

112TH CONGRESS
1ST SESSION

H. R. 2906

To establish dual language education programs in low-income communities.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 13, 2011

Mr. GRIJALVA introduced the following bill; which was referred to the
Committee on Education and the Workforce

A BILL

To establish dual language education programs in low-income
communities.

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 “Providing Resources
5 to Improve Dual Language Education Act of 2011” or
6 the “PRIDE Act”.

7 **SEC. 2. FINDINGS.**

8 The Congress finds the following:

9 (1) Dual language programs have been found to
10 provide the greatest academic gains for limited
11 English proficient children.

1 (2) Few children from low-income communities,
2 particularly African-American children, have had ac-
3 cess to a well-developed and well-implemented dual
4 language program.

5 (3) Children in dual language programs experi-
6 ence substantial gains in language, literacy, and
7 mathematics.

8 **SEC. 3. DUAL LANGUAGE FLAGSHIP GRANTS.**

9 (a) PURPOSES.—The purposes of this section are as
10 follows:

11 (1) To provide incentives for local educational
12 agencies to develop innovative strategies for working
13 with low-income and limited English proficient chil-
14 dren.

15 (2) To improve the school readiness of low-in-
16 come and limited English proficient children and to
17 ensure they enter school ready to succeed.

18 (3) To provide consistent support for learning
19 through high-quality dual language programs from
20 preschool through the fifth grade.

21 (4) To authorize the Secretary to carry out a
22 demonstration project to enhance the biliteracy and
23 bilingualism skills for children in impoverished com-
24 munities, including limited English proficient and
25 minority children, through the use and longitudinal

1 evaluation of dual language programs beginning in
2 preschool through the fifth grade.

3 (b) PROGRAM AUTHORIZED.—

4 (1) IN GENERAL.—From funds made available
5 under subsection (i), and after reserving funds under
6 subsection (c), the Secretary is authorized to award
7 not more than five grants to fund partnerships of
8 local educational agencies, early childhood education
9 programs including State-funded preschool programs
10 and Head Start programs, and technical assistance
11 providers to demonstrate effective strategies in en-
12 suring the academic success of low-income minority
13 students through the implementation and evaluation
14 of a high-quality dual language program that—

15 (A) serves cohorts of economically dis-
16 advantaged minority and limited English pro-
17 ficient children from preschool through fifth
18 grade;

19 (B) establishes an infrastructure that sup-
20 ports a rigorous assessment system, including
21 dedicated staff time and professional develop-
22 ment in assessment, a data collection plan, and
23 the collection of multiple measures of academic
24 progress, bilingualism, and biliteracy;

1 (C) implements and aligns a curriculum
2 that promotes the development of bilingual and
3 biliterate competencies for all students through
4 at least grade five;

5 (D) utilizes and aligns student-centered in-
6 structional methods that enhance the develop-
7 ment of bilingualism, biliteracy, and academic
8 achievement;

9 (E) aligns professional development and
10 training for early childhood education instruc-
11 tors and elementary school teachers and staff,
12 with an emphasis on dual language instruction,
13 second language acquisition, and content knowl-
14 edge;

15 (F) recruits, trains, and continuously de-
16 velops staff to implement high-quality, dual lan-
17 guage programs; and

18 (G) establishes a responsive infrastructure
19 for positive, active, and ongoing relationships
20 with students' families and the community that
21 responds to and is reflective of the needs of the
22 community and goals of the program.

23 (c) RESERVATION.—The Secretary shall reserve not
24 more than 5 percent of the amount appropriated under
25 subsection (i) to carry out this Act, including the technical

1 assistance and evaluation described in subsection (g) and
2 dissemination of best practices described in subsection (h).

3 (d) DURATION.—Each grant under this section shall
4 be awarded for a period of not more than five years.

5 (e) APPLICATIONS FOR GRANTS.—

6 (1) IN GENERAL.—Each eligible entity desiring
7 a grant under this section shall submit an applica-
8 tion to the Secretary at such time and in such man-
9 ner as the Secretary may require.

10 (2) REQUIRED DOCUMENTATION.—Each applica-
11 tion submitted by a partnership under this section
12 for a proposed program shall include documentation
13 that—

14 (A) the partnership has partnered with an
15 entity that has proven expertise in the imple-
16 mentation of high-quality dual language pro-
17 grams to provide on-going technical assistance
18 and assist with the evaluation of the program;

19 (B) the partnership has the qualified per-
20 sonnel to develop, administer, evaluate, and im-
21 plement the program; and

22 (C) the partnership is serving economically
23 disadvantaged minority and limited English
24 proficient children.

1 (3) OTHER APPLICATION CONTENTS.—Each ap-
2 plication submitted by an entity under this section
3 for a proposed program shall include—

4 (A) data showing that the program is serv-
5 ing economically disadvantaged and limited
6 English proficient children;

7 (B) a description of how the program will
8 align the language of assessment with the lan-
9 guage of instruction;

10 (C) a description of how the program will
11 be evaluated to assess the goals of the program;

12 (D) a description of how the evaluation will
13 be used to inform broader efforts to improve in-
14 struction for limited English proficient children,
15 including for preschool-aged children;

16 (E) a description of activities that will be
17 pursued by the program including a description
18 of—

19 (i) how the activities will further the
20 school readiness and academic progress of
21 children served by this program and sup-
22 port dual language development through
23 grade five;

1 (ii) methods of designing culturally
2 and linguistically appropriate dual lan-
3 guage curriculum; and

4 (iii) methods of teacher training and
5 parent outreach that will be used or devel-
6 oped through the programs;

7 (F) an assurance that the program will an-
8 nually provide to the Secretary such informa-
9 tion as may be required by subsection (f); and

10 (G) any other information that the sec-
11 retary may require.

12 (f) SELECTION OF GRANTEES.—

13 (1) CRITERIA.—The Secretary through a peer
14 review process shall select partnerships to receive
15 grants under this section based on—

16 (A) the articulation of preschool through
17 fifth-grade instructional practices, curriculum,
18 and assessments strategies;

19 (B) the extent to which school leadership
20 has been involved and has demonstrated a com-
21 mitment to a high-quality dual language pro-
22 grams; and

23 (C) the quality of the programs and pro-
24 posed in the applications submitted under sub-
25 section (b).

1 (g) TECHNICAL ASSISTANCE AND EVALUATION.—

2 From funds reserved under subsection (i) for a fiscal year,
3 the Secretary shall reserve \$250,000 to contract with an
4 entity with a proven track record in dual language pro-
5 grams for the purpose of—

6 (1) providing technical assistance to local edu-
7 cation agencies receiving grants under this Act in
8 order to strengthen programs conducted by grantees
9 pursuant to this Act; and

10 (2) conducting an evaluation of programs fund-
11 ed under this act, which shall—

12 (A) be used by the Secretary to determine
13 effectiveness of programs funded through this
14 Act and improve services to participating chil-
15 dren; and

16 (B) include—

17 (i) a comprehensive evaluation of the
18 impact of the programs on students, in-
19 cluding an assessment of literacy skills and
20 language development in both English and
21 the minority language;

22 (ii) a comprehensive evaluation of the
23 effectiveness of instructional practices used
24 in the programs; and

1 (iii) a comprehensive evaluation of
2 professional development strategies.

3 (h) DISSEMINATION OF BEST PRACTICES.—The Sec-
4 retary shall disseminate information on model programs,
5 materials, and other information developed under this sec-
6 tion that the Secretary determines to be appropriate for
7 use by early childhood education providers to improve the
8 school readiness of limited English proficient children.

9 (i) AUTHORIZATION OF APPROPRIATIONS.—For the
10 purposes of carrying out this section, there are authorized
11 to be appropriated \$15,000,000 for fiscal year 2012 and
12 such sums as may be necessary for each of the 4 suc-
13 ceeding fiscal years.

14 (j) DEFINITIONS.—In this section:

15 (1) DUAL LANGUAGE PROGRAM.—The term
16 “dual language program” means an instructional
17 strategy in which students are taught literacy and
18 content in two languages and use the partner lan-
19 guage for at least half of the instructional day and
20 foster bilingualism, biliteracy, enhanced awareness of
21 linguistic and cultural diversity, and high levels of
22 academic achievement through instruction in two
23 languages.

1 (2) STATE-FUNDED PRESCHOOL PROGRAM.—

2 The term “State-funded preschool program” means
3 a program that—

4 (A) serves children who are ages 3 through
5 5;

6 (B) has a primary focus of supporting
7 early childhood education, including supporting
8 children’s cognitive, social, emotional, and phys-
9 ical development and approaches to learning;

10 (C) helps prepare children for a successful
11 transition to kindergarten;

12 (D) is either a school- or community-based
13 program; and

14 (E) is funded either in whole or in part by
15 a State through a State agency with authority
16 to promulgate regulations and monitor partici-
17 pating programs.

18 (3) LIMITED ENGLISH PROFICIENT.—The term
19 “limited English proficient”, when used with respect
20 to a child, means a child—

21 (A)(i) who was not born in the United
22 States or whose native language is a language
23 other than English;

24 (ii)(I) who is a Native American (as de-
25 fined in section 9101 of the Elementary and

1 Secondary Education Act of 1965 (20 U.S.C.
2 7801)), an Alaska Native, or a native resident
3 of an outlying area (as defined in such section
4 9101); and

5 (II) who comes from an environment where
6 a language other than English has had a sig-
7 nificant impact on the child's level of English
8 language proficiency; or

9 (iii) who is migratory, whose native lan-
10 guage is a language other than English, and
11 who comes from an environment where a lan-
12 guage other than English is dominant; and

13 (B) whose difficulties in speaking or un-
14 derstanding the English language may be suffi-
15 cient to deny the child—

16 (i) the ability to successfully achieve
17 in a classroom in which the language of in-
18 struction is English; or

19 (ii) the opportunity to participate fully
20 in society.

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