

115TH CONGRESS
2D SESSION

H. R. 7302

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

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 13, 2018

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 2018” or
6 the “PRIDE Act”.

7 **SEC. 2. FINDINGS.**

8 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) Children exposed to a second language
2 through dual language education demonstrated high-
3 er performance, in comparison to their schoolmates
4 in traditional classrooms.

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

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

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

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

15 (1) To provide incentives for local educational
16 agencies to develop innovative strategies for working
17 with low-income and limited English proficient chil-
18 dren.

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

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

1 (4) To authorize the Secretary to carry out a
2 demonstration project to enhance the biliteracy and
3 bilingualism skills for children in impoverished com-
4 munities, including limited English proficient and
5 minority children, through the use and longitudinal
6 evaluation of dual language programs beginning in
7 preschool through the fifth grade.

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

19 (1) serves cohorts of economically disadvan-
20 tagged minority and limited English proficient chil-
21 dren from preschool through fifth grade;

22 (2) establishes an infrastructure that supports
23 a rigorous assessment system, including dedicated
24 staff time and professional development in assess-
25 ment, a data collection plan, and the collection of

1 multiple measures of academic progress, bilin-
2 gualism, and biliteracy;

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

7 (4) utilizes and aligns student-centered instruc-
8 tional methods that enhance the development of bi-
9 lingualism, biliteracy, and academic achievement;

10 (5) aligns professional development and training
11 for early childhood education instructors and ele-
12 mentary school teachers and staff, with an emphasis
13 on dual language instruction, second language acqui-
14 sition, and content knowledge;

15 (6) recruits, trains, and continuously develops
16 staff to implement high-quality, dual language pro-
17 grams; and

18 (7) establishes a responsive infrastructure for
19 positive, active, and ongoing relationships with stu-
20 dents' families and the community that responds to
21 and is reflective of the needs of the community and
22 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 appli-
11 cation 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 such information as may be re-
9 quired by the Secretary; and

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

12 (f) SELECTION OF GRANTEES.—The Secretary
13 through a peer review process shall select partnerships to
14 receive grants under this section based on—

15 (1) the articulation of preschool through fifth
16 grade instructional practices, curriculum, and as-
17 sessments strategies;

18 (2) the extent to which school leadership has
19 been involved and has demonstrated a commitment
20 to a high-quality dual language program; and

21 (3) the quality of the programs proposed in the
22 applications submitted under subsection (e).

23 (g) TECHNICAL ASSISTANCE AND EVALUATION.—
24 From the amount appropriated under subsection (i) for
25 a fiscal year, the Secretary shall reserve \$250,000 to con-

1 tract with an entity with a proven track record in dual
2 language programs for the purpose of—

3 (1) providing technical assistance to local edu-
4 cational agencies receiving grants under this Act in
5 order to strengthen programs conducted by grantees
6 pursuant to this Act; and

7 (2) conducting an evaluation of programs fund-
8 ed under this Act, which shall—

9 (A) be used by the Secretary to determine
10 the effectiveness of programs funded through
11 this Act and improve services to participating
12 children; and

13 (B) include—

14 (i) a comprehensive evaluation of the
15 impact of the programs on students, in-
16 cluding an assessment of literacy skills and
17 language development in both English and
18 the native language;

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

22 (iii) a comprehensive evaluation of
23 professional development strategies.

24 (h) DISSEMINATION OF BEST PRACTICES.—The Sec-
25 retary shall disseminate information on model programs,

1 materials, and other information developed under this sec-
2 tion that the Secretary determines to be appropriate for
3 use by early childhood education providers to improve the
4 school readiness of limited English proficient children.

5 (i) AUTHORIZATION OF APPROPRIATIONS.—For the
6 purposes of carrying out this section, there are authorized
7 to be appropriated \$15,000,000 for fiscal year 2020 and
8 such sums as may be necessary for each of the 4 suc-
9 ceeding fiscal years.

10 (j) DEFINITIONS.—In this section:

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

20 (2) STATE-FUNDED PRESCHOOL PROGRAM.—

21 The term “State-funded preschool program” means
22 a program that—

23 (A) serves children who are ages 3 through
24 5;

1 (B) has a primary focus of supporting
2 early childhood education, including supporting
3 children’s cognitive, social, emotional, and phys-
4 ical development and approaches to learning;

5 (C) helps prepare children for a successful
6 transition to kindergarten;

7 (D) is either a school- or community-based
8 program; and

9 (E) is funded either in whole or in part by
10 a State through a State agency with authority
11 to promulgate regulations and monitor partici-
12 pating programs.

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

16 (A)(i) who was not born in the United
17 States or whose native language is a language
18 other than English;

19 (ii)(I) who is a Native American (as de-
20 fined in section 8101 of the Elementary and
21 Secondary Education Act of 1965 (20 U.S.C.
22 7801)), an Alaska Native, or a native resident
23 of an outlying area (as defined in such section
24 8101); and

1 (II) who comes from an environment where
2 a language other than English has had a sig-
3 nificant impact on the child's level of English
4 language proficiency; or

5 (iii) who is migratory, whose native lan-
6 guage is a language other than English, and
7 who comes from an environment where a lan-
8 guage other than English is dominant; and

9 (B) whose difficulties in speaking or un-
10 derstanding the English language may be suffi-
11 cient to deny the child—

12 (i) the ability to successfully achieve
13 in a classroom in which the language of in-
14 struction is English; or

15 (ii) the opportunity to participate fully
16 in society.

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