

112TH CONGRESS
1ST SESSION

H. R. 1966

To amend the Elementary and Secondary Education Act of 1965 to establish a partnership program in foreign languages.

IN THE HOUSE OF REPRESENTATIVES

MAY 24, 2011

Mr. HOLT (for himself, Mr. WU, Mr. PIERLUISI, Mr. GRIJALVA, Mr. POLIS, Mr. VAN HOLLEN, and Mr. REYES) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to establish a partnership program in foreign languages.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Foreign Language
5 Education Partnership Program Act”.

6 **SEC. 2. PARTNERSHIP PROGRAM IN FOREIGN LANGUAGES.**

7 (a) IN GENERAL.—Section 5494 of the Elementary
8 and Secondary Education Act of 1965 (20 U.S.C. 7259c)
9 is amended to read as follows:

1 **“SEC. 5494. PARTNERSHIP PROGRAM IN FOREIGN LAN-**
2 **GUAGES.**

3 “(a) PURPOSES.—The purposes of this section are—

4 “(1) to provide grants for developing and main-
5 taining model programs of articulated foreign lan-
6 guage learning from kindergarten through grade 12
7 that increase the number of students graduating
8 from high school with an advanced level of pro-
9 ficiency in at least one foreign language; and

10 “(2) to widely disseminate information on the
11 model programs that demonstrate success.

12 “(b) PROGRAM AUTHORIZED.—

13 “(1) IN GENERAL.—From the amounts made
14 available to carry out this section for a fiscal year,
15 the Secretary shall make grants to eligible partner-
16 ships to develop and maintain, or to improve and ex-
17 pand, model programs that support articulated for-
18 eign language learning in kindergarten through
19 grade 12.

20 “(2) PLANNING AND DEVELOPMENT.—For the
21 first 2 fiscal years that an eligible partnership re-
22 ceives funds under paragraph (1) for a model pro-
23 gram on a less-commonly-taught foreign language
24 (as determined by the Secretary), the Secretary may
25 allow that partnership, based on demonstrated need,

1 to use those funds for planning and development ac-
2 tivities, including—

3 “(A) development of an articulated instruc-
4 tional curriculum for the less-commonly-taught
5 foreign language to which the model program
6 relates;

7 “(B) in-service and pre-service develop-
8 ment of teachers, and development of cur-
9 riculum and language assessments in the less-
10 commonly-taught foreign language to which the
11 model program relates; and

12 “(C) development of contextual programs
13 and curriculum materials related to the less-
14 commonly-taught foreign language to which the
15 model program relates, as described in sub-
16 section (e).

17 “(c) APPLICATIONS.—

18 “(1) IN GENERAL.—Each eligible partnership
19 desiring a grant under this section shall submit an
20 application to the Secretary at such time, in such
21 manner, and containing such information as the Sec-
22 retary may require.

23 “(2) CONTENTS.—Each application shall—

24 “(A) identify each member of the partner-
25 ship, provide contact information and letters of

1 commitment for each such member, and de-
2 scribe the responsibilities of each such member,
3 including—

4 “(i) identifying the member that will
5 receive and manage the grant;

6 “(ii) specifying how each member will
7 be involved in the planning, development,
8 and implementation of the activities pro-
9 posed under the grant;

10 “(iii) describing the resources to be
11 provided by each member; and

12 “(iv) describing how each member will
13 contribute to ensuring the continuity of
14 student progress in proficiency from kin-
15 dergarten through grade 12 in not less
16 than 1 foreign language to which the pro-
17 gram relates;

18 “(B) describe how an articulated cur-
19 riculum for students to achieve an advanced
20 level of proficiency by grade 12 in the foreign
21 language will be developed and implemented;

22 “(C) identify target proficiency levels in
23 the foreign language for students at critical
24 benchmarks, and describe how progress toward

1 those proficiency levels will be assessed at the
2 benchmarks;

3 “(D) describe how the partnership will
4 support and continue the program after the
5 grant has expired, including how the partner-
6 ship will seek support from other sources, such
7 as State and local governments, foundations,
8 and the private sector; and

9 “(E) describe what assessments will be
10 used or, if assessments are not available, how
11 assessments will be developed.

12 “(d) USE OF FUNDS.—An eligible partnership receiv-
13 ing a grant under this section—

14 “(1) shall use grant funds—

15 “(A) to design model programs and teach-
16 ing strategies relating to not less than one for-
17 eign language that are informed by the best
18 practices recognized by the field and by avail-
19 able research;

20 “(B) to develop, for the foreign language
21 to which the model program relates, curriculum
22 materials based on an articulated framework or
23 approach designed to bring students to an ad-
24 vanced level of proficiency by grade 12;

1 “(C) to recruit students and teachers for
2 the foreign language, such as individuals from
3 heritage populations; and

4 “(D) to carry out teacher in-service and
5 pre-service professional development programs,
6 including summer institutes, that support the
7 model programs; and

8 “(2) may be used—

9 “(A)(i) to develop nationally recognized as-
10 sssments for kindergarten through grade 12
11 for the foreign language to which the model
12 program relates, if such assessments do not
13 exist for that language; or

14 “(ii) to enhance nationally recognized as-
15 sssments for kindergarten through grade 12
16 for the foreign language to which the model
17 program relates, if such assessments already
18 exist for that language;

19 “(B) to provide scholarships and incentives
20 to recruit new teachers for the foreign lan-
21 guage, and encourage practicing teachers to
22 take advantage of the professional development
23 opportunities;

24 “(C) to provide opportunities for maximum
25 foreign language exposure for students domesti-

1 cally, such as the creation of immersion envi-
2 ronments in the classroom and school and on
3 weekend or summer experiences, and special tu-
4 toring and academic support;

5 “(D) to provide the possibility for multiple
6 entry points for studying the foreign language;

7 “(E) to provide scholarships for study-
8 abroad opportunities related to the foreign lan-
9 guage, for students in grades 9 through 12 and
10 teachers and prospective teachers of such stu-
11 dents, except that the eligible entity shall not
12 use more than 20 percent of the grant funds
13 for this purpose;

14 “(F) to carry out activities to integrate
15 foreign languages into the school curriculum
16 and generate whole-school collaboration, includ-
17 ing activities and support for teachers of other
18 subjects and administrators;

19 “(G) to carry out activities to encourage
20 community involvement in the model program,
21 especially with respect to heritage communities;

22 “(H) to incorporate effective and innova-
23 tive uses of technology to enhance student
24 learning and teaching in the foreign language;

1 “(I) to develop certification and alternative
2 certification programs at the State level, espe-
3 cially for less-commonly-taught foreign lan-
4 guages (as determined by the Secretary);

5 “(J) to obtain technical assistance in the
6 development and implementation of the model
7 program funded under this section; and

8 “(K) to recruit or appoint a language su-
9 pervisor to oversee and coordinate the progress
10 of the articulated foreign language program
11 funded under this section across grade levels in
12 the local educational agency.

13 “(e) CONTEXTUAL DIMENSION.—A grant under this
14 section may not be used to support a model program un-
15 less the program includes a dimension, carried out in con-
16 junction with foreign language instruction, under which
17 each foreign language learner also participates in pro-
18 grams to expand the understanding and knowledge of his-
19 toric, geographic, cultural, economic, and other contextual
20 factors of countries with populations who speak the for-
21 eign language to which the model program relates.

22 “(f) RESEARCH AND EVALUATION.—

23 “(1) IN GENERAL.—A grant under this section
24 may not be used to support a model program unless

1 the program includes a research and evaluation com-
2 ponent, under which—

3 “(A) information is collected and analyzed
4 regarding the effectiveness of activities carried
5 out under the program, including—

6 “(i) program design;

7 “(ii) student and teacher recruitment
8 strategies;

9 “(iii) curricular approaches;

10 “(iv) teacher development; and

11 “(v) foreign language assessment in-
12 struments;

13 “(B) information is collected and analyzed
14 regarding the impact of each activity in sub-
15 paragraph (A) on the foreign language pro-
16 ficiency of the students;

17 “(C) information is collected and analyzed
18 regarding program participation, including data
19 on student enrollments and numbers of foreign
20 language teachers; and

21 “(D) the information collected, and the
22 analyses of that information, are made widely
23 available to the public.

24 “(2) STANDARDIZATION.—The Secretary shall
25 provide guidelines to standardize the categories of

1 information collected and analyzed under paragraph
2 (1) and the manner in which that information is col-
3 lected, analyzed, and made available to the public.

4 “(g) DURATION OF PAYMENTS.—

5 “(1) INITIAL GRANTS.—An initial grant award-
6 ed under this section to an eligible partnership shall
7 be for a period of 4 years.

8 “(2) ADDITIONAL GRANTS.—An eligible part-
9 nership completing a 4-year grant award under this
10 section may be eligible for not more than 2 addi-
11 tional 5-year awards under this section, but only if
12 the partnership demonstrates, based on nationally
13 recognized standardized foreign language assess-
14 ments, that the partnership’s model program is ef-
15 fective.

16 “(h) MATCHING REQUIREMENT.—

17 “(1) IN GENERAL.—An eligible partnership that
18 receives a grant under this section shall provide, to-
19 ward the cost of carrying out the activities sup-
20 ported by the grant, from non-Federal sources an
21 amount equal to—

22 “(A) 20 percent of the amount of the
23 grant payment for the first fiscal year for which
24 a grant payment is made;

1 “(B) 30 percent of the amount of the
2 grant payment for the second such fiscal year;

3 “(C) 40 percent of the amount of the
4 grant payment for the third such fiscal year;
5 and

6 “(D) 50 percent of the amount of the
7 grant payment for the fourth such fiscal year,
8 and for each year of any subsequent grants
9 made to the eligible partnership under this sec-
10 tion.

11 “(2) NON-FEDERAL SHARE.—The non-Federal
12 share required under paragraph (1) may be provided
13 in cash or in-kind.

14 “(3) WAIVER.—The Secretary may waive, in
15 whole or in part, the matching requirement under
16 paragraph (1) for any fiscal year if—

17 “(A) the eligible partnership demonstrates
18 hardship and the waiver will best serve the pur-
19 poses of this section; or

20 “(B) the foreign language to which the
21 model program relates is a less-commonly-
22 taught foreign language (as determined by the
23 Secretary).

24 “(i) SUPPLEMENT NOT SUPPLANT.—Grant funds
25 provided under this section shall be used to supplement,

1 not supplant, other Federal and non-Federal funds avail-
2 able to carry out the activities described in this section.

3 “(j) DATA COLLECTION, ANALYSIS, AND DISSEMINA-
4 TION.—

5 “(1) IN GENERAL.—The Secretary may reserve
6 not more than 3 percent of the total amount appro-
7 priated for this section for any fiscal year to—

8 “(A) annually collect and analyze data on
9 the model programs supported under this sec-
10 tion; and

11 “(B) disseminate nationally, including
12 through a Web-based clearinghouse—

13 “(i) aggregated data collected under
14 subparagraph (A); and

15 “(ii) promising kindergarten through
16 grade 12 foreign language learning and
17 teaching practices, and successful program
18 models, that are developed under this sec-
19 tion.

20 “(2) AUTHORITY FOR GRANTS OR CON-
21 TRACTS.—The activities described in paragraph (1)
22 may be carried out by the Secretary directly or
23 through grants or contracts to institutions of higher
24 education or public or private nonprofit agencies and
25 organizations.

1 “(k) DEFINITIONS.—In this section:

2 “(1) ADVANCED LEVEL OF PROFICIENCY.—The
3 term ‘advanced level of proficiency’ means—

4 “(A) the advanced level as measured by
5 the American Council on the Teaching of For-
6 eign Languages;

7 “(B) level 2 as measured by the Inter-
8 agency Language Roundtable; or

9 “(C) any other nationally recognized meas-
10 ure of advanced standards of foreign language
11 proficiency, as determined by the Secretary.

12 “(2) ARTICULATED.—The term ‘articulated’
13 means that each grade level of the foreign language
14 program is designed to sequentially expand on the
15 student achievement of the previous level with a goal
16 toward achieving an established level of language
17 proficiency.

18 “(3) ELIGIBLE PARTNERSHIP.—The term ‘eligi-
19 ble partnership’ means a partnership that—

20 “(A) shall include—

21 “(i) one or more local educational
22 agencies or State educational agencies; and

23 “(ii) one or more institutions of high-
24 er education, which shall include—

1 “(I) a school, department, or pro-
2 gram within the institution or institu-
3 tions of higher education that provides
4 a teacher preparation program;

5 “(II) a school, department, pro-
6 gram, or center within the institution
7 or institutions of higher education
8 that provides a program of study or
9 research in foreign languages; and

10 “(III) a school, department, pro-
11 gram, or center within the institution
12 or institutions of higher education
13 that provides programs of study about
14 the historic, geographic, cultural, eco-
15 nomic, and other contextual factors of
16 the world area or country with popu-
17 lations who speak the foreign lan-
18 guage to which the model program re-
19 lates; and

20 “(B) may also include one or more busi-
21 nesses or nonprofit organizations.

22 “(1) AUTHORIZATION OF APPROPRIATIONS.—There
23 are authorized to be appropriated to carry out this section
24 \$50,000,000 for fiscal year 2012 and such sums as may
25 be necessary for each of the 5 succeeding fiscal years.”.

1 (b) FINDINGS AND PURPOSES.—Subpart 9 of part D
2 of title V of the Elementary and Secondary Education Act
3 of 1965 (20 U.S.C. 7259 et seq.) is further amended by
4 inserting after section 5491 the following:

5 **“SEC. 5491A. FINDINGS; PURPOSES.**

6 “(a) FINDINGS.—Congress finds the following:

7 “(1) According to the National Research Coun-
8 cil in 2007, a pervasive lack of knowledge about for-
9 eign cultures and foreign languages in this country
10 threatens the security of the United States as well
11 as its ability to compete in the global marketplace
12 and produce an informed citizenry.

13 “(2) According to the National Research Coun-
14 cil in 2007, early language learning in elementary
15 and secondary school is key to establishing a pipeline
16 of students who can eventually reach a high enough
17 level of proficiency in foreign language and culture
18 to meet national needs.

19 “(3) According to the Committee for Economic
20 Development in 2006, current efforts to develop lan-
21 guage skills and knowledge of world regions at an
22 early age are clearly inadequate to prepare high
23 school graduates with the skills necessary for pro-
24 ductivity and citizenship in an integrated global
25 economy.

1 “(4) The American Council on the Teaching of
2 Foreign Languages found that only 34 percent of
3 United States students in kindergarten through
4 grade 12 were enrolled in foreign language classes in
5 2000. Furthermore, the length of time students
6 spend studying languages at school has stagnated,
7 so that many students reach only introductory levels
8 of proficiency.

9 “(5) Research demonstrates that success lies
10 not only in the number of years of learning but also
11 in having carefully sequenced and articulated pro-
12 grams of language learning across a child’s school
13 experience, requiring bridging the gaps between lev-
14 els in foreign language education.

15 “(6) A survey of secondary school principals
16 and foreign language teachers by the Center for Ap-
17 plied Linguistics in 1999 identified a shortage of
18 foreign language teachers as a major impediment to
19 greater foreign language learning, along with fund-
20 ing, lack of training, and poor academic counseling.

21 “(b) PURPOSES.—The purposes of this subpart are—

22 “(1) to provide grants for model programs that
23 address the needs for developing, strengthening, and
24 expanding the teaching and learning of foreign lan-

1 guages and foreign cultures in the elementary and
2 secondary schools of the United States; and

3 “(2) to widely disseminate information on suc-
4 cessful programs and practices.”.

5 (c) TECHNICAL AMENDMENTS.—The table of con-
6 tents in section 2 of such Act is amended—

7 (1) by inserting after the item relating to sec-
8 tion 5491 the following:

“Sec. 5491A. Findings; purposes.”;

9 and

10 (2) by striking the item relating to section 5494

11 and inserting the following:

“Sec. 5494. Partnership program in foreign languages.”.

○