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Council for American Private Education

outlook

"Voice of the Nation's Private Schools"

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"America 2000": A National Education Strategy

Stating that "education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise," President George Bush presented a national strategy on improvement in education. The broad based strategy, termed as a nine-year "crusade" to move us toward the six ambitious national education goals (see box on page 2), was unveiled in a White House ceremony on April 18.

Four Trains on Tracks

The strategy consists of four parts to be simultaneously pursued. U.S. Department of Education Secretary Lamar Alexander has described the plan as "four giant trains - big enough for everyone to find a place on board - departing at the same time on parallel tracks on the long journey to educational excellence." The four objectives, or train destinations, as described in the strategy are: better and more accountable schools, a new generation of American schools, a nation of students continuing to learn throughout our lives, and communities where learning can happen.

Alexander discussed the difficulty in thinking of "America 2000" as a long term strategy "in a town where we're used to nine- second sound bites on the news and hundred-hour wars" during testimony about the plan before the Senate Labor

and Human Resources Committee on April 23. He reiterated the point at a brief appearance before private education leaders in their meeting with the Department's Office of Private Education on May 1 by stating that "crusades aren't long recitations on what's wrong. They are helping people meet their full potential."

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For Today's Students

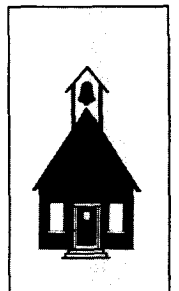
The first track of the strategy addresses the needs of today's students by having better and more accountable schools with world class standards in core subject areas, voluntary national tests, school choice, and improved school leadership.

Bush stated his desire to work with the nation's governors to "define new world class standards for schools, teachers, and students in the five core subjects: math and science, English, history and geography." He further announced his support for the development of a voluntary national test for 4th, 8th and 12th graders in those subjects to tell the nation "just how well our schools are

doing." He stated his hope that the first of these tests will be in place by September 1993.

In his fiscal year 1992 federal budget request to Congress, Bush proposed a \$200 million block grant program to encourage, develop, and support educational choice programs that would include private schools. Ten weeks later, Bush stated his view that parental choice "draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live." He went on to say, "it's time parents were free to choose the schools that their children attend" in order to "create the competitive climate that stimulates excellence".

Through award programs and one-time state grants, the President intends to reward outstanding teachers nationwide and encourage states to provide alternative routes of certification for teachers. Further, Bush plans to help establish "Governor's Academies" in every state with federal seed money to enhance principal training through instructional and mentoring programs. Similar academies would be established to offer advanced instruction focusing on the five core academic disciplines for teachers.



National Education Goals

The National Education Goals were developed by the President and nation's Governors as a result of the education summit at Charlottesville, Virginia in September 1989 and through formal adoption by the National Governors Association in February 1990.

GOAL 1: READINESS - By the year 2000, all children in America will start school ready to learn.

GOAL 2: SCHOOL COMPLETION - By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3: ACHIEVEMENT AND CITIZENSHIP - By the year 2000, students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, history, and geography, and every school will ensure that all students learn to use their minds well, so they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

GOAL 4: MATHEMATICS AND SCIENCE - By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

GOAL 5: LITERACY AND LIFELONG LEARNING - By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS - By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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A New Generation of Schools

The President announced the "centerpiece" of the strategy as a challenge to the nation: "To reinvent American education -- to design New American Schools for the year 2000 and beyond." Bush disclosed the formation of the "New American Schools Development Corporation" with a private

sector research and development fund of at least \$150 million to generate innovation in education", with Paul O'Neill, of AT&T, as its Chairman. The fund will offer opportunity to reinvent and reinvigorate schools and provide \$1 million in start-up funds for at least 535 new American schools by 1996.

The only two requirements of the "architects" of the new schools, as described by Bush, is that "their students meet the new national standards for the five core subjects, and that outside of the costs of initial research and development, the schools operate on a budget comparable to conventional schools." The President expressed his hope that development of these 21st century schools "should break the mold" and "start from scratch and reinvent the American school".

As an invited guest to the Presidential address in the White House East Room, Joyce McCray, CAPE executive director, was particularly impressed with Bush's commitment to this part of the plan. "This component of the strategy has the most vision and potentially holds the most promise for breakthrough reform of American education," she said. Also attending the White House event on behalf of private schools were Sr. Catherine McNamee, president of the National Catholic Educational Association; Jack Sanders, vice president of the National Association of Independent Schools; and Sr. Lourdes Sheehan, secretary of education of the United States Catholic Conference.

This part of "America 2000" includes a Presidential charge to every community to do four things: adopt the six national education goals; establish community-wide strategy for their achievement; develop a report card for measuring progress; and demonstrate readiness to create and support a new American school. Communities that accept this challenge will be designated, by the Governors of the States, as "America 2000 Communities."

"Nation of Students" & Appeal to Communities

The final parts of the strategy address our need to be a nation of students dedicated to continued, life-long learning and the role every community has to oversee progress toward the national goals. The President, in an effort to "prove no one's

ever too old to learn", announced his plan to learn to operate a computer. Stating that many children today are computer literate, Bush declared himself the first non-traditional student under the America 2000 strategy by learning practical computer technology. Bush humorously noted that he does not expect to learn "how to set the clock on the VCR", but just wanted to be computer literate.

In addition to the challenge for communities and states to become involved in the monitoring of the strategy and the progress to the national education goals, the plan calls for better coordination of existing federal programs dealing with corresponding state and local activities. The President also wants to streamline children's programs to give maximum flexibility to states and localities.

Bush also called on parents to become more involved in their children's education, to read aloud to them, and for teachers to help students to study more and meet higher academic standards.

The President referred to the efforts to achieve educational excellence as a "battle for our future", stating that "our challenge amounts to nothing less than a revolution in American education." The challenge was left to all Americans to join in "the crusade to prepare our children and ourselves for the exciting future that looms ahead" as the "miracle of learning beckons us all."

Legislative Update:

Parents as Partners

Senator Alan Cranston (D-California) introduced S. 546 to establish a "Parents as Partners in Learning Program" to be administered by the Secretary of the Department of Education. The bill would authorize \$20 million for grants to programs that "build effective parent involvement in schools" and "demonstrate the potential to serve as models for dissemination to other entities wishing to develop parent participation in schools."

Payments would include a limited federal share of 90 percent for the first year of the grant to 33 percent in year four of the grant. States would be required to



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cover the rest of the costs.

The legislation would also establish a National Advisory Resource Center to provide technical assistance in developing model Parents as Partners in Learning programs.

The bill has been referred to the Senate Committee on Labor and Human Resources.

NBPTS Gets \$5 Million

The "Dire Emergency Supplemental Appropriations Bill", H.R. 1281, was cleared by both houses March 22, providing over \$4 billion in new budget authority for dozens of spending programs. The President signed the measure on April 10.

Included in the legislation was a \$5 million grant for the National Board for Professional Teaching Standards to support the Board's research and development activities. The NBPTS is a private organization of education and business leaders devoted to strengthening the teaching profession, in part with "a national certification system based on high and rigorous standards."

A similar funding proposal stood in the way of passage of the omnibus education bill negotiated by the White House and Congress late last year. That \$786 million initiative, which included a \$5 million grant to the NBPTS, was essentially thwarted by opponents of such funding of a private entity.

This year's \$5 million compromise was quietly worked out in a conference committee of the House and Senate on the appropriations bill. Legislation to authorize \$25 million over four years to the NBPTS (S.457), is still pending in committee.

Budget Boosts

The House and Senate have passed their own versions of H.Con.Res. 121, the budget resolution, giving the government \$1.46 trillion in spending authority for fiscal year 1992. While both versions of the legislation must go into a joint conference committee, they will likely give a big boost to education spending.

The House gave the education and social services function of the budget blueprint a \$2.4 billion raise, while the Senate increase was \$3.2 billion above the President's request of \$45 billion. The Education Department request by the Administra-

tion is \$29.6 billion.

Parental Choice & Open Enrollment

A bill to promote parental choice and open enrollment in public schools, S. 2123, was introduced recently by Senator Dan Coats (R-Indiana). The legislation would establish a grant system to local educational agencies or consortia of agencies to "support the establishment, expansion, or enhancement of Schools of Choice in order to promote open enrollment through parental choice." The total funding of the program would not exceed \$50 million in the first year.

The bill notes that "schools that have increased competition and choice" ultimately help "improve the quality of schools and the education of children" in those school districts.

Radon Testing Bill

Senator Frank Lautenberg (D-New Jersey) has again introduced legislation to provide for radon tests in schools and the funds to pay for them. The "Radon Testing for Safe Schools Act", S. 575, was offered by Lautenberg and 12 of his Senate colleagues, in response to the 20,000 lung cancer deaths caused by radon gas.

If enacted, the measure would require schools in designated radon gas areas to test within two years for the gas. In April of 1989, the Administrator of the Environmental Protection Agency issued a national advisory recommending that all schools be tested for radon.

The legislation also would provide \$15 million in grant assistance to schools to cover remediation costs, and \$5 million for each of the following four years. Schools would be awarded grants based on financial need and would be required to pay no less than half of the expense of implementing radon abatement measures.

Capenotes:



Eight teachers from CAPE affiliated schools were honored with the National Endowment for the Humanities/Readers Digest Teacher-Scholar Awards for 1991. A total of 49 school-

teachers will get a rare break from the classroom to begin a year of independent study in history, literature, foreign languages and other subjects related to their teaching.

NEH selected the 49 teachers to be recipients of the NEH/Reader's Digest awards, providing a stipend of up to \$27,500. Lynne Cheney, NEH Chair said, "These awards give outstanding teachers what they need most -- time for study and reflection" as well as a "special opportunity for intellectual and professional renewal."

The eight teachers affiliated with CAPE member organizations are: William P. Yarrow, Bernard Zell Anshemet Elementary Day School, Chicago, Illinois; Eileen R. Janzen, Park Tudor School, Indianapolis, Indiana; Vincent O. Drago, St. Martin's Episcopal School, Metairie, Louisiana; Judith M. Pittenger, Roland Park Country School, Baltimore, Maryland; William M. George, St. Louis University High School, St. Louis, Missouri; Peter S. Thompson, Moses Brown School, Providence, Rhode Island; Joseph P. Gawrys, Baylor School, Chattanooga, Tennessee; and Theresa W. Kohl, Trinity Valley School, Fort Worth, Texas.

The Environmental Protection Agency (EPA) has created a new Office of Environmental Education. The new function, under the Associate Administrator for Communications and Public Affairs is designed to increase environmental literacy and awareness among students and educators from the elementary to post-graduate levels.

The office will coordinate programs and information in government, private industry and the education field, supporting environmental education projects and carrying out such programs as the President's Environmental Youth Awards and Environmental Youth Forums.

The function was authorized with the President's signing of the "National Environmental Education Act", and will begin full operations with expected Congressional appropriations in the next fiscal year. For more information, contact Mike Baker at (202) 382-4965.

The National Diffusion Network offers proven educational programs that provide exemplary curricula, excellent teacher training, ongoing implementation assistance

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and evaluation instruments. Teacher training and implementation materials for many NDN projects may be funded with "Eisenhower" grants.

Some of the math programs include First Level Mathematics (Kindermath); Success Understanding Mathematics; Team Accelerated Instruction; and Decision Making Math. Some of the science programs include Hands-On Elementary Science; Marine Science Project: For SEA; Life Lab Science Program; Geology Is; and Mechanical Universe High School Adaptation.

For more information, contact Charles Nunley, NDN Private School Facilitator Project Director at the CAPE Office, (202) 659-0177.

▶ Sixteen schools from around the country have received awards for their community service programs from the Council for Religion in Independent Schools. Each year the CRIS recognizes outstanding school-based community service programs across the country to honor superior efforts, inform other schools about model programs, and promote service to others.

CRIS is an interfaith organization that encourages moral and spiritual values in independent schools. The Council promotes courses in religion and ethics, community service programs and school chap-

laincies.

The upper school program receiving a certificate of merit with distinction was Stone Ridge Country Day School of the Sacred Heart in Bethesda, Maryland. The middle school program receiving honorable mention was Ravenscroft School in Raleigh, North Carolina. Campbell Hall in North Hollywood, California received special recognition in the lower school program. The school given a certificate of merit for outstanding school-wide programs was Brentwood School in Los Angeles, California.

For more information on the CRIS Community Service Awards, you can write them at P. O. Box 40613, Washington, D. C. 20016, or call (202) 342-1661.

▶ A study entitled **Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools** has just been published by the U. S. Department of Education. The 162-page report highlights statistics covering numerous profiles of private schools including coursework, teacher and principal profiles, and minority student enrollment.

Breaking the myth that private schools are not diverse in terms of minority enrollment, the study shows that 61.3% of private schools having up to fifteen percent minor-

ity enrollment, compared to 59.9% in public schools, a negligible difference. Those private schools with over one-half minority enrollment equal 18% compared to 17.3% of public schools.

The tuition costs of private schools, using 1985-86 figures, revealed that the mean cost for secondary level tuition was \$2,003, (\$1,618 in church-related schools and \$4,042 in non-sectarian schools).

The study (stock number NCES 91-054) is published by the Office of Educational Research and Improvement and the National Center for Education Statistics under the Department of Education, and available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. Contact Marilyn Miles McMillen at (202) 219-1754 for more information.

▶ Out of a total family income of \$452,732 dollars, the tax return for **President and Mrs. Bush** showed their charitable contributions totaled \$38,667, according to an Associated Press report April 16.

The gifts to 50 charities totaled 8.5% of the Bushes income - nearly twice the average contribution by taxpayers in the same tax bracket as shown in a survey by "Independent Sector", a coalition of non-profit and philanthropic organizations.

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