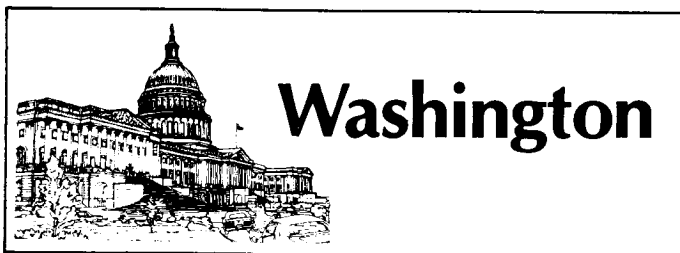


CAPE OUTLOOK

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Chapter 1 Plan Unveiled in House

A bipartisan proposal for the reauthorization of the Chapter 1 compensatory-education program was outlined in a January 29 press conference by its sponsors, Representatives Augustus F. Hawkins (D-CA) and William F. Goodling (R-PA). The plan proposes to increase Chapter 1 funding by nearly \$350 million next year and extend services to preschool children and secondary school students. The sponsors also are seeking a separate \$30 million authorization to help school districts fund the "extra cost" of providing equitable services to private school students in compliance with the U.S. Supreme Court's decision in *Aguilar v. Felton*, which prohibited public school teachers from providing Chapter 1 instruction on parochial school premises.

According to Frank Monahan, Director of Government Liaison at CAPE's member organization, the U.S. Catholic Conference, "the plan should provide school districts with funds to help pay for new ways of delivering Chapter 1 services required by the court decision. It will allow the private and public school sectors to concentrate program funding on services to students, instead of on administrative costs."

Rep. Hawkins characterized the overall proposal as going "to the heart of many problems" addressed in recent reports on education reform, such as reducing the drop-out rate and illiteracy. He said that while the plan is an "incremental approach" to strengthening and extending Chapter 1, it is also designed to give parents a stronger voice in the design and operation of compensatory programs at the local level. Mr. Hawkins conceded that even with the added money the program would still serve less than one-third of all eligible students.

Rep. Hawkins is chairman of both the full Education and Labor Committee and of its subcommittee on Elementary, Secondary and Vocational Education. Rep. Goodling is the subcommittee's ranking Republican.

Six major federal education programs, including Chapter 1 and Chapter 2, impact aid, adult, bilingual and math science education, and a host of smaller

programs, are set to expire over the next two years. The release of the Chapter 1 bill is only the first of a series of initiatives to come this year. It is the intention of the subcommittee to fold the reauthorizations into an omnibus elementary and secondary education bill.

The House subcommittee has scheduled hearings in Washington on Chapter 1 beginning February 26, and continuing on March 3, 5 and 10th. The full Committee is expected to hold hearings on Chapter 1 and other expiring programs on March 11, 16, 19, 24, 26, 31 and April 2. The subcommittee plans to hold its markup sessions on April 7, 8, and 9 and the Chairman would like to get a bill through the committee by June.

In the Senate, Claiborne Pell (D-RI) Chairman of the Subcommittee on Education, Arts, and Humanities said he plans to begin oversight hearings on the Education Consolidation and Improvement Act (ECIA) in March. One concern that Senator Pell says the Chapter 1 reauthorization must address is the problem of providing service under Chapter 1 to private school students who are no longer being served as a result of the *Aguilar v. Felton* ruling. He pledges to "do everything that we can within the restraints of the ruling to ensure that eligible students in private schools are provided compensatory services."

Regarding the reauthorization of Chapter 2, Senator Pell has a specific plan. He proposes to "focus more sharply and target more directly" the limited funds. He plans to reintroduce his Targeted Education Assistance Act, first introduced last year, which would restrict the use of Chapter 2 funds in five areas of greatest priority: dropout programs, basic skills instruction for secondary students, programs for the gifted and talented, programs to combat illiteracy and school library resources. The current block grant program gives schools substantial leeway in using the money. CAPE is interested in hearing reactions from educators in private schools to such a proposal as it prepares its recommendations to Congress on Chapter 2.

Urban Education and the Voucher - A Case Study

Creating opportunities for school choice for parents who don't have any by means of educational vouchers is an idea high on the agenda of many people who want to improve schools and advance equality.

A recent study of Baltimore, a city whose public education problems are severe, concludes that if "conventional means" fail to improve the city's public schools, vouchers should be tried. *Baltimore 2000 - A Choice of Futures* by Peter Szanton, examines exhaustively the circumstances and prospects of Baltimore and finds them seriously wanting.

(continued on page 4)

What Are Our Friends Up To?

With this issue, OUTLOOK begins a monthly column about one of its fourteen member organizations. Each is unique in philosophy, size, age and function, and each has an important story to tell about on-going activities and about its schools, staff, students and communities.

The Friends Council on Education, one of CAPE's founding members and small organizations, is located in downtown Philadelphia, in a building housing several other important activities of the Society of Friends. Serving the Friends school community, which now totals 75 schools and approximately 16,000 students, the Council also works with, but less directly, the nation's sixteen Friends colleges and study centers.

The Council's major activities, in addition to a teacher referral service for a limited number of teachers with Friends school connections, have to do with the holding of conferences and workshops for students, teachers, administrators and Board members. Annual conferences include one at the beginning for teachers in Friends schools; one for teachers new to Quakerism; one for School Committees (boards); one for school heads at the end of the school year which often includes an "old pro" applying a little advice, humor and perspective to the year's supply of wounds; and a year-end conference of enrichment and renewal open to teachers and school heads.

A conference for teachers and administrators on "Violence in Young People's Lives - Response and Alternatives by Friends Schools" was being held at press time. Other special conferences this year included one for 3rd grade teachers, one on "the inward teacher" - the spiritual dimension of teaching, one on early childhood education and one for school and college history teachers and researchers.

Bert Mason, executive director of the Friends Council since 1977, is a former Friends school teacher and administrator (both in day and boarding schools). In some reflections shared with CAPE OUTLOOK, he finds plenty of room for encouragement and some for concern. There is much interest in starting new Friends schools, particularly elementary. Since he has been on the job "eight new schools have started and none have been laid down." Two new schools are expected to open next year.

On the other hand, there continues to be difficulty in finding enough good teachers and administrators among Friends - a phenomenon shared by CAPE's other denominational school associations.

But there is no shortage of teacher candidates. Indeed the pool is enlarging. College teachers with doctorates disillusioned with college level teaching, and not infrequently lawyers and even doctors wanting a change, are among a healthy number of prospective applicants which also includes a substantial group of recent college graduates from Friends schools or colleges or both.

Although Bert Mason has found that parents are increasingly interested in Friends schools because they emphasize values teaching, he said parents are also drawn in roughly equal measure by the schools' academic rigor.

Enrollment is generally not a problem except in some smaller day schools where low teacher salaries often beget staff turn-over and a concomitant reduction of parental enthusiasm. Some small Friends boarding schools, considered by many who are close to Friends schools as offering the essence of a Friends education, are also confronting the difficulties which come with small size combined with high costs and lofty goals.

For Bert Mason, Friends schools are continuing zealously and self-consciously their three hundred year effort to teach the central Quaker values of simplicity, peace, brotherhood, tolerance, personal accountability, equality and justice while also offering a challenging academic education. That Friends schools are generally thriving, despite a decrease in the population of the nation's Quakers, speaks to the on-going appeal of an education in which values and knowledge get equal billing.

School Improvement and School Integrity: Learning to Live Together

One of the highly disturbing by-products for private schools of the public school improvement effort of the past five years, following a *Nation at Risk* and other critical national critiques, is the struggle of private schools in some states to maintain their operational freedom against state regulations to improve schools.

In New York State a Regents Action Plan adds new course and testing requirements as well as credit hours in every school in the state. Through concerted effort and lengthy negotiating by private schools, particularly the NY State Association of Independent Schools which has its own state approved school accreditation process, a series of variances to the regulations were agreed on as well as other changes which were either lifted or integrated into present practice.

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

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The process has not left any serious scars in the relationship between the state and the private school community. It underlines once again the importance of having a well-organized private school presence in each state.

Capenotes

On behalf of its constituency CAPE...

...has participated in a day long seminar with Congressional staff on education budget and appropriation issues for fiscal year 1988. The meeting, sponsored by the Committee for Education Funding (CEF) for its 9 member Executive Committee, brought together staff from House and Senate committees on budget and appropriations to review last year's Congressional budget and funding decisions and to assist CEF in developing its legislative strategy for this year's budget and appropriations cycle. (Kellen Flannery of CAPE was elected to the Executive Committee of CEF last December.)

...and the School Recognition Program Steering Committee will meet on February 23-25 as part of the National Review Panel Meeting at the Department of Education to select schools to be site visited in the 1986-87 Secondary School Recognition Program. The site visitor orientation session will be held in Washington on March 2-4 and site visits will be conducted between March 5 and April 20. Final selections of schools for recognition will be determined at a meeting of the National Review Panel on May 13-15. Announcements will be made in early June.

...welcomes Patrick Canan, former President of the Maryland CAPE (1981-85) and a leader in the formation of the D.C. CAPE, who has joined the staff of the U.S. Catholic Conference as Assistant Director of the Office of Government Liaison. Canan most recently served as Deputy Superintendent of Catholic Schools for the Archdiocese of Washington, which includes D.C. and 5 surrounding Maryland counties.



...is bringing together its "Think-Tank" over the weekend of February 13th at Airlie House, a conference center, located in Virginia about 40 miles southwest of D.C. This is the first of several meetings anticipated for the newly-created task force. The outcome of this meeting will be reported to the CAPE Board meeting in March. Last month OUTLOOK reported the names of the committee members.

...has received from the Department of Education a copy of its publication: *The Search for Successful Secondary Schools — The First Three Years of the Secondary School Recognition Program*. The report summarizes the goals and objectives of the program, the common attributes of all 571 recognized private and public secondary schools, and the challenges for local and State policy makers. Copies of the report may be ordered from the U.S. Government Printing Office, Washington, D.C. 20402. To order enclose payment of \$8.50 and refer to stock number 065-000-00270-1. For more information about the report, contact Jean Narayanan, Recognition Division, OERI, 555 New Jersey Ave, NW Washington, D.C. 20208; (202)357-6138.

Legislative Update

Secretary of Education William Bennett has faced tough questioning during his tour of congressional panels to defend the Administration's budget for education in fiscal 1988. The Chairs of the House and Senate Budget committees and the House and Senate education appropriations panels have strongly rejected the Education Department's proposal to cut its spending from \$19.5 billion in fiscal 1987 to \$14 billion next year. It appears that the President's proposals for education are being considered "dead on arrival" by members of Congress. Education advocates are working to build support for education to again be considered a priority budget area in the 100th Congress.

Congress adjourned for a 10-day recess on February 6. Budget hearings are expected to continue when members return.

Just Introduced ...

The Special Education Needs Act of 1987, HR 950; Hawkins (D-CA), Goodling (R-PA). The bill reauthorizes the Chapter 1 Program of the Education Consolidation and Improvement Act (ECIA), and extends services to preschool and secondary school students. It includes an authorization of \$30 million to help school districts provide services to private school students in compliance with the Supreme Court's ruling in *Aguilar v. Felton*. Introduced on Feb.4 and referred to the Committee on Education and Labor. (See story in this issue.)

Young Americans Act, HR 1003/ S 476; Dodd(D-CT), Pepper(D-FL). The bill would authorize a White House Conference to develop a national policy for handling problems of youth. Modeled after the Older Americans Act, the bill would give grants to states to coordinate planning and to fund new programs which would include after school services for "latchkey" children and programs to prevent teen pregnancy and school dropouts. In addition, the bill would seek to improve housing, medical care, job training and recreational opportunities and eliminate the physical and sexual abuse of children. HR 1003 was introduced on Feb.4 and referred jointly to the Committees on Education and Labor, Ways and Means and Energy and Commerce; S 476 was introduced on Feb.4 and referred to the Labor and Human Resources Committee.

Urban Education (continued from page 1)

Baltimore's problems are similar to those found in other aging cities: a serious population decline featured by upper middle class exodus to the suburbs, the disappearance of major industries, little civic statesmanship, insularity of racial and ethnic groupings, an inability to retain educated minorities and poor funding for public services.

According to Szanton, a resounding consensus among those familiar with Baltimore is that the city needs a sounder economy and better schools. These are closely related. "They saw the school system as the only instrument society now has for insuring that young people acquire not merely a basic education but the personal characteristics — self-respect, capacity to work with others, dependability — that employers require and that are not being absorbed through family or neighborhood life. And further, "a better trained workforce is needed to attract potential employers."

In addition, a first rate school system is needed "to attract middle-class families to the city and retain them through the child rearing years, and to help rebuild a middle class among current residents. ...Maintaining a substantial population of middle-class families, white and black, is crucial to the long-term health of Baltimore."

The report emphasizes the importance of improving school readiness, for in Baltimore the gap between local and national test performance is greatest with the earliest grades. Because "infants appear to be programmed by nature to learn at higher rates than they ever will again," Baltimore must change its allocation of funds for the alleviation of problems associated with "at risk" children and their families, now about "one half of one percent of the budget for public schools." "In uncaring, abusive or grossly unpredictable environments, their cognitive and sensory development will be slow and their emotional development distorted."

It stresses that schools, to be improved, must adopt two rules fundamental to business but "widely ignored in the Baltimore public schools. ...establish clear standards of performance, and... tie authority to responsibility." Additional requirements echo strategies long espoused by every study and close observer — enlarge the supply of teachers, increase student choice by giving different schools distinctive programs, increase "time on task" and inculcate habits of character which make students employable.

But if all else fails the report recommends the use of vouchers which apply the discipline of the market place to public schools.

"Families able to afford homes in suburbs with good school systems have left the city, and continue to leave it. Of the children who remain in the city, increasing proportions enroll in non-public schools.... It may not indefinitely be good politics to deny to others a voucher option that would cost no more than the city and state were already spending on a system widely regarded as mediocre or worse."

Baltimore is every old city and its problems those of most, so this prescription should get thoughtful consideration. Szanton reminds us that "the political barriers to a voucher plan would be high." But, "...if AT&T can be broken up, and air transport and trucking deregulated, and competition threaten even the U.S. Postal Service, those barriers might not prove insuperable forever."

Because most people who work in and care about private schools are deeply concerned about the welfare of public education and the implementation of any voucher plan will involve the cooperation of private schools, the Baltimore story is one for the private school community to ponder. It has a very large stake whatever the ending.

Baltimore 2000 was commissioned by the Morris Goldseker Foundation, one of the city's major philanthropies.

CAPE OUTLOOK

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