

Elementary and Secondary Education Act (ESEA) Introductory Overview

Shay Morris, Education Consultant
WI Federal Funding Conference
February 2024

Session Objectives

- Provide a brief overview of the laws and statutes regulating the funds
 - Developing an initial understanding of the overarching components under ESEA
- 

EVERY STUDENT SUCCEEDS ACT (ESSA)



Photo credit: Official White House Photo by Amanda Lucidon

- Signed into law on December 10, 2015
- Reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces No Child Left Behind (NCLB)
- From inception, ESEA was a civil rights law offering new grants to districts serving low-income students

Purpose of ESEA

The purpose of this funding is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The purpose of ESEA funding is Educational Equity

Educational Equity

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background and/or family income.

Adapted from the Council of Chief State School Officers

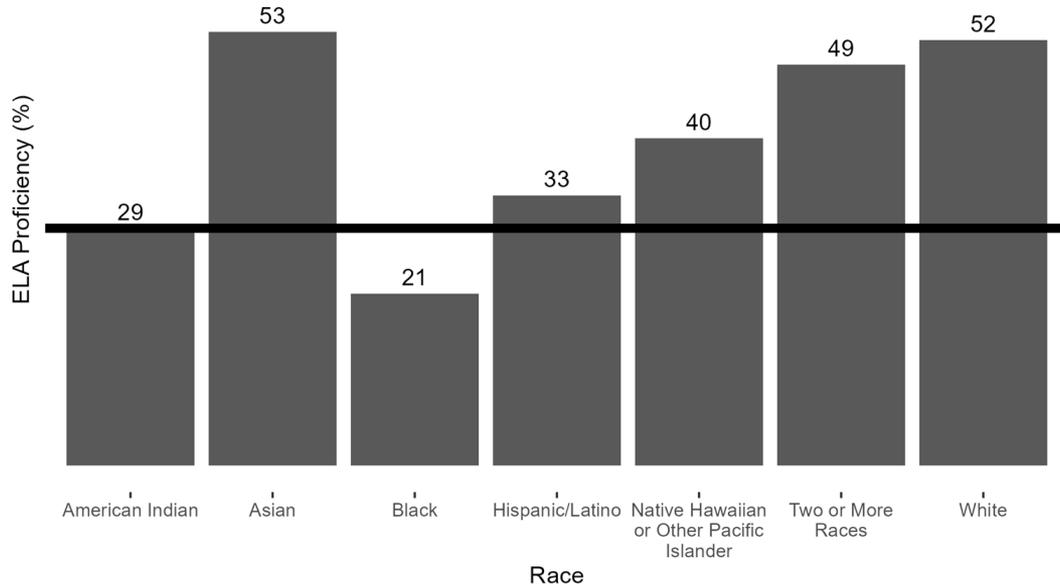
“Leading for Equity: Opportunities for State Education Chiefs”

It's not about poverty; it's about race.

Proficiency by Race, Statewide (3-8th Grade Forward Exams, ACT, DLM)

2021-22 Wisconsin ELA Scores
Non-ECD Students in Public Schools Statewide

White students experiencing poverty have higher proficiency rates than students of color not experiencing poverty.

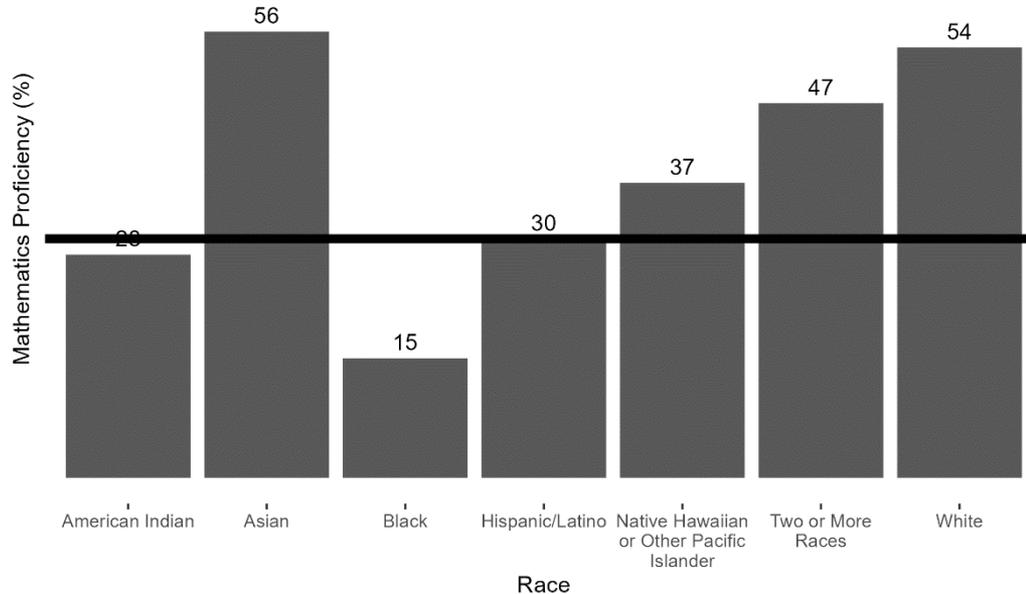


English language arts proficiency for economically disadvantaged white students

It's not about poverty; it's about race.

Proficiency by Race, Statewide (3-8th Grade Forward Exams, ACT, DLM)

2021-22 Wisconsin Mathematics Scores
Non-ECD Students in Public Schools Statewide



Again, students of color who do not experience poverty have lower proficiency rates than white students who do experience poverty.

Mathematics proficiency for economically disadvantaged white students

The Top 10 - What Must States/LEAs Do?

These are the top 10 things states are required to do and LEAs must implement:

1. Have challenging academic standards.
2. Test all students in grades 3-8 in mathematics and English Language arts and once in high school use those results in the federal accountability system.
3. Test students once in elementary, middle, and high school in science.
4. Identify the lowest performing and the school with low-performing subgroups of students.
5. Approve school improvement plans for the lowest performing schools.

The Top 10 - What Must States/LEAs Do?

These are the top 10 things states are required to do and LEAs must implement continued:

6. Disaggregate student performance data by subgroups.
7. Provide supports to students who are English learners; migratory; homeless; and delinquent, neglected, or at-risk.
8. Report school-level financial data.
9. Look at the distribution of teachers in front of different student populations.
10. Submit a state plan identifying state goals and a timeline for improving education.

Titles of ESEA

ESEA is broken up into sections called Titles. There are nine titles total and DPI awards funds to LEAs under six of the titles. Each Title has a specific focus.

Title I

Title II

Title III

Title IV

Title V

McKinney-Vento Act

ESEA and Title I, Part A

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title I, Part A funds are targeted to high-poverty school districts and provide supplementary education to students who are educationally disadvantaged or at risk of failing to meet the state standards.

For more information, please attend Concurrent **Session 2:** Introduction to Title I-A and **Session 4:** Using Federal Funds to Support Students Experiencing Homelessness

ESEA and Title I, Part C and Part D

Title I-C

The mission of the Title I, Part C Migrant Education Program, is to provide migratory students the supplemental instructional services and support they need to succeed.

Title I-D

The Title I, Part D program (also called the Neglected and Delinquent program) is a federally funded program to enable neglected, delinquent, and at-risk students to have the same opportunity as students in other Title I programs.

Title II and III

The purpose of Title II, Part A is to provide grants to SEAs and LEAs to increase student achievement, improve the quality and effectiveness of teachers and school leaders, and increase the number of teachers and leaders who are effective in improving student achievement.

The purpose of Title III, Part A is to help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

For more information, please attend
Concurrent Session 3:
Introduction to Introduction to Title II,
Part A Funding and Concurrent Session
5: Embracing Your Title III Funds

Title IV

The purpose of Title IV, Part A is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to support the following priority areas:

- access to a well-rounded education,
- improving school conditions for learning to ensure safe and healthy students, and
- effective use of technology to improve academic achievement and digital literacy.

Title V

The purpose of Rural Education Achievement Program (REAP) is to help meet the unique needs of rural schools. There are two programs:

- Title V-B, Subpart 1, Small, Rural School Achievement (SRSA) Program (this is a direct grant program from USDE), and
- Title V-B, Subpart 2, Rural and Low-Income (RLIS) School Program (administered by DPI)

Title V-B funds can be used for any activities authorized under these Titles:

- Title I-A (Improving Basic Programs Operated by Local Education Agencies)
- Title II-A (Supporting Effective Instruction)
- Title III (Language Instruction for English Learners and Immigrant Students)
- Title IV-A (Student Support and Academic Enrichment)

McKinney-Vento Act

- Education for Homeless Children and Youth (EHCY) program.
- The Wisconsin EHCY program addresses the needs of students experiencing homelessness in LEAs throughout the state by supporting homeless liaisons and by distributing funds from the U.S. Department of Education.

For more information, please attend
Concurrent Session 4
Using Federal Funds to Support Students
Experiencing Homelessness

ESEA Cross-Cutting Requirements

- **Grant Period**
 - **LEA Plans**
 - **Private School Equitable Participation**
 - **Maintenance of Effort (MOE)**
 - **Supplement, not Supplant**
 - **ESEA Monitoring**
- 

Grant Period

Wisconsin's Fiscal Year is from July 1 to June 30

- All Title funding allocations are aligned to our state's fiscal year.
- Expenditures between July 1 and June 30 are identified with a specific fiscal year (period of performance).
- Funds must be obligated within the grant's period of performance (grant's fiscal year).

[Obligating and Liquidating Title I Funds](#)

LEA Plans and Required Reporting

- LEAs receiving funds from two or more titles must complete a consolidated LEA Plan on their ESEA programs. LEAs will complete and update their plans within WISEgrants <https://dpi.wi.gov/esea/essa-lea-plan>.
- LEAs receiving funds under ESEA are required to submit data at the end of the year on the services provided. This is typically called the End-of-Year Report in WISEgrants.

Private School Equitable Participation

ESSA requires LEAs to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act.

Funds used to provide equitable services are maintained by the LEA. Private schools cannot obligate or receive ESSA funds.

Timely and meaningful *ongoing* consultation is required between the LEA and private school officials to participate in one or all of the Titles under ESEA and *for* successful implementation of equitable participation.

For more information, please attend Concurrent Session 4: Consultation for Equitable Participation of Private Schools for IDEA and ESEA and Concurrent Session 7: Providing Equitable Services to Private Schools with ESEA Funds

20 U.S.C. §§ 6320(a)(1)-(2) and 7881(a)(1)-(2)

20 U.S.C. § 7881(d)

20 U.S.C. §§ 6320(b) and 7881(d)

20 U.S.C. §§ 6320(b)(1) and 7881(c)(1)

ESEA Maintenance of Effort (MOE)

- A year-by-year analysis to ensure that LEAs maintain a consistent level of non-federal funding to support public education.
- An LEA may receive its full allocation of ESSA funds if the state determines the LEA has maintained its fiscal effort.



ESEA Maintenance of Effort (MOE)

LEAs demonstrate MOE if either:

- the combined fiscal effort per student OR
- the aggregate expenditures (non-federal funds) for the preceding fiscal year was not less than 90 percent of combined fiscal effort or aggregate expenditure for the second preceding fiscal year.

If an LEA fails to meet MOE twice in five years, DPI must reduce the amount of allocation (for each ESEA grant) in the exact proportion by which LEA failed to meet MOE.

Supplement, not Supplant

ESEA funding is meant to go above and beyond state and local resources for educational funding.

- ESEA funding cannot be used to supplant (replace) state and local resources for core educational funding.
- Supplement, not Supplant provisions are different for each title.
- [Title I Short: Supplement not Supplant](#)

For more information, please attend
Concurrent Session 4
Allowed Costs and How Supplement Not
Supplant Provisions Impact Allowability

ESEA Monitoring

DPI has oversight and monitoring responsibilities to review compliance of ESEA grant programs.

- **LEAs are notified in the fall if they are selected for monitoring.**
- **Being selected for targeted or comprehensive monitoring does not mean the LEAs have done something wrong. It simply means they have been identified as potentially needing more support and technical assistance from DPI based on the risk assessment.**

ESEA Monitoring

DPI takes a three-pronged approach to monitoring

- **Universal monitoring - helping all LEAs understand the basic rules and requirements**
 - **Targeted monitoring - providing additional supports to a targeted group of LEAs around specific requirements, based on risk assessment factors**
 - **Comprehensive monitoring - collaborating with or coaching selected LEAs to ensure full implementation of requirements**
- 

Technical Assistance

ESEA Website: <https://dpi.wi.gov/esea>

2023-24 ESEA Monitoring Guidance:

[https://dpi.wi.gov/sites/default/files/imce/esea/pdf/2023-24 ESEA Monitoring Guidance Document.pdf](https://dpi.wi.gov/sites/default/files/imce/esea/pdf/2023-24_ESEA_Monitoring_Guidance_Document.pdf)

Coordinator Timeline: <https://dpi.wi.gov/esea/lea-implementation-and-consolidated-application>

Title I Shorts: <http://dpi.wi.gov/title-i/title-i-shorts>

DPI Title I Website: <https://dpi.wi.gov/title-i>

Resources from DPI that Promote Equity

- [PEFA Report](#)
 - [Family and Community Engagement in PEFA](#)
 - [PEFA eCourse](#)
 - [PEFA eCourse Facilitator's Guide](#)
 - [Creating Safe and Healthy Environments for Immigrant and Refugee Youth](#)
 - [Trauma Informed Modules](#)
 - [McKinney-Vento Modules](#)
- 

Contacts

DPI Staff Contacts

<https://dpi.wi.gov/esea/dpi-staff-contacts>

Title I Education Consultant Directory

<http://dpi.wi.gov/title-i/consultant-directory>