

P.L. 89-10 - Elementary and Secondary Education Act of 1965 (ESEA)

PURPOSE: Title I - To strengthen elementary and secondary school programs for educationally deprived children in low income areas.

Title II - To provide additional school library resources, textbooks, and other instructional materials.

Title III - To finance supplementary education centers and services and encourage innovative educational programs.

Title IV - To broaden areas of cooperative research.

Title V - To strengthen State Departments of Education.

DISTRICT PROGRAMS: Title I funds have been used in poverty area schools to develop additional preschool programs, extend remedial and basic skills programs, provide auxiliary services, enrich cultural and learning activities, provide special in-service education programs, and develop essential curriculum materials.

Title II - Book collections have been increased for elementary and secondary schools, including loans to libraries of private schools. Other instructional audio-visual materials have been purchased.

Title III - The district has cooperated with fifty other school districts to form a supplementary education center. The district has taken primary responsibility for a 26-district television project and for an 11-district pilot demonstration "English As a Second Language" program.

Title IV - The district has received its first Federal-sponsored research project in foreign language instruction at sixth grade.

Title V - The district has served as subcontractor to the State Department of Education to revise and simplify the instructional program section (Division 7) of the California Education Code, resulting in a bill now before the State Legislature.

RESULTS: Title I funds have made it possible to expand pilot compensatory education programs to most schools of the district serving children of low income families. Uncertain, and finally sudden, arrival of funds made implementation of the program difficult. The staff has overcome the initial confusion, and students are responding to new programs. Development of pilot projects to improve new programs can now begin. Continued uncertainty of funds and late allocation of funds make it difficult to plan ahead.

Title II funds have begun to relieve book and materials deficiencies. The backlog is still great.

Title III funds have started the trend toward dynamic thinking and innovative improvements.

Title IV funds are still uncertain and difficult to plan use of; however, basic research needs to be encouraged at the classroom level.

CONCLUSION: Infusion of Federal funds for essential purposes has begun to encourage badly needed changes in educational programs. This is only the beginning!

