

OF INTEREST TO TEACHERS

Federal Programs Available to Private Schools

The Council for American Private Education (CAPE) has published information about federal funding for private schools. "Private schools can apply for loans and grants to help solve environmental problems such as asbestos, lead in the drinking water and radon. They can apply to receive surplus federal property and can qualify for grants for drug education and prevention and for educational improvement. They are entitled to subsidies for every meal they serve. Finally, private schools educate children who may qualify for certain special services. The following describes the federal programs, funded mostly by the [U.S.] Department of Education, but also by other departments.

"**Chapter I** funds remediation for educationally disadvantaged students living in low-income areas. Chapter I programs primarily in reading, arithmetic, and guidance services, are administered by local public school jurisdictions (LEAs, local educational agencies). In June of 1985 the Supreme Court ruled that Chapter I services may not be provided on a church-related school site. Inquiries should be made to the LEA or to the state department of education.

"**Chapter II** makes funds available to states on a per pupil basis for children in private as well as public schools. Schools must request this money from the LEA. The funds are primarily used for instructional audio-visual materials and equipment, library books, textbooks and computer software. Chapter II funds are also available by individual schools or consortia for the improvement of school effectiveness through effective school programs to improve student achievement, student behavior, teaching, learning and school management. Other national programs funded under Chapter II are f143 Inexpensive Book Distribution, Law-related Education, National Diffusion Network and the School Recognition Program. Again, inquiries about Chapter II funds should be directed to the LEA.

"The **National Diffusion Network** identifies successful educational programs for all areas of the curriculum and all grade levels. Such programs receive federal funding to assist schools in adopting these cost-effective, proven curricula. The **Private School Facilitator Project**, initiated in 1987, acts as a source of information and direct assistance to private schools interested in utilizing NDN programs. Inquiries should be directed to the Private School Facilitator, c/o CAPE,

1625 Eye St., N.W., suite 412, Washington, DC 20006; (202) 659-0177.

"**Bilingual Education Grants** are moderately difficult to qualify for, but are available to private school students on the basis of results of a needs assessment. Private school children must have the same documented needs and be of the same age and grade level as children served in the area public schools. Grants are made for the purpose of establishing educational programs using bilingual educational purposes. Inquiries should be directed to the LEA.

Federal Programs

"**Alcohol and Drug Abuse Education** makes funds available to clusters of private schools who may apply for grants to organize and train alcohol and drug abuse educational leadership teams to develop prevention projects. Inquire at the LEA or the U.S. Department of Education, 400 Maryland Ave. S.W., Washington, DC 20202.

"**Surplus Federal Property** is available to private, non-profit schools who apply to their state office of surplus federal property and get placed on a list of eligible schools. Very useful equipment such as desks, typewriters, lockers, and even vehicles are offered. Contact the state office of surplus federal property.

"**School Breakfast and Lunch Programs** make subsidies available to all private and public school students, who are either eligible for free, reduced-price or subsidized meals which meet USDA standards. Schools are reimbursed for every meal they serve based on a claim they submit to the state, which then submits it to the USDA. All schools can participate in this program and receive reimbursement. Contact the state department of education.

"**Teacher Fellowships** are made under the Carl Perkins Teacher Loan Program to a limited number of students who opt for careers in teaching. Loan forgiveness for up to all four years is available to those who teach four years in pub-

lic or private schools located in Chapter I areas.

"The **National School Recognition** and the **Drug-Free School Recognition Programs** are both funded from sources described above. The National School Recognition Program is open annually to all private schools, elementary and secondary on alternate years. Information is mailed in early fall to all known eligible schools by CAPE. Bob Robertson is administering these programs and can be reached at CAPE at (202) 659-0016."—Reprinted by permission from *CAPE Outlook*, September 1988.

New Booklet for Latch-key Children

Some five to six million American children between the ages of five and twelve come home from school to an empty house each day. Recognizing the need to prepare them for possible emergencies and to give them other important safety information, the Corporation for Public Broadcasting has published a 16-page children's information and activities booklet titled, "What If I'm Home Alone? Your Family's Guide to Home and Personal Safety Skills."

Within an entertaining format, the booklet teaches children:

- how to get home from school safely
- how to use the telephone to get help in an emergency
- how to escape from a fire
- how to deal with strangers who knock on the door or call on the telephone
 - how to prepare snacks safely in the kitchen
 - how to treat minor cuts, burns, and nosebleeds
 - how to put their time alone to best use
 - how to handle arguments with brothers and sisters
 - how to baby-sit responsibly for younger children.

Written in an easy-to-read style, with large type and plenty of illustrations, the booklet also features a variety of activities to help children learn safety skills in an entertaining way. A "See How Much You've Learned!" quiz at the end of the booklet helps children and their parents assess how well they understand the booklet's safety tips.

The booklet also contains a letter to parents suggesting steps that they can take to make their home safer, along with

NOTE

While all the programs listed here are available to private schools, there are additional restrictions on their receipt by parochial schools. Contact the Religious Liberty Association at the local or General Conference level for details.—Editors.

a form for emergency and other telephone numbers that parents can fill in and post near the telephone.

The minimum order for "What If I'm Home Alone? Your Family's Guide to Home and Personal Safety Skills" is 100 copies. One hundred to 1,000 copies cost \$1.50 each; larger quantities convey a discount. Shipping costs are \$7.00 per 100 booklets. All orders must be prepaid. To order, send a check payable to Custom Print, Inc., 2611 Shirlington Rd., Arlington, VA 22206. Orders will be shipped within two to three weeks.

Even Board Members Can Use Some Stroking

"Have you hugged a school board member today? Students in the Laveen, Ariz., Elementary School District might well have. What started as a holiday surprise has evolved into an official 'Adopt-a-Board Member' program. . . .

"It began in October as teachers began telling their students about the role of the board. Not surprisingly, very few had any idea what a board member does. When they found out, it didn't take long for the kids to start lobbying for more playground equipment and bigger school lunches.

"As part of the Adopt-a-Board-Member program, the students—who typically chose one board member to adopt for a month—shared their class projects with the board members and thanked them for the work they do.

"One third grade class, for example, made 'thumb buddies,' thumb prints with faces drawn on them, for member Glenda Philippe. A woodworking class made her a heart-shaped jewelry box for Valentine's Day. After receiving a set of essays from a sixth grade class, board president Elaine Espericueta visited the class to thank each student personally.

"An especially fun part of the program is that you never know when or where you will receive something, noted board member Ann Williams. For Halloween, she found about 60 decorated pumpkins in front of her home. . . .

"The project expanded to the point where all board members are contacted at least once a month by one or more classrooms from each of the district's two schools. Many students now take the initiative to send them stories, recipes, flowers, holiday decorations and more.

"The program became a bright spot in an otherwise difficult year for board members. In the past, they often felt like forgotten people. Now they feel appreciated. Letters and student work decorate

the boardroom, and when the issues are tough and the solutions seem bleak, the student projects 'make you feel good about yourself,' Williams said. 'It makes you feel that you can continue with the job.'"—*It Starts in the Classroom*, October 1988. Reprinted by permission from *It Starts in the Classroom*. Copyright 1988, National School Public Relations Association.

Teachers Excluded From Policy Decisions

"A majority of teachers nationwide do not participate in key decisions affecting their schools and classrooms, says a report released [recently] by the Carnegie Foundation for the Advancement of Teaching.

"The report found that while most teachers help choose textbooks and shape curriculum, they do not participate in selecting teachers and administrators.

"Furthermore, a majority of teachers are not involved in staff evaluations and development, budgeting, student conduct and placement or promotion and retention policies."—*Education U.S.A.*, September 19, 1988. Reprinted by permission from *Education U.S.A.* Copyright 1988, National School Public Relations Association.

Maintenance Problems Plague Play Areas

"Serious design and maintenance problems plague [U.S.] elementary school playgrounds, said a new survey.

"The survey, compiled by the American Assn. for Leisure and Recreation, found 34 percent of sliding equipment had sharp corners, and 29 percent had broken or missing parts.

"In addition, the survey of 206 playgrounds in 23 states found exposed concrete footings around the support structures in each playground.

"The survey called for improving playground quality, correcting playground safety problems, sex-appropriate and developmentally suitable equipment and installing safety surfacing around playgrounds.

"[For a copy of the survey, send \$12.95 to AALR, 1900 Association Dr., Reston, VA 22091. Ask for *Where Our Children Play: Elementary School Playground Equipment*.]"—*Education U.S.A.*, September 19, 1988. Reprinted by permission from *Education U.S.A.* Copyright 1988, National School Public Relations Association.

'Reader's Digest' English Teachers' Guide Available

Reader's Digest is offering its Partners in English program to teachers of students in grades 7-12. The program offers teachers discounted subscriptions to the magazine along with a 16-page teacher's guide for each monthly issue. The guide identifies articles appropriate for classroom use and provides instructional activities for different ability levels. For information, write to Educational Services Department, *Reader's Digest*, Box 81A, Pleasantville, NY 10570.

In Teacher Poll, Minorities Show Signs of Distress

"Minority teachers are not as satisfied with their careers as other teachers, according to a national survey, and many say they will leave the profession within the next five years.

"Other findings from the 1988 Survey of the American Teacher," which has been conducted annually since 1984 by the Metropolitan Life Insurance Company, show discrepancies between the views of teachers and students on such problem areas as school violence, but present a generally positive picture of student-teacher relationship. . . .

"Overall, 50 percent of the 1,208 teachers surveyed said they were, 'very satisfied' with teaching as a career, up from 40 percent who described themselves that way last year.

"But black and Hispanic teachers, who currently make up about 11 percent of the teaching force, were much more likely, according to the report, to see themselves as leaving the profession.

"Of the 300 minority teachers surveyed, 41 percent said they were likely to leave teaching within five years, as opposed to 25 percent of the nonminority teachers.

"Even among minority teachers who said they were very satisfied with their careers, more than 1 out of 5 said they were likely to switch jobs, according to the report. . . .

"In the survey, teachers and students both rated their relationship very highly, but they disagreed on the extent of certain problems in schools.

"Teachers said, for example that the most serious problem facing schools is drug and alcohol abuse among students. Thirty-three percent said they thought alcohol was a very serious problem, compared with 27 percent who thought so in 1985.

"But student perceptions, especially in

high school, showed that the problem was more prevalent than teachers' perceptions of it indicated. For instance, 47 percent of the students over all said they knew 10 or more students who drank, and 25 percent said they knew of 10 or more students taking drugs. Among high school students the percentages jumped to 84 percent and 48 percent respectively.

"[In other results of the survey] teacher salaries have . . . risen, according to the report, with the number of teachers saying they earn more than \$30,000 having doubled over the past three years—from 13 percent in 1985 to 26 percent [in 1988].

"Those earning more than \$30,000 tend, according to the report, to be male, to have 20 years' experience, to teach in urban or suburban schools rather than rural ones, and to be union members. The survey also found that:

- "Teachers and students agree that the relationship between them is positive. . . .

- "Students are more likely to describe a teacher as 'excellent' when the teacher gives them individual attention, interacts with them informally, and expresses a personal interest in them.

- "Forty percent of the teachers surveyed said they spend less than three-quarters of their work time in class teaching, and 13 percent said they spend about half of their time teaching.

- "The majority of teachers feel their students are not paying attention most of the time. . . .

- "Parental involvement in school makes a difference. Only 17 percent of the students whose parents discuss homework with them regularly say they 'really do not like school,' compared with 33 percent of those whose parents rarely discuss school work."—*Education Week*, vol. VIII, No. 5, October 5, 1988. Reprinted by permission.

Private School Teachers' Opinions of Administration and Students

"Teachers in private secondary schools have more positive opinions about their principal, school administration, fellow teachers, and students than teachers in public schools, a study by the U.S. Department of Education has found.

"*Secondary School Teachers' Opinions: Public and Private Schools* combines data from two previous studies. . . [done in 1983-1986].

"According to the new report, . . . about 80 percent of the private-school teachers studied expressed satisfaction with their

school administration and professional colleagues. By comparison, it says, only about 60 to 70 percent of public-school teachers did.

"The private-school teachers were also more pleased with their students, according to the report. More than half of the public-school teachers said that students' poor attitudes, tardiness, and class-cutting had an adverse effect on the classroom. And 38 percent said misconduct or substance abuse was a problem.

"Only about a third of the private-school teachers said student attitudes interfered with teaching, however. And about one in six expressed concerns over absenteeism, discipline, or substance-abuse problems.

"Both groups ranked the development of literacy skills as the most important goal for students. But teachers in religious private schools gave equal emphasis to moral and religious training. And teachers in all types of private schools gave more weight to the achievement of personal growth than teachers in public schools."—*Education Week*, vol. VIII, No. 6, October 12, 1988. Reprinted by permission.

The Graying of American Colleges

A recent survey by the College Board suggests that the "graying" of the American college campus will continue through the beginning of the 21st century.

By the year 2000, adults will make up 50 percent of college students, according to the College Board's office of adult learning services.

Schools should welcome this influx, as their pool of 18- to 21-year-olds has dwindled. Though colleges used to assume that it took four adult students to produce the same revenue as one younger student, the College Board survey found that two-and-a-half adults now equal one traditional student, financially speaking.

The survey warns, however, that schools will have to learn to provide different services than they have traditionally offered. Older students need convenient registration hours, parking spaces, and help with jobs off campus. They have little use for organized social activities or school-sponsored transportation.

The report "How Americans in Transition Study for College Credit," is available for \$9.95 from College Board Publications, Department M98, Box 886, New York, NY 10101-0886.

Bright Ideas

Volunteers Read So Students Can Write

- "A new program launched in the Franklin Pierce School District in Tacoma, Wash., takes a big load off the shoulders of the teachers and ensures that every paper a child writes is read and returned with positive suggestions. How can they do it without a large influx of teachers into the schools? With parent volunteers, that's how.

"Sue Hall, formerly district language arts consultant. . . started the ball rolling when she got a district grant to train volunteers in how to read and evaluate student papers. She trained 40 volunteers, enough to stock each elementary school with theme readers. Most of them are parents, but some are part-time employees and even a few former teachers who want to keep their skills honed.

"In most of the schools, each teacher works closely with the volunteers. In some schools one teacher serves as the coordinator of the program. Some of the readers work in the school, while others take papers home. Dale Stohl, a fifth grade teacher at Collins Elementary, asks readers to work with students in the classroom by listening to them read their work aloud and asking questions.

"The benefits don't only flow one way. One volunteer told Central Avenue principal Linda Heade that she really appreciates being able to read the children's writing. 'It's good for me to do this at my own child's school,' the mother said, 'but it's also going to be good in later years when I can continue to be of help to my child.'"—*It Starts in the Classroom*, October 1988. Reprinted by permission from *It Starts in the Classroom*. Copyright 1988, National School Public Relations Association.

Carryout Computers

- "Students deemed 'at risk' in math and reading can get a 'Take Home Computer' for them and their parents in the Alhambra School District, Phoenix, Ariz. The parents and kids attend three two-hour workshops on how to set up and use the computers, and then can take them home for four weeks each semester. It gets the parents directly involved in their children's education. The result—significant gains on the state test."—*It Starts in the Classroom*, October 1988. Reprinted by permission from *It Starts in the Classroom*. Copyright 1988, National School Public Relations Association. □