

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

October 1993 Number 194

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President Sends ESEA Recommendations

The Department of Education unveiled its recommendation to Congress on the reauthorization of the Elementary and Secondary Education Act (ESEA) on September 14. With it came the Clinton Administration's commitment to target federal education dollars to advance systematic reform and assist those in the most need of help. The bill also provides assurances for equal resource access to all students and teachers in public and private schools.

In a press conference, Secretary of Education Richard Riley said, "The 'Improving America's Schools Act' offers federal support for comprehensive reform, not piecemeal improvements." He continued, "It shifts the emphasis from serving narrow categories of problems to helping the whole child, the whole family, the whole school, and the whole school system."

Schools, communities, and states will receive federal support under the proposal to create conditions that foster high-performance teaching and learning. Professional development for teachers, safe schools for children, flexibility for school innovation, and partnerships between parents and schools are among the key elements that would be supported.

Riley claimed that the act will return to the historical mission of ESEA and seek to redirect federal assistance where it is most

needed: poor schools and communities. "Now we have the opportunity to reshape that landmark legislation... [and] can help open a new era of partnerships around the most important work in America: helping all children learn what they need to know and be able to do."

Five Guiding Principles

In a briefing for education leaders and press, Riley pointed out the five guiding principles of the bill: high standards for students; professional development and technical assistance for teachers; flexibility and

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Richard W. Riley, Secretary,
U.S. Department of Education

local initiative; school, parent and community partnerships; and targeted assistance for poor schools.

One important thrust of the new ESEA will be to "break the cycle of low expecta-

tions" inherent in basic skill Chapter 1 programs by applying high standards to all students and allowing federal resources to be utilized with other school funds to address student needs.

The new bill will also give greater emphasis on professional development as well as increased dependence on technology and technical assistance. The new Eisenhower Professional Development Program would be expanded to support teacher learning in all core subjects, not just math and science. Further, the approximately 50 federally supported technical assistance centers will now be combined into 10 comprehensive ESEA assistance centers, including a new computer network and toll-free hotline for instant access to the U.S. Department of Education.

Citing the need for parents and teachers to have greater freedom to create learning opportunities based on high standards, the proposal calls for greater flexibility. A new waiver authority would be granted to the Secretary to remove federal obstacles to state and community reforms. Further, state efforts to support the development of charter schools would be complemented with federal funding for planning and start-up costs. (Charter schools are public schools that operate outside the



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constraints of certain rules and regulations, varying in design depending on state laws.)

To encourage partnerships, Riley said that schools could develop their own comprehensive, community-wide plans for schools. The various stakeholders will be encouraged to join forces to meet education goals with local governments, businesses, parents, medical and law enforcement professionals, and community based organizations.

Private School Participation

A new feature to the legislation is a provision to provide for the "equitable participation of private school children and teachers." Title IX of the bill, the general provisions section, sets out broad definitions and parameters of the reauthorization as they are to affect private school students.

The section allows for all students "who are enrolled in private elementary and secondary schools" as well as their teachers, to be eligible for support and services "on an equitable basis."

To enforce the spirit of the new cross-cutting stipulation, another section details a "complaint process for participation of private school children". It directs the Secretary of Education to "develop and implement written procedures for receiving, investigating, and resolving complaints. The section sets out steps that parents, teachers, or other individuals or organizations may take to contest violations of equitability. After a series of written petitions to the Secretary, a dissatisfied complainant could appeal further to the United States court of appeals for that petitioner's circuit.

Joyce G. McCray said of the new section, "We are very pleased that private school students and teachers will be given equal access to improvement services and professional development opportunities. It is an essential element and in the spirit of the law as originally passed in 1965."

This provision guaranteeing equitable participation of private school students and teachers would also serve as a protection in future amendments to the ESEA. Therefore, unless the provision is removed, equity would be secure.

The recommended legislation will be subject of continued hearings in Congress (see Legislative Update on page 3) with expected action in early 1994.

Five Private School Principals Among Nation's Best

Sixty of the nation's best elementary and middle school principals were honored in Washington at an awards banquet September 28. The 1993 National Distinguished Principals are recognized by the U.S. Department of Education and the National Association of Elementary School Principals (NAESP).

"These principals provide strong leadership that influences their schools and nurtures their students in positive ways," said U.S. Secretary of Education Richard W. Riley. "They serve as excellent models not only for other principals but also for other educational leaders to emulate as we transform American education."

The department and NAESP began the program in 1984 to recognize public and private school principals who make outstanding contributions to their schools and communities.

The distinguished principals were selected by NAESP affiliates in all 50 states and the District of Columbia and by committees representative private and overseas schools. NAESP represents 26,000 principals nationwide.

Each affiliate uses its own selection process that follows guidelines established by NAESP and the Department for determining outstanding leadership. The guidelines include: nomination and selection by peers; demonstrated commitment to excellence; evidence of support by students, colleagues, parents and the community; and high standards and expectations for students and staff. A nominee must serve as a principal for at least five years.

The five private school principals honored that night were:

Richard Lodish, Sidwell Friends School, Washington, D.C.;

Ruth K. Meche, St. Christopher the Martyr School, Metairie, LA;

Richard L. Wenz, Trinity Lutheran School, Davenport, IA;

Sr. Joseph Spring, SCC, St. Joseph School, Mendham, NJ; and,

James J. Pohlman, Marquette School, Tulsa, Oklahoma.

The Variable Annuity Life Insurance Company (VALIC) of Houston, Texas, is the corporate partner for the annual program. VALIC hosted the awards banquet and provided lodging for the honored principals and their guests. They also provide each principal with a certificate and an engraved, bronze school bell.

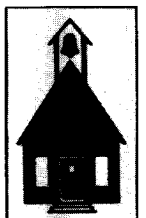
NDN Advisory Committee Meets

The Private School Facilitator Project run by CAPE under contract from the U.S. Department of Education is advised by a committee of private school practitioners and leaders in an annual meeting. The 1993 session was held September 13 in Washington.

The central issue of discussion was the proposed change to the National Diffusion Network (NDN) by the Clinton Administration in its recommendation to reauthorize the Elementary and Secondary Education Act. That legislation would dissolve the NDN as it currently exists, transferring the dissemination functions to ten regional, technical assistance centers.

Members of the committee expressed concern for private schools should the Private School Facilitator Project and NDN be abandoned. They encouraged a renewed effort by the project director and private school leaders to seize opportunities to showcase and utilize these programs, demonstrating their importance to students and teachers in private schools.

The National Dissemination Association, a support and information organization of NDN practitioners, said in its September newsletter that the Department's recommendation of eliminating NDN would "fly in the face of virtually all current research about change and school improvement through dissemination. We've found that the most effective strategies are ones closest to the 'customer' -- the district, the school, the classroom, the teacher, the child." Arguing that each state-based and the private school facilitator would be replaced with "a few staff in a multi-state regional center"



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with "one-way paper exchange or electronic information flow", the NDA is actively urging its members to lobby Congress against the proposed change.

The advisory committee expressed its intent to remain advised, updated, and consulted through the coming months.

Legislative Update:

Asbestos Amendment Wins In Senate

CAPE member organizations joined with public school groups last month to make a final effort to restore funding for the Asbestos School Hazard Abatement Act (ASHAA). That program provides loans and grants to financially needy schools, including private schools, for asbestos management and abatement projects. The funding was a part of H.R. 2491, the 1994 appropriations bill for VA/HUD/EPA and Independent Agencies.

Last year, \$76 million was appropriated for the Environmental Protection Agency program for asbestos hazards in schools. However, the Clinton Administration zero-funded the program in their budget recommendation to Congress. Both the House and Senate Appropriations Committees, as well as the full House, refused requests by school groups to fund the environmental program.

Senator Paul Simon (D-Illinois) led the effort to restore over \$30 million with a floor amendment on September 22. While appropriations subcommittee chair Senator Barbara Mikulski (D-Maryland) attempted to short-circuit the effort with a motion to table, the Simon amendment prevailed in a 31 to 68 vote. It was then passed by voice vote.

CAPE contacted Members of the Senate to express strong concern for the program's continuation. "Many schools, both public and private, utilize these financial tools to protect the health and safety of school children," wrote Joyce G. McCray, CAPE executive director. "There has proven to be far more qualified need than funds available," the letter continued. McCray pointed out that the \$76 million appropriated for 1993 was well short of the \$120 million in qualified applications to the EPA.

The amendment is still subject to review

by a joint conference committee set to meet later in September.

National Service Enacted

The "National and Community Service Trust Act of 1993", P.L. 103-82, was signed into law by President Clinton on September 21. The conference report of the legislation provides education awards up to \$4,725 a year to people age 17 and older who perform community service before, during or after their post-secondary education. It also will provide service opportunities and resources for projects of educational institutions and non-profit associations, including private elementary and secondary schools.

ED Funding for '94

The Senate Appropriations Committee completed work on H.R. 2518, the funding bill for the Department of Education. Full Senate and Congressional final passage are expected by early October.

Total Department funding would rise slightly over the \$31.2 billion 1993 appropriation as the Senate recommendation is for nearly \$31.5 billion. The Senate bill would provide slight increases in some programs important to private schools. In the capital expenses line item for Chapter 1, the committee would appropriate \$42 million, up from \$39.7 million in 1993. Further, the Eisenhower Math and Science program would increase to \$252 million in 1994 from \$246 million last fiscal year.

While the National Diffusion Network would be level funded at \$14,582,000, the Senate again zero-funded the Blue-ribbon schools program. The House-passed bill provided an \$879,000 appropriation for the program. At press time, CAPE learned that the conference committee did settle on the House figure.

Riley on ESEA

Secretary of Education Richard Riley appeared before the House Subcommittee on Elementary, Secondary and Vocational Education on September 23 to promote the Administration's new ESEA recommendations. The legislation, H.R. 3130, was introduced later that day by Representative Dale Kildee (D-Michigan) and 17 bi-partisan House members.

The \$6.3 billion spent on Chapter 1 services to students from disadvantaged and low income families remains the centerpiece of the act. The new legislation would redirect about \$500 million of those funds to the poorest schools in order to "concentrate resources" and thereby "maximize the impact of a limited amount of funds", according to Secretary Riley. Further, the Chapter 1 program would reclaim its old synonym of Title 1.

Subcommittee action on the bill is expected my mid-October.

NAEP Law Proceeds

The National Assessment of Educational Progress (NAEP) Trial State Assessment was authorized in May by Congress for 1994 (P.L. 103-33), which will test reading at the fourth, eighth and twelfth grade levels. New to the law was the mandate that the assessment include "students in public and private schools in a manner that ensures comparability with the national sample." This inclusion of private schools was due to the strong recommendation of the National Assessment Governing Board and the U.S. Department of Education.

In a cover letter to private schools chosen for the sample, CAPE executive director Joyce G. McCray described the historic importance of NAEP to private schools and urged their participation in the assessment.

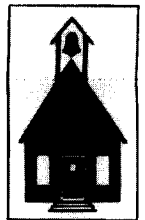
Capenotes:

► Copies of **Private Schools of the United States**, the 1992 edition, are still available from CAPE.

The directory is published by Market Data Retrieval and lists all CAPE-affiliated private elementary and secondary schools in the US. The book listings by state provide the school name, address, phone, principal, grades, type, tuition, staffing, programs and facilities, founding and CAPE affiliations.

To order a copy of the 1,239 page volume, send a check for \$37 (\$29.95 plus \$7.05 postage and handling) to CAPE, and your copy will be sent UPS.

► The Secretary of Education, Richard



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Riley, holds monthly **GOALS 2000 Satellite Town Meetings** that are broadcast around the country. During the sessions, the Secretary discusses issues of critical importance to the progress of education reform and improvement.

The next town meeting will be on October 19 with the topic "New Technology: Transforming Education". Further dates are November 16, January 18, February 15, March 15, April 19, and May 17. Topics range from "The Arts in Education", "Time and Learning: New Ideas for Education, Inside and Outside School", and "Preparing World-Class Teachers".

Each satellite town meeting is held on the third Tuesday of the month and begins at 8:30 p.m. Eastern time. For more information about downlink sites or public television access in your area, call toll free (800) USA-LEARN.

► **REMINDER:** Federal employees have the opportunity to support the Council for American Private Education through the Combined Federal Campaign (CFC). Our number is 7025.

The CFC allows federal employees to designate an approved charitable, educational or voluntary organization to receive contributions from payroll deduction through the federal government. CAPE received its

designation as an eligible organization in Spring 1992.

By notifying persons working for the federal government in your community about CAPE and CFC, you will make a contribution to the voice of the nation's private schools.

We extend our sincere appreciation to those federal employees who have made contributions to CAPE through the CFC.

► The Phillips Petroleum Company has announced the **Phillips Environmental Partnership Awards** which will be given to local programs that encourage environmental literacy and stewardship. Private and public elementary and secondary schools are among those eligible for grants from \$500 to \$5,000.

The Center for Environmental Education at Oklahoma State University will judge applications for the awards. Winners will be selected on their demonstration of a well-thought approach to meeting a local environmental need. Special consideration will be given to innovative programs and ideas that can be completed within one year as well as the depth and breadth of the local community's involvement.

Entries in the competition must be faxed or postmarked by December 15, 1993 and are available by writing to the Phillips Petro-

leum Company, PEP Program, 16 D1 PB, Bartlesville, Oklahoma 74004.

► **BOOK IT!**, the nation's largest reading incentive program for elementary and secondary school students, announced a significant increase in program enrollment for the 1993-94 school year. To date, more than 17 million students are enrolled in the program, an increase of 605,000 more students than last year.

Eunice Ellis, director of the Pizza Hut BOOK IT! program, said they have met their goal of having almost 700,000 classrooms with the program in use. She expects the 1994 number to reach as high as 750,000. Pizza Hut, Inc. is a sponsor of the program.

The BOOK IT! program, which began annual re-enrollment on March 19, is a national reading incentive program for children from kindergarten through grade six. The program is implemented by teachers who set individual reading goals for students. The annual five-month program motivates students to read more with three powerful incentives -- pizza, praise and recognition.

For more information on the program, call toll free (800) 4-BOOK-IT, or write P.O. Box 2999, Wichita, Kansas 67201. CAPE serves on the BOOK IT! advisory board.

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