

# CAPE OUTLOOK



## Education and the Budget

Following his State of the Union address in which he called for a revitalization of American education "by setting a standard of excellence," President Ronald Reagan sent a \$13.2 billion education budget request to Congress attaching some price tags to his priorities.

For the most part, the plans were well received by the private education community. CAPE Director Robert L. Smith noted, "We are relieved that the funding for compensatory education (Chapter I) and for handicapped aid were held close to last year's levels and that the Administration has seen fit to get behind efforts to help with the math and science crisis. We are also, of course, glad the President is planning again to get behind tuition tax credit legislation."

With regard to the proposal for educational savings accounts which would provide a tax incentive for families to put money in special savings accounts toward higher education expenses, Smith observed, "The plan appears to be an interesting additional way to help families with educational costs and could portend a possible further extension to parents paying tuition at the precollege level."

In addition to the education plans outlined in the budget document, the Administration has been publicizing its consideration of a Chapter I voucher plan which would give local school districts the option of distributing their compensatory education funds in the form of vouchers to low-income families who would use them to send their children to schools—public or private—of their own choosing. Remarking on this proposal, Smith said, "Title I is of enormous importance to public school children and has worked well for the private school students eligible for its benefits. We would therefore want to examine very carefully any efforts to amend the concept by way of a voucher mechanism and would have to be sure that the program's effectiveness would not be impaired by such a change."

## Salient Points of Education Programs in FY '84 Budget

### Science and Math Initiative:

- Cost: \$50 million
- Plan: Block grants to states to train additional teachers in science and math  
Scholarships to individuals identified by local school boards who can qualify to teach math/science after year + summer of study

### Education Savings Accounts

- Cost: Revenues lost to government: \$13 million in '84; \$100 million in '85; \$200 million in '86
- Plan: Families earning less than \$60,000 make deposits of up to \$1000 per child per year to special savings accounts, the tax-free earnings on which are to be used for future higher education expenses of dependent children

### Tuition Tax Credits

- Cost: Revenues lost to government: \$245 million in '84; \$526 million in '85; \$753 million in '86
- Plan: Families earning less than \$60,000 allowed tax credits of up to \$100 per child in '83; \$200 in '84 and \$300 in '85 and beyond  
A maximum of 50% of tuition could be claimed within these amounts

## Math/Science Crisis

Within a 12-hour period, Republican President Ronald Reagan and Democratic Congressman Carl Perkins called public attention to the national crisis in math and science education.

In his State of the Union message delivered on the night of January 25, President Reagan said: "We Americans are still the world's technological leader in most fields. We must keep that edge, and to do so we need to begin renewing the basics, starting with our educational system. While we grew complacent, others have acted."

As his first major education goal, the President announced "a quality education initiative to encourage a substantial upgrading of math and science instruction through block grants to the states."

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The next morning, Congressman Perkins (D-KY), Chairman of the House Education and Labor Committee, opened a four-day series of hearings on H.R.30, his Emergency Mathematics and Science Education Act. Adverting to "some alarming statistics" which had come to light during hearings his committee had held last September, Perkins documented the critical situation facing the nation: 43 states report a shortage of secondary mathematics teachers; one-half of all high school graduates take no mathematics or science beyond the 10th grade; the science and higher level mathematics achievement scores of 17-year-olds have been declining steadily.

The bill introduced by Congressman Perkins and 82 co-sponsors would authorize programs to improve mathematics and science education at the elementary, secondary and postsecondary levels. The elementary/secondary portion of the legislation authorizes \$250 million for grants to state and local educational agencies which can be used for inservice teacher training and modernization and expansion of math and science instructional programs.

Expressing private education's views on the math/science dilemma, CAPE Executive Director Robert L. Smith wrote Chairman Perkins: "We applaud your leadership toward finding a good set of approaches to the crisis this country faces in math-science teaching and learning. And we are deeply appreciative of your awareness, as reflected in the legislation, that private school teachers and students are heavily involved in the national circumstances of math-science education which are propelling searches for solutions."

Smith offered the following suggestions:

All educators should continually encourage growing girls to perceive themselves as equally able as boys to "do" math and science and to consider careers that centrally involve those disciplines.

Cooperative arrangements should be encouraged in every community among government, industry and public and private education at all levels to develop local technological centers or laboratories for students and adults.

Funding should be made available for in-service training of teachers in public and private schools.

Low-cost loans with forgiveness incentives

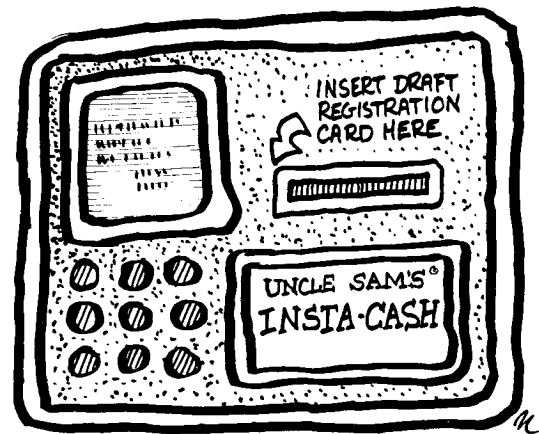
should be made available to college students intending to pursue math-science teaching careers.

Industry should be encouraged, via tax incentives, to assist schools by donating hardware, loaning personnel, teaching and giving in-service training, and hiring teachers in the summer.

Senior citizens who can do so should be utilized to teach math-science on a temporary basis.

### "No Registration, No Money"

As of July 1, all students wishing to receive financial aid from the federal government for their education must submit to their colleges or universities a Statement of Educational Purpose/Registration Compliance form attesting to the fact that they have registered with the Selective Service System or are not required to do so. In addition, a copy of a registration acknowledgment letter must be presented before aid can be received.



In the absence of such documentation, a male student will not be eligible to receive assistance under Title IV of the Higher Education Act. Programs under this Title include Guaranteed Student Loans, PLUS Auxiliary Loans, National Direct Student Loans, Pell Grants, Supplemental Grants, College Work/Study assistance, and State Student Incentive Grants.

Appearing with Selective Service Director Major General Thomas K. Turnage at a joint press conference on January 21, Education Secretary Terrel H. Bell said, "By this means, the United States Government is saying bluntly that taxpayer funds will not be used to provide a college education for students who do not comply with the Selective Service registration requirements. . . . The law is clear

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

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and the Government will carry out its responsibilities fairly but firmly. The message is simple: No registration, no money."

Asked what advice he would tender a student who found the law unfair and immoral, Bell replied, "I would tell him that he has at least two obligations: one is to comply with the law and the other is to exercise his rights as a citizen to call attention to his views and to use his powers to get it changed. . . . There are no exceptions provided in the statute, so regardless of what your moral code might tell you, the law is the law and we can't pick and choose among it."

Added Major General Turnage, "The philosophy behind this law is that within the benefits of society there are associative obligations. An individual that takes advantage of the privileges of society owes some responsibility to it."

The Department of Education has already notified all high schools that the program will be in place for the 1983-84 academic year, and that the registration requirements of all male Federal financial aid applicants born after December 31, 1959, should be met promptly.

## CAPE as Amicus in Minnesota Case

CAPE, together with nine religious organizations and parent/taxpayer groups, has filed an *amicus curiae* brief in the Minnesota tax deduction case, *Mueller v. Allen*. The U.S. Supreme Court agreed last October to hear the case in order to resolve a conflict between rulings of two lower federal courts which had disagreed on the constitutionality of such a tuition tax deduction program.

The brief argues that a program of tax deductions generally available to all citizens, including those who incur educational expenses at church-related schools, meets the tripartite test of constitutionality under the First Amendment's Establishment Clause: it has a valid secular purpose; it does not require excessive entanglement between government and religious bodies; and it does not have the direct and immediate effect of advancing religion.

Since the purpose of the statute, according to the brief, is to "promote pluralism and diversity among public and nonpublic schools," it does not contravene the Establishment Clause prohibition against providing direct government subsidy of religion.

In addition, the passive character of the deduction plan, excluding government from the regulation and control associated with programs of direct subsidies, prevents the prohibited entanglement.

Finally, the program avoids advancing religion directly by ensuring that a broad class of citizens benefits from the plan (deductions are available to parents of children attending nonreligious private

schools and public schools, as well as religious schools) and that, by excluding certain educational expenses from taxable income, it simply allows taxpayers to choose to undertake those expenses.

## Legislative Update

The following bills of interest to private education were introduced in the early days of the 98th Congress:

### Math/Science

Pending in Senate Finance is **S.290** (Glenn, D-OH) to offer tax incentives to employers of math/science teachers.

Pending in Senate Labor & Human Resources are **S.289** (Glenn, D-OH) to offer low-cost loans to prospective teachers of math/science and **S.248** (Domenici, R-N.M.) to provide for student scholarships, teacher awards and block grants for math/science. On the House side, there has been considerable activity on one bill, **H.R.1310**, a compromise combination of **H.R.30** of Perkins (D-KY) and **H.R.582** of Fuqua, (D-FL). That bill, which would give formula grants to states and colleges to improve math/science teaching, has already been reported out of the House Education and Labor Committee and is scheduled for floor action by the end of February.

Other math/science bills pending in committee are:

**H.R.835** and **H.R.836** (McCurdy, D-OK)

**H.R.659** (Perkins, D-KY)

**H.R.881** (Perkins, D-KY)

**H.R.1321** (Dymally, D-CA)

**H.R.1324** (Erlenborn, R-IL); this is the Administration's bill on increasing the supply of math and science teachers.

### Social Security

House Ways and Means Committee held hearings during first week of February on Commission report which, among other recommendations, urged that all non-profit institutions be required to participate in the Social Security System.

## Capelog

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

... has filed an amicus brief in the case of *Mueller v. Allen* (the Minnesota tax deduction case). See article this page.

... has completed the study design portion of a planned major research inquiry into the experience of minority students in private schools.

... has completed work on a private school questionnaire in collaboration with the National Center for Education Statistics to enlarge the annual data base about private schools.

... is collecting information about evaluation procedures at schools of member organizations in response to inquiries concerning private school accreditation practices.



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