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# **What Private Schools Say About the Value of**

**Innovative Programs (Title V, Part A )**

**Safe and Drug-Free Schools (Title IV, Part A)**

**Education Technology (Title II, Part D)**

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## Introduction

Congress is currently considering a proposed budget from the White House for fiscal year 2006 that would terminate or dramatically cut several key programs serving children in public and private schools, including Title V, Part A, of the Elementary and Secondary Education Act (referred to as Innovative Programs), Title IV, Part A (Safe and Drug-Free Schools and Communities) and Title II, Part D (Enhancing Education through Technology). All three programs are widely used by schools across the country, and all provide for equitable services to eligible private school students.

To assess the value and effectiveness of these programs for children in private schools, CAPE (the Council for American Private Education) invited administrators of schools that participate in these programs to complete a short online survey. The survey, available for review at <<http://www.capenet.org/edsurvey2.html>>, included 13 questions based on the Program Assessment Rating Tool (PART), an instrument developed by the Office of Management and Budget (OMB) and used by the U.S. Department of Education to determine program effectiveness and allocations. The survey also asked administrators to provide in their own words a brief description of how the programs assist students.

During March and April of 2005, CAPE received **949 responses** from schools in **33 states**. Responses are summarized in the accompanying tables, one for each of the three programs. Following the tables are excerpts from the descriptions of how the programs are currently helping students in particular schools.

This report summarizes what local school officials think of these programs. After all, they are the ones who know how the programs are affecting the lives of individual students day by day. Responses to the survey questions overwhelmingly demonstrate that the three programs are funding projects that effectively and efficiently address student needs. The projects have performance measures that focus on outcomes, and they regularly achieve their performance goals. Moreover, the narratives convey the strong conviction among educators that these programs are important, valuable, and effective.

## Title V, Part A Innovative Programs

Table 1 Percent of schools answering “yes” or “no,” or not responding (NR) to survey questions on Title V, Part A.			
	YES	NO	NR
Are the purposes of the program clear in your school?	98.49	0.60	0.91
Does the program address a specific and existing problem, interest, or need?	97.89	0.91	1.21
Are the services or materials provided through the program redundant or duplicative of any other federal, state, local, or private effort?	5.14	93.66	1.21
Is the program effectively targeted so that resources will reach the intended beneficiaries?	98.19	0.91	0.91
Does the program have performance measures that focus on outcomes and that meaningfully reflect the purpose of the program?	90.33	5.74	3.93
Does the program have targets and timeframes for its performance measures?	89.43	8.46	2.11
Are services and materials provided to beneficiaries in a timely manner and used for the intended purposes?	97.89	1.21	0.91
Does the program serve beneficiaries in an efficient and cost-effective way?	97.58	0.91	1.51
Does the program coordinate effectively with related programs?	96.37	0.91	2.72
Does the program use effective financial management practices?	96.98	0.91	2.11
Has the program demonstrated adequate progress in achieving its performance goals?	96.07	1.81	2.11
Does the program regularly achieve its performance goals?	95.47	1.21	3.32
Does the performance of this program compare favorably to other programs, including government, private, etc., with similar purposes and goals?	94.26	1.51	4.23

N=331

## Title IV, Part A Safe and Drug-Free Schools and Communities

Table 2 Percent of schools answering “yes” or “no,” or not responding (NR) to survey questions on Title IV, Part A.			
	YES	NO	NR
Are the purposes of the program clear in your school?	98.67	1.00	0.33
Does the program address a specific and existing problem, interest, or need?	98.67	1.00	0.33
Are the services or materials provided through the program redundant or duplicative of any other federal, state, local, or private effort?	9.33	89.33	1.33
Is the program effectively targeted so that resources will reach the intended beneficiaries?	97.67	1.33	1.00
Does the program have performance measures that focus on outcomes and that meaningfully reflect the purpose of the program?	94.67	5.00	0.33
Does the program have targets and timeframes for its performance measures?	93.67	5.00	1.33
Are services and materials provided to beneficiaries in a timely manner and used for the intended purposes?	97.33	1.00	1.67
Does the program serve beneficiaries in an efficient and cost-effective way?	96.00	1.67	2.33
Does the program coordinate effectively with related programs?	95.33	1.67	3.00
Does the program use effective financial management practices?	95.67	1.67	2.67
Has the program demonstrated adequate progress in achieving its performance goals?	97.00	1.67	1.33
Does the program regularly achieve its performance goals?	94.67	2.67	2.67
Does the performance of this program compare favorably to other programs, including government, private, etc., with similar purposes and goals?	97.00	1.00	2.00

N=300

## Title II, Part D Education Technology

Table 3 Percent of schools answering “yes” or “no,” or not responding (NR) to survey questions on Title II, Part D.			
	YES	NO	NR
Are the purposes of the program clear in your school?	97.48	0.94	1.57
Does the program address a specific and existing problem, interest, or need?	97.80	0.94	1.26
Are the services or materials provided through the program redundant or duplicative of any other federal, state, local, or private effort?	5.66	93.40	0.94
Is the program effectively targeted so that resources will reach the intended beneficiaries?	96.86	1.26	1.89
Does the program have performance measures that focus on outcomes and that meaningfully reflect the purpose of the program?	91.19	5.97	2.83
Does the program have targets and timeframes for its performance measures?	89.31	8.81	1.89
Are services and materials provided to beneficiaries in a timely manner and used for the intended purposes?	95.28	2.83	1.89
Does the program serve beneficiaries in an efficient and cost-effective way?	96.86	2.20	0.94
Does the program coordinate effectively with related programs?	95.28	1.57	3.14
Does the program use effective financial management practices?	93.08	2.83	4.09
Has the program demonstrated adequate progress in achieving its performance goals?	97.17	1.26	1.57
Does the program regularly achieve its performance goals?	94.97	2.52	2.52
Does the performance of this program compare favorably to other programs, including government, private, etc., with similar purposes and goals?	94.34	2.20	3.46

N=318

## What Private Schools Say About Title V, Part A (Innovative Programs)

*Part A of Title V provides services, materials, and equipment for innovative educational programs that address a variety of needs. Because the needs are diverse and at times unique, the national cumulative effect of these programs is impossible to measure on a single standardized scale. But, as the following examples illustrate, at the school and student levels these programs work in an unmistakable way to improve the curriculum and enhance learning.*

### **Wisconsin**

Innovative Programs funding allows the students to use Math Renaissance, a Web-based math program providing individualized daily assignments and assessments. Students who struggle with math have appropriate work, and gifted students are able to go beyond ordinary grade-level activities. The program provides an array of student reports that are used to diagnose areas of weakness, identify mastered skills, and track student progress.

### **New York**

The literature and vocabulary program is closely connected with New York State standards and will improve student achievement by providing the necessary foundation in reading to enhance the ELA program of our school and to achieve higher scores on the NYS ELA test.

### **New Jersey**

Resources from Title V are combined with Title IIA to train primary-level teachers in a multi-sensory reading program. At-risk first graders, who tested below grade level, are used to model the program for teachers....Of current second graders who were in the program last year, 45 percent are now reading on grade level and functioning successfully.

### **Maryland**

We have utilized our Title V allocation to secure hundreds of book titles and accompanying computer disks for our Accelerated Reader Program, which has increased student interest in reading and has increased reading comprehension.

### **Montana**

Our school has recently been able to join a curriculum cooperative entitled the "Golden Triangle Cooperative." It will enable us to join over 35 school districts in sharing resources for curriculum development, assessment, and staff in-services. Without the money from Title V, the member registration fee would have been out of our reach.

### **Massachusetts**

This program provides our library with EBSCO, a software program that makes periodical publications available online for students when they do research. This is available on any computer in the school as well as at home.

### **Wisconsin**

Title V funds have been utilized to purchase teaching resources (texts, videotapes, maps, activities, etc.) to help us teach our students the Spanish language. With an influx of Spanish-speaking families in our community, we see this as a growing need to build empathy, communication, and appreciation in our community.

### **Louisiana**

Title V has allowed me, as a librarian, to make vast improvements in updating our collection regarding social studies, math, English (language arts), and the sciences. I would never have been able to do this without Title V. It was nice to throw away social studies books with titles such as *The U.S.S.R.* and *My Two Germanys*, along with science books that were dated from the 1950s.

### **New Jersey**

We used the funding for the past three years to build up our stock of CPR mannequins (adult, infant) and accompanying materials, to purchase an AED and an AED Trainer, and to secure training for the faculty for the AED. These are used in our First Aid course. We also, this year, bought a Real Care Baby...to teach parenting skills. Having these "babies" for a few days serves as a good reality check, and is part of our program for encouraging girls to practice abstinence until they are married and ready to care for a child.

## What Private Schools Say About Title IV, Part A (Safe and Drug-Free Schools)

*The Safe and Drug-Free Schools and Communities program provides states and school districts with grants to support violence and drug abuse prevention programs. Private schools located in school districts that receive grants may participate equitably in activities that address the particular needs of their students. As the following examples demonstrate, resources are used in diverse ways, which is how it should be in a program designed to meet local needs.*

### **New York**

After the 9/11 disaster and the plane crash in Belle Harbor, we called on PDHP (Program for the Development of Human Potential) to assist in counseling our students, teachers and family members. They addressed the faculty at a staff meeting, went to individual classes to speak to students, and were always available to families as the need arose. I don't know how I would have handled either situation without PDHP. I would not like to see funding for this wonderful program taken away.

### **Wisconsin**

We have used Title IV to enhance our guidance offerings for students in grade 3 through 7 and to assist homeroom teachers in learning guidance concepts. Title IV provided a Wisconsin licensed guidance counselor on a daily basis for eight days for a program entitled Reaching for Respect and Blocking Bullying Behavior.

### **Michigan**

We use the Safe and Drug-Free program to acquire materials related to character development for a unique program that allows us to network with other local schools to send a united message to all students in the community.

### **Maryland**

With Title IV, Part A we have a trained DARE officer come to our 5th grade classroom for a period of time and teach these students about DARE. The program concludes with a DARE ceremony, which parents of these students as well as their school peers attend to show support for their commitment to stay drug free!

### **Delaware**

Our school counselor and gym/health teacher purchase materials to assist them in counseling/instructing students regarding the dangers of drug use. Our school is located in a high-crime section of the city. Drug sellers are clearly in evidence as students go to and from school each day.

### **New Jersey**

Funds are used to provide anti-bullying program for our students, teachers, and parents.

### **Texas**

Our school has made use of violence-prevention programs that would otherwise not be available to us.

### **Kentucky**

Title IV Safe and Drug Free School funds are used by the 49 elementary schools and 9 high schools in the archdiocese to support curricular efforts in drug, alcohol, and tobacco prevention and education programs. In addition, these funds assist with curriculum and professional development efforts to minimize bullying and harassment. The funds are also used to develop peer leaders at the high school level to assist with the prevention/education curriculum in the elementary schools.

### **Pennsylvania**

All resources and professional services provided through Title IV, Part A funds provide drug-, violence-, and suicide-prevention programs to our students, parents, and faculty in accordance with research-based effective practices. The program enables our Catholic school students, parents, and staff to access resources that otherwise would be unavailable.

### **Louisiana**

Our Title IV funds have been used to purchase materials and train teachers in an anti-bullying program. Our social workers/counselor have used this very successfully in our 4th- and 5th-grade classrooms and also in parent training workshops. This program plays a significant role in keeping children safe in our school.

## What Private Schools Say About Title II, Part D (Education Technology)

*The Enhancing Education through Technology program supports the integration of technology into the curriculum and increases access to technology by students and teachers, especially in high-need school districts. The use of technology as a learning tool is no longer a luxury, but has become a necessity in preparing students for the challenges of college and the workplace. The statements below show how the program meets local needs and allows schools to use technology to pull together many parts of the curriculum.*

### **South Dakota**

These funds enabled three teachers to attend a three-day inservice on using technology in the classroom. These three teachers then came back to school and provided education to the rest of the staff. Therefore, 15 teachers are able to effectively implement technology in the classroom because of the \$900 provided through this Title program.

### **Kentucky**

Title IID funds are used to supply technology hardware—such as laptop computers, projectors, SmartBoards, scanners, and wireless access points—to our 49 elementary schools and 9 high schools. The technology is provided with accompanying professional development to insure that the hardware is integrated into the teaching and learning process.

### **Wisconsin**

We acquired a videoscope, which allows a whole class of students to see microscopic images.

### **Delaware**

Teacher training through the University of Delaware has enable teachers to learn how to integrate technology into their daily lessons.

### **Arizona**

Our school has over 92 percent of its children living below poverty and has benefited tremendously from Title II. It has enabled us to implement a computer lab and to place four computers in each classroom....It gives the children here on the reservation an equal chance with students in more affluent schools.

### **Texas**

We are a small inner-city school in Dallas, and 70 percent of our population is eligible for free and reduced-price lunch. Without this assistance, our students would not be able to learn the technology skills they will need after they leave our school.

### **Kentucky**

Title IID funds are an integral part of our schools providing a 21st century education for our students. All of our schools now have a laptop computer and projector for students to use, as well as wireless access to the Internet. Title IID has given our diocese leverage in providing training for teachers that was directly applicable to student learning.

### **New York**

It is crucial that our students and faculty receive professional staff development and education in technology. This program enables my teachers to receive the staff development that they need to help the students learn in the midst of the technological age. The program also provides funding to purchase needed (yet expensive) hardware and software for our students.

### **Louisiana**

Title II funds have been critical to the growth of our school's programs and have enabled student academic growth. For example, student scores in language arts have risen as a result of an increase in writing ability, which is credited to the increased use of technology. A loss of the Title II funds would be devastating to our students and their families.

### **California**

All teachers now have computers with Internet access to share with their classes, and our library now is fully automated for check-out, thanks to these programs. We are a small Catholic school trying to keep our tuition reasonable for families in an area where fewer and fewer young families can afford to live. These programs have been a huge help for us.