

CAPE OUTLOOK

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House Panel Urges Increased Chapter 1 Funding

On February 19 Chairman Augustus Hawkins (D-CA) brought the House Education and Labor Committee to order to present its views on the fiscal 1987 budget. In its report to the House Budget Committee it urged Congress "to give education, training, and social services the highest priority. Most programs deserve to be funded well above current service levels. Because of its concern about the deficit, however, it has chosen only a few programs for which it recommends funding above current service levels. We limit ourselves reluctantly, ...

"... for the Chapter 1 program, the Committee is recommending an increase above current services. Additional costs have been incurred by school districts in operating Chapter 1 programs as a result of the Supreme Court ruling last summer in *Aguilar v. Felton*. The court ruled unconstitutional the method frequently used to serve nonpublic schoolchildren in Chapter 1, that of sending public school teachers on the premises of private, religious schools to deliver services. School districts have been attempting to cope with this situation and arrange other methods of serving the nonpublic school children, which they are required to do by law. These other methods — such as using mobile instructional labs or serving the children in a public facility or a neutral site — frequently involve additional transportation or other administrative costs which are taken off the top of Chapter 1, according to Department of Education guidelines regarding implementation of *Felton*. Without additional funds, these costs will result in reduced services to children in both public and private schools. The additional funding requested will help ease this situation, which has created difficulties in many school districts around the country....

"The program currently serves only 31 percent of all Chapter 1 eligible students. Since the number of children in poverty has increased by 35 percent between 1979-1983, the program's funding needs are greater than ever."

Schools Don't Change With Low-Income Students

A new major study "Catholic High Schools: Their Impact on Low-Income Students," shows remarkable similarities between the Catholic schools serving lower-income students and all other Catholic schools with one notable exception. Two-thirds of Catholic schools serving low-income students tend to rate themselves, on a school survival scale, "toward simple survival" in contrast to other Catholic schools, more than half of which rate themselves in the "toward thriving" category. This is a particularly disturbing fact in terms of the future role of private schools in educating children of the poor.

The report is notable in its coverage of student-teacher and school issues as they relate to a careful sampling of Catholic schools which have a significant low-income enrollment. However, because of the discovered similarities between Catholic schools serving all populations, it provides an excellent snapshot of Catholic elementary and secondary education. Additional copies are available from NCEA, 1077 30th St, NW, Washington, D.C. 20007.

Other interesting facts in the study, just released and funded by the Ford Foundation and St. Marys Catholic Foundation:

- * 61% of students in central city schools are members of a minority, compared with 25% in non-urban schools.
- * central city schools exhibit the same kind of positive climate as other Catholic schools in the dimension of sense of community, nurturance, academic emphasis, student and teacher morale, discipline policy and absence of discipline problems.
- * The very poor in the low-income serving schools are disproportionately female(62%).
- * Nearly 4 out of 10 black students live in single parent families compared to 2 of 10 white and Hispanic students.
- * Almost as many black students in low-income serving schools are Baptist (36%) as are black (38%).
- * 82% of the teachers in low-income serving schools are Catholic.

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In Memoriam

Cape joins its colleagues throughout education in mourning the loss of Christa McAuliffe. Not only was she a supremely well chosen exemplar of all teachers challenged by the excitement of new knowledge. She also possessed and abundantly shared qualities of character which will affect and serve the nation and especially its young for years to come - verve, curiosity and courage.

Elementary School Program Progresses

The Elementary Private School Recognition Program, managed by CAPE, has received 293 school applications and anticipates the beginning, in March, of the school site visit period. As we go to print the applications are in the peer review process. School associations and CAPE's Secretariat are reading and screening them prior to a meeting of the Program's Steering Committee in late February to determine schools to be site visited in the spring.

A series of orientation meetings were held during the week of February 10-17 in 6 locations around the country to brief potential site visitors. This ensures that site visit reports are well done and comparable. Approximately 100 private school principals and association leaders took part. Final decisions about recognized schools will be made in the late spring or early summer.

The Program, in its third year, is focusing entirely on elementary schools in the "year of the elementary school." Secretary Bennett has not only so designated this school year, but established a Commission to study elementary schools which is expected to make its findings known about the same time as the Recognition Program reveals the names of recognized schools early this summer.

An Incentive to Read

In 1985 Pizza Hut's "Book It" Program earned the distinction of being the largest private sector initiative in history. 7.2 million children are currently participating in this 5 month national reading incentive program for grades 1-6. But numbers alone don't adequately convey the scope of this initiative, for it is designed to reach all American children whether in public or private schools and regardless of reading ability.

The idea of a national reading incentive program grew out of President Art Gunther's conviction that reading is the single most important skill learned in school and his concern that many children either read poorly or not at all after years in the classroom. The form that program took, "Book It", came from his realization that he had the means - as CEO of Pizza Hut - to provide children with incentives to read.

Within the Program's larger goal of encouraging children to read are a number of more specific ones designed to meet the needs of readers at different levels. At the first level the aim is simply to cultivate an appreciation for reading. Later, in the next four levels, even-paced reading, good study habits, goal-setting, teamwork, group accomplishment and healthy competition are stressed.

While the results of the 1985-86 program are not yet in, the 1984 pilot test in Kansas gives educators some idea of its effectiveness. In that test 75% of the students involved in the program went beyond their normal reading level and in 67% of the classes all of the students achieved the reading goal set by the teacher.

In 1985 administrators of the program invited all of the major Catholic dioceses and Lutheran districts to participate and worked closely with the Seventh-Day Adventist Board of Education. Pizza Hut plans to include the rest of CAPE membership schools in this fall's program with the aid of CAPE's new directory, *Private Schools of the U.S.*

For further information about this program please write: Mike Jenkins, BOOK IT National Reading Incentive Program, P.O. Box 2999, Wichita, KS 67201

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

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Legislative Update

During the next few months fiscal issues will dominate Congress as legislators try to address budget deficits well before the fall campaigns.

The key issues are the budget, where new Gramm-Rudman deadlines and deficit targets will rule, tax reform, a priority of the Administration, and trade policy. Some observers speculate that these issues will spur enactment of a revenue raising import fee or value added tax, but that will depend on how much the President and Congress compromise.

Clouding the debate is confusion about the legality of Gramm-Rudman procedures now that a special three-judge panel has thrown out the procedures by which automatic spending cuts are made under the Balanced Budget Act. If the Supreme Court allows those procedures to stand, the question will become whether the President would prefer to have the cuts go into effect or accept a Congressional compromise including a tax increase.

Once again the President's budget recommends major reductions for education programs, and proposes some ideas that are almost identical to ones rejected last year by Congress. Under the \$15.2 billion spending plan, college students and their parents would be expected to contribute a larger share of their income to education, banks would be required to take more of a risk on loan defaults and fewer students would be able to claim financial independence from their parents. In vocational education, the Administration proposes to reverse longstanding federal policy and eliminate general support for vocational education, while continuing to provide some resources focusing on the handicapped, single parents and other special needs groups.

Elementary and secondary school programs would be frozen at the level approved by Congress for fiscal '86 before the Gramm-Rudman balanced budget law was passed. The budget proposes some new programs including a voucher plan to permit parents of educationally disadvantaged children to receive a Chapter 1 voucher for use in a public or private school and a teacher training and improvement program. The teacher training initiative would be funded at \$75 million, but it would replace three programs already enacted, including the Math/Science program. Again, the Administration's budget includes its proposal for tuition tax credit legislation and education savings accounts. In the area of educational research programs the budget supports an increase of \$10 million.

Overall the Administration's education budget reduces education funding in terms of real dollars, to the level of six years ago.

Aside from the big fiscal issues there are several important education related bills waiting to claim the attention of Congress.

Recent Action...

Education Vouchers - The House Elementary, Secondary and Vocational Education Subcommittee is scheduled to hold a hearing on February 26 on H.R. 3821, a bill which would allow parents of Chapter 1 students to receive a voucher to use at the public or private school of their choice. Secretary Bennett will be the key witness.

Higher Education Act Reauthorization - The House Postsecondary Education Subcommittee in February held a field hearing in Vermont on the differences between the House and Senate versions of a five-year reauthorization of the Higher Education Act. In December the House passed its bill, H.R. 3700, which reduces funding for the programs from the fiscal '86 \$11.9 billion level to \$10.5 billion for fiscal '87. The Senate is scheduled to markup its bill, S.1965, in the Labor and Human Resources Committee in March. S.1965 would authorize funding of the programs at \$9.9 billion.

Child Nutrition - House and Senate conferees reached a tentative agreement in mid-February on H.R. 7, a measure that would reauthorize 5 child nutrition programs. Of critical importance to private education is a provision which would raise the tuition ceiling for private school participation in the school lunch and breakfast programs above the current level of \$1500. Conferees could complete action on the bill in early March.

Liability Insurance Crisis - Many legislators are concerned by the inability of towns, schools, day-care centers and businesses among others to obtain liability insurance. All have seen sharply higher liability insurance premiums and some are unable to find insurance at all. The school liability insurance issue was a major one in discussion with State CAPE leaders at the Fall CAPE Board Meeting. The problem has inspired a wave of legislative activity in state capitals. In Washington it has fueled demands for more federal intervention. While the crisis prompted several hearings last year in Washington and will receive much attention in Congress in 1986, observers are uncertain about enactment of new federal laws.

Tax Reform - The legislation is intended to lower corporate and individual income tax rates. The House passed its bill on December 17 but the President has termed it "unacceptable" for its elimination of business tax breaks and its failure to reduce the rates enough. Key Senate lawmakers hope to complete the bill early this year but it could be delayed or changed into a vehicle for tax increases during the course of the deficit debate.

Catholic High Schools (continued from page 1)

* Although teachers in low-income serving schools say they have "a great deal of influence in two areas of school operation - selecting their course content and their teaching method," 64% say they are not getting decent salaries.

* When asked to report how much they learn during their high school years, seniors gave their highest marks to academic development. Value development outcomes tend to receive lower evaluations.

* The average 12th grader does not score higher on social comparison or responsible behavior than the average 9th grader.

* The school climate has more to do with value and religious outcomes than does course work. Conversely course work, not climate, better predicts academic outcomes.

* In examining the impact of school characteristics on alterable outcomes, school program and environment factors have *more effect* than the relatively fixed student body characteristics (e.g. percent minority, average family income) or institutional factors (e.g. school size, type of school, per pupil expenditures).

Finally, the study reveals that those educational practices which seem to promote student development in these schools (academic rigor, positive climate, homework, extra-curricular involvement, family reinforcement, a strong core of religious faculty) are blind to socioeconomic status. Ultimately there are two factors, a positive climate and a strong academic program, which are linked to both intellectual and moral growth and are the keys to the effectiveness of these Catholic schools serving low-income students. It is not surprising that the same characteristics are present in all private secondary schools which have been recognized in the Private School Recognition Programs over the past two years.

The report is essential for anyone wishing to learn more about the nature of Catholic and other private schools.

Lutheran Schools Report Growth

CAPE member The Lutheran Church-Missouri Synod (LCMS), one of the largest organizations of Protestant schools in the nation, recently issued its 1985-86 elementary school statistics showing a small increase in schools and school enrollment over last year but a slight drop (.9%) in Congregation children in attendance. All told there are 1,667 LCMS elementary schools and early childhood centers enrolling 187,259 students in addition to 70 high schools enrolling 16,927 students. In the 10 organizations of Lutheran schools across the country there are 2,714 schools enrolling 292,887 students. Minority enrollment is 3.2% higher than last year and totals 13.2%.

Of further interest:

* LCMS's Congregational budgets provide 62% of all elementary school income in accordance with the church's position that the education of Congregation children is as much the responsibility of the whole congregation as of respective families of school children.

* 71% of all full-time degreed administrators and teachers are synodically educated.

* 56.2% of the students in LCMS elementary schools are Lutherans although only 46.8% come from LCMS Congregation member families.

Copies of the report can be obtained from the Office of Elementary and Secondary Education, Lutheran Church-Missouri Synod, 1333 S. Kirkwood Rd. St. Louis, MO, 63122.

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