

111TH CONGRESS
2^D SESSION

H. R. 6435

To direct the Secretary of Education to carry out grant programs to provide low-income students with access to high-quality early education programs that promote school readiness, address the achievement gap for English-language learners, and encourage bilingualism.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 18, 2010

Ms. CHU (for herself and Ms. LEE of California) introduced the following bill;
which was referred to the Committee on Education and Labor

A BILL

To direct the Secretary of Education to carry out grant programs to provide low-income students with access to high-quality early education programs that promote school readiness, address the achievement gap for English-language learners, and encourage bilingualism.

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 “Global Learning Early
5 Education Challenge Fund Act”.

1 **SEC. 2. PURPOSE.**

2 The purpose of this Act is to provide low-income stu-
3 dents with access to high-quality early education programs
4 that promote school readiness, address the achievement
5 gap for English-language learners, and encourage bilin-
6 gualism.

7 **SEC. 3. FINDINGS.**

8 The Congress finds the following:

9 (1) Research shows that high-quality early
10 childhood education can help close the achievement
11 gap and helps children succeed in school and later
12 in life.

13 (2) Economists have found that high-quality
14 early childhood education offers one of the highest
15 returns of any public investment—more than a \$7
16 return for every dollar spent.

17 (3) Disadvantaged children, who are more likely
18 to start school behind and stay behind, are also the
19 least likely to attend high-quality early education
20 programs.

21 (4) The English-language learner population
22 has grown from 2,000,000 to 5,000,000 since 1990.
23 States not typically associated with non-English
24 speakers such as Indiana, North Carolina, and Ten-
25 nessee have seen a 300 percent increase in their
26 English-language learner population.

1 (5) On average, academic achievement for
2 English-language learners is lower than the aca-
3 demic achievement of their native English speaking
4 counterparts. Research demonstrates that when
5 properly implemented, dual-language programs con-
6 sistently produce the highest academic outcomes, the
7 best English proficiency, and the lowest drop-out
8 rates.

9 (6) Many students enter schools fluent in lan-
10 guages such as Spanish, Chinese, Japanese, Farsi,
11 Arabic, and Khmer that are important to our Na-
12 tion's competitiveness and national security, but
13 their heritage language is usually lost or under-
14 developed.

15 (7) Our current education system graduates
16 monolingual students that are not able to compete
17 with other graduates from countries around the
18 world, like Singapore, Canada and Europe.

19 (8) To provide every student with a world-class
20 education we must address the needs of the fast
21 growing English-language learner population other-
22 wise our Nation will leave behind a growing number
23 of the next generation of scientists, entrepreneurs,
24 teachers, doctors, and many more professionals.

1 (9) Developmental bilingual education programs
2 enable speakers of one language to achieve full aca-
3 demic proficiency in that language in addition to a
4 second language and promotes high levels of aca-
5 demic achievement in all curricular areas.

6 (10) Second language immersion programs en-
7 able speakers of English to acquire proficiency in a
8 second language that is important to their heritage
9 or that will increase their global language capacity.

10 (11) Dual-language programs enable native
11 English speakers and English-language learners to
12 acquire advanced second language skills without
13 compromising their first language.

14 (12) Research on brain development suggests
15 the young brain is predisposed to learning lan-
16 guages. Retaining two languages can create greater
17 tissue density in areas of the brain in control of
18 memory, language, and attention. It also strengthens
19 a child's cognitive development and flexible language
20 skills.

21 (13) Learning more than one language is a
22 21st century skill and provides students with eco-
23 nomic opportunities across the globe and at home
24 and would help our Nation compete in an increas-
25 ingly global economy.

1 **SEC. 4. GRANTS AUTHORIZED.**

2 (a) IN GENERAL.—From the amounts appropriated
3 under section 8, the Secretary shall award, on a competi-
4 tive basis—

5 (1) planning grants to eligible entities to assist
6 such entities to complete comprehensive planning to
7 establish or expand a Global Learning Early Edu-
8 cation program; and

9 (2) implementation grants to eligible entities to
10 implement a Global Learning Early Education pro-
11 gram.

12 (b) PRIORITY.—In awarding grants under subsection
13 (a), the Secretary shall give priority to eligible entities—

14 (1) that receive funding under part A of title I
15 of the Elementary and Secondary Education Act of
16 1965 (20 U.S.C. 6311 et seq.);

17 (2) in which at least 40 percent of the students
18 enrolled are limited English proficient;

19 (3) that offer to students a diverse set of sec-
20 ond languages that are important to our Nation's
21 competitiveness and national security, as determined
22 by the Secretary;

23 (4) that leverage and integrate other Federal
24 and State funds to carry out the activities described
25 in this section and section 5; and

1 (5) that would qualify for, and comply with, the
2 longitudinal research conducted under section 6.

3 (c) PLANNING GRANTS AUTHORIZED.—

4 (1) GRANT PERIOD.—A planning grant under
5 this section may be awarded for a period of not
6 more than 1 year.

7 (2) NONRENEWABILITY.—The Secretary may not
8 award an eligible entity more than 1 planning grant
9 under this section.

10 (3) APPLICATION.—

11 (A) IN GENERAL.—Each eligible entity de-
12 siring a planning grant under this section shall
13 submit an application to the Secretary at such
14 time, in such manner, and accompanied by such
15 information as the Secretary may require.

16 (B) CONTENTS.—Each application sub-
17 mitted under subparagraph (A) shall, at a min-
18 imum, include a description of how the eligible
19 entity proposes to use the planning grant funds
20 under this section to develop a plan for estab-
21 lishing or expanding a Global Learning Early
22 Education program, which shall include—

23 (i) a description of the activities for
24 which the planning grant is sought under
25 this section;

1 (ii) a budget for the use of the plan-
2 ning grant funds to carry out the required
3 activities described in paragraph (4);

4 (iii) a needs and assets assessment
5 that includes an analysis of the eligible en-
6 tity's existing capacity and infrastructure
7 to establish or expand a Global Learning
8 Early Education program and identifies
9 any strengths, gaps, and barriers to
10 achieving a seamless implementation or ex-
11 pansion of such program;

12 (iv) a description of how the program
13 will provide for the development of evi-
14 denced-based or promising dual language,
15 developmental bilingual, or second lan-
16 guage immersion curriculum and instruc-
17 tion that is in alignment from preschool
18 through grade 8; and

19 (v) such additional assurances and in-
20 formation as the Secretary determines to
21 be necessary.

22 (4) REQUIRED USE OF FUNDS.—An eligible en-
23 tity shall use a planning grant under this section
24 to—

1 (A) plan for the establishment or expansion of a Global Language Early Learning program;
2
3

4 (B) develop a plan for incentives for bilingual teachers and other staff to be recruited and retained for the program; and
5
6

7 (C) develop a plan for parental and family engagement in the program.
8

9 (d) IMPLEMENTATION GRANTS AUTHORIZED.—

10 (1) GRANT PERIOD.—An implementation grant
11 under this section shall be awarded for a period of
12 not more than 5 years.

13 (2) RENEWALS.—

14 (A) IN GENERAL.—An eligible entity may
15 receive more than 1 implementation grant
16 under this section.

17 (B) CONDITIONS.—In order to be eligible
18 to renew an implementation grant under this
19 section for an additional grant period, an eligible
20 entity shall demonstrate satisfactory performance with respect to uses of funds for the
21 preceding grant period, as determined by the
22 Secretary.
23

24 (3) APPLICATIONS.—

1 (A) SUBMISSION OF APPLICATION.—An eli-
2 gible entity that desires to receive an implemen-
3 tation grant under this subsection shall submit
4 an application to the Secretary at such time, in
5 such manner, and containing such information
6 as the Secretary may require.

7 (B) CONTENTS.—

8 (i) IN GENERAL.—Each application
9 submitted under subparagraph (A) shall
10 demonstrate the following:

11 (I) The eligible entity will use
12 grant funds under this section to im-
13 plement a Global Language Early
14 Education program.

15 (II) Instructional staff for the
16 program will demonstrate competence
17 in the areas described in clause (ii)—

18 (aa) by receiving bilingual
19 certifications in such areas at an
20 institution of higher education;

21 (bb) by receiving a State au-
22 thorization to teach bilingual
23 learners in a setting similar to a
24 Global Learning Early Education
25 program; or

1 (cc) by demonstrating com-
2 petence in such areas in another
3 manner approved by the Sec-
4 retary.

5 (III) The Global Learning Early
6 Education program will provide a
7 family-child approach to engage fami-
8 lies in an evidenced-based or prom-
9 ising way to support student learning
10 and development.

11 (ii) AREAS OF COMPETENCE.—The
12 areas of competence described in this
13 clause are as follows:

14 (I) Assessment of young bilingual
15 learners.

16 (II) Theoretical foundations of
17 teaching young bilingual learners.

18 (III) Knowledge of first and sec-
19 ond language acquisition theories and
20 classroom applications that are devel-
21 opmentally appropriate.

22 (IV) Knowledge of sociolinguistic,
23 cultural, and ethnic issues that influ-
24 ence development and learning of bi-
25 lingual learners.

1 (V) Knowledge of diverse needs
2 of bilingual learners and their fami-
3 lies.

4 (4) REQUIRED USE OF FUNDS.—An eligible en-
5 tity shall use an implementation grant under this
6 section to—

7 (A) implement a Global Language Early
8 Learning program;

9 (B) provide incentives for the recruitment
10 and retention of bilingual and culturally and
11 linguistically relevant staff and program leader-
12 ship for the Global Language Early Education
13 program, including high-quality professional de-
14 velopment; and

15 (C) implement a plan for parental and
16 family engagement in the program.

17 **SEC. 5. PERMISSIBLE USE OF FUNDS.**

18 An eligible entity receiving a grant under section 4(a)
19 may use such funds to—

20 (1) provide payment to substitute teachers to
21 enable staff and program leadership for the Global
22 Language Early Education program to attend high-
23 quality professional development or participate in
24 planning and collaboration related to the program;

1 (2) develop and implement an evidenced-based
2 or promising curriculum that integrates first and
3 second language instruction with academic instruc-
4 tion at each grade level and across grade levels and
5 provide stipends to staff of the program for such
6 curriculum development;

7 (3) develop or identify research-based assess-
8 ment systems for students in a Global Language
9 Early Education program;

10 (4) develop or purchase bilingual teaching ma-
11 terials for language minority and language majority
12 students that are research based and develop-
13 mentally appropriate;

14 (5) provide classroom materials, equipment, and
15 field trips related to the program;

16 (6) pay a facilitator to oversee and administer
17 the activities funded with such grant;

18 (7) provide specialized instructional support for
19 students;

20 (8) provide adult education to promote family
21 literacy and oral language development; and

22 (9) provide for alignment and collaboration
23 among Global Learning Early Education educators
24 and other educators in the eligible entity for the cre-
25 ation of a coherent and integrated curriculum.

1 **SEC. 6. RESEARCH COUNCIL.**

2 (a) IN GENERAL.—From the amounts appropriated
3 under section 8 to carry out this section, the Secretary
4 shall establish a Research Council to guide a research pro-
5 posal and process, and structure a research design to re-
6 search Global Learning Early Education programs carried
7 out by eligible entities that have received a grant under
8 this Act.

9 (b) RESEARCH CONTENT.—The research conducted
10 under subsection (a) shall—

11 (1) compare approaches on teaching in a Global
12 Learning Early Education program;

13 (2) determine best practices under the program
14 to close the achievement gap with respect to stu-
15 dents who are not achieving at the proficient level of
16 achievement on State assessments under section
17 1111(b)(3) of the Elementary and Secondary Edu-
18 cation Act of 1965 (20 U.S.C. 6311(b)(3));

19 (3) determine the academic progress and
20 achievement of students who participated in the pro-
21 gram;

22 (4) determine—

23 (A) best practices with respect to program
24 development and teacher quality; and

25 (B) the best models of school infrastruc-
26 ture for the program; and

1 (5) develop unique metrics and assessments for
2 evaluating a bilingual learner’s progress under the
3 program.

4 (c) COMPOSITION.—The Research Council shall con-
5 sist of 8 experts from the following fields:

6 (1) English-language learner education.

7 (2) Bilingual education, bilingualism, biliteracy,
8 language acquisition, or heritage language education.

9 (3) Bilingual education programs or bilingual
10 instructional content and effects on academic
11 achievement.

12 (4) Classroom research with respect to language
13 acquisition and experimental and quasi-experimental
14 designs.

15 (5) Education Evaluation.

16 (6) Early childhood development.

17 (7) The field of teaching in a subject matter
18 area that requires competence in the areas described
19 in section 4(d)(3)(B)(ii).

20 (8) The field of administering a local edu-
21 cational agency.

22 **SEC. 7. DEFINITIONS.**

23 In this Act:

24 (1) BILINGUAL LEARNER.—The term “bilingual
25 learner”—

1 (A) means a student who acquires 2 or
2 more languages simultaneously or learns a sec-
3 ond language while continuing to develop the
4 student’s first language; or

5 (B) means a student who is limited
6 English proficient, bilingual, an English-lan-
7 guage learner, an English learner, or who
8 speaks a language other than English.

9 (2) ELIGIBLE ENTITY.—The term “eligible enti-
10 ty” means a local educational agency, Head Start
11 agency, or a preschool that partners, for the purpose
12 of achieving a more efficient and higher-quality
13 Global Learning Early Education Program, with one
14 or more of the following public or private entities:

15 (A) A community-based organization.

16 (B) An early childhood organization.

17 (C) An elementary school.

18 (D) A secondary school.

19 (E) An institution of higher education.

20 (F) A local educational agency.

21 (3) ESEA TERMS.—The terms “community-
22 based organization”, “elementary school”; “local
23 educational agency”; and “secondary school” have
24 the meanings given such terms in section 9101 of

1 the Elementary and Secondary Education Act of
2 1965 (20 U.S.C. 7801).

3 (4) GLOBAL LEARNING EARLY EDUCATION PRO-
4 GRAM.—

5 (A) IN GENERAL.—The term “Global
6 Learning Early Education Program” means a
7 preschool through grade 8 dual-language pro-
8 gram, developmental bilingual program, or sec-
9 ond language immersion program, with an evi-
10 denced-based or promising curriculum and in-
11 struction that is in alignment from preschool
12 through grade 8 and meets the following pro-
13 gram requirements:

14 (i) Promotion of school readiness.

15 (ii) Addressing the achievement gap
16 with respect to students who are not
17 achieving at the proficient level of achieve-
18 ment on State assessments under section
19 1111(b)(3) of the Elementary and Sec-
20 ondary Education Act of 1965 (20 U.S.C.
21 6311(b)(3)).

22 (iii) Encouragement of bilingualism.

23 (iv) Instruction in academic language
24 and literacy in a first and second language.

1 (v) Language-rich instruction with an
2 added emphasis on oral language develop-
3 ment and vocabulary that immerses stu-
4 dents in a full, interesting, relevant, and
5 engaging curriculum that supports student
6 exploration, critical thinking, problem solv-
7 ing, and interaction with and discussion re-
8 lated to students' environment, world, and
9 community.

10 (vi) A text-rich curriculum and envi-
11 ronment reflecting both the first and the
12 second language that engages students
13 with books and printed texts.

14 (vii) The development of language
15 through an enriched academic curriculum
16 that includes access to language arts and
17 math, history (including social science),
18 science, visual and performing arts, and
19 physical education.

20 (viii) An affirming learning environ-
21 ment.

22 (ix) Teachers and parents working to-
23 gether to support strong language and lit-
24 eracy development.

1 (x) Curriculum, support, and access to
2 opportunities to develop a first and second
3 language.

4 (xi) Strategies that support the trans-
5 fer of skills and concepts from the first
6 language to the second language.

7 (B) DEVELOPMENTAL BILINGUAL EDU-
8 CATION PROGRAM.—The term “developmental
9 bilingual education program” means an instruc-
10 tional program that enables English-language
11 learners to achieve full academic proficiency in
12 their first and second language and promotes
13 high levels of academic achievement in all cur-
14 ricular areas.

15 (C) SECOND LANGUAGE IMMERSION PRO-
16 GRAM.—The term “second language immersion
17 program” means an instructional program that
18 enables native English speakers to acquire pro-
19 ficiency in a second language.

20 (D) DUAL-LANGUAGE PROGRAM.—The
21 term “dual-language program” means an in-
22 structional program that enables native English
23 speakers and English-language learners to ac-
24 quire advanced second language skills without
25 compromising their first language.

1 (E) MULTIPLE LOCATIONS.—Under a
2 Global Learning Early Education program, as
3 long as the curriculum under the program is
4 not interrupted—

5 (i) the preschool portion of the pro-
6 gram may be in a separate location from
7 the kindergarten through grade 8 portion
8 of the program; and

9 (ii) the elementary school portion of
10 the program may be in a separate location
11 from the middle school portion of the pro-
12 gram.

13 (5) HEAD START AGENCY.—The term “Head
14 Start agency” means any local public or private non-
15 profit agency, including a community-based and
16 faith-based organization, or for-profit agency des-
17 ignated as a Head Start agency by the Secretary of
18 Health and Human Services under section 641 of
19 the Head Start Act.

20 (6) HIGH-QUALITY PROFESSIONAL DEVELOP-
21 MENT.—The term “high-quality professional devel-
22 opment” means professional development that in-
23 cludes—

24 (A) instruction on understanding how lan-
25 guage develops in young bilingual children;

1 (B) instructional strategies for supporting
2 early academic literacy through the elementary
3 school grades;

4 (C) techniques for working in partnership
5 with parents;

6 (D) sharing of best practices among teach-
7 ers;

8 (E) opportunities to engage with experts in
9 bilingual language development; or

10 (F) opportunities to allow teachers, in con-
11 sultation with experts, to develop a cohesive
12 dual language program with a consistent pro-
13 gram design.

14 (7) INSTITUTION OF HIGHER EDUCATION.—The
15 term “institution of higher education” has the
16 meaning given such term in section 101 of the High-
17 er Education Act of 1965 (20 U.S.C. 1001).

18 (8) PRESCHOOL.—The term “preschool” means
19 a publicly funded program for early learning to sup-
20 port the development of social, emotional, and aca-
21 demic development for children birth to age 5.

22 (9) SPECIALIZED INSTRUCTIONAL SUPPORT
23 PERSONNEL.—The term “specialized instructional
24 support personnel” means school counselors, school
25 social workers, school psychologists, and other quali-

1 fied professional personnel involved in providing as-
2 sessment, diagnosis, counseling, educational, thera-
3 peutic, and other necessary corrective or supportive
4 services (including related services as that term is
5 defined in section 602 of the Individuals with Dis-
6 abilities Education Act (20 U.S.C. 1401)) as part of
7 a comprehensive program to meet student needs.

8 (10) SPECIALIZED INSTRUCTIONAL SUPPORT
9 SERVICES.—The term “specialized instructional sup-
10 port services” means the services provided by spe-
11 cialized instructional support personnel, and includes
12 any other corrective or supportive services to meet
13 student needs.

14 **SEC. 8. AUTHORIZATION OF APPROPRIATIONS.**

15 (a) IN GENERAL.—There are authorized to be appro-
16 priated \$100,000,000 to carry out this Act.

17 (b) ALLOCATIONS.—Of the amount appropriated
18 under subsection (a)—

19 (1) 5 percent shall be used to award planning
20 grants under section 4(a)(1);

21 (2) 80 percent shall be used to award imple-
22 mentation grants under section 4(a)(2); and

23 (3) 15 percent shall be used to carry out re-
24 search under section 6.

○