

111TH CONGRESS
1ST SESSION

H. R. 3753

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

IN THE HOUSE OF REPRESENTATIVES

OCTOBER 7, 2009

Mr. GRIJALVA (for himself, Mr. HONDA, Mr. MCGOVERN, Mr. HINOJOSA, and Ms. CLARKE) 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 2009” or
6 the “PRIDE Act”.

7 **SEC. 2. FINDINGS.**

8 The Congress finds the following:

1 (1) Dual language programs have been found to
2 provide the greatest academic gains for limited-
3 English-proficient students.

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.

8 (3) Children in dual language programs experi-
9 ence substantial gains in language, literacy, and
10 mathematics.

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

12 (a) PURPOSES.—The purposes of this section are as
13 follows:

14 (1) To provide incentives for school districts to
15 develop innovative strategies for working with low-
16 income and limited-English-proficient students.

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

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

23 (4) To authorize the Secretary to carry out a
24 demonstration project to enhance the biliteracy, bi-
25 lingualism, and multicultural skills for children in

1 impoverished communities, including limited-
2 English-proficient and minority children, through
3 the use and longitudinal evaluation of dual language
4 programs beginning in preschool through the fifth
5 grade.

6 (b) PROGRAM AUTHORIZED.—

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

18 (A) serves cohorts of economically dis-
19 advantaged minority and limited-English-pro-
20 ficient students from preschool through fifth
21 grade;

22 (B) establishes an infrastructure that sup-
23 ports a rigorous assessment system, including
24 dedicated staff time and professional develop-
25 ment in assessment, a data collection plan, and

1 the collection of multiple measures of academic
2 progress, bilingualism, biliteracy, and
3 multiculturalism;

4 (C) implements and aligns a curriculum
5 that promotes the development of bilingual,
6 biliterate, and multicultural competencies for all
7 students through at least grade five;

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

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

18 (F) recruits, trains, and continuously de-
19 velops staff to implement high-quality, dual lan-
20 guage programs; and

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

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

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

8 (e) APPLICATIONS FOR GRANTS.—

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

13 (2) REQUIRED DOCUMENTATION.—Each appli-
14 cation submitted by a partnership under this section
15 for a proposed program shall include documentation
16 that—

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

22 (B) the partnership has the qualified per-
23 sonnel to develop, administer, evaluate, and im-
24 plement the program; and

1 (C) the partnership is serving economically
2 disadvantaged minority and limited-English-
3 proficient students.

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

7 (A) data showing that the program is serv-
8 ing economically disadvantaged and limited-
9 English-proficient students;

10 (B) a description of how the program will
11 align the language of assessment with the lan-
12 guage of instruction;

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

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

19 (E) a description of activities that will be
20 pursued by the program including a description
21 of—

22 (i) how the activities will further the
23 school readiness and academic progress of
24 children served by this program and sup-

port dual language development through
grade five;

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

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

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

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

(f) SELECTION OF GRANTEES.—

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

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

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

1 (C) the quality of the programs and pro-
2 posed in the applications submitted under sub-
3 section (b).

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

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

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

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

19 (B) include—

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

1 (ii) a comprehensive evaluation of the
2 effectiveness of instructional practices used
3 in the programs; and

4 (iii) a comprehensive evaluation of
5 professional development strategies.

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

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

17 (j) DEFINITIONS.—In this section:

18 (1) DUAL LANGUAGE PROGRAM.—The term
19 dual language program means an instructional strat-
20 egy in which students are taught literacy and con-
21 tent in two languages and use the partner language
22 for at least half of the instructional day and foster
23 bilingualism, biliteracy, enhanced awareness of lin-
24 guistic and cultural diversity, and high levels of aca-

1 demic achievement through instruction in two lan-
2 guages.

3 (2) STATE-FUNDED PRESCHOOL PROGRAM.—

4 The term “State-funded preschool program” means
5 a program that—

6 (A) serves children who are ages 3 through
7 5;

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

12 (C) helps prepare children for a successful
13 transition to kindergarten;

14 (D) is either a school- or community-based
15 program; and

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

20 (3) WITH LIMITED ENGLISH PROFICIENCY.—

21 The term “with limited English proficiency”, when
22 used with respect to a child, means a child—

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

1 (ii)(I) who is a Native American (as de-
2 fined in section 9101 of the Elementary and
3 Secondary Education Act of 1965 (20 U.S.C.
4 7801)), an Alaska Native, or a native resident
5 of an outlying area (as defined in such section
6 9101); and

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

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

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

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

21 (ii) the opportunity to participate fully
22 in society.

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