



2024

SUMMER MEETING

July 15-17, 2024

Training Series

1. **Overview - The Elementary and Secondary Education Act**
2. USDE Regulations and Guidance Documents
3. Allocations – from USDE to SEAs to LEAs to schools
4. Communications – internal & external
5. USDE Monitoring of SEAs
6. Subrecipient monitoring processes
7. Managing administration budgets
8. Stakeholder engagement
9. School Accountability under ESSA
10. Private School Equitable Participation

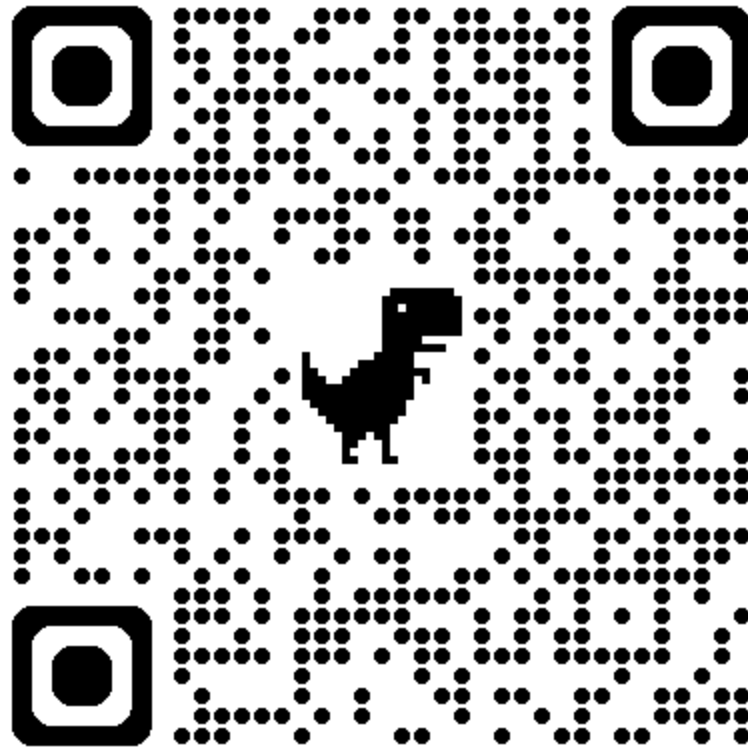


2024 SUMMER MEETING

TODAY'S AGENDA

- I. Introductions
- II. Structure of Series
- III. Review – Overview of the ESEA
 - I. Questions/Discussion
- IV. Activity #1 – ESEA Statute “Translation”
- V. Activity #2 – Purpose of ESEA and Allowable Activities
- VI. Debrief/Conclusion

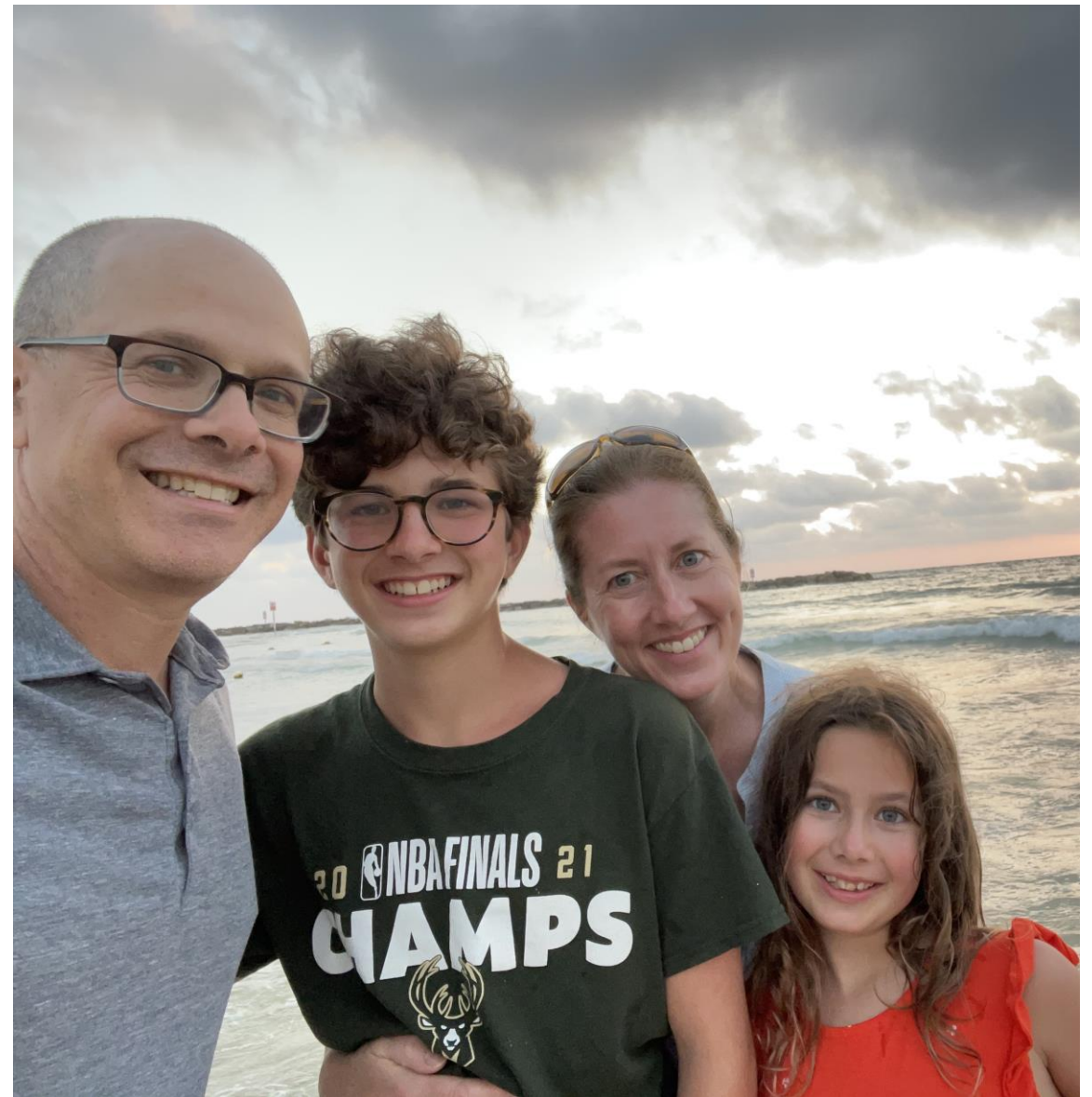
Materials for all Sessions



2024 SUMMER MEETING

Who am I?

- 30+ years of experience in education
- 18 years as a classroom teacher in Oakland, California.
- Wisconsin DPI, Title I and School Support Team, 13 years, including Director (8 years) and ESEA Coordinator (5 years)
 - Led COVID relief package administration (\$2.5B)
- National Association of ESEA State Program Administrators member and leader (President 2020)
- [Independent education consultant](#), promoting the effective use of funds, especially to support students most in need



2024 SUMMER MEETING

PURPOSE OF SERIES

This is Session #1 of a series specially designed to provide support for ESEA State Directors. It builds off last year's series for new State Directors and will also have value for experienced State Directors. The series will provide “hands-on” learning and opportunities for Directors to work together in small groups. Additionally, the activities included in the series will be available to participants for professional learning in their state agencies.

Structure of Sessions

Each session in the series will include:

- A summary of the topic, with opportunity for questions/discussion;
- A “real world” activity using authentic artifacts; and
- Facilitated discussion regarding the “real world” activity, including
 - Debrief on the content, and
 - How it can be used for professional learning at the SEA.

Summary – Overview of the ESEA



April 11, 1965: President Lyndon B. Johnson, seated with his childhood schoolteacher, Kate Deadrich Loney, delivers remarks after signing the Elementary and Secondary Education Act at the former Junction Elementary School near Stonewall, Texas; .Frank Wolfe/The Lyndon Baines Johnson Library-File

The Role of an ESEA State Director

Some key elements:

- Administer federal ESEA programs
- Represent your state agency
- Convey clear, accurate, timely information to all stakeholders

History of the ESEA

- U.S. Constitution - Per 10th Amendment, education is a responsibility delegated to the states
- 1965 – Initial enactment of the Elementary and Secondary Act
- Prior to 1965, federal government had no comprehensive role in education

TENTH AMENDMENT

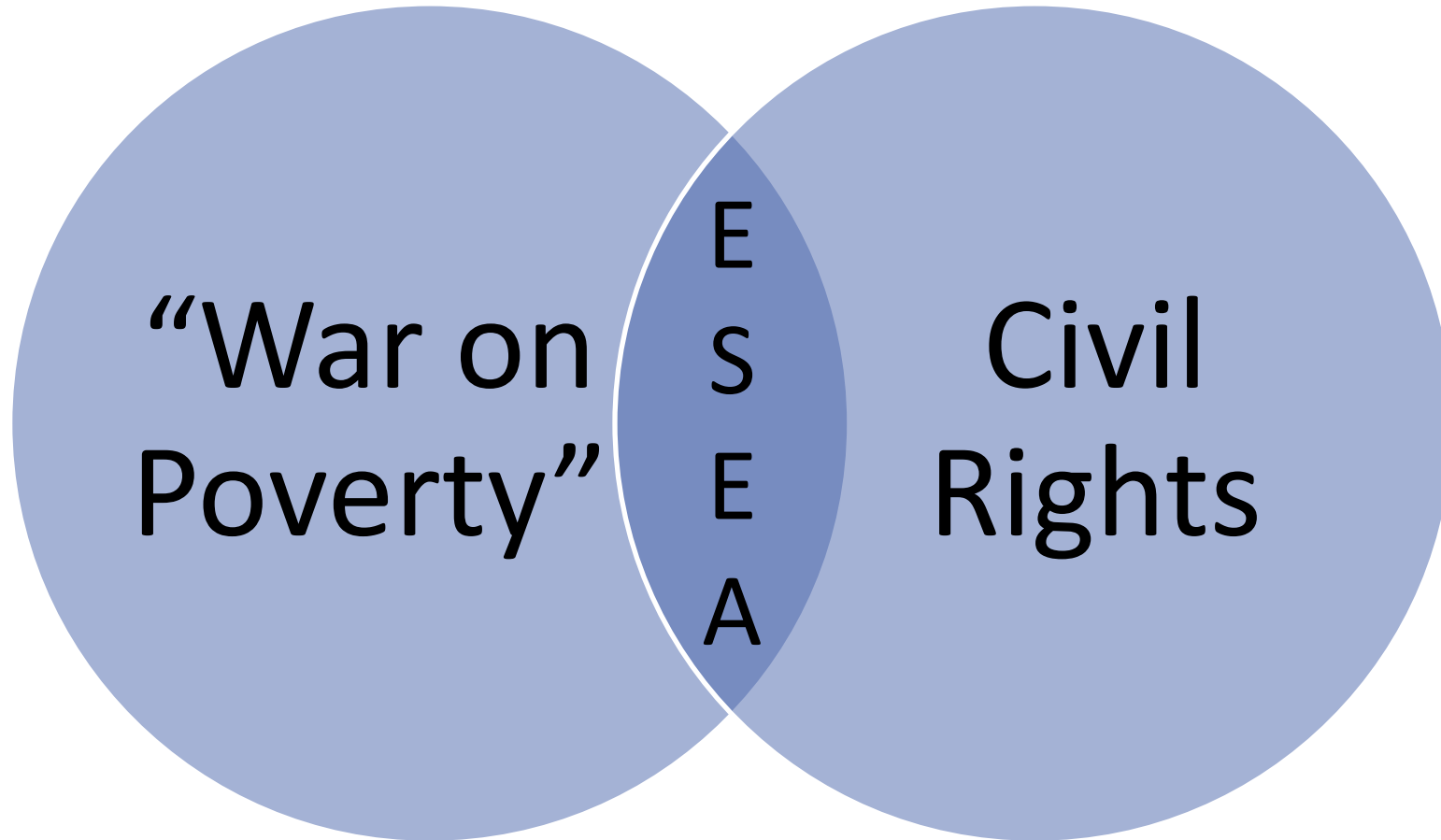
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

RFPSO

History of the ESEA

- With enactment of ESEA, federal government provided funding to states
- In exchange for funding, states (and LEAs) need to agree to certain conditions
- No state has ever rejected the funding
 - This could happen; neither states nor LEAs are required to participate
- Federal ESEA funding is less than 10% of education funding

“Great Society” Programs



History of the ESEA

Broad based Congressional support:

- Funding formula meant virtually every school district receives funds
- Private School Equitable Participation

History of the ESEA

What the ESEA does not do

- No national curriculum
- No national assessment (for every student)
- No national instructional materials

History of the ESEA

- Multiple reauthorizations
- Most recent are significant:
- No Child Left Behind (NCLB) - 2002
 - Increased accountability measures
 - Required statewide testing at multiple grades
- Every Student Succeeds Act (ESSA) – 2015
 - Retained assessments, shifted some accountability to states

History of the ESEA

Intersections with State responsibilities

- NCLB testing requirements – required for funding
 - Many states have this as state law
- Role of the State Director
 - State employees, implementing a federal law
 - Manage contradictions
 - Ex. Testing opt outs

Questions/Discussion



Activity #1 – ESEA Statute “Translation”

Multiple ways to access the Every Student Succeeds Act (ESSA):

- Full Text of [the Every Student Succeeds Act](#) (PDF – March 2024)
- Full text of [the Every Student Succeeds Act](#) (webpage version)
- ESSA in U.S. Code [Title 20, Chapter 70](#)
 - U.S. Code is the compilation of all relevant laws
 - This link is U.S. House of Representatives

Reading the ESEA

Outline Format

- Section (subsection) (paragraph) (subparagraph) (clause)
- Section number – 4 digits (lower case letter) (Number) (Capital letter) (lower case Roman numeral)
 - Example – Title II, Part A Professional Learning Activities are described in 2103(b)(3)(E)(i-vi)

Reading the ESEA – Tips and Tricks

- The first of the 4 digit Section reveals the Title
 - i.e. Section 3116 is Title III
- In the [the Every Student Succeeds Act](#) (PDF version), the Section # is at the top of the page

Activity #1 – ESEA Statute – Plain Language

Working in small groups, participants will “translate” sections of ESEA Statute into “[Plain Language](#)”. For this activity, participants will work across Titles.

- Sections of ESEA selected are from Title VIII, General Provisions, so this is not Title specific.
- You will work in general groups, not according to Title

Activity #1 – ESEA Statute – Plain Language

“Plain Language” or “Plain Writing” is an intentional effort to make government documents more understandable to the general public.

- Required by federal law - [Plain Writing Act of 2010](#)
- Also best practice
- Can be a helpful exercise when statute or regulations do not follow these guidelines

Activity #1 – ESEA Statute – Plain Language

Part 1 – Whole group

- Read Section [8401](#)
- Rewrite Section 8401(a) in “plain language”
- If an SEA, LEA, or school wishes to apply for a waiver of any statutory or regulatory requirement of the ESEA, what must they include in the waiver request? (Hint – Section 8401(b)(1) – (3))

Activity #1 – ESEA Statute – Plain Language

Part 1 – Whole group – [Answers](#)

- A. Which federal programs will be affected
- B. What specific requirement is being requested to be waived
- C. How will the waiver improve student academic achievement
- D. What methods will be used to monitor and evaluate the effectiveness of the implementation of the waiver
- E. No extraneous information
- F. How schools will support students in programs for which the waiver is being requested and communicate to those families
- G. Any comments from the public after the public reviewed the waiver request, and how the SEA addressed the comments

Activity #1 – ESEA Statute – Plain Language

Part 2 – Small groups

Here are two examples from ESSA statute. Answer the following questions by “translating” into plain language:

- Section 8305(b) – what can an SEA require of an LEA that is submitting a plan under ESEA? What can the SEA not require?
- Section 8401(c)(9) - which prohibitions in ESEA Statute is the Secretary of Education not allowed to waive?

Activity Debrief

Dual purpose for debriefs:

- Review activity
 - New learning? Questions? Discussion?
- How to lead this activity in your SEA?
 - Process, protocols
 - Materials needed?

Activity #1 – ESEA Statute – Plain Language

Part 2 – Small groups

- Section 8305(b) – what can an SEA require of an LEA that is submitting a plan under ESEA? What can the SEA not require?
 - If the SEA has an approved consolidated plan, then the SEA may require LEAs to submit consolidated plans, but cannot require LEAs to submit separate plans
 - What does this mean?

Activity #1 – ESEA Statute – Plain Language

- Section 8401(c)(9) - which prohibitions in ESEA Statute is the Secretary of Education not allowed to waive?
- Title VIII, Part F
 - Prohibition regarding state aid
 - Prohibited uses of funds
 - Prohibition against federal mandates
 - Prohibitions on federal government
 - Prohibition on federally sponsored testing
 - Prohibition on requiring state participation
 - Prohibition on nationwide database
 - Prohibition on discrimination
 - Prohibition on aiding and abetting sexual abuse

Activity #1 – ESEA Statute – Plain Language

- Prohibition on using funds for religious worship or instruction
- Prohibition on using funds for:
 - Construction, renovation, or repair of any school facility, unless specifically authorized
 - Transportation, unless specifically authorized
 - Developing programs to encourage sexual activity
 - Distributing legally obscene materials in schools
 - Providing sex or HIV-prevention education, unless it is age appropriate and includes abstinence
 - Operating a program of contraceptive distribution
 - Weapons or weapons training, except that enrichment activities such as archery, hunting, shooting sports and culinary arts (knives) are allowed

Activity #1 Debrief

Did you have any new learning?

- Insight that applies to other aspects of ESEA administration?

Questions/comments/discussion regarding the content?

Activity #1 Debrief

How can you use these activities with your team?

- What additional resources do you need?
- How would you design this activity for maximum impact?

Activity #2 – Purpose of ESEA

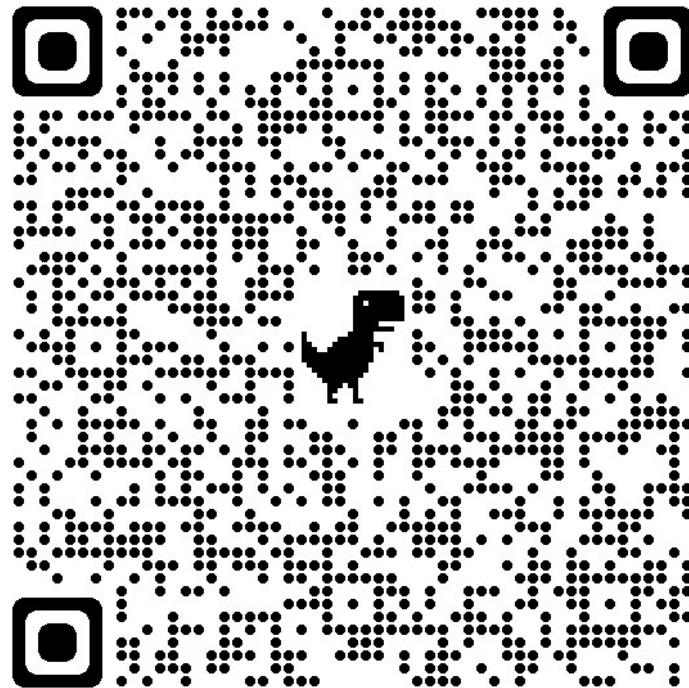
For Activity #2, you will work with like-Title Directors

Activity #2 – Purpose of ESEA

- No overarching ESEA Purpose
- Each Title (and/or Part) has a Purpose
- Everything in the Title supports the Purpose

Activity #2 – Purpose of ESEA

[ESEA Titles Statements of Purpose - Partial List](#)



Activity #2 – Purpose of ESEA

Part 1 – Discussion

Read the Statement of Purpose for your Title – you can also read the purpose in [ESSA](#):

Potential activities under each Title must fulfill the purpose of the law in order to be allowable.

- When you are asked if a particular activity is allowable, what questions would you have based on the purpose of your particular Title?

Activity #2 – Purpose of ESEA

Part 2 – Small groups:

- Collectively, list five activities you've been asked about (or have wondered about) that ARE necessary to fulfill the purposes of the Title.
- Then list five activities you've been asked about (or have wondered about) that are NOT necessary to fulfill the purposes of the Title.

Activity #2 – Purpose of ESEA

Part 2 – Whole group:

- As one Title names allowable activities, we will discuss if that activity could also be allowable under other Titles.
- Next, as one Title names unallowable activities, we will discuss if that activity could instead be allowable under other Titles.

Activity #2 Debrief

Did you have any new learning?

- Insight that applies to other aspects of ESEA administration?

Questions/comments/discussion regarding the activity?

Activity #2 Debrief

How can you use these activities with your team?

- What additional resources do you need?
- How would you design this activity for maximum impact?

Contact Information

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