

# CSAANYS NEWS

(518) 273-1205

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE  
406 Fulton Street • Suite 512 • Troy, New York 12180-3359

## POINTS TO PONDER

Meitler Consultants of Hales Corners, Wisconsin recently polled a sample of Lutheran parishes in Southeast Wisconsin regarding Lutheran attitudes toward their schools.

As a result of the survey research, Neal Meitler identified some key elements of their support with the hope that Catholic Church leaders might find parallels.

\* Lutheran schools are an integral part of parish ministry, not separate from it.

\* Lutheran schools remain distinctively Lutheran in purpose and practice.

\* Evangelization occurs

\* Lutheran school teachers are members of the church where they teach.

\* The theological reasons for operating a Lutheran school are clear and understood by the pastor and members.

\* Lutheran school teachers are Lutheran, with few exceptions, and efforts are made to teach religion in every subject area.

\* Pastors are strong supporters of Lutheran schools.

\* Lutherans give about 2.5% of their gross income. Lutheran churches generate enough income to provide strong support for their schools.

## VARIANCES

If any CSAANYS member school has received a variance under the New Compact Process (1992) would you be willing to share your variance proposal with the full membership? Just send the information to CSAANYS and we'll list it in the CSAANYS NEWS. Thanks.

## JUNE 1994 REGENTS EXAMINATION

- 1) Neither Regents examinations nor Regents competency tests are scheduled for Monday as a security measure.
- 2) Generally, the only Regents examinations scheduled during the afternoon of an examination day are those that contain a number of essay questions.
- 3) The Regents competency test in writing is always scheduled for the first morning for the rerating of papers of graduating seniors.
- 4) The Regents competency tests in social studies are scheduled at least two days after the corresponding Regents examinations so that teachers have time to rate the examinations and notify those students who will have to take the Regents competency tests.
- 5) The examinations are scheduled so that, under ordinary circumstances, no student will take more than two examinations on any one day.

## CONGRATULATIONS

Congratulations to Charles Weber, a student at CSAANYS member school, Niagara Catholic High School, and his project advisor, Bonnie Rutledge for being among the Round 1 winners of the 13th annual Student Energy Research Competition. We wish Charles well in his planned research "Recycle Steel from Tires."

## JFR ENTERPRISES

JFR Enterprises of Kirkland, Washington extend a 10% discount to any CSAANYS member school ordering CATHOLIC SCHOOLS TOUCH THE FUTURE ETERNALLY materials. If you want a brochure of available products contact CSAANYS.

## STORAGE OF TEST MATERIALS

PEP test materials must be stored in the vault or safe designated in the Test Storage Plan for your school. PET test materials must be stored in a secure location. Access must be restricted to ensure that test security is maintained.

Materials may not be removed from the secure storage location until the day scheduled for the test. Sealed packages must remain sealed until the day of each test.

Each school ordering the PEP tests must also return a copy of the storage plan, signed and dated by the principal. The order form for a school ordering PEP tests will not be processed until its storage plan is received by the Department.

## PREMIER SCHOOL AGENDAS

Schools interested in a different format for their student handbook may find Premier School Agendas worth investigating. For further information call 1-800-447-2034.

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## PORTFOLIOS HELP STUDENTS ACHIEVE CLASS GOALS

Karen Kolanowski of the NYSED finds that although secondary language arts teachers use portfolio assessments in different ways, most agree that portfolios help students achieve class goals, whatever those goals might be.

Most teachers do not grade entire portfolios, but rate individual pieces of writing within them. Teachers use portfolios to show student growth and progress, to allow students to track their own growth, and to help identify individual student needs and areas for possible remediation.

Portfolios tend to look different from class to class. Students may include as few as 2 and as many as 50 works. Some teachers require specific content. One teacher has students include a cover letter, a short story, an informative essay, and a persuasive essay. Other teachers are flexible about the content. One asks for a teacher selection, a student selection, a student-teacher selection, a satisfactory piece, and an unsatisfactory piece.

Within the required content, students take on the major responsibility for choosing what to include in their portfolios, but teachers, and less often parents and peers, sometimes give input.

The entire report entitled Use of Portfolios in Assessment of Literature Learning is available for \$3 from the National Research Center on Literature Teaching and Learning, SUNY, 1400 Washington Ave., Albany, NY 12222.

## CONTESTS - FELLOWSHIPS - SEMINARS

### March 1 - Summer Seminars:

The Division of Fellowships and Seminars of the National Endowment for the Humanities is inviting applications for summer seminars on a variety of texts in the humanities. Full-time or regular part-time teachers of grades 7-12 at public, private, or parochial schools are invited to apply. For each seminar, 15 teachers will be awarded stipends. Contact: Public Information Office, N.E.H. 1100 Pennsylvania Ave., N.W., Washington, DC 20506 (202) 606-8443.

### March 15 - Cartooning:

Entries are due for the 1994 Student Editorial Cartoon Contest sponsored by NEWSCURRENTS magazine. Students in grades K-12 are invited to submit original cartoons on any subject of nationwide interest. Twenty-one winners will receive savings bonds ranging from \$50 to \$100. Contact N.C. Magazine, PO Box 52, Madison, Wis 53701; 800-356-2303.

March 1 - History and social social studies: applications are due for the 1994 James Madison Memorial Fellowship Foundation awards, for in-service of high school teachers of American history, American government and social studies and for graduating or recently graduated collegians who wish to become secondary school teachers of these subjects. The \$24,000 awards cover tuition, fees, books, and room and board associated with study leading to master's degrees. At least one fellowship is awarded annually to a recipient in each state. Contact James Madison Memorial Fellowship Program, PO Box 4030, Iowa City, Iowa 52243-4030. 800-525-6928.

### ATTN: U.S. HISTORY TEACHERS

Free materials for teachers of U.S. history etc, Phone this 800 number and receive free information about the Oregon Trail Sesquicentennial. Oregon # 800-547-7842.

## GEOGRAPHY COMPETITION

American Express has announced the Geography Competition for grades 6-12. The competition is designed to increase students' awareness and knowledge of the world. The Competition is divided into two levels, grades 6-8 and grades 9-12. The categories are: The Environment, Travel and Trade, and Cultural Diversity. Students may compete individually or as a team and must be sponsored by a teacher and the school principal.

American Express has produced a video for teachers interested in the competition. There are also materials available which include ideas on how to integrate geography into other fields of study. Deadline for submission of applications is February 28, 1994. Please contact: American Express Geography Competition, PO Box 672227, Marietta, GA 30067-9077. 1-800-395-GLOBE (10 am-7 PM, Eastern Time, Monday-Friday)

## TO LEARN ABOUT REAL PROBLEMS IN EDUCATION, LISTEN TO THOSE WHO ARE INSIDE THE CLASSROOM

A report by the Institute for Education in Transformation at the Claremont Graduate School claims that the input of those inside the school - students, teachers, administrators, parents, and non-teaching school staff is needed to identify problems in education. In an attempt to do this they identified seven major problems. Among them:

1. Relationships: The crisis in schools is largely due to poor relationships, particularly between teachers and students. Students assert that teachers often don't care about them, ignore them, and treat them badly. Teachers report that they're isolated and unappreciated by students, parents, administrators, and the public in general.
2. Race, culture, class: Many minority and white students believe that teachers, curricula, and policies are racist and prejudiced. Students report that they are very interested in learning about each other's cultures, but don't learn about them in school.
3. Teaching and learning: Students want to learn things that are relevant, fun, and rigorous. They want to be involved actively in learning and to have some choice in what they do.

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## READY OR NOT?

When is a child "ready to learn?" Currently, there is no common agreement as to what constitutes school readiness. Public school kindergarten teachers in a national sample believe the three most essential qualities are that a child be physically healthy, rested, and well-nourished (96%); be able to communicate needs, wants, and thoughts verbally (84%); and be enthusiastic and curious in approaching new activities (76%).

Other major findings include:

- \* 88% believe readiness for school comes as children grow and mature and therefore cannot be pushed;
- \* 94% believe they can enhance a child's readiness by providing experiences children need;
- \* 97% agree one of the best ways to help children learn to read is by reading to them;
- \* 90% of kindergarten classes, students listen to stories read aloud 5 days per week.

Copies of the report, **Public School Kindergarten Teachers' Views on Children's Readiness for School** are available from Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. The stock number is 065-000-00596-4 and the price is \$7.50.

## BOOKNET

A cable-TV channel devoted solely to books is being developed by a New York City group that includes the author E.L. Doctorow.

Booknet would offer 24-hour a day programming, including such features as author interviews, readings, news and reviews, teaching segments, and perhaps book-based films.

An independent editorial board will select featured works, which will come from all genres, poetry to popular romance, cookbooks, and scholarly works. Books discussed on the air will be available to viewers through the channel's planned purchasing service, Cable Bookstore.

Plans call for Booknet to begin broadcasting in mid-1994.

## ALTERNATIVE ASSESSMENTS

Although 70% of the statewide tests given to schoolchildren are multiple choice, alternative approaches to assessing students are making some inroads into state testing programs.

According to a survey by the Educational Testing Service, 12% of statewide tests require students to provide writing samples. Eighteen states are developing short-answer questions for their assessments, and 22 states are working with longer, open-ended questions.

In addition, individual-performance assessments are being used in 14 states, and nine states are using portfolios of student work or learning records to evaluate students.

Despite all that activity, "states do not appear to be acting hastily, however, and show no signs of abandoning their traditional assessment methods," say the authors, Paul Barton and Richard Coley.

Copies of the 40-page survey, "Testing in America's Schools," are available for \$7.50 prepaid by writing the E.T.S. Policy Information Center (04-R), Rosedale Rd, Princeton, NJ 08541-0001.

## ENVIRONMENTAL QUALITY

A Regents Advisory Committee on Environmental Quality in Schools met in December to initiate the development of a comprehensive policy dealing with 7 environmental issues; asbestos, electromagnetic fields, lead, indoor air quality, pesticides, hazardous waste sites, and radon.

The committee will present its recommendations to the Regents in March.

## NEW CURRICULUM FRAMEWORKS

The first of 7 new curriculum frameworks, Math, Science & Technology has been sent to schools for review and comment. It outlines an approach that will help students deal with the "knowledge explosion" brought on by technology, learn "unifying concepts -- the big ideas -- that integrate knowledge," and gain "insight into the natural and technological world that goes beyond what can be learned in each discipline."

Education Commissioner Thomas Sobol told the Regents, "my best guess is that the framework will undergo trial use during the 1994-95 school year and be phased in formally beginning in 1995-96" in all public schools in the State. Local districts will be encouraged to employ instructional methods and materials that best help students meet the standards in local situations.

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EXTRA YEAR OF KINDERGARTEN NOT BENEFICIAL

CURRICULUM

Providing children who are "not ready" for school with an extra year of kindergarten isn't necessarily in their best interest.

These children continue to have academic difficulties through the elementary grades regardless of whether given an extra year of kindergarten or immediately promoted to first grade, say researchers Nancy L. Karweit and Barbara A. Wasik.

In a report for the Center for Research on Effective Schooling for Disadvantaged Students, the researchers review three types of programs - developmental kindergarten, retention in Kindergarten, and transitional first grade.

Developmental kindergarten classes are usually made up of children who are behind their peers. The following year, children attend regular kindergarten. Some students who do not succeed in the regular kindergarten class are placed in transitional first grade classes where the kindergarten curriculum is presented in a different way. The next year, they attend a regular first grade class. Finally, students who are retained in kindergarten just spend another year in the regular kindergarten class.

All three types of programs have a positive effect on children's academic achievement during the year that they are retained. However, these effects do not persist throughout the elementary grades.

In short, the researchers conclude, children "need long-term, continued intervention and supportive help as it's required to progress regularly through their schooling: they do not benefit from an additional year waiting to mature or a frustrating extra year in the same grade."

The full report, A Review of the Effects of Extra Year Kindergarten Programs and Transitional First Grades is available from the Center for Research on Effective Schooling for Disadvantaged Students. The Johns Hopkins University, 3505 N. Charles St, Baltimore, MD 21218. (\$3.80 prepaid)

Educators may be underestimating the mathematical problem-solving abilities of young children, a recent study by University of Wisconsin researchers suggests.

Thomas Carpenter and Elizabeth Fennema asked 70 kindergartners in two schools to use counters, their fingers, or other objects to show how they would solve word problems involving addition, subtraction, multiplication, and division.

They were asked, for example: "If 19 children were going to the circus, and five can ride in each car, how many cars are needed?"

The researchers said the kindergartners, who represented a wide range of ethnic and socioeconomic groups, had little trouble answering and, in fact, performed better than some older students in other studies.

Such kinds of problem-solving activities, however, are rarely part of the curriculum for young children.

"If children can indeed solve a wide range of problems, including problems involving multiplication and division situations, much earlier than generally presumed, there are some serious implications for the American textbook industry," Ms. Fennema says. "This study suggests that much more challenging problems involving a range of operations can be introduced earlier in the primary grades."

YOUTH VIDEO CONTEST

POINTS TO PONDER

The Catholic Telecommunications Network of America (CTNA) invites high school groups to produce lively videos that will speak to other youth and young adults about the importance of God and religion in their lives. The main requirement is that the video be BY and FOR youth and young adults.

All entries must be received by CTNA August 5, 1994. For full information contact Fr. Dennis Diehl at 202-541-3458 or the CSAANYS office.

1) Although NYS non-public school enrollment dropped last year, the enrollment in New York State Independent Schools rose 1.4% (NYS AIS Newsletter Nov. 1993)

2) Lutheran Schools number 2,300 nationwide; 800 of these have been opened within the past 20 years with a 23% increase in enrollment.

3) Lutheran schools identified the 3 greatest challenges they face as: increasing cost, breakdown of the family, and anti-Christian trends in society. (Education Management Nov. 93)

CONSIGNMENT PROGRAMS

Within the past 2 months we've heard of 2 different consignment programs for non-profit agencies. Simply stated these are gift certificate or scrip programs in which the school receives a percent of return on purchases made with the certificates or scrip. For further information contact either (certificates) THE MANNA GROUP 1-800-242-7179; (scrip) NATIONAL SCRIP CENTER 1-800-538-1222.

COMPARISONS ARE ODIOUS...BUT NECESSARY

From Schools and Staffing in the United States 1990-91 we garner the following:

	<u>GOV'T SCHOOLS</u>	<u>NON-GOV'T SCHOOLS</u>
BUILDINGS	80,000	25,000
STUDENTS	40.1 million	4.7 million
AVERAGE TEACHER SALARY	\$31,296.	\$19,783.
AVERAGE PRINCIPAL SALARY	\$49,603.	\$28,384.

Question: How active is my school in the Catholic School Network effort in my diocese?

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## OFTEN ASKED TRANSPORTATION QUESTIONS

Are non-public school pupils entitled to transportation when the public schools are closed?

\* Nonpublic school pupils are not entitled to transportation on days the public schools are scheduled to be closed according to the school calendar, and when the calendar was shared with the nonpublic schools prior to the school year.

\* It would be unfair to decline transportation on days when the public schools are scheduled to be in session, since the non-public schools may find it awkward to close on short notice. In such a circumstance, consultation and cooperation are extremely important.

Is there a maximum time for a child to be on the school bus?

\* Education Law contains no maximum time for pupils riding on school buses.

\* Education Law requires reasonable, economical, and efficient transportation.

\* Many school districts attempt to limit bus trips to one hour, but on some nonpublic and special education runs this is not possible.

\* The measurement should be made over the nearest available route between home and school. Publicly maintained pathways can be used.

## NESTLE USA

Nestle USA has launched a computer data base of college scholarships available to members of minority groups. The data base offers free information on more than 600 scholarships.

For more information, write: Nestle USA Community Affairs, 800 N. Brand Blvd, Glendale, CA 91203.

## ATTN: FOOD HANDLERS

In January 1992, NYS legislation was enacted that required gloves, utensils, or other effective barriers to be used by food service personnel to avoid skin contact with food that is ready to be eaten. The law was designed to prevent illness caused by micro-organisms transmitted to food by infected food handlers and pertains to school food service personnel.

Gloves or utensils must be clean and sanitary, or they themselves may transmit the germs.

The use of effective barriers, such as plastic gloves, utensils, or paper to handle food being served, becomes a signal to supervisors and customers that the food handler is trained and aware of the need for food protection.

## LENGTH OF SCHOOL DAY

The length of school day requirement does not apply if there is an extraordinary condition day and schools open late or close early. The Commissioner is authorized to excuse up to five days for extraordinary circumstances, if those "lost days" of instruction could not have been made up by using, for the secondary grades, all scheduled vacation days which occur prior to the first scheduled Regents examination day in June, and, for the elementary grades, all scheduled vacation days which occur prior to the last scheduled Regents examination day in June. The only exception is an occasion where a school closes early and the half-day kindergarten is excused from attendance.

## LAW EDUCATION AWARDS

To recognize an attorney and a New York educator who has made an outstanding contribution to law-related education the Law, Youth and Citizenship Program of the NYS Ed Dept. and the NYS Bar Association is accepting nominations for the NYS Bar Association's Law-Related Education Distinguished Service Awards. You may nominate both an educator and an attorney.

Eligible are any K-12 public or non-public school educator or any attorney in the State of New York who has:

- been active in LRE for at least 3 years;
- participated in the development of materials and programs, or made other important contributions which have an impact on students and others and that are recognized at the local and state levels;
- voluntarily given his/her time and resources in support of LRE;
- not previously received this award.

Entries must be post-marked no later than June 15, 1994. For further information contact CSAANY'S 518-273-1205.

## THE MULTICULTURAL EXPERIENCE

Creative Educational Resources presents a unique educational program that uses ARTIFACTS to improve intergroup relations, enhance self esteem and build cultural understanding and appreciation. A developmental, sequential Year-Long free Program is available to schools. For more information contact Creative Educational Resources 800-342-4334.

## REGENTS URGE BOLDER ACTION ON LOW-PERFORMING SCHOOLS

In the April CSAANYS NEWS we mentioned The Regents "perform or perish" action for dealing with 61 schools designated as Schools Under Registration Review (SURR). Of those 61 schools, 55 are in New York City. In June the State Education Department will present a plan for implementation.

Among the more than 90 recommendations in the report are the following:

- Pass legislation to enable low-performing schools to be restructured through mechanisms such as "master principals," "contract schools," or management agreements with institutions of higher education.
- Require parental notification when a school is placed under Registration Review.
- Give students from SURR schools preference under public school choice programs.
- Close and/or restructure any SURR school that fails to make adequate progress after 2 years
- Provide the Commissioner with explicit statutory authority to intervene in SURR schools after local efforts have proven ineffective.

"We are outraged that so many thousands of students are denied educational opportunity year after year in schools that everyone knows are failing," said Advisory Council Co-chairs Robert Berne and Dolores Fernandez on low performing schools. "We believe that in some cases the failure is so harmful and deep-seated that the time is past for marginal changes and tinkering within the current system.

"Many of the recommendations echo what the Regents have been saying," responded State Education Commissioner Thomas Sobol. "The report makes clear that these schools need more assistance and that the Department needs more authority to intervene when these schools continue to fail." Most of the schools identified by the State as SURR Schools are located in urban areas with high levels of socioeconomic need.

\*(Ed. note: Remember the original New Compact proposal which included non-public school choice? See CSAANYS NEWS Je/Jl 1991 p.3)

### CONFIDENTIALITY

School personnel involved with the administration of the Child Nutrition Programs are under increasing pressure to provide the names of children receiving free and reduced price meal benefits. For various reasons, such as ascertaining the percentage of students receiving free and reduced price benefits who have test scores below/above a percentile, or to provide data to verify the need for funding for other programs, school administrators and others are requesting this information.

The U.S. Dept. of Agriculture continues to reaffirm its position regarding the confidential nature of the names of students receiving free and reduced price meal benefits. This information must be treated confidentially; it can only be used for determining eligibility for Child Nutrition Program benefits. This policy, however, does not exclude providing summary information, such as the number of children eligible for free and reduced price meals.

### INTERNATIONAL FAMILY DAY

May 15, 1994 has been proclaimed as International Family Day. Schools are encouraged to celebrate these events with family-focused programs and activities.

### LOUIS E. YAVNER AWARDS

\* The Louis E. Yavner CITIZEN Recognition Award provides for the annual recognition of a citizen who has made an outstanding contribution to education about the Holocaust or about other violations of human rights.

\* The Louis E. Yavner TEACHER Recognition Award provides the annual recognition of a teacher who has made an outstanding contribution to teaching about the Holocaust or about other violations of human rights.

The general criteria for the awards are:

- Distinguished contributions, to education about the Holocaust or other violations of human rights.
- A person, resident or nonresident, who has provided expertise to New York's elementary or secondary schools.

The deadline for submission of nominations is June 24, 1994. For further information contact CSAANYS 518-273-1205.

### CONGRATULATIONS TO:

Buffalo's Catholic Central School for 3 noteworthy honors:

1) Share our Strength, one of our nation's largest hunger relief programs, has awarded a grant of \$13,500 to initiate and promote school breakfast program.

2) Linda Nasca, a Social Studies teacher for grades 6-8 at the Fr. Bissonette Campus, has been selected for inclusion in the 3rd edition of Who's Who Among America's Teachers, 1994.

3) Ms. Debra Daniels, a teacher of grades 4-8 at the Msgr. Herlihy Campus, as been awarded the first annual Louis Hennepin Social Studies Teacher of the Year Award by the Social Studies Council of Catholic Schools.

### OWN THE COLLECTED WORKS!

We have collected all the past 10 years' worth of research reports that contain information that is still current. The collection contains 10 reports PLUS a complete copy of "In A Spirit of Cooperation", a guide for parents on NYS services available to their children.

You may order a copy by sending \$10/member or \$15/non-member to CSAANYS.

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## WORKING TOGETHER

Of ongoing concern in the Catholic school community is the transition of students from elementary to secondary schools. At each transition point, depending on the grade configuration, the Catholic school faces the problem of retaining the student in the Catholic school system. Often, the failure to coordinate this transition becomes one of the reasons why we lose students to the government schools.

Since Catholic secondary schools depend to a great extent on recommendations made to students by the elementary school principals and the eighth grade teachers it is to the advantage of the Catholic high school that there be well-coordinated cooperation. In like manner, elementary school personnel need to be informed as to the academic programs at the Catholic high school in order to make responsible recommendations to their graduating students.

For this reason, Catholic high schools frequently set up informational sessions for the local elementary school teachers and principals. These usually include a reception or a buffet supper, and invitations are extended to potential "feeder schools" for a timely response.

Recently, CSAANYS staff witnessed two examples of less than exemplary communication in this area. In both cases, one downstate and one upstate, the high school principals sent invitations and asked for the elementary school persons to "RSVP". In both cases, when few or none even responded, the high school principal phoned for numbers of persons planning to attend. When the evening arrived, people who had promised to come (in one case 25; in another, 33) failed to show up, leaving the high school with a substantial investment in food unused.

When children do this, we chide them for a lack of responsibility and commitment. When adults do this, what are we to think? Common courtesy would seem to be in order; in the Catholic community, perhaps even more is to be expected.

### NCEA CONVENTION APRIL 18-21, 1995 Cincinnati, Ohio

Once again CSAANYS will offer group registration for any member wanting to attend the NCEA convention this spring. All registration forms must be submitted by:

**February 10, 1995.**

The group registration fee is \$57.00. Please make checks payable to CSAANYS.

### BETTER BEGINNINGS AWARD

Principals are encouraged to nominate a N-6 teacher for the Helen Bach Moss **BETTER BEGINNINGS AWARD**.

Nomination forms were sent to each school in late September. Applications are due by Dec 21, 1994.

For further information contact CSAANYS 518-273-1205.

## COMPACT ACTION WEEK

You may be seeing in the local press or hearing on the media about **Compact Action Week** which will be observed **November 13-19, 1994**.

A New Compact for Learning was signed 3 years ago and - serves as a rallying point for the reform of public (government) school education in NYS.

Although the place of non-government schools within the New Compact is far from clear, it would be well for us to use the occasion to highlight the ways in which we meet our students' needs.

There will be 2 state-wide events:

- 1) "Cultural Education and A New Compact for Learning" on PBS; check your local station for date & time in your area.
- 2) An interactive teleconference on Wed., Nov. 16 from 7-9pm.

If either of these media events are available in your locale you may enjoy watching them.

## REFLECTIONS ON CATHOLIC EDUCATION

*"It's been 40 years now, but I know I'll always treasure the moral and intellectual principles and the sense of responsibility I received as a student at St. Paul's grade school in Scranton, Scranton Prep. and Holy Cross College."*

— **Gov. Robert R. Casey,  
Pennsylvania**

## ESEA RE-AUTHORIZATION 1994

On March 24, 1994 the House of Representatives passed H.R.6 the Improving America's Schools Act by a vote of 289 to 128. On August 2, 1994 the Senate passed its version (S1513) 94-6. To reconcile the two (HR6 & S1513) House and Senate conferees met and on September 28 filed the conference report to H.R.6.

The House of Representatives adopted the report on September 30 by a vote of 262-132 and the Senate agreed 77-20 on October 5. President Clinton signed the legislation on October 20.

The Act strengthens and adds new provisions concerning the participation of Private School Children and Teachers (sec. 1120). It also preserves the Chapter 2 State Block Grants under the new Title VI of the Act (Sec. 6402). The Act improves technical assistance to all schools from the U.S. Department of Education and through its regional offices in Title III. Title XIV under Uniform Provisions (Sec. 14503) dictates in (c) the terms of "timely and meaningful consultation...with appropriate private school officials".

One of the biggest issues faced in the re-authorization was the Title I Funding Formula. A compromise was reached that essentially says that the funding formula will remain the same for Fiscal Year 95. Beginning in FY 96 the most affluent school districts - those with a child poverty rate under 2% - will no longer qualify for Title I funding. Then in FY 97 the formula will incorporate updated poverty data from the US Census. Also to more accurately target funding, beginning in FY 99 the formula will be calculated based on school district data instead of county data.

This funding question brought to light the whole issue of equity in school district financing. You are aware, no doubt, that there is on-going debate within New York State - and many other states too - on the disparity of expenditures between wealthy and poorer school districts. I believe that the federal government will be watching to see what efforts individual states are making toward equalizing the per pupil cost for wealthy and poorer school districts.

The present Title I re-authorization formula, in my opinion, tends to increase funding for poor urban and poor rural districts and to cut funding in suburban districts.

In about a year we will have the regulations governing this new legislation. Until then wait for direction from your diocesan office and local school districts. All in all we in the Catholic School community did not fare badly in this "Improving America's Schools Act."

## FELLOWSHIPS

\* The US Dept. of Education is inviting applications for new fiscal year 1995 in the **Jacob K. Javits Fellowship Program**.

The program awards fellowships to eligible persons of superior ability to undertake graduate study leading to a doctorate or Master of Fine Arts degree.

Applicants must have no more than 30 semester hrs or 45 quarter hrs of graduate credit at the time of application. Awards will be made to up to 100 individuals averaging \$23,000 each.

**Deadline: Nov. 28, 1994**

**Contact:** Audrey M. Smith, Jacob K. Javits Fellowship Program, U.S. Dept of Ed., 400 Maryland Ave. SW, Portals C80, Washington DC 20202-5329, (202)260-3574.

\* The W.K. Kellogg Foundation is inviting applications for the 1995 National Fellowship Program.

Fellows carry out non-degree, interdisciplinary, self-directed activities to expand their personal horizons. Awards will not be made for research within an applicant's discipline.

Individuals of exceptional merit, all levels of education, who are at the early stages of their professional careers may apply.

Up to 50 three-year fellowships of up to \$35,000 each will be awarded.

**Deadline: Dec. 1, 1994**

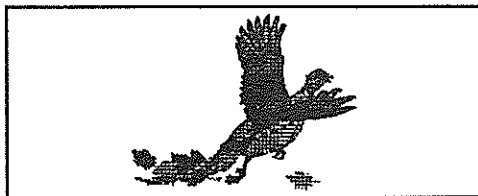
**Contact:** Fellowships Program Director, W.K. Kellogg Foundation, One Michigan Ave. East, Battle Creek, MI, 49017-4058 (800)367-3465.

## NATIONAL MIGRATION WEEK

From January 9-14, 1995 the U.S. Catholic Conference will sponsor the 15th annual **National Migration Week**. The theme "All Come Bearing Gifts" gives us an excellent opportunity to celebrate the diversity found in our schools. It also provides a forum for addressing the anti-immigrant attitude found among many Americans today. According to the latest available statistics only 0.6% of U.S. Catholic School students are Native Americans. That makes us all descendants of immigrants. Let's celebrate this!

If you don't have copies of the USCC brochure, contact CSAANYS and we'll make you a copy.

\* Information and application packets for the 1995-96 **Christa McAuliffe Fellowship Program** may be obtained by contacting: Sanford E. Lake, NYS Ed Dept, Office of Teaching, Albany, NY 12230 (518)474-6440.



Happy Thanksgiving!

CSAANYS is indebted to P.F. Collier L.P. for the cost of printing this and all our newsletters.