

cape Council for American Private Education outlook

"Voice of the Nation's Private Schools"

October 1995 Number 213

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CAPE CELEBRATING 25TH ANNIVERSARY

The Council for American Private Education was founded in 1971 to provide a coherent private school voice in the educational community. Representatives from six national associations for private elementary and secondary schools attended the organization meeting at the William Penn House on Capitol Hill on December 1, 1971 and Cary Potter from the National Association of Independent Schools was chosen to be the first chairman. Other founding organizations were: Board of Parish Education of the Lutheran Church - Missouri Synod, Friends Council on Education, National Association of Episcopal Schools, National Catholic Educational Association, National Society for Hebrew Day Schools, National Union of Christian Schools and the United States Catholic Conference.

The vision of the founders has been translated into twenty-five years of vigorous activity on behalf of the private schools of the country. Today CAPE is comprised of fourteen national organizations serving private elementary and secondary schools. There are currently 30 state CAPE affiliates which strengthen the coalition concept throughout the country.

In honor of the 25th anniversary year, Members of the CAPE board of directors have been asked to select from among their writings an article of interest for *Outlook*. An introduction to each will provide information about the current mission and interests of the organization.

First Contributor

Our first contributor is Peter D. Relic, president of the Washington-based National Association of Independent Schools. A former public school superintendent, Dr. Relic has headed NAIS since 1991. The association is a voluntary membership group representing over 1,000 independent schools — all accredited, nonprofit organizations governed by boards of trustees and supported by tuition and charitable contributions. NAIS schools include large and small day and boarding schools, with a wide range of academic levels and missions.

Over 415,000 students attend NAIS schools which employ more than 83,000 people nationwide. The student/faculty ratio averages 9.4 to 1. Day school tuitions vary quite dramatically — from a few thousand dollars per year to over \$10,000. Sixteen percent of the students in NAIS schools receive financial aid.

NAIS is the national advocate for independent precollegiate education. It exists to serve and strengthen its member schools by promoting high standards, by working to preserve their independence, and by advocating broad access. Today, students of color make up 16.6 percent of the population in independent schools. NAIS represents its member schools in the larger community of American private education and precollegiate education in general, and works for the benefit of all children.

In the article which follows, originally published in the *Christian Science Monitor*, Dr. Relic suggests one of the ways that independent school experience can be put to use for the benefit of a wider group of American children — through one-on-one collaboration with the new charter schools being developed across the country.

Continued on page 2

Boyer interviewed by Technos

Technos is a journal of the Agency for Instructional Technology published quarterly. The fall issue has an extensive interview with Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching and the recipient of the 1995 CAPE Education Leadership Award. Boyer's recent book, *The Basic School: A Community for Learning*, was published recently. What follows is an excerpt from the interview and is reprinted with permission of the editor of *Technos*.

"Dr. Boyer: what do you think the purpose of education is? Is it just to train people for the workplace?"

Historically, education in this country has

Continued on page 2



continued from page 1

A NEW PARTNERSHIP IN EDUCATION

By Peter D. Relic

"I just want my daughter and son to get a good education," an anxious mother said recently in a call to my office. "I think the public school they are attending just is not meeting their needs in any way. So what are my opinions?"

Many parents are asking this question. Some are just beginning to explore the possibilities; others almost frantically demand answers. The good news for these parents is that local boards of education and state legislatures are becoming more responsive to such concerns.

One rapidly growing alternative is the charter-school movement. What started cautiously in the early 1990s seems ready to sweep the nation.

Eighteen states have enacted charter school legislation. More than 200 charter schools will be in operation during the new academic year. Unlike other public schools, they essentially will be free of restrictive bureaucratic controls. Instead, teachers and parents, and in some instances local businesses, will work closely to create their own governing rules (but with accountability to the local education agency and the state). They will design curriculum and programs to meet the specific needs of the student population and they will strive for strong home-school communication.

The founding philosophies of most of the schools will be consistent with the research on effective schools: They will have well-defined missions, high standards and expectations, support for the individual child, strong leadership, a safe and secure environment for learning, and a budget developed and managed on-site, not by a mysterious thrice-removed central office.

Most charter schools will have a core of courses and services to help young people function in a complex society; some will have programs to serve special-needs students. Innovative instructional techniques for improving how children learn, both individually and cooperatively, will be explored.

Many charter-school principles, teachers, and parents are finding that models already exist for what they are trying to accomplish — the independent schools of America, which have curricula to match precisely defined statements of purposes, values shared by people who make up the school community, extensive communication with parents, and governing boards that epitomize local control because they are responsible only for a single institution.

Is there a better way for public charter schools to succeed than through communication and cooperation with existing independent schools? Why not hundreds of sister-school relationships, not mandated by

anyone other than the people in two schools that share common goals and commitments?

Frank Newman, president of the Education Commission of the States, says, "It is important that we explore new ways to improve schools." He is not talking about some schools, but all American education. If this nation is to respond to incredible changes throughout the world, we need new building blocks. Charter schools learning from independent schools, and independent schools learning from charter schools' fresh exploration of teaching, could help all of us in education, including those in other public schools and those designing the new teacher-education programs in our universities.

"I just want my daughter and son to get a good education," the mother said. We have her two children to educate and we have over 48 million other daughters and sons in our elementary and secondary schools in this new academic year. We cannot ignore any opportunity to help them learn more effectively.

Boyer

had a civic function, before it had an economic function. We saw that if we hoped to build a democracy, we needed to have an education that was broad-based, and we determined it had to be universal. Every one of our Founding Fathers knew that if we wanted to move toward a government that was run by the people, they had to be enlightened. Surely, they have to work; surely, they have to be responsible as producers as well as consumers. But the larger purpose of education in this country is always driven by the fact that we need people to be civically engaged, intellectually and educationally well informed, or else we were opening the doors to tyranny. That's what Jefferson was talking about and why, in 1647, the Massachusetts Bay Colony said every town or village of 50 or more citizens had to hire a school teacher to teach children to read and

write.

Certainly we want a well-trained workforce, but it would be a total miscalculation to say that schools simply drive the economic engine. Our economy can't survive if we don't have the structures of good government to keep it sustained. Education has both civic and economic — and ethical and moral — dimensions. Those would be the three legs on the education stool that I feel are absolutely crucial, and one should not overshadow the other."

To order a copy of *The Basic School* (\$12) contact California Princeton Fulfillment Services, 1-800-777-4726. To subscribe to *Technos* contact the Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120. A yearly subscription is \$20. The fall issue is still available.

continued from page 1

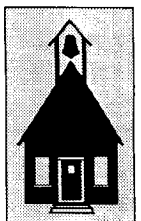
K-12 Enrollments Increase

Data projections contained in the annual back-to-school forecast prepared by the Education Department's National Center for Education Statistics and released to the press August 31, 1995 estimate that the nation's preschool and kindergarten enrollment will rise by 250,000 this fall, up from 7.5 million in fall 1994 to more than 7.7 million in the fall of 1995. The nation's secondary schools (grades 9-12) should see a significant increase in enrollment this fall to more than 14 million, up from 13.6 million last year.

The forecast says 32.8 percent of elementary and secondary school-age children in 1995 are of minority background, up from 28.2 percent in 1985.

Enrollment in private elementary and secondary schools is estimated at 5,672,000, a 96,000 increase over the fall of 1994. The major increase is projected in private elementary schools (kindergarten through grade 8).

Enrollment of 3-to 5-year
continued on page 3



continued from page 2

olds in prekindergarten and kindergarten programs in private schools is estimated to be 2,937,000 this fall which is an increase of 89,000 from the fall of 1994. Almost 38 percent of the enrollment of 3-to-5 years olds in prekindergarten and kindergarten programs are enrolled in private schools.

The estimates show corresponding increases for both public and private school teachers and expenditures.

(Source: U.S. Department of Commerce, Bureau, Current Population Survey, unpublished data; and U.S. Department of Education, National Center for Education Statistics, unpublished estimates.)

LEGISLATIVE UPDATE

Continuing Resolution

President Clinton signed a bill on September 30, 1995 which funds the government until November 13, 1995. This gives Congress and the Administration time to try to resolve their differences over the annual appropriations bills that finance federal operations.

Fiscal 1996 Appropriations

H.R. 2127, the House version of the appropriations bill which passed August 4, 1995, would cut money Congress appropriates for Education Department programs by \$3.6 billion from current funding. The bill would reduce Title I school district grants by \$1.1 billion. The Senate version would reduce the Education Department's funding by \$2.1 billion. The Senate Appropriations Committee approved its bill on September 15 and floor debate was expected to begin on September 27. However, two motions to proceed, requiring 60 votes, failed along party lines 54-46 and the bill was withdrawn from consideration. No further action in the Senate is expected until the week of October 10th. Once the Senate has passed its bill, the differences with the House bill must be reconciled in Conference before the bill is sent to the President. The President's 1996 budget asked for a 4 percent increase in Education appropriations.

H.R. 2127 provides no 1996 funding for Goals 2000 despite a request from the White House for \$750 million. The program was funded at \$375.9 million in fiscal 1995. The Senate version restores \$300 million for

Goals 2000 which is a centerpiece of the Clinton Administration's education program. Secretary Richard Riley said of the bill passed by the Senate panel, "The education funding approved by the Senate appropriations Committee is somewhat of an improvement from the bill passed by the House, but still falls considerably short of the level of investment needed to prepare students for the future." President Clinton has stated he will veto this bill if it reaches his desk in the current form.

CAPE meets regularly with colleagues in other public and private school organizations and through the Committee for Education Funding works to encourage members of Congress to restore funds for education. Private schools and private school educators benefit from many of the programs that would sustain severe cuts.

School Meals

H.R. 4, the House welfare reform bill would replace school meal laws with state block grants. States would have to spend 80 percent of their grants to serve students who now receive free and reduced-priced meals. In the Senate bill, S. 1120, students' entitlement to free and reduced priced meals would be maintained but \$769 million would be saved over five years by reducing schools' reimbursement rates and eliminating seed money for expanding the breakfast program. These provisions are part of the welfare reform bill which now goes to conference.

School Technology/Telecommunications Reform

CAPE has signed-on to a letter to Thomas J. Bliley, Jr. (R-VA), chairman of the House Committee on Commerce, to thank him for his support of educational uses of telecommunications technology. The letter states, "The provision in the Senate bill, Section 310, offers an excellent opportunity for schools and libraries to obtain affordable access. S. 652, passed by the Senate on June 15, requires telecommunications carriers to provide telecommunications services to elementary schools, secondary schools and libraries for educational services 'at rates less than the amounts charged for similar services to other parties.' ...the language in H.R. 1555, passed by the House on August 4,does not guarantee affordability of access for schools nor does it provide access for public libraries."

CAPE, as part of a broad coalition, will

also sign-on to a letter to conferees when they are announced.

Istook Proposal to curb "political advocacy" by non-profits that receive federal grants

Representative Ernest J. Istook (R-OK) has offered a proposal which would prohibit federal grants to non-profits from being used for "political advocacy" which includes a host of activities not now considered lobbying under the Internal Revenue Service Code. Nonprofits that engage in political advocacy — with their private funds — would be ineligible for federal grants if more than 5% of their nongrant-related funds were used for political advocacy. Supporters of the legislation contend that nonprofits who use federal grants somehow end up using that money to lobby. Or, they maintain that grant funds somehow free up the charities' private funds for lobbying. However, currently, charities are prohibited by law from using any of their federal grants for lobbying.

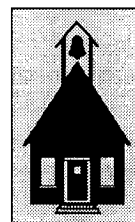
Independent Sector, a coalition of non-profits to which CAPE belongs, contends this proposal will do "tremendous damage." The legislation would sharply retard the advocacy voice of charities. "It will cut off government from the insights of the very organizations that are closest to the people government is trying to serve. It will impose a major new regulatory burden on federal grantees while federal contractors and others that receive benefits from the federal government would remain free to lobby, without limits, with their private funds."

The measure was passed as an amendment to the bill funding the Labor and Health and Human Services departments in the House (see appropriations above) and is part of the Treasury, Postal Service, General Government appropriations bill in the Senate. The issue set off an intense debate among House and Senate conferees on the Postal bill and as a result that appropriations bill is deadlocked in conference.

CAPENOTES

Eleven officials representing nine states, with a combined total of more than 19 million school-age children announced the formation of

continued on page 4



continued from page 3

the **Education Leaders Council**. The Council's mission is to serve as a network of education leaders who will work together to "advance, develop and implement ideas and policies which will lead to substantive education reform; and to serve as a national voice for states and communities sharing those values." Council membership will include state school superintendents, state boards of education and individual state board members. The Council also provides for affiliated memberships to allow district-level schools boards, business executives, and other education reform and education policy groups to participate in its work. The Council is affiliated with the Center for Education Reform at 1001 Connecticut Avenue, NW, Washington, DC 20036.

► **The Committee for Economic Development**, a research and policy group composed of Fortune 500 presidents, has released a new report which details "several technology cost scenarios." The report reviews the research and showcases school technology products and initiatives and advises school administrators on how to plan. Thereport, "Connecting Students to a Changing World: A Technology Strategy for Improving Mathematics and Science Educa-

tion" is \$16.50 from the Committee for Economic Development, 477 Madison Avenue, New York, NY 10022, (212)688-2063. Orders of more than \$50 must be prepaid.

► **CNN announced a new cable in the classroom program.** CNNNEWSROOM's *WorldView* is a new commercial-free 15 minute segment of international news for schools which is an extension of CNN NEWSROOM. The programs will air together weekdays 4:30-5:00 a.m. (ET). The new program will provide daily feature reports on events and issues outside of the United States and will focus on the historical and cultural background of world events. CNN NEWSROOM AND CNN NEWSROOM's *Worldview* are copyright-free and come with free support materials. Educators are encouraged to tape and archive both programs daily. To enroll, educators may call 1-800-344-6219 for a free license to receive the program.

► **The President's Commission on White House Fellowships** offers up to 20 Fellowships each year. White House Fellows spend a year as full-time paid assistants to senior White House staff, the Vice President, Cabinet officers and other top-ranking government officials. The Fellows also take part in an educational program that supplements

their work and gives them the opportunity to study and travel as a group. There are no formal age or education requirements, although candidates called for interviews have tended to range in age from their mid-twenties to their early forties. For more information contact the President's Commission on White House Fellowships at 712 Jackson Place, NW, Washington, DC 20503, 202-395-4522.

► **The Benton Foundation** has released a publication which reviews school technology research. "The Learning Connection" is free from the Benton Foundation, 1635 Eye St., NW, Washington, DC 20006, 202-638-5770.

These Internet sites from the Benton Foundation discuss computer networking and schools:

INTERNATIONAL EDUCATION AND RESOURCE NETWORK is a web site which sponsors a variety of learning projects, mostly on environmental topics and offers conferences for teachers. (<http://www.igc.apc.org/EARN>)

ONLINE INTERNET INSTITUTE is a cooperative project of 400 teachers and mentors who conduct workshops on exploring the Internet in classrooms. (<http://prism.prs.k12.nj.us.70/0/WWW/0Ihome.html>)

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