

grants on a competitive basis, for a period of not more than 5 years, to institutions of higher education (in consortia with State educational agencies or local educational agencies) to provide for professional development activities that will improve classroom instruction for limited English proficient children and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve limited English proficient children. Grants awarded under this subsection may be used—

(1) for preservice professional development programs that will assist local schools and institutions of higher education to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals;

(2) for the development of curricula appropriate to the needs of the consortia participants involved; and

(3) in conjunction with other Federal need-based student financial assistance programs, for financial assistance, and costs related to tuition, fees, and books for enrolling in courses required to complete the degree involved, to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve limited English proficient children.

(Pub. L. 89-10, title III, §3131, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1706.)

PRIOR PROVISIONS

A prior section 6861, Pub. L. 89-10, title III, §3141, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3649, related to regional technical support and professional development, prior to the general amendment of this subchapter by Pub. L. 107-110.

A prior section 3131 of Pub. L. 89-10 was classified to section 6841 of this title, prior to the general amendment of this subchapter by Pub. L. 107-110.

SUBPART 4—DEFINITIONS

§ 6871. Eligible entity

In this part, the term “eligible entity” means—

(1) one or more local educational agencies; or

(2) one or more local educational agencies, in collaboration with an institution of higher education, community-based organization, or State educational agency.

(Pub. L. 89-10, title III, §3141, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1706.)

PRIOR PROVISIONS

A prior section 6871, Pub. L. 89-10, title III, §3151, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3652, related to educational technology product development, prior to the general amendment of this subchapter by Pub. L. 107-110.

A prior section 3141 of Pub. L. 89-10 was classified to section 6861 of this title, prior to the general amendment of this subchapter by Pub. L. 107-110.

PART B—IMPROVING LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

§ 6891. Short title

This part may be cited as the “Improving Language Instruction Educational Programs For Academic Achievement Act”.

(Pub. L. 89-10, title III, §3201, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1706.)

PRIOR PROVISIONS

A prior section 6891, Pub. L. 89-10, title III, §3201, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3654, set out short title of the Star Schools Act, prior to the general amendment of this subchapter by Pub. L. 107-110. See section 7255 of this title.

§ 6892. Purpose

The purpose of this part is to help ensure that limited English proficient children master English and meet the same rigorous standards for academic achievement as all children are expected to meet, including meeting challenging State academic content and student academic achievement standards by—

(1) promoting systemic improvement and reform of, and developing accountability systems for, educational programs serving limited English proficient children;

(2) developing language skills and multicultural understanding;

(3) developing the English proficiency of limited English proficient children and, to the extent possible, the native language skills of such children;

(4) providing similar assistance to Native Americans with certain modifications relative to the unique status of Native American languages under Federal law;

(5) developing data collection and dissemination, research, materials, and technical assistance that are focused on school improvement for limited English proficient children; and

(6) developing programs that strengthen and improve the professional training of educational personnel who work with limited English proficient children.

(Pub. L. 89-10, title III, §3202, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1707.)

PRIOR PROVISIONS

A prior section 6892, Pub. L. 89-10, title III, §3202, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3654, set forth findings relating to the Star Schools Program, prior to the general amendment of this subchapter by Pub. L. 107-110.

§ 6893. Native American children in school

(a) Eligible entities

For the purpose of carrying out programs under this part for individuals served by elementary schools, secondary schools, and postsecondary schools operated predominately for Native American (including Alaska Native) children and youth, an Indian tribe, a tribally sanctioned educational authority, a Native Hawaiian or Native American Pacific Islander native language education organization, or an elementary school or secondary school that is operated or funded by the Bureau of Indian Affairs shall be considered to be a local educational agency.