school children.

Third, under ESEA Title IV, states would be required to develop plans for "ensuring equitable participation" of private school students. Fourth, when states and localities have failed to discharge their statutory obligations in providing services to nonpublic school children, the authority of the U.S. Commissioner of Education to implement a "bypass" arrangement would be "strengthened and clarified" to provide constitutionally permissible services directly to nonpublic school students.

These proposals, Califano said, would ensure equitable treatment of private school students consistent with sound constitutional interpretation. The Council for American Private Education (CAPE) and its member organizations had provided testimony regarding ESEA reauthorization during recent months, urging increased provision for private school needs under the federal programs. (The Administration's proposals, known as the Elementary and Secondary Education Amendments of 1978, will, if passed, reauthorize most of the federal education programs administered under ESEA.) Califano's assurances, while not implementing all suggestions offered in private school testimony, are clearly responsive to these suggestions.

TAX CREDIT, STUDENT GRANT
PROPOSERS MOUNT ALL-OUT
CAMPAIGNS TO WIN CONGRESS

The Senate and House tuition tax credit bills and the Administration's student grant bills are in a race to the floors of the two chambers as proponents on both sides intensify their efforts to have their proposals approved. Tax credit legislation, in a new package, has been voted out of committee in the Senate and is scheduled for early April markup by the House Ways and Means Committee; the President's student grant bill is out of committee and ready for consideration in both the House and Senate.

On February 23, by a favorable 14-1 margin, the Senate Finance Committee voted out The Tuition Tax Relief Act of 1978 (H.R. 3946), a new bill combining, with some modifications, the Packwood-Moynihan Tuition Tax Credit Act of 1977 (S. 2142) and Senator William Roth's Education Tax Credits bill (S. 311). Meanwhile, the House companion bill to the original Packwood-Moynihan legislation (H.R. 9332) remains under consideration by the Ways and Means Committee, which, in an unexpected move, scheduled markup sessions April 10-11. The markup sessions were announced on the same day that an Administration effort to bring its bill to the floor under a suspension of rules was roundly defeated.

The new Senate tax relief bill provides a refundable tax credit for certain educational expenses paid by an individual for himself, his spouse, or his dependents. The benefits provided by the bill will become effective in three stages. Beginning August 1, 1978, individuals will be entitled to claim a credit in an amount equal to 50 percent of tuition and fees, with a maximum credit of \$250 per student for expenses in an undergraduate college or a postsecondary vocational school. On August 1, 1980, the credit will be increased to a maximum of \$500 per student and will be extended to cover tuition and fees for elementary and secondary schools (including vocational secondary schools). The credit will be fully effective on August 1, 1981, when it will be extended to cover expenses of graduate students and part-time students. There is a provision in the bill that, in the face of challenge, the legislation be tested for constitutionality at the Appeals and Supreme Court levels before it becomes effective.

The Middle Income College Assistance Act, President Carter's alternative to tuition tax credits, has been favorably considered by both the Education and Labor Committee of the House (as H.R. 11274) and the Senate Human Resources Committee (as S. 2539). The Administration's proposals would increase federal aid to college students by providing automatic grants of \$250 to students from families with incomes in the \$16,000-\$25,000 range, by extending the Guaranteed Student Loan Program to include students from families in the \$25,000-\$40,000 range and by expanding the work-study program to provide federally subsidized jobs for about 280,000 additional students.

OE SETS POLICY, GUIDELINES
TO EXPEDITE PROCESSING OF
PRIVATE SCHOOL COMPLAINTS

Determined that the United States Office of Education will "vigorously and effectively" administer federal education laws so that "maximum program benefits" reach children on an equitable basis, Commissioner Ernest L. Boyer has implemented guidelines intended to "insure speedy and efficient resolution" of private school complaints. "The United States Office of Education," says Boyer's policy statement, "will not accept careless administration in this matter." All OE managers having relevant program responsibilities "must know these procedures, practice them, and attempt to improve upon them," the statement continues.

The guidelines, which apply to written complaints addressed to the U.S. Commissioner of Education, have these objectives: that the complainant receive "an immediate response," that the appropriate state education agency be notified of the complaint within "a short period of time," and that a reasonable resolution of the complaint be achieved in "a timely manner." The guidelines outline step-by-step procedures for handling complaints and establish the number of days allowed to complete each step.

POTTER RECIPIENT OF CAPE'S
AWARD FOR DISTINGUISHED
CONTRIBUTIONS TO EDUCATION

Cary Potter, President of the National Association of Independent Schools (NAIS), is the third recipient of the "Award for Distinguished Service to Education" presented by the Council for American Private Education.

The award recognizes individuals associated with private education who have performed distinguished service "not to private education alone but to all of American education." The award to Potter was presented March 4 at the NAIS Conference in New York City.

Active on the national level for over two decades, Potter has served as President of NAIS since 1964; in addition, after a key role in the organization's establishment in 1971, he served as CAPE's first President and continues to serve as a Director. In presenting the award, CAPE Executive Director Robert Lamborn said: "Scholars of American education have labeled the creation of CAPE 'historic.' There was no historical precedent for a private school organization of such magnitude--a coalition of fourteen national organizations serving 15,000 schools, employing 225,000 teachers, and enrolling 4.2 million children. Nor was there historical precedent for drawing together school people of such divergent backgrounds. It probably would not have occurred when it did except for Cary Potter."

HAAS FOUNDATION GRANTS
MEET EMERGENCY NEEDS OF
PUBLIC, PRIVATE STUDENTS

Grants to replace clothes destroyed in a fire at home, to provide for an eye examination and glasses, to purchase a white shirt and a tie for an annual school picture, to repair a saxophone, and to pay a college

application fee are among those made over the years by the Saul and Dayee G. Haas Foundation, a fund pledged "to do that which otherwise would not be timely done." The Foundation's Senior High School Program, serving students in the majority of public and private high schools in the State of Washington, provides "emergency" assistance to financially deprived students "to encourage them to remain in school and to more fully realize their academic potential.

Participating schools are allotted funds, based on estimated need. Annual allocations range from \$100 to over \$10,000. School counselors administer the program, searching for students who will benefit from "minor but important" assistance and, when a case of need arises, drawing on the Haas funds, which are available immediately. The success of the program is not measured in dollars but in young people encouraged to follow through. In Saul Haas' words, it is a foundation "not only of the head, but of the heart."

INDEPENDENT SCHOOL SERVES
YOUNG PERFORMING ARTISTS
AND PROFESSIONAL ASPIRANTS

Young actors, dancers, jugglers, musicians, comedians and singers--child professionals working regularly on the vaudeville stage with their families--were the original students of The Professional Children's

School, a unique independent school in New York City dedicated to serving the special needs of young performing artists in grades 1-12. In fact, it was the discovery of six of these children playing poker backstage when they should have been studying that led Mrs. Frances Greer Robinson and Deaconess Jane Harris Hall to establish the school in 1914.

Today, many of the school's more than 200 students are performing professionals; others are studying toward careers in music, dance, drama, fashion, athletics and photography; still others are nonprofessionals who enjoy the school's atmosphere. General music and art courses are required of all students; specific art forms are studied at nearby Lincoln Center professional schools. Special provisions are made to accommodate the professional schedules of the young artists. Students are admitted at any time of the year and may keep up with their studies by correspondence when practice, rehearsals, performances or tours keep them out of school. Among the school's alumni: Lorin Hollander, Milton Berle, Elliot Gould, Carol Heiss, Beverly Sills, Leslie Uggams and Pinchas Zukerman.

POLICYMAKING SEMINAR OPENS
TO EDUCATIONAL "PUBLIC"

Providing "an encounter in depth" with the processes, personalities and institutions which shape federal educational policy is the goal of the Washington Policy Seminar to be held in Washington, D.C., June 18 through 21. Sponsored by the Institute for Educational Leadership of the George Washington University, the seminar's basic proposition is that "like it or not, we must recognize the significance of the Washington role in educational decisionmaking" and learn as much as possible about it.

Members of Congress and their staffs, ranking Executive Branch agency decisionmakers, officials of the Executive Office of the President, key representatives of interest groups and educational associations, and educational journalists will be among the session's speakers and panelists. This is the first time the educational "public" has been invited to participate in a Washington Policy Seminar. While past seminars have been limited to representatives of sponsoring or invited organizations, the June meeting is open to any educator, education researcher, association representative or administrator. Past participants have ranged from education graduate students to chief state school officers.

INCREASED PRIVATE SCHOOL
ROLE IN FEDERAL PROGRAMS
CONSIDERED AT CONFERENCES

The diffusion of promising educational practices and the effective implementation of ESEA Title IV programs were subjects of two recent national conferences in which private school representatives took active part: the National Diffusion Network (NDN) Conference, held January 31-February 2 in Kansas City, Missouri, and a U.S. Office of Education conference on "Improving the Outcomes of ESEA Title IV," held February 27-March 1 in Washington, D.C.

"Involving nonpublic schools is not just a friendly gesture," said education consultant Dr. Joe Coleman, speaking as an NDN panelist. "It is mandated by law," he stressed, as he and five other panelists discussed "Increasing Participation of Nonpublic Schools in the NDN." Private school representatives on the panel included Sister Catherine Ortwein, S.S.J., a diocesan school system administrator who initiated the establishment of an exemplary program in the diocesan schools of Paterson, New Jersey, and Muriel Knotts, director of a private school that also adopted an exemplary program. Barbara Blaes, CAPE's Director of Publications, discussed the communications networks available to serve the nation's private schools and possible linkages the NDN might make with those networks. The NDN, an OE agency, disseminates information to schools about exemplary educational programs and provides technical assistance to those who adopt programs.

At the Title IV conference, four panelists presented their views on the participation of children enrolled in private schools; four others responded. Representing private schools on the panel were Rabbi Bernard Goldenberg, Associate Director of the National Society for Hebrew Day Schools and CAPE President; James Godfrey of the Rye Country Day School; John Rice, Associate Superintendent of Schools of the Archdiocese of New Orleans; and Richard Sauer, Superintendent of the Lutheran Association for Elementary Education.

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