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**CAPE member  
organizations:**

Agudath Israel  
of America  
American Montessori  
Society  
Association Montessori  
International-USA  
Association of Christian  
Teachers and Schools  
Association of Christian  
Schools International  
Association of Waldorf  
Schools of N.A.  
Christian Schools  
International  
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  
32 Affiliated State  
Organizations

June 14, 2013

The Honorable John Kline, Chairman  
The Honorable George Miller, Ranking Member  
Committee on Education and the Workforce  
U.S. House of Representatives  
Washington, D.C. 20515

Dear Chairman Kline and Ranking Member Miller:

With the House Education and the Workforce Committee about to consider the *Student Success Act* (H.R. 5), we want to express our support for the provisions within the bill that improve the consultation requirements and other conditions connected with equitable services to students and teachers in religious and independent schools.

Section 120 of the bill, which amends Section 1120 (20 U.S.C. 6320) of the *Elementary and Secondary Education Act*, as well as Section 501, which offers a host of general provisions, including amendments to Section 9501 (20 U.S.C. 7881) of ESEA, together contain important changes that would provide clarity, timeliness, assurances, enhanced equity, and overall improvements to the provision of services to private school children and their teachers.

When ESEA was first enacted, 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 equitably shared funding and services governed the implementation of ESEA from 1965 until its most recent iteration, the *No Child Left Behind Act*, when certain funding formulas and set-asides began to erode equity. The provisions in H.R. 5 would help correct those inequities and would strengthen the safeguards designed to ensure equity.

By way of background, the Council for American Private Education (CAPE) is a coalition of 18 national organizations (listed left) and 33 state affiliates serving private elementary and secondary schools. There are 33,366 private schools in the United States; one in four of the nation's schools is a private school. About 5.5 million students (10 percent of all PK-12 students) attend them. CAPE member organizations represent about 80 percent of private school enrollment nationwide.

Thank you for continuing to ensure equitable services to students and teachers in religious and independent schools.

Sincerely,



Joe McTighe  
Executive Director