

Council for American Private Education

CAPE outlook

Voice of America's private schools

Congress To Consider Every Student Succeeds Act

The U.S. Senate and House of Representatives appear ready to approve bipartisan, bicameral legislation that would overhaul the *Elementary and Secondary Education Act* (ESEA), the nation's most far-reaching education law. The House seems set to vote on the measure in early December, with the Senate expected to follow suit soon thereafter. President Obama could sign the bill into law by month's end.

Named the *Every Student Succeeds Act* (ESSA), the bill includes numerous provisions championed by the CAPE community to improve equitable services to private school students and teachers.

All Children

When ESEA was first enacted in the mid-1960s, Congress determined that federal education aid should be directed in an equitable way toward helping all children in need, regardless of the type of school they attend. That principle of equitable services governed the implementation of ESEA from 1965 until its most recent iteration, the *No Child Left Behind Act* (NCLB), when certain funding formulas and set-asides began to erode equity. The new ESSA corrects those inequities and improves the protection of services for private school children.

For example, under Title I, which provides assistance to school districts to help high-need students do well in school, a school district would now have to calculate funds for services to private school students based on its total Title I allocation, without excluding certain expenditures for other purposes, which it is allowed to do under current law.

Similarly, under Title II-A, designed to ensure high-quality teachers, a district would have to set aside a proportionate share of funds for services to teachers in private schools based on its total Title II-A allocation and not just on the funds it chooses to earmark for professional development, which is currently the case.

The new law would require states to designate a person to monitor and enforce



the requirements imposed on school districts to ensure equitable services to private school students and teachers. States would also have to tell private school officials "in a timely manner" the amount of funds that a district determines are available for services and benefits to private school students and teachers. In turn, districts would be required to spend the funds allocated for the benefit of private school children during the same fiscal year in which those funds are received.

Consultation

One of the ways the federal education law has tried to ensure cooperation between public school officials and private school officials when working out the delivery of equitable services is through a series of provisions governing consultation. ESSA strengthens the consultation provisions to a significant degree. For starters, it specifies that the goal of consultation shall be to reach "agreement on how to provide equitable and effective programs for eligible private school children." New topics of consultation include how the proportion of funds for services to private school children should be determined; whether services should be provided direct-

ly by the district or through a third-party; and whether or not to pool funds for services. The bill also applies to certain other titles under ESEA some of the consultation provisions that had previously applied only to Title I.

Flexible Grant Program

ESSA establishes a new "Student Support and Academic Enrichment" grant program to provide states and school districts with flexibility in directing funds to a broad array of educational purposes. Allowable activities under the program, authorized at \$1.65 billion for FY 2017, include those relating to health and safety, the use of technology, foreign language instruction, STEM education, and various other purposes. The new program would be covered by uniform provisions in Title VIII of ESSA that require equitable services to address the needs of private school students and teachers. In fact, a district's application for the grant would have to include an assurance that it would comply with the equitable services provisions.

Similarly, a program relating to "High-Ability Learners and Learning" requires the U.S. Secretary of Education, in awarding grants, to ensure, where appropriate, "that provision is made for the equitable participation of students and teachers in private nonprofit elementary schools and secondary schools."

Other components within ESSA that include equitable services to private school students and teachers are those relating to community learning centers, the education of migratory children, and English language learners.

The legislation also authorizes \$250 million annually for preschool development grants to states. One purpose of the grants is to "maximize parental choice among a mixed delivery system of early childhood education program providers." [Photo © xy/Dollar Photo Club]



CAPE member organizations:

- Agudath Israel of America
- American Montessori Society
- Association Montessori International—USA
- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Association of Waldorf Schools of N.A.
- Christian Schools International
- Council on Educational Standards and Accountability
- Evangelical Lutheran Church in America
- Friends Council on Education
- Lutheran Church—Missouri Synod
- National Association of Episcopal Schools
- National Association of Independent Schools
- National Catholic Educational Association
- National Christian School Association
- Oral Roberts University Educational Fellowship
- Seventh-day Adventist Board of Education
- United States Conference of Catholic Bishops
- Wisconsin Evangelical Lutheran Synod Schools
- 35 Affiliated State Organizations

a coalition of national associations serving private schools K-12
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In Memory of John E. Chubb, 1954-2015

John E. Chubb, 61, a renowned education scholar, author, and innovator, who since 2013 has served as president of the National Association of Independent Schools and as a member of CAPE’s board of directors, died November 12 at his home in Avalon, NJ.

In the brief period since John’s untimely passing, numerous glowing tributes, fond remembrances, and heartfelt expressions of grief have been offered, recounting his keen intellect, affable personality, and unyielding propensity to probe, analyze, and improve education. A researcher and reformer at heart, John relentlessly sought data and then used it to cultivate and promote big ideas directed toward changing the status quo.

Over the years, *CAPE Outlook* has chronicled Chubb’s career. In 1989, the CAPE-notes section reported that President George H.W. Bush had appointed John, then senior fellow at the Brookings Institution, as a full-time advisor on education. In 1991, *Outlook* described Chubb, coauthor with Terry Moe of *Politics, Markets, and America’s Schools*, as “a leading scholar and advocate for choice and education reform” whose “extensive writing and speeches have shown private schools as a model of why choice works.” And in April 2013, just before he joined the CAPE board, *Outlook* captured Chubb’s talk to the CAPE community about his most recent book, *The Best Teachers in the World*. During that discussion, Chubb touted some advantages of private schools and encouraged their leaders to attract and recruit the very best talent for the classroom. He described education as a “people enterprise” in which talent “is everything.”

During his all too brief tenure on CAPE’s board, John was a fully engaged member from the start, bringing a wealth of knowledge and insight, and encouraging creativity and innovation on a grand scale. At only his second meeting with the group, he led a discussion on why and how members of the CAPE community should collaborate more intently to address issues facing private education, offering an impressive array of projects around which CAPE’s organizations might join forces: collecting data, conducting research, quantifying the positive outcomes of private schools, improving the quality of teachers and administrators, employing technology, marketing private education, and designing schools for the 21st century. John made it clear that

NAIS would be interested in partnering with the broader private school community in all of these areas, convinced that a collaborative effort could make the challenges easier and the response more powerful.

Even at what turned out to be his final CAPE board meeting this past September, John continued to advance his visionary model of collaboration by proposing a robust vehicle of unified data collection that each CAPE organization could customize for its own purposes.

Luminaries in the education policy world were quick to mourn John’s passing and to note his numerous accomplishments. Andrew J. Rotherham, cofounder and partner at Bellwether Education Partners, wrote that the “education world lost a powerful intellect,” and recalled Chubb’s influential roles at



NAIS Photo

Stanford University, Brookings, Edison Schools, the Hoover Institution’s Koret Task Force, Education Sector, and NAIS. Rotherham called *Politics, Markets, and America’s Schools* “not only the hottest book to come out of Brookings,” but “among the most influential education books of the 20th century.”

Chester R. Finn, Jr., distinguished senior fellow and president emeritus at the Thomas B. Fordham Institute, called John “a lively, self-propelled thinker, writer, inventor, entrepreneur, and executive,” who has contributed “more than we ordinarily see from two or three (or four or five) people.”

At the Christensen Institute, Executive Director Michael Horn recalled that the first time he met Chubb he was struck by “John’s grace, magnanimity, and smile. And what a smile it was. Infectious and larger than life.” A member of the NAIS board of trustees, Horn called John “a man of big ideas, action, and a penchant for saying what he thought,” adding that he “never hesitated to prod, poke, and improve his own thinking.” John, said Horn, “didn’t simply visit our world. He left an enduring legacy that will continue to change the lives of students for many years to come.”

In an announcement of John’s death to the independent school community, Katherine Dinh, chair of the NAIS board of trustees, reminded colleagues that John “was passionate about great teaching.” Noting his positions at Stanford, Johns Hopkins, and Princeton universities, Dinh

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The Effects of Schooling on Anti-Semitism

“[T]he more people attended private school when they were younger, the more favorable their attitudes toward Jews.” That’s a key takeaway from a [new study](#) published by the American Enterprise Institute and written by Jay P. Greene, distinguished professor and head of the Department of Education Reform at the University of Arkansas, and Cari Bogulski, a research associate in the same department. Greene presented his study November 17 at an [AEI event](#) in Washington, DC.

Greene’s paper claims that the findings hold true “even after controlling for a variety of background characteristics, including age, gender, race, childhood family religion, childhood economic circumstances, mother and father’s education, being raised by two parents, and being born in the United States.”



Jay Greene at the AEI event
November 17 (AEI video image)

Promoting Tolerance

Noting that many American Jewish organizations oppose school choice initiatives in part because they believe that “government-controlled public schools promote tolerance while private schools are less interested in this civic goal,” Greene points out that the “limited research that does exist suggests that private schooling actually promotes tolerance and other civic values better than public schooling.” He writes: “If we wish to reduce anti-Semitism, major Jewish organizations may wish to reconsider their historic opposition to vouchers and other private school choice programs. Rather than posing a threat, private, especially religious, schools appear to help restrict the development of anti-Semitism.”

Greene’s paper, “The Effect of Public and

Private Schooling on Anti-Semitism,” examines results from a “nationally representative sample of more than 1,300 adults in the United States.” The survey collected information about the schools that respondents had attended and also adapted measures from the Anti-Defamation League’s Global 100 survey on anti-Semitism. In particular, participants were asked about their

level of agreement or disagreement with various statements reflecting anti-Semitic stereotypes, such as “Jews are responsible for most of the world’s wars.”

Favorable Attitudes

A key finding is this: “Adults who attended private schools are significantly more likely to disagree with anti-Semitic stereotypes than those who attended public schools.”

The numbers play out differently for each statement.

For example, “Almost two-thirds (65 percent) of adults who attended private school disagree with the statement ‘Jews have too much power in international financial markets,’ compared to 47 percent of those who attended public schools.” Similarly, “Of private school adults, 68 percent disagree with the anti-Semitic stereotype ‘Jews have too much control over global affairs,’ compared to 51 percent of those who attended public schools.”

Greene uses the final section of the paper to discuss why private school attendance is associated with more favorable attitudes toward Jews, including the possibility that the schools themselves might be the cause. But in the end he writes, “Whatever the cause, it is clear that there is little reason to fear that expanding access to private education will increase anti-Semitism.”

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said, “His teaching experience instilled in him a great respect and appreciation for the challenge of the work that educators do every day.”

In a moving tribute published on the *Education Next* Web site, Chubb’s friend and collaborator Terry Moe reviewed John’s professional life but then confessed how it is “sad and frustrating to sum him up in this way, because it doesn’t come close to conveying who he really was as a human being.” John “loved his family and was totally devoted to them,” wrote Moe. “He had a great sense of humor and enjoyed a good laugh. He had a good heart.”

On a personal note, this past July, John sent

me (Joe McTighe) and my wife, Trish, a touching note of condolence on the passing of my sister Virginia. “My heart goes out to you,” he wrote. “I trust your faith, family, and one another are bringing you peace during these most trying times.” It is with deep sadness that all of us at CAPE now say that our collective heart goes out to John’s wife, Angela, their children, and all family members. We trust your faith, family, and one another are bringing you peace during these most trying times.

Memorial contributions may be made to the Melanoma Research Foundation at 1411 K Street NW, Washington, DC 20005.

King on Vouchers

John King, Jr., tapped by President Barack Obama to be acting Secretary of Education when Arne Duncan steps down later this year, recently reaffirmed the administration’s longstanding position against assistance for parents with children in private schools.

During a Q & A session November 10 at an awards ceremony honoring Blue Ribbon Schools, King responded to a pastor who asked if something could be done to help private school parents who are doubly burdened by tuition and taxes. The full exchange follows.

Pastor: “I’m the pastor of a parochial elementary school, and our parents sacrifice greatly...for this private education while at the same time they support public education through their taxes. And I’m wondering if there’s something that could be done to make some allowance for the sacrifices they make—a partial tax deduction for minor children in private education, or something like that, that would help them to bear this burden. The costs are just expanding tremendously.”

King: “I appreciate the question; we all struggle with this question. We want to maximize opportunity for every child, but at the same time I think we don’t see a long-term solution for a child, as a country, through vouchers, removing dollars away from public education. States are certainly grappling with how to think about this problem. I think many families make the choice to have their child at a private school, and that’s a choice that they’re making, an investment they’re making, but we’ve got to make sure that, as a country, we are investing in our public education system. But I very much respect the choice that parents make about the school that is best for their child, but we have a different responsibility as the U.S. Education Department and as we think about our public education system.”

Return service requested

CAPE notes

★ New York City Mayor Bill de Blasio and City Council Speaker Melissa Mark-Viverito recently announced an agreement to fund security guards at private schools in the city with enrollments of 300 or more students. City Councilman David Greenfield championed the agreement, which will cost an estimated \$20 million annually. “Nothing is more important than our children’s safety,” said Greenfield. “This legislation recognizes that all children, regardless of where they go to school, deserve to learn in a safe environment.”

Rabbi David Zwiebel, executive vice president of Agudath Israel of America, a member of CAPE, called the agreement “wonderful news,” adding that as the world is becoming more dangerous, “it is reassuring to know that our political leaders have joined forces to upgrade the security” of schools.

★ The City of Richmond, CA, will soon help students in the city pursue higher education through a program called “The Richmond Promise.” Funded by an agreement between the city and Chevron, the program will provide students with “academic, social, and financial support.”

In November, the Richmond City Council agreed that the \$35 million initiative should extend to students in public, charter, and private schools, according to the *Richmond Standard*. The council also agreed to set the annual per-student award at \$1,500.

★ The Obama Administration recently announced an experimental program to provide vouchers to allow public high school students to take courses in public or private institutions—as long as those institutions are postsecondary. As the Department of Education put it, “For the first time, high school students will have the opportunity to access federal Pell Grants to take college courses through dual enrollment.”

“A postsecondary education is one of the most important investments students can make in their future. Yet the cost of this investment is higher than ever, creating a barrier to access for some students, particularly those from low-income families,” said Secretary of Education Arne Duncan.

★ The New Mexico Supreme Court ruled last month that a state program providing textbooks and other instructional materials to students in private schools violates the state’s constitution. Article XII, Section 3 of the constitution provides that no state funds “appropriated, levied or collected for educational purposes, shall be used for the support of any sectarian, denominational or private school, college or university.” Language like this is typically called a “Blaine Amendment,” after James G. Blaine, the Speaker of the U.S. House of Representatives from 1869 to 1875, who tried to amend the U.S. Constitution in a similar way.

The ruling will “adversely affect thousands of students and families in our state,” wrote Dr. John Foreman, executive director of the New Mexico Association of Nonpublic Schools (NMANS), a state CAPE affiliate. Under Foreman’s leadership, NMANS is working with a local and national legal team to develop a strategy to counteract the court’s decision.

★ National School Choice Week is less than two months away, and already more than 10,000 events are in the planning stages, according to organizers. NSCW, which is set for January 24-30, 2016, “provides an opportunity to start tens of thousands of conversations across our country about the benefits of choice and opportunity in K-12 education,” said NSCW President Andrew Campanella.

Find out how your school or organization can join the fun by visiting www.schoolchoiceweek.com.

