

## Summary of the **Elementary and Secondary Education Act** (ESEA) (Public Law 89-10)

This 30 page law was passed on April 11, 1965 by our 89<sup>th</sup> Congress. As mandated, Congress had reauthorized the Act every five years since its enactment, until now. The current reauthorization of ESEA is the No Child left Behind Act of 2001 and was due for reauthorization in 2007.

**Guiding Principle** (Sec. 101 Amendments) The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our individual lives ultimately depends on the quality of the lives of others. **The law consists of five titles:**

**Title I** designated funds to local districts “for the education of children of low-income families” to “expand and improve” their education. It directed the use of “appropriate objective measurements” of achievement through evaluation “at least annually” to judge the “effectiveness of the programs in meeting the special educational needs of educationally deprived children,” those that this law was intended to assist.

“Effective procedures” were to be put in place to disseminate “to teachers and administrators” the findings of “promising educational practices” to better ensure their use. An annual report to the president and congress by the National Advisory Council on the Education of Disadvantaged Children was to “take into consideration experienced gained” under this act.

In the first annual report of the Advisory Council on ESEA, they acknowledged that standardized tests measure “the results of the child’s opportunity for learning more accurately than his capacity for present or future learning.”

**Title II** designating funds for school library resources, textbooks, and other instructional materials essential to offering quality learning opportunities. Included is a provision stating that the government can have no say in what specific materials libraries purchase.

**Title III** funded supplementary educational centers and services to address the needs of disadvantaged children. These centers and services were to have the “participation of persons broadly representative of the cultural and educational resources of the area” as a way to “utilize the best available talents and resources” to “substantially increase the educational opportunities.” Sec. 303 b) offers a variety of ways to fill needs and provide opportunities.

**Title IV** “cited as the Cooperative Research Act” supported educational research and training “to enable the Office of Education more effectively to accomplish the purposes and to perform” its duties. It also stressed the “dissemination of information.”

**Title V** provided grants to “strengthen the leadership resources” of the state education departments and assist them in identifying “educational problems, issues, and needs in the State.”

Summarized by Victoria M. Young based on 1965 ESEA and Advisory Council Report.