

(b) Application

Notwithstanding any other provision of this part, each tribe, authority, organization, or school described in subsection (a) of this section shall submit any application for assistance under this part directly to the Secretary along with timely comments on the need for the program proposed in the application.

(Pub. L. 89-10, title III, §3203, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1707.)

PRIOR PROVISIONS

A prior section 6893, Pub. L. 89-10, title III, §3203, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3655, set forth purpose of the Star Schools Program, prior to the general amendment of this subchapter by Pub. L. 107-110. See section 7255a of this title.

§ 6894. Residents of the territories and freely associated states

For the purpose of carrying out programs under this part in the outlying areas, the term “local educational agency” includes public institutions or agencies whose mission is the preservation and maintenance of native languages.

(Pub. L. 89-10, title III, §3204, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1707.)

PRIOR PROVISIONS

A prior section 6894, Pub. L. 89-10, title III, §3204, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3655, authorized grants, prior to the general amendment of this subchapter by Pub. L. 107-110. See section 7255b of this title.

Prior sections 6895 to 6900 were omitted in the general amendment of this subchapter by Pub. L. 107-110.

Section 6895, Pub. L. 89-10, title III, §3205, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3656, related to eligible entities.

Section 6896, Pub. L. 89-10, title III, §3206, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3657, related to applications for grants. See section 7255c of this title.

Section 6897, Pub. L. 89-10, title III, §3207, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3660, related to leadership and evaluation activities.

Section 6898, Pub. L. 89-10, title III, §3208, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3661, defined terms. See section 7255f of this title.

Section 6899, Pub. L. 89-10, title III, §3209, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3661, set forth administrative provisions. See section 7255e of this title.

Section 6900, Pub. L. 89-10, title III, §3210, as added Pub. L. 103-382, title I, §101, Oct. 20, 1994, 108 Stat. 3661, related to other assistance. See section 7255d of this title.

SUBPART 1—PROGRAM DEVELOPMENT AND ENHANCEMENT**§ 6911. Financial assistance for language instruction educational programs**

The purpose of this subpart is to assist local educational agencies, institutions of higher education, and community-based organizations, through the grants authorized under sections 6912 and 6913 of this title—

(1) to develop and enhance their capacity to provide high-quality instruction through language instruction educational programs or special alternative instruction programs to limited English proficient children; and

(2) to help such children—

(A) develop English proficiency and, to the extent possible, proficiency in their native language; and

(B) meet the same challenging State academic content and student academic achievement standards as all children are expected to meet under section 6311(b)(1) of this title.

(Pub. L. 89-10, title III, §3211, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1707.)

§ 6912. Program enhancement activities**(a) Program authorized****(1) Authority****(A) In general**

The Secretary is authorized to award grants to eligible entities having applications approved under section 6914 of this title to enable such entities to provide innovative, locally designed, high-quality instruction to limited English proficient children, by expanding, developing, or strengthening language instruction educational programs or special alternative instruction programs.

(B) Period

Each grant awarded under this section shall be awarded for a period of 3 years.

(2) Authorized activities**(A) Mandatory activities**

Grants awarded under this section shall be used for—

(i) developing, implementing, expanding, or enhancing comprehensive preschool, elementary, or secondary education programs for limited English proficient children, that are—

(I) aligned with State and local academic content and student academic achievement standards, and local school reform efforts; and

(II) coordinated with related academic services for children;

(ii) providing high-quality professional development to classroom teachers, administrators, and other school or community-based organization personnel to improve the instruction and assessment of limited English proficient children; and

(iii) annually assessing the English proficiency of all limited English proficient children served by activities carried out under this section.

(B) Permissible activities

Grants awarded under this section may be used for—

(i) implementing programs to upgrade the reading and other academic skills of limited English proficient children;

(ii) developing accountability systems to monitor the academic progress of limited English proficient and formerly limited English proficient children;

(iii) implementing family education programs and parent outreach and training

activities designed to assist parents to become active participants in the education of their children;

(iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instruction materials (including materials provided through technology), and assessments that are all aligned with State and local standards;

(v) providing intensified instruction, including tutorials and academic, or vocational and technical, training, for limited English proficient children;

(vi) adapting best practice models for meeting the needs of limited English proficient children;

(vii) assisting limited English proficient children with disabilities;

(viii) implementing applied learning activities such as service learning to enhance and support comprehensive elementary and secondary language instruction educational programs;

(ix) acquiring or developing education technology or instruction materials for limited English proficient children, including materials in languages other than English;

(x) participating in electronic networks for materials, training, and communication, and incorporating information derived from such participation in curricula and programs; and

(xi) carrying out such other activities related to the purpose of this part as the Secretary may approve.

(b) Priority

In awarding grants under this section, the Secretary may give priority to an entity that—

(1) serves a school district—

(A) that has a total district enrollment that is less than 10,000 students; or

(B) with a large percentage or number of limited English proficient children; and

(2) has limited or no experience in serving limited English proficient children.

(c) Eligible entity

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

(1) one or more local educational agencies;

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

(3) a community-based organization or an institution of higher education that has an application approved by the local educational agency to participate in programs carried out under this subpart by enhancing early childhood education or family education programs or conducting instruction programs that supplement the educational services provided by a local educational agency.

(Pub. L. 89-10, title III, §3212, as added Pub. L. 107-110, title III, §301, Jan. 8, 2002, 115 Stat. 1708.)

§ 6913. Comprehensive school and systemwide improvement activities

(a) Program authorized

(1) Authority

The Secretary is authorized to award grants to eligible entities having applications approved under section 6914 of this title to enable such entities to develop and implement language instruction educational programs, and improve, reform, or upgrade programs or operations that serve significant percentages or numbers of limited English proficient children.

(2) Mandatory activities

Grants awarded under this section shall be used for—

(A) improving instruction programs for limited English proficient children by acquiring and upgrading curricula and related instruction materials;

(B) aligning the activities carried out under this section with State and local school reform efforts;

(C) providing training, aligned with State and local standards, to school personnel and participating community-based organization personnel to improve the instruction and assessment of limited English proficient children;

(D) developing and implementing plans, coordinated with plans for programs carried out under title II of the Higher Education Act of 1965 [20 U.S.C. 1021 et seq.] (where applicable), and subchapter II of this chapter (where applicable), to recruit teachers trained to serve limited English proficient children;

(E) implementing culturally and linguistically appropriate family education programs, or parent outreach and training activities, that are designed to assist parents of limited English proficient children to become active participants in the education of their children;

(F) coordinating the activities carried out under this section with other programs, such as programs carried out under this subchapter;

(G) providing services to meet the full range of the educational needs of limited English proficient children;

(H) annually assessing the English proficiency of all limited English proficient children served by the activities carried out under this section; and

(I) developing or improving accountability systems to monitor the academic progress of limited English proficient children.

(3) Permissible activities

Grants awarded under this section may be used for—

(A) implementing programs to upgrade reading and other academic skills of limited English proficient children;

(B) developing and using educational technology to improve learning, assessments, and accountability to meet the needs of limited English proficient children;