

No Child Left Behind Act, Title III, Language Instruction for Limited English Proficient and Immigrant Students

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The No Child Left Behind Act (NCLB) of 2001 is authorized under Title III Language Instruction for Limited English Proficient Students and Immigrant Students. It consolidates the 13 bilingual and immigrant education programs formerly under Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. The focus of this law is to assist school districts in teaching English to limited English proficient students and helping these students meet the same challenging academic State standards required of all students.

The office responsible for implementing NCLB at the U.S. Department of Education is the Office English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA). OELA's mission is to provide national leadership in promoting high quality education for the nation's population of English language learners (ELLs), traditionally referred to as Limited English Proficient students (LEPs).

Title III-Administered Grant Programs: I. State Formula Grant Program Type: Formula

This program is designed to assist states and school districts (as sub grantees) to improve the education of ELL students, including American Indian students with limited English proficiency, by helping them learn English and meet challenging state academic content and student academic achievement standards. It also provides enhanced instructional opportunities for immigrant children and youth.

Under this program, states receive formula funding based on the numbers of ELLs and immigrant students. States must also develop integrated systems of English language proficiency standards, assessment, and accountability. States must develop annual measurable achievement objectives for ELLs that measure their success in both English language proficiency and academic content and achievement standards. Approaches and methodologies used must be based on scientifically based research. The Local Education Agencies (LEAs), through subgrants from the States, may develop and implement new language instruction

programs, expand or enhance existing programs, or implement programs to restructure, reform, or upgrade all programs, activities, or operations related to the education of ELL students at a school or within a district. In the first Secretary’s Report to Congress on the implementation of Title III (school year 2003-2004), States were reported as having served 4,017,657 ELL students.

**II. Native American and Alaska Native Children
in School Program Grant
Program Type: Discretionary Competitive**

This program provides grants that support language instruction educational projects for ELL children from Native American, Alaska Native, Native Hawaiian, and Pacific Islander backgrounds. Eligible entities develop a program designed to ensure that Native American and Alaska Native students with limited language proficiency master English and meet the same rigorous standards all children are expected to meet. While the focus is English and academic achievement, this program also may support, to the extent possible, the native language skills of these children. That is, the program may include learning and studying the Native American and Alaska Native languages.

Currently, there are twenty-three (23) funded projects providing services to 8,487 Native American and Alaska Native ELLs (Table 1).

Table 1

Grantee	State	Type of School	Native Language Serve	Grade	Total of ELLs served
Justice Public School	OK	Public	Cherokee	K-8th	120
NaNeelzhiin Ji Olta	NM	BIA	Navajo	K-8th	352
Mescalero Apache	NM	Tribal	Apache	K-8th	423
White Oak	OK	Public	Cherokee	K-8th	115
Greasy	OK	Public	Cherokee	PreK-8th	117
Magdalena Municipal	NM	Public	Navajo	PreK-12th	358
Bernalillo	NM	Public	Keres	K-12th	239
Todd County	SD	Public	Lakota	6th-8th	446
Greasewood Springs	AZ	BIA	Navajo	K-8th	295
Hayward Community	WI	Public	Ojibwe	PreK-K	10
Lower Kuskowkin	AK	Public	Yupik	K-3rd	175
Southwest Region	AK	Public	Yupik	K-3rd	340
Little Wound	SD	BIA	Lakota	K-3rd	200
North Elementary	SD	Public	Lakota	K-3rd	422
Okreek School	SD	Public	Lakota	K-8th	32
Spring Creek	SD	Public	Lakota	K-8th	90
Rosebud Elementary	SD	Public	Lakota	K-5th	352
Osage County Interlocal	OK	Public	Cherokee	K-8th	826
Arlee School District #8J	MT	Public	Salish	K-12th	623
He Dog Elementary	SD	Public	Lakota	K-8th	225
Window Rock	AZ	Public	Navajo	6th-12th	2,237
Jemez Mountain	NM	Public	Navajo	K-6th	65
Yukon-Koyukuk S.D.	AK	Public	Athabascan	K-12th	425
Grand Total					8,487

Special features found in these projects may include heritage language and culture-based curricula, indigenous language standards, indigenous language immersion camps, research-based literacy model programs, dual language instruction, professional development leading toward Bilingual/ESL teacher certification, parent education college programs, technology, indigenous language materials development, and up-graded school curricula in alignment with the state standards.

III. National Professional Development Program Grant Program Type: Discretionary Competitive

The grants of the National Professional Development (NDP) Grant Program are given on a competitive basis for a period of no more than five years to institutions of higher education (in consortia with state educational agencies or LEAs) to provide professional development activities that will improve instruction for LEP students and assist education personnel working with these children to meet high professional standards. Currently, there are 123 NDP projects funded nationwide. Of these, one is training 100% Native American professionals and 11 are training culturally diverse groups of professionals including Native Americans.

Establishing effective language instruction educational programs ensures a LEP student will attain English proficiency while meeting challenging state academic content and student academic achievement standards. Projects designed for students learning and studying Native American and Alaska Native languages under the Title III Native American and Alaska Native Students in School Program Grant should have, as project outcomes, increases in proficiency in both English and the native language.

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