

110TH CONGRESS  
1ST SESSION

# H. R. 2111

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

---

## IN THE HOUSE OF REPRESENTATIVES

MAY 2, 2007

Mr. HOLT (for himself, Mr. HINOJOSA, Mrs. McCARTHY of New York, Mr. WU, and Mr. REYES) introduced the following bill; which was referred to the Committee on Education and Labor

---

## 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.—Subpart 9 of part D of title V  
8       of the Elementary and Secondary Education Act of 1965  
9       is amended—

1 (1) by striking section 5494 (20 U.S.C. 7259c);

2 and

3 (2) by inserting after section 5493 the fol-  
4 lowing:

5 "SEC. 5494. PARTNERSHIP PROGRAM IN FOREIGN LAN-  
6 GUAGES.

7        "(a) PURPOSES.—The purposes of this section are—

8                     “(1) to provide incentives for developing and  
9 maintaining model programs of articulated foreign  
0 language learning from kindergarten through grade  
1 12 that increase the number of American students  
2 graduating from high school with an advanced level  
3 of proficiency in at least one foreign language; and

16        "(b) PROGRAM AUTHORIZED.—

17                     “(1) IN GENERAL.—From the amounts made  
18                     available to carry out this section, the Secretary may  
19                     make incentive payments for a fiscal year to eligible  
20                     partnerships to develop and maintain, or to improve  
21                     and expand, model programs that support articu-  
22                     lated foreign language learning in kindergarten  
23                     through grade 12.

24                   “(2) PLANNING AND DEVELOPMENT.—For the  
25                   first two fiscal years an eligible partnership receives

1 funds under paragraph (1) for a model program on  
2 a critical foreign language, the Secretary may allow  
3 that partnership, based on demonstrated need, to  
4 use those funds for planning and development activi-  
5 ties, including—

6                 “(A) development of an articulated instruc-  
7                 tional curriculum for the critical foreign lan-  
8                 guage to which the model program relates;

9                 “(B) in-service and pre-service develop-  
10                 ment of teachers, and development of cur-  
11                 riculum and language assessments in the crit-  
12                 ical foreign language to which the model pro-  
13                 gram relates; and

14                 “(C) development of contextual programs  
15                 and curriculum materials related to the critical  
16                 foreign language to which the model program  
17                 relates, as described in subsection (e).

18                 “(c) APPLICATIONS.—

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

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

1                   “(A) identify each member of the partner-  
2                   ship, provide contact information and letters of  
3                   commitment for each such member, and de-  
4                   scribe the responsibilities of each such member,  
5                   including—

6                   “(i) identifying the member that will  
7                   receive and manage the grant;

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

12                   “(iii) describing the resources to be  
13                   provided by each member; and

14                   “(iv) describing how each member will  
15                   contribute to ensuring the continuity of  
16                   student progress from kindergarten  
17                   through grade 12;

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

22                   “(C) identify target proficiency levels for  
23                   students at critical benchmarks, and describe  
24                   how progress toward those proficiency levels will  
25                   be assessed at the benchmarks;

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

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

10                “(d) USE OF FUNDS.—Incentive payments under this  
11                section—

12                “(1) shall be used—

13                “(A) to design programs and teaching  
14                strategies informed by the best practices recog-  
15                nized by the field and by available research;

16                “(B) to develop curriculum materials based  
17                on an articulated framework or approach de-  
18                signed to bring students to an advanced level of  
19                proficiency by grade 12;

20                “(C) to recruit students and teachers, such  
21                as from heritage populations; and

22                “(D) to carry out teacher in-service and  
23                pre-service professional development programs,  
24                including summer institutes, that support the  
25                model programs; and

1       “(2) may be used—

2               “(A) to develop nationally recognized as-  
3               sessments for kindergarten through grade 12  
4               for the foreign language to which the model  
5               program relates, if such assessments do not  
6               exist for that language;

7               “(B) to enhance nationally recognized as-  
8               sessments for kindergarten through grade 12  
9               for the foreign language to which the model  
10               program relates, if such assessments already  
11               exist for that language;

12               “(C) to provide scholarships and incentives  
13               to recruit new teachers and encourage prac-  
14               ticing teachers to take advantage of the profes-  
15               sional development opportunities;

16               “(D) to provide opportunities for max-  
17               imum foreign language exposure for students  
18               domestically, such as the creation of immersion  
19               environments in the classroom and school and  
20               on weekend or summer experiences, and special  
21               tutoring and academic support;

22               “(E) to provide the possibility for multiple  
23               entry points for studying the foreign language;

24               “(F) to provide scholarships for study-  
25               abroad opportunities related to the foreign lan-

7                   “(G) to carry out activities to integrate  
8                   foreign languages into the school curriculum  
9                   and generate whole-school collaboration, includ-  
10                  ing activities and support for teachers of other  
11                  subjects and administrators;

12                   “(H) to carry out activities to encourage  
13                   community involvement, especially with respect  
14                   to heritage communities;

15                   “(I) to incorporate effective and innovative  
16                   uses of technology to enhance student learning  
17                   and teaching;

18                   “(J) to develop certification and alternative  
19                   certification programs at the State level, espe-  
20                   cially for the less commonly taught foreign lan-  
21                   guages;

1               “(L) to recruit or appoint a language su-  
2               pervisor to oversee and coordinate the progress  
3               of the articulated foreign language program  
4               across grade levels in the local education agency  
5               funded under this section.

6               “(e) CONTEXTUAL DIMENSION.—A model program  
7    may not receive an incentive payment under this section  
8    unless it includes a dimension, carried out in conjunction  
9    with foreign language instruction, under which each for-  
10   eign language learner also participates in programs to ex-  
11   pand the understanding and knowledge of historic, geo-  
12   graphic, cultural, economic, and other contextual factors  
13   of countries with populations who speak the foreign lan-  
14   guage to which the model program relates.

15               “(f) RESEARCH AND EVALUATION.—

16               “(1) IN GENERAL.—A model program may not  
17    receive an incentive payment under this section un-  
18    less it includes a research and evaluation component,  
19    under which—

20               “(A) information is collected and analyzed  
21    regarding the effectiveness of activities carried  
22    out under the program, including but not lim-  
23    ited to—

24               “(i) program design;

### 3 “(iii) curricular approaches;

4 “(iv) teacher development; and

7                   “(B) information is collected and analyzed  
8                   regarding the impact of each activity in sub-  
9                   paragraph (A) on the foreign language pro-  
10                   ficiency of the students;

11                   “(C) information is collected and analyzed  
12                   regarding program participation, including data  
13                   on student enrollments and numbers of foreign  
14                   language teachers; and

15                   “(D) the information collected, and the  
16                   analyses of that information, are made widely  
17                   available to the public.

18                   “(2) STANDARDIZATION.—The Secretary shall  
19                   provide guidelines to standardize the categories of  
20                   information collected and analyzed under paragraph  
21                   (1) and the manner in which that information is col-  
22                   lected, analyzed, and made available to the public.

23        “(g) DURATION OF PAYMENTS.—

24           “(1) A partnership awarded incentive payments  
25           under this section for a fiscal year may continue to

1       be awarded incentive payments for the succeeding 3  
2       fiscal years, but only if the partnership demonstrates  
3       that the model program is effective based on nation-  
4       ally recognized standardized foreign language assess-  
5       ments.

6           “(2) The Secretary may waive the requirement  
7       (that the partnership demonstrate that the model  
8       program is effective) in paragraph (1) for the initial  
9       fiscal year or the first succeeding fiscal year, or  
10       both, if the fiscal years for which the waiver is made  
11       are years used primarily for planning and develop-  
12       ment rather than implementation.

13           “(3) A partnership completing a four-year in-  
14       centive grant award may be eligible for two addi-  
15       tional five-year awards, but only if the partnership  
16       demonstrates, based on nationally recognized stand-  
17       ardized foreign language assessments, that the  
18       model program is effective.

19           “(h) MATCHING REQUIREMENT.—

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

1               “(A) 20 percent of the amount of the  
2               grant payment for the first fiscal year for which  
3               a grant payment is made;

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

6               “(C) 40 percent of the amount of the  
7               grant payment for the third such fiscal year;  
8               and

9               “(D) 50 percent of the amount of the  
10               grant payments for the duration of the first  
11               grant, and any additional grants made under  
12               this section.

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

16               “(3) WAIVER.—The Secretary may waive, in  
17               whole or in part, the matching requirement in para-  
18               graph (1) for any fiscal year if—

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

22               “(B) the foreign language to which the  
23               model program relates is a critical foreign lan-  
24               guage as determined by the Secretary.

1       “(i) SUPPLEMENT NOT SUPPLANT.—Grant funds  
2 provided under this section shall be used to supplement,  
3 not supplant, other Federal and non-Federal funds avail-  
4 able to carry out the activities described in this section.

5       “(j) DATA COLLECTION, ANALYSIS, AND DISSEMINA-  
6 TION.—

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

10           “(A) annually collect and analyze data on  
11 the programs under this section; and

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

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

16           “(ii) promising K–12 foreign language  
17 learning and teaching practices and suc-  
18 cessful program models developed under  
19 this section.

20           “(2) The activities described in paragraph (1)  
21 may be carried out by the Secretary directly or  
22 through grants and contracts to institutions of high-  
23 er education and public and private nonprofit agen-  
24 cies and organizations.

25       “(k) DEFINITIONS.—In this section:

1           “(1) CRITICAL FOREIGN LANGUAGE.—The term  
2       ‘critical foreign language’ means a less commonly  
3       taught foreign language the teaching of which is  
4       critical to the Nation’s security and global economic  
5       leadership, as determined by the Secretary.

6           “(2) ELIGIBLE PARTNERSHIP.—The term ‘eli-  
7       gible partnership’ means a partnership that—

8           “(A) shall include—

9           “(i) one or more local educational  
10       agencies or State educational agencies, or  
11       both; and

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

14           “(I) a school, department, or pro-  
15       gram within the institution or institu-  
16       tions of higher education that provides  
17       a teacher preparation program;

18           “(II) a school, department, pro-  
19       gram, or center within the institution  
20       or institutions of higher education  
21       that provides a program of study or  
22       research in foreign languages; and

23           “(III) a school, department, pro-  
24       gram, or center within the institution  
25       or institutions of higher education

1 that provides programs of study about  
2 the historic, geographic, cultural, eco-  
3 nomic, and other contextual factors of  
4 the world area or country with popu-  
5 lations who speak the foreign lan-  
6 guage to which the model program re-  
7 lates; and

8                   “(B) may also include one or more busi-  
9                   nesses or nonprofit organizations, or both.

10                     “(3) ADVANCED LEVEL OF PROFICIENCY.—The  
11                     term ‘advanced level of proficiency’ means the ad-  
12                     vanced level as measured by the American Council  
13                     for Teachers of Foreign Languages, or level 2 as  
14                     measured by the Federal Interagency Language  
15                     Roundtable (ILR) or by other nationally recognized  
16                     measures of advanced standards of proficiency.

17                     “(4) ARTICULATED.—The term ‘articulated’  
18                     means that each grade level of the foreign language  
19                     program is designed to sequentially expand on the  
20                     student achievement of the previous level with a goal  
21                     toward achieving an established level of language  
22                     proficiency.

23       “(l) AUTHORIZATION OF APPROPRIATIONS.—There  
24 are authorized to be appropriated for incentive payments  
25 under this section \$50,000,000 for fiscal year 2008.”.

1       (b) FINDINGS AND PURPOSES.—Subpart 9 of part D  
2 of title V of the Elementary and Secondary Education Act  
3 of 1965 is further amended by inserting after section 5491  
4 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 K–12 students were enrolled in for-  
4        eign language classes in 2000. Furthermore, the  
5        length of time students spent studying languages at  
6        school has stagnated, so that many students reach  
7        only introductory levels of proficiency.

8           “(5) Research demonstrates that success lies  
9        not only in the number of years of learning but also  
10       in having carefully sequenced, articulated, programs  
11       of language learning across a child’s school experi-  
12       ence, requiring bridging the gaps between levels in  
13       foreign language education.

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

20           “(b) PURPOSES.—The purposes of this subpart are  
21        to provide incentives for model programs that address the  
22        needs for developing, strengthening and expanding the  
23        teaching and learning of foreign languages and foreign  
24        cultures in the United States elementary and secondary

1 schools, and to widely disseminate information on success-  
2 ful programs and practices.”.

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

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

7 “Sec. 5491A. Findings; purposes.”;

8 and

9 (2) by striking the item relating to section 5494  
and inserting the following:

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

