

110TH CONGRESS
1ST SESSION

H. R. 3842

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

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 16, 2007

Ms. SOLIS (for herself, Mr. HINOJOSA, Mr. HONDA, and Mr. McGOVERN) introduced the following bill; which was referred to the Committee on Education and Labor

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 2007” or
6 the “PRIDE Act”.

7 SEC. 2. FINDINGS.

8 Congress finds the following:

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

(3) Children in dual language programs experience substantial gains in language, literacy, and mathematics.

11 SEC. 3. DUAL LANGUAGE FLAGSHIP GRANTS.

12 (a) PURPOSE.—The purpose of this section is to au-
13 thorize the Secretary to carry out a demonstration project
14 to enhance the biliteracy, bilingualism, and multicultural
15 skills for children in impoverished communities, including
16 limited-English-proficient and minority children, through
17 the use and longitudinal evaluation of dual language pro-
18 grams beginning in preschool through the fifth grade.

19 (b) PROGRAM AUTHORIZED.—

1 Head Start programs, and technical assistance pro-
2 viders to demonstrate effective strategies in ensuring
3 the academic success of low-income minority stu-
4 dents through the implementation and evaluation of
5 a high-quality dual language program that—
6 (A) serves cohorts of economically dis-
7 advantaged minority and limited-English-pro-
8 ficient students from preschool through fifth
9 grade;
10 (B) establishes an infrastructure that sup-
11 ports a rigorous assessment system, including
12 dedicated staff time and professional develop-
13 ment in assessment, a data collection plan, and
14 the collection of multiple measures of academic
15 progress, bilingualism, biliteracy, and
16 multiculturalism;
17 (C) implements and aligns a curriculum
18 that promotes the development of bilingual,
19 biliterate, and multicultural competencies for all
20 students through at least grade five;
21 (D) utilizes and aligns student-centered in-
22 structional methods that enhance the develop-
23 ment of bilingualism, biliteracy, and academic
24 achievement;

1 (E) aligns professional development and
2 training for early childhood education instruc-
3 tors and elementary school teachers and staff,
4 with an emphasis on dual language instruction,
5 second language acquisition, and content knowl-
6 edge;

7 (F) recruits, trains, and continuously de-
8 velops staff to implement high-quality, dual lan-
9 guage programs; and

10 (G) establishes a responsive infrastructure
11 for positive, active, and ongoing relationships
12 with students' families and the community that
13 is reflective of the needs of the community and
14 goals of the program.

15 (c) RESERVATION.—The Secretary shall reserve not
16 more than 5 percent of the amount appropriated under
17 subsection (i) to carry out this Act, including the technical
18 assistance and evaluation described in subsection (g) and
19 dissemination of best practices described in subsection (h).

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

22 (e) APPLICATIONS FOR GRANTS.—

23 (1) IN GENERAL.—Each eligible entity desiring
24 a grant under this section shall submit an applica-

1 tion to the Secretary at such time and in such man-
2 ner as the Secretary may require.

7 (A) the program has partnered with an en-
8 tity that has proven expertise in the implemen-
9 tation of high-quality dual language programs
10 to provide on-going technical assistance and as-
11 sist with the evaluation of the program;

12 (B) the program has the qualified per-
13 sonnel to develop, administer, evaluate, and im-
14 plement the program; and

15 (C) the program is serving economically-
16 disadvantaged minority and limited-English-
17 proficient students.

21 (A) data showing that the program is serv-
22 ing economically disadvantaged and limited
23 English proficient students;

1 (B) a description of how the program will
2 align the language of assessment with the lan-
3 guage of instruction;

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

6 (D) a description of how the evaluation will
7 be used to inform broader efforts to improve in-
8 struction for limited English proficient stu-
9 dents, including for preschool-aged children;

10 (E) a description of activities that will be
11 pursued by the program including a description
12 of—

13 (i) how the activities will further the
14 school readiness and academic progress of
15 children served by this program and sup-
16 port dual language development through
17 grade five;

18 (ii) methods of designing culturally
19 and linguistically appropriate dual lan-
20 guage curriculum; and

21 (iii) methods of teacher training and
22 parent outreach that will be used or devel-
23 oped through the programs;

6 (f) SELECTION OF GRANTEES.—

10 (A) the articulation of preschool through
11 fifth-grade instructional practices, curriculum,
12 and assessments strategies;

13 (B) the extent to which school leadership
14 has been involved and has demonstrated a com-
15 mitment to a high-quality dual language pro-
16 grams;

17 (C) the quality of the programs and pro-
18 posed in the applications submitted under sub-
19 section (b).

20 (g) TECHNICAL ASSISTANCE AND EVALUATION.—
21 From funds reserved under subsection (i) for a fiscal year,
22 the Secretary shall reserve \$250,000 to contract with an
23 entity with a proven track record in dual language pro-
24 grams for the purpose of—

11 (B) include—

12 (i) a comprehensive evaluation of the
13 impact of the programs on students, in-
14 cluding an assessment of literacy skills and
15 language development in both English and
16 the minority language:

17 (ii) a comprehensive evaluation of the
18 effectiveness of instructional practices used
19 in the programs; and

20 (iii) a comprehensive evaluation of
21 professional development strategies.

22 (h) DISSEMINATION OF BEST PRACTICES.—The Sec-
23 retary shall disseminate information on model programs,
24 materials, and other information developed under this sec-
25 tion that the Secretary determines to be appropriate for

1 use by early childhood education providers to improve the
2 school readiness of limited English proficient students.

3 (i) AUTHORIZATION OF APPROPRIATIONS.—For the
4 purposes of carrying out this section, there are authorized
5 to be appropriated \$15,000,000 for fiscal year 2009 and
6 such sums as may be necessary for each of the 4 suc-
7 ceeding fiscal years.

8 (j) DEFINITION.—In this section, the term dual lan-
9 guage program is an instructional strategy in which stu-
10 dents are taught literacy and content in two languages and
11 use the partner language for at least half of the instruc-
12 tional day and foster bilingualism, biliteracy, enhanced
13 awareness of linguistic and cultural diversity, and high lev-
14 els of academic achievement through instruction in two
15 languages.

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