

CAPE OUTLOOK



The Current Status of Nonpublic School Participation in Chapter 2

by Richard E. Duffy

When Chapter 2 of ECIA was enacted in 1981, many private school officials anticipated a dramatic increase in the funding for services to private school students. This was because numerous programs which legally provided for the participation of private school students but which rarely actually delivered services because of the competitive nature of such programs would now, as a result of a more equitable funding mechanism under the "block grant," be available to practically every eligible private school child.

A recent spot survey of several regions throughout the country shows that the per pupil expenditure for private school students under Chapter 2 has indeed increased. In areas with a high percentage of "high cost" children the per pupil allocation is three to four times what it was under Title IV B, while the per pupil allocation in non-high cost areas has almost doubled.

In New York State the per pupil allocation ranges from a high of \$100.00 to a low of \$1.60. Despite this wide discrepancy of funding, private school officials are of the opinion that Chapter 2 has put more money into areas of most need. Admittedly some districts lost money, but the majority gained.

The range of the per pupil allocation in Illinois was more equitable—from a low of \$5.68 to a high of about \$20.60. In Alabama there was a similar spread from a low of \$4.50 to a high of about \$17.00. Other areas of the country report similar dramatic increases in the per pupil allocations in Chapter 2 over the former Title IV B allocations.

Most private schools are using the Chapter 2 funds to continue the types of services they were receiving under Title IV B, i.e., for library re-

sources, instructional materials, audio-visual aids, and educational equipment. Many schools are acquiring the capability for computer-assisted instruction.

An area of concern with the Chapter 2 program is the state education agency requirement to provide for the equitable participation of students and teachers from private schools with the state's allocation of 20% of Chapter 2 funds. Private school officials should ask appropriate state officials for a report on how the SEA is using its portion of the Chapter 2 funds and what provisions have been made for the participation of private school students and teachers.

By and large, however, Chapter 2 seems to have met the expectations of most private school officials by providing more equitable services to private school students. We just hope that Congress continues to fund this program in the future.

Mr. Duffy is the Representative for Federal Assistance, U.S. Catholic Conference

Keep EDGAR!

In response to a request from the Department of Education for comment on the effect of EDGAR (Education Department General Administrative Regulations) on private schools, CAPE Executive Director Robert L. Smith offered the following observations to the Department's Office of the Deputy Undersecretary for Intergovernmental and Interagency Affairs:

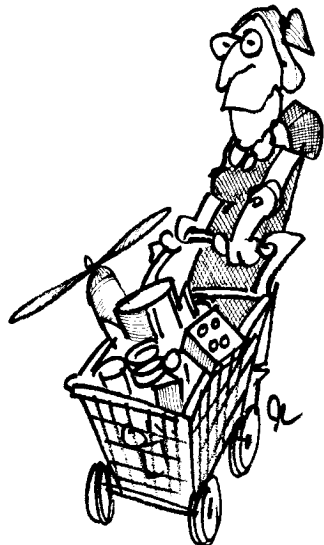
"We view these regulations (Sections 75.650; 76.650-662) as critical to the successful and equitable participation of private school students in federal programs.

"In developing ESEA and ECIA (the Elementary and Secondary Education Act and the Education Consolidation and Improvement Act), Congress has shown clearly its intent to strengthen the local education agency's ability to serve eligible private school students. The regulations referred to above were written into EDGAR to carry out this intention. They are working well. Without them or with any changes in them, private education's ability to serve students eligible for federal programs would be seriously impaired. We strongly urge that there be no efforts to change these regulations."

Psst, Does Your School Need a Boat?

The spirit of giving does not depend on the season around the General Services Administration. Throughout the entire year, the GSA is more than willing, in fact, is eager, to donate surplus government property to eligible institutions.

These gifts are made possible by the Federal Surplus Personal Property Donation Programs which allow the Administrator of the GSA to give surplus personal property to designated non-federal recipients. All donees must be tax-exempt under Section 501 of the Internal Revenue Code of 1954 and non-profit educational institutions must use the donated property to aid education.



A list of materials available for school maintenance and repair and classroom instruction would gladden the heart of many private school business managers. Imagine: airplanes and aircraft parts, barometers, gyroscopes, parachutes, hand and machine tools, office machines and supplies, furniture, hardware, motor vehicles, boats, construction equipment, electrical and electronic equipment, metal cutting machines, scrap metals and even cafeteria equipment!

"We're not talking about junk," says Clinton Kersey, Chief of the Donation Management Branch. "We're talking about resources! But to make the program work, schools must send creative people to go inspect the available materials—people who have dreams for their institution, who can think big and recognize potential when they see it."

Schools can avail themselves of property in two ways: First, they can make up "want lists" of materials desired. These lists should be specific and should be accompanied by pictures and size ranges. Second, in what has been likened to a "trip to a giant supermarket," donees may visit agency distribution centers to select property.

Although the GSA does not maintain statistics on the number of schools that have participated in the program, it says that nonprofit educational institutions received \$49 million worth of material in fiscal year '81. Between 1977 and 1981, there were 1,828,688 items of property approved for donation at an average federal acquisition cost of \$879.

To ascertain the location of a particular state surplus property agency, schools should write to the Office of Personal Property, Office of Property Management, GSA, Washington, D.C. 20406.

Energy for Schools

The Farmer's Almanac says that the winter of '83 promises to be harsh. While Jack London may tell us to "build a fire," the federal government tells us to keep warm through conservation.

In 1978, the U.S. Department of Energy designed its Institutional Conservation Programs to "reduce consumption and associated costs of conventional energy resources in schools (public and private), hospitals and buildings owned by local governments and public care institutions." Last year's \$46 million program saw 1700 participants, of which approximately 40% were schools.

Divided into four levels, the ICP begins with a preliminary energy audit of all state schools, or a sample thereof. The state then develops criteria for determining which institutions should receive a complete energy audit. The purpose of the full energy audit is "to improve operation and maintenance procedures that will make the building more energy efficient, and may suggest areas which could benefit from the installation of energy conservation devices, especially those which promote the use of solar or renewable resources." If warranted, the auditor will suggest needed conservation measures or devices. It then becomes incumbent upon the school to devise a Technical Assistance Program detailing its needs, both mechanical and financial, keeping in mind that the federal

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

[ISSN 0271-1451]

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OUTLOOK is published monthly (September through June) by the Council for American Private Education. Annual subscription \$8. Council members: The American Lutheran Church • American Montessori Society • The Association of Evangelical Lutheran Churches • Association of Military Colleges and Schools of the U.S. • Christian Schools International • Friends Council on Education • Lutheran Church-Missouri Synod • National Association of Episcopal Schools • National Association of Independent Schools • National Association of Private Schools for Exceptional Children • National Catholic Educational Association • National Society for Hebrew Day Schools • Seventh-day Adventist Board of Education, K-12 • Solomon Schechter Day School Association • U.S. Catholic Conference • Associated state organizations in Arizona, California, Connecticut, District of Columbia, Florida, Georgia, Indiana, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, Oregon, Puerto Rico, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

government will only pay 50% of the total cost of the program. The school, therefore, must make up the remaining 50% either in currency or in-kind contributions. The school submits its TAP to the State Department of Energy which then reviews all applications and forwards acceptable requests for final review and funding by the federal government.

A report on successful and unsuccessful programs will be released in the spring.

For more information concerning the ICP, contact your State Department of Energy's Institutional Conservation Programs Office.

Tara M. Kalagher

Legislative Update

Correction: A change took place in the composition of the Senate Labor and Human Resources Committee after the last issue of *Outlook* went to press. Republican Senators John P. East of North Carolina and Paula Hawkins of Florida have been replaced by Republican Senators Alfonse M. D'Amato of New York and Charles E. Grassley of Iowa.

Proclamation: President Reagan has designated the second week of November as American Education Week. His proclamation said, in part, "Part of our national strength is the fact that parents have the right to oversee their children's education. While our states provide public schools and state and local educators assist parents in achieving educational goals, it is clearly the right and duty of parents to supervise these functions. Our tax system should ensure that effective parent choice in education is not the preserve of only the wealthy."

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Among its recent activities on behalf of its constituency, CAPE:

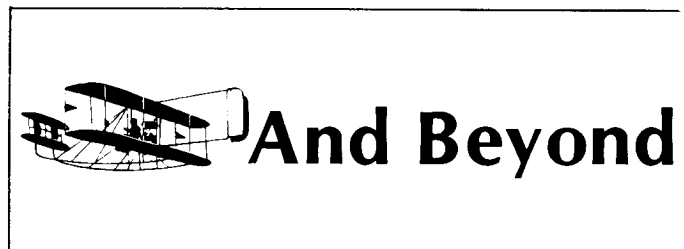
...by request of the Department of Education is organizing the process for selecting "unusually successful private schools" under a new program for giving recognition to public and private schools "that are doing an exceptionally fine job." The process, which is expected to take the best part of the spring and summer, will draw upon all segments of private education.

...and other representatives of the tuition tax credit coalition recently had lunch with Secretary Bell and subsequently met at the White House to consider ways of advancing tuition tax credit legislation in the 98th session of Congress.

...attended the latest in a series of Koffee Klatches held under the auspices of Secretary Bell and

hosted by Charles O'Malley, Executive Assistant to the Secretary for Private Education. This meeting explored private school-state relationships in New York State and was led by Joan Arnold, Assistant Commissioner for Nonpublic Schools, Civil Rights and Intercultural Relations.

...hosted a small luncheon for representatives of CAPE national and state member organizations to discuss a wider role for state CAPE organizations.



Michigan Private School Ruling Refined

A recent decision of a Michigan court, holding unconstitutional certain aspects of state regulation of private schools, has been amended to limit its effect on the state's nonpublic schools.

Originally, the order accompanying the decision in the case of *Sheridan Road Baptist Church v. Michigan* applied to all nonpublic schools in the state. As a consequence, private schools would no longer have been required to employ state-certified teachers, nor to offer a secular curriculum comparable to the local public school district's.

However, the order caused considerable consternation throughout the state since it emanated from a suit which had been brought to the court by two schools acting only on their own behalf, rather than as representatives of a whole "class" of non-public schools.

Michigan Assistant Attorney General Richard P. Gartner, seeking to limit the effect of the order only to the specific schools involved, sought and obtained agreement from the schools' attorneys that a new, clarifying order should be issued by the court. On the basis of the agreement, the court handed down such a document on January 12. This order declared the contested law to be unconstitutional only as it applies to the plaintiff schools.

Single Parent Family Conference

The situation is well-documented and oft-be-moaned: the nuclear family is no more. We are well aware that the traditional American morning scene of Mom waving Dad, Brother and Sister off to work and school and retiring to the kitchen happily to await their return has been replaced in many instances by a script which calls for Mom alone to ready the children and dash to catch a

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bus to work.

We are not so aware, however, of the following facts: one youngster in five presently lives with a single parent; at some point in their childhood, twice that many will do so. Almost half the mothers with children under six years of age leave the home to go to work. Records are being set for babies born to single women.

These statistics, gathered and presented by the Home and School Institute, provide the setting for its National Conference on Single Parent Families and the Schools, to be held in Washington on March 24-25, 1983. HSI, together with 13 national organizations, is sponsoring the conference to develop means of emphasizing the strengths and competencies of single parent families, so often considered "at risk."

Conference organizers hope that realistic and practical solutions will be found to the following questions:

What are schools doing now and what can be done to support more fully the development and achievement of children from single parent families?

How can single parent families help the schools?

Are there ways that schools, community agencies and families can collaborate more effectively?

How can related interest groups join forces to strengthen the relationship between single parent families and the schools?

HSI has asked CAPE, as a cooperating national organization, to provide the private school perspective at the conference deliberations. Toward that end we ask our readers to send us information about their successful dealings with single parents and their children in school. Essentially, HSI is looking for strategies to be shared at the meetings.

Please send whatever information you think might be useful to the editor of *Outlook* at CAPE.

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