

cape outlook

COUNCIL FOR AMERICAN PRIVATE EDUCATION

March 1989

Number 149

BUSH CHALLENGING PRIVATE SCHOOLS

In his inaugural address, President Bush spoke of the difficulty students have "finding America" on a world map and proceeded to "map a new approach to education." For three minutes of his 50-minute speech he listed his familiar and laudable priorities: choice, rewarding excellence, greater accountability, fewer drop-outs, literacy, merit schools, top notch teachers, science scholars, more magnet schools and alternative certification.

Choice, a subject addressed in February's *Outlook*, is an idea disarmingly simple in concept and inordinately complex in execution. The list contains two other items of special relevance to the well-being of private schools.

"Alternative certification" refers to a variety of irregular ways in which teachers become certified. New Jersey's "Provisional Teachers' Program," for example, which began in 1985, is the most creative and radical. It enables schools to employ college graduates who did not take the normally required education courses required to qualify them as teachers. Since its inception, the program has attracted over 7,000 applicants, more than New Jersey's other main source of teachers, its approved college teacher training programs. This year 29 percent of New Jersey's teachers are provisional and one-fourth of those teach in private schools.

Many of New Jersey's private school leaders like the program, particularly those whose schools regularly employ certified teachers. It augments and enriches the candidate pool. But there is a cloud on the horizon.

Private schools which have traditionally hired teachers from the ranks of liberal arts college graduates could begin to find their pool of applicants decrease as alternative certification and higher salaries make public school teaching a viable possibility.

If heeded, the President's call for more magnet schools will fuel competition between private and public schools.

In a recent informal survey of the effect of a strong magnet school on neighboring private schools, CAPE learned that the real competition comes at high school. Private elementary schools are less adversely affected unless poorly run because particular aspects of these schools favored by parents—small classes, individual attention, concern for social growth and behavior and values are not always present in the available magnet schools. However parents are far less concerned about the disadvantages of lengthy bus rides for their high school student if the magnet school offers programs and equipment demonstrably superior to what is available in a private high school.

Magnet schools for science, for art and music and for academics are attracting some private school students, and inner city private school principals say that they are not able to enroll as many able minority students as they could in the past because magnet schools now attract them.

Conversely, there is evidence that private elementary schools are drawing some students away from magnet schools for two reasons. Some parents find their high expectations for the magnet school unrealized. Others, once having exercised choice in selecting a magnet school, are now comfortable reaching out anew to a private school.

In summary President Bush's map of a new approach to education contains some familiar but challenging terrain. All private schools are magnet schools. Many of our teachers are irregularly certified. There is nothing in the challenge which an excellent private school need fear. But many private schools will find they will be working even harder to keep themselves excellent.

NEWS FROM THE STATES

Outlook has promised a State CAPE column and inaugurates it with the announcement of the founding of a new state CAPE and of another soon to be born. We decided to include a general picture of the state network as well.

Organizations of state-based private school associations with membership in CAPE now total 26. Although well scattered over the landscape, they predominate in the Midwest, followed by the East and the South. They include states with heavy concentrations of private schools, like California, Texas, Illinois, Michigan, Florida, Wisconsin, Minnesota and Tennessee; states whose private schools have had many years of practice working together, such as Connecticut, Maryland, DC and Virginia; states in which working together involves major logistical challenges like New Mexico, Montana, Nebraska, Kansas, North Dakota and Oregon and Tennessee, and smaller states, Delaware, and Rhode Island, which has the highest ratio of private school students in the country.

Soon to be added to their ranks will be New York, which educates 475,000, more private school students than any other state. The newly formed New York State Coalition for Non-Public Education represents nearly 95 percent of the non-public school students, one of six of all the state's school children. It is chaired by Fred Calder, executive director of the New York State Association of Independent Schools, and also includes Agudath Israel of America, the Association of Christian Schools International, the Lutheran Schools Association and the New York State Council of Catholic Superintendents.

In addition to working to protect their schools' independence and "to ensure freedom of choice," the new group will work to secure state aid for public and non-public school asbestos abatement and to "promote community-based school governance."

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STATE CAPES (continued from p.1)

According to Calder a key reason for forming the Coalition now is the burgeoning increase in state health and safety mandates for schools. He estimates that it will cost New York State's Catholic schools alone \$75 million to abate asbestos. Private schools are getting involved in problems they never dreamed of, let alone budgeted for, which carry costs big enough to put many of them out of business very quickly.

Although New York has traditionally taken an even-handed approach to providing health and safety benefits to all students (last year the state picked up 40 percent of the cost of private school asbestos management plans), the scope and incidence of potential mandate problems involving lead in drinking water, radon, fiberglass oil tanks and who knows what else require new unity among groups which have traditionally worked independently to solve their problems.

Calder also perceives a growing understanding among the different sectors of private education. "All of us are getting less parochial in our interests and have eliminated internecine squabbling."

The New York State experience will be looked at carefully by other major states with big private school populations like Pennsylvania, Ohio and Louisiana, which so far have found that they could meet their needs best by not forming a coalition of associations. In Massachusetts, another major private school state, the regulation of private schools is almost non-existent so little incentive exists to bring private schools together.

New Jersey, sixth state in its number of private schools, is also close to forming a new organization. Meeting recently in Trenton with CAPE's Executive Director, the New Jersey Advisory Committee for Non-Public Schools discussed the formation of a new organization encompassing all sectors of private

schools. Although the Advisory Committee's rapport with the State Department of Education is excellent, (its liaison played a key role in the meeting and a former member of the Advisory Committee is an important aide to the State Commissioner), the group decided that its practical long-term interests call for a more unified and formal structure.

All state CAPEs depend heavily upon volunteers. None has a full-time paid executive director, not even the giant, CAPSO, the California Association of Private School Organizations. With its 1,400 schools and 340,000 students, CAPSO, like most state CAPEs, depends on the volunteer work of private school principals and association leaders for all its planning, its close liaison with the State Department of Education and governor and its communication with constituents.

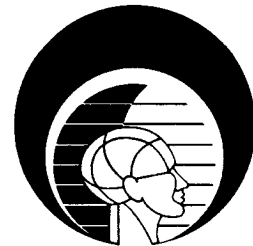
The network of state CAPEs, which meets each fall in Washington to share information and meet with CAPE and its Directors, is effective, enhanced by its most able coordinator Al Vanden Bosch of the Illinois Association of Non-Public Schools and ex-officio member of CAPE's Board.

Because education's big problems are tackled at the state and local level, state CAPEs are major outposts, meeting problems head on, sharing essential information with other states, and keeping CAPE's Washington agenda on track.

H.R. 3—The Child Development and Education Act of 1989 was introduced by Congressman Augustus Hawkins (D-CA) on January 3. One-third of the \$2.5 billion authorized would expand Head Start by extending services to 10-hour days and by increasing the number of three to four-year olds participating. One-third would be used to make grants available to states for school-based child care or early childhood development programs, also to include extended hours and before and after-school programs for school-aged children. Funded programs would enhance educational, social, emotional and recreational development of children. State regulatory health, safety and quality standards would apply and some minimum federal standards would be set including in-service training for all staff and certain qualifications for at least one staff member. The remaining one-third would fund the Infant and Toddler program by expanding child care options and improving care for that age group. Eligible providers of infant and toddler care would meet minimum federal standards within five years. Some funds would help businesses to work with centers for start-up grants and joint services. Families falling into the lower living income standard (llis) would qualify in all three of these sections, and those earning up to 150 percent of that income would qualify on a sliding scale fee. Congressman Hawkins, chairman of the House Education and Labor Committee, introduced the bill as a vehicle to bring all the interests of child care into the discussion and to resolution.

LEGISLATIVE UPDATE

The 101st Congress convened on January 23 and a flurry of bills has followed. There are new child care, family and medical leave and educational savings plan bills, all mostly unchanged since the last go-around; bills to reauthorize child nutrition and vocational education programs and national youth service bills.



**NATIONAL
SCIENCE
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TECHNOLOGY
WEEK '89**
APRIL 23-29

COUNCIL FOR AMERICAN PRIVATE EDUCATION/1625 Eye Street, N.W., Washington, DC 20006

A coalition of 14 national organizations serving private schools (K-12)

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[ISSN 0271-1451]

Outlook is published monthly (September through June) by the Council for American Private Education. Annual subscription \$10. Council members: American Montessori Society • Association of Military Colleges and Schools of the U.S. • Christian Schools International • Evangelical Lutheran Church in America • 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, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Kansas, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oregon, Puerto Rico, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

H.R. 30 and S. 5—The ACT FOR Better Child Care Services of 1989, the ABC bill, was reintroduced by Congressman Dale Kildee (D-MI) and by Senator Christopher Dodd (D-CT) on January 3. These bills also would authorize \$2.5 billion. Seventy-five percent of the House bill; 70 percent of the Senate would go to states to assist families of children up to age 15 in the House version; age 12 in the Senate, whose income does not exceed the state's median (a higher figure than Illinois) in the Senate; 115 percent median in the House. Priority is given to the lowest income families. Parents choose from a wide range of options including nonsectarian church-based providers. States decide whether to use vouchers for parents or grants and contracts with providers. Minimum federal standards would be set based on the range of existing state standards. Care by relatives could be funded provided that they comply with existing state regulations. ABC is very similar to the Infant and Toddler section of H.R. 3. In both cases the program would be administered under the Department of Health and Human Services at the federal level and by a lead agency determined by each governor. House hearings are considering ABC together with H.R. 3.

S. 123—Smart Start: The Community Collaborative for Early Childhood Development was reintroduced by Senator Edward Kennedy (D-MA) on January 24. It is intended to fund high quality early childhood development programs for four-year olds at Head Start centers, schools and other community organizations under both the Departments of Education and Health and Human Services.

S. 345 and H.R. 770—Family and Medical Leave bills have been reintroduced by Senator Dodd and Congressman William Clay (D-MO); 10 Senate and 136 House cosponsors, on February 2. The Senate version would offer 10 weeks every two years of unpaid leave to employees for sick, newborn or newly adopted children or sick parents, and 13 weeks unpaid leave a year for serious personal illness. The House version offers 15 weeks unpaid leave for personal illness. The Senate would require this benefit of employers with 20 or more employees; the House, 50, with a feasibility study to bring the number to 35. Hearings began in early February. The National School Boards Association testified against the bill, arguing that

teachers taking leave at certain times of the year would disrupt the educational process and could abuse the system, particularly around the holidays. The Labor Department would have the authority, ultimately, to determine whether the returning teacher's position was equivalent to what he or she left, as would be mandated by the law. Other education interests view the bill as necessary legislation long overdue.

H.R. 24—A bill to reauthorize child nutrition programs including **School Lunch and School Breakfast** was introduced by Congressman Hawkins on January 3, and hearings began in early February.

H.R. 7—A bill to reauthorize the Carl D. Perkins **Vocational Education Act** was introduced by Congressman Hawkins on January 9, and hearings are scheduled to begin in early March.

H.R. 22—The Tech-Prep Vocational Education Act was introduced by Congressman William Ford (D-MI) on January 3. It would fund demonstration projects linking the last two years of high school with two years of community college education for preparation in a wide variety of fields. It would combine "nontraditional school-to-work technical education programs, using state-of-the-art equipment and appropriate technologies" and would help reduce the dropout rate and assure a certain quality of life for the students and a more adequate workforce for the nation.

S. 3 and H.R. 660—The Citizenship and National Service Act of 1989 was introduced by Senator Sam Nunn (D-Ga.) on January 3 and Congressman David McCurdy (D-Okla.) on January 27. The measure would create a Citizens Corps with national service options for civilian, military or senior service. Civilians must be 17 years old or over. Civilian and senior service entails one year of work in education, human services, public safety, Peace Corps and Vista with a possible one-year extension. The state would provide youth with a weekly stipend of \$100 and health insurance and seniors an hourly wage and other benefits to be determined by the corporation. Educational, vocational training and housing stipends of \$10,000 for each year of civilian, and \$24,000 for two years of military service would be paid upon completion. This program would replace existing federal student aid programs for higher education.

H.R. 717—The American Conservation and Youth Service Corps Act of 1989 was introduced by Congressman Leon Panetta (D-CA) on January 31. This bill would provide opportunities for service to meet "unmet human, environmental and conservation" needs of the country, and include educational and employment skills building. Coordination with existing programs would be required. Matching grants would be made available to public and nonprofit agencies to administer those service programs.

CAPENOTES

*CAPE is a member of the **Asbestos In Schools Coalition**, a group of organizations representing every sector of the school population from students to service employees to parents, school boards, school administrators and teachers. The Coalition meets regularly to discuss the problems associated with asbestos abatement and to plan strategies for seeking funds from Congress for our schools' abatement projects.

Currently the Coalition is working for full funding for ASHAA for FY 90. This federal program was authorized in 1984 at \$125 million a year through 1989, but Congress has only appropriated about \$50 million a year for the job.

CAPE encourages its community to write or phone members of both the House and Senate Appropriations committees, the House Energy and Commerce Committee and the Senate Environmental and Public Works Committee to urge higher funding for ASHAA. We also recommend that you contact your own Congressman. It would be most effective if your school asbestos designee were to present a summary of the costs abatement entails and the hardship it imposes on your school. Please contact CAPE if you need information on this.

*The Food Research and Action Center again notes that the **School Breakfast Program** makes an appreciable difference in the learning capacity of low-income children. The Breakfast Program is an entitlement, making federal funds available to all public and private schools that apply. Schools are reimbursed per meal based on family income of participating students, but breakfast is available to all children at free, reduced or full price as is the case for lunch. Only one third of those children in the lunch program are served breakfast, and

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FRAC urges more schools to participate in all of the federal food programs benefiting low-income children. Another is the Summer Food Program. It publishes *Fuel for Excellence: FRAC's Guide to School Breakfast Expansion* available for \$8.50 from them at 1319 F Street, N.W., #500, Washington, DC 20004.

*Green Fields Country Day School in Tuscon is conducting its own student exchange program with Ukranian students without having to go through Moscow channels. Seven students and two teachers from School No. 155 in Kiev are attending the Green Fields School and living with host families for five weeks this winter. Their Green Fields counterparts will do the same this spring at School No. 155. The Soviet students spent a few days at the homes of U.S. Congressmen in Washington before flying to Tuscon. They were welcomed at a luncheon sponsored by Congressman Udall. He sponsored the bill for the Samantha Smith Memorial Exchange Program which is a U.S. Information Agency program funding the two-year Green Fields grant by paying more than half of the travel expenses of the Americans.

*The National Endowment for the Humanities offers the **Masterwork Study Grant Program**. Schools put together a proposal for a seminar on a humanities topic to be offered to teachers and led by a scholar during or after school. For guidelines write Division of Education Programs, NEH, 1100 Pennsylvania Ave., N.W. room 302, Washington, DC 20506. Deadline for application is May 15.

*NEH also funds collaborative projects, commonly three years long, designed to improve teaching in a specific humanities area such as expository writing or literature. Schools work with institutes of higher learning. Write them at the above address.

*The National Science Foundation (NSF) is funding a workshop, "**Expansion of Computer Education in Learning the Sciences**," at Indiana University of Pennsylvania from June 26-July 14. It is for math and science teachers who want to learn how to use computers in the classroom to expand students' learning. Contact John Butzow or LeeAnn Schlemmer, C.E., 104 Stouffer Hall, I.U.P., Indiana, PA 15705; (412) 357-2480. Deadline is March 15.

*NSF is also funding a **science and technology summer institute from July 5-25 for high school science, math and social studies teachers** at the Tsongas Industrial History Center at the University of Lowell. Participants will receive 3 graduate credits and a \$600 stipend. Contact T.I.H.C., U.L., 1 University Ave., Lowell, MA 01854; (508) 459-2237.

**Helping Your Child Use the Library*, published by the U.S. Department of Education, has good ideas about interesting children in reading and how best to use libraries. For a copy send \$.50 to Use the Library, Consumer Information Center, Pueblo, CO 81009.

***Non-profit postal rates** which took effect in April will remain as they are at least through September 30, 1989.

***The Commission on the Bicentennial of the U.S. Constitution is awarding grants** for the development of instructional materials and programs on the Constitution and the Bill of Rights for use in elementary and secondary schools. Their priority for 1990 is projects which focus on judicial history. For 1990-91 they prefer projects focusing on the Bill of Rights and subsequent amendments. For information contact Anne Fickling, Associate Director of Educational Programs at the Commission, 808 17th St., N.W., suite 800, Washington, DC 20006; (202) 653-5110.

*The Department of Health and Human Services Administration on Children, Youth and Families will award approximately \$19 million in FY 89 in planning and operating **grants for comprehensive, continuous services for infants, toddlers and preschoolers from low-income families**. Projects must include developmentally appropriate programs and family support. The planning grant deadline was February 15, but the deadline for operating grants is July 14. Grantees are expected to contribute 20 percent of project costs. For a description and application forms see the December 29, 1988 Federal Register.

***Christa McAuliffe Teacher Fellowships** of up to \$29,573 are available for teachers wishing to continue their education or to develop educational programs for the 1989-90 school year. Deadline for application is March 10. Contact Ramon Ruiz, Division of Discretionary Grants, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202; (202) 732-4059.

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