

116TH CONGRESS  
2D SESSION

# H. R. 5764

To establish high-quality dual language immersion programs in low-income communities, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 5, 2020

Mr. GRIJALVA (for himself, Mr. YOUNG, Mr. LANGEVIN, Mr. GALLEGO, Mr. ESPAILLAT, and Mrs. DAVIS of California) introduced the following bill; which was referred to the Committee on Education and Labor

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## A BILL

To establish high-quality dual language immersion programs in low-income communities, and for other purposes.

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 “Supporting Young  
5 Language Learners’ Access to Bilingual Education Act of  
6 2020” or the “SYLLABLE Act”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

9 (1) The demand for bilingual employees in the  
10 United States continues to outpace our supply.

1           (2) Dual language immersion engenders an in-  
2           clusive learning environment for all students.

3           (3) Studies have demonstrated that all students  
4           in dual language immersion programs have higher  
5           academic achievement as measured by statewide ex-  
6           amination, regardless of socioeconomic status.

7           (4) Dual language immersion has proven to be  
8           one of the most effective and longest lasting inter-  
9           vention methods for English learners.

10          (5) Long-term participation in dual language  
11          immersion programs is correlated with closing or  
12          substantial reduction of achievement gaps for Afri-  
13          can-American students, low socioeconomic status  
14          students, and special education students.

15          (6) Few children from low-income families, par-  
16          ticularly African-American children, have had access  
17          to a well-developed and well-implemented dual lan-  
18          guage program.

19          (7) Children in dual language programs experi-  
20          ence substantial gains in language, literacy, and  
21          mathematics.

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

23          (a) PURPOSES.—The purposes of this section are as  
24          follows:

1           (1) To provide incentives for local educational  
2 agencies to develop innovative strategies for planning  
3 and implementing dual language immersion pro-  
4 grams serving children from low-income families, in-  
5 cluding English learners and minority children.

6           (2) To improve the school readiness of children  
7 from low-income families, including English learners  
8 and minority children, and to ensure they enter  
9 school ready to succeed.

10          (3) To provide consistent support for learning  
11 through high-quality dual language programs from  
12 preschool through the fifth grade.

13          (4) To authorize the Secretary to carry out  
14 projects to enhance the biliteracy and bilingualism  
15 skills for children from low-income families, includ-  
16 ing English learners and minority children, through  
17 the use and longitudinal evaluation of dual language  
18 programs beginning in preschool through the fifth  
19 grade.

20          (b) PROGRAM AUTHORIZED.—From funds made  
21 available under subsection (i), and after reserving funds  
22 under subsection (c), the Secretary is authorized to award  
23 not more than five grants to fund programs proposed by  
24 eligible entities to demonstrate effective strategies in en-  
25 suring the academic success of students from low-income

1 families, including English learners and minority students,  
2 through the implementation and evaluation of high-quality  
3 dual language programs that—

4           (1) serve children in high-need schools, includ-  
5           ing English learners and minority children, from  
6           preschool through fifth grade;

7           (2) establish an infrastructure that supports  
8           programs through a rigorous assessment system,  
9           dedicated staff time, professional development in as-  
10          sessment, a data collection plan, and the collection  
11          of multiple measures of academic progress, bilin-  
12          gualism, and biliteracy;

13          (3) implement and align a curriculum that pro-  
14          motes the development of bilingual and biliterate  
15          competencies for all students through at least grade  
16          five;

17          (4) utilize and align student-centered instruc-  
18          tional methods that enhance the development of bi-  
19          lingualism, biliteracy, and academic achievement;

20          (5) align professional development and training  
21          for early childhood education instructors and ele-  
22          mentary school teachers and staff, with an emphasis  
23          on dual language instruction, second language acqui-  
24          sition, and content knowledge;

1           (6) recruit, train, and continuously develop staff  
2           to implement high-quality, dual language immersion  
3           programs; and

4           (7) establish a responsive infrastructure for  
5           positive, active, and ongoing relationships with stu-  
6           dents' families and the community that responds to  
7           and is reflective of the needs of the community and  
8           goals of the program.

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

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

16          (e) APPLICATIONS FOR GRANTS.—

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

21               (2) REQUIRED DOCUMENTATION.—Each appli-  
22               cation submitted by an eligible entity under this sec-  
23               tion for proposed programs shall include documenta-  
24               tion that—

1 (A) the eligible entity has partnered with a  
2 technical assistance entity that has proven ex-  
3 pertise in the implementation of high-quality  
4 dual language programs to provide on-going  
5 technical assistance and assist with the evalua-  
6 tion of the program;

7 (B) the eligible entity has the qualified  
8 personnel to develop, administer, evaluate, and  
9 implement the program; and

10 (C) the eligible entity serves children from  
11 low-income families, including English learners  
12 and minority children.

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

16 (A) data showing that the program serves  
17 children from low-income families, including  
18 English learners and minority children;

19 (B) a description of how the program will  
20 align the language of assessment with the lan-  
21 guage of instruction;

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

24 (D) a description, if applicable, of how the  
25 evaluation will be used to inform broader efforts

1 to improve instruction for English learners, in-  
2 cluding for preschool-aged children;

3 (E) a description of activities that will be  
4 pursued by the program including a description  
5 of—

6 (i) how the activities will further the  
7 school readiness and academic progress of  
8 children served by this program and sup-  
9 port dual language development through  
10 grade five;

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

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

17 (F) an assurance that the program will an-  
18 nually provide such information as may be re-  
19 quired by the Secretary; and

20 (G) any other information that the Sec-  
21 retary may require.

22 (f) SELECTION OF GRANTEES.—The Secretary  
23 through a peer review process shall select eligible entities  
24 to receive grants under this section based on—

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

4           (2) the extent to which relevant and directly im-  
5           pacted school leaders have been involved with the  
6           proposed programs and indicated a commitment to  
7           carrying out high-quality dual language immersion  
8           programs; and

9           (3) the quality of the programs proposed in the  
10          applications submitted under subsection (e).

11         (g) TECHNICAL ASSISTANCE AND EVALUATION.—

12         From the amount appropriated under subsection (i) for  
13         a fiscal year, the Secretary shall reserve \$250,000 to con-  
14         tract with an eligible entity with a proven track record  
15         in dual language immersion programs for the purpose of—

16           (1) providing technical assistance to local edu-  
17           cational agencies receiving grants under this Act in  
18           order to strengthen programs conducted by grantees  
19           pursuant to this Act; and

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

22                 (A) be used by the Secretary to determine  
23                 the effectiveness of programs funded through  
24                 this Act and improve services to participating  
25                 children; and



1 (B) include—

2 (i) a comprehensive evaluation of the  
3 impact of the programs on students, in-  
4 cluding an assessment of literacy skills and  
5 language development in both English and  
6 the partner language;

7 (ii) a comprehensive evaluation of the  
8 effectiveness of instructional practices used  
9 in the programs; and

10 (iii) a comprehensive evaluation of  
11 professional development strategies.

12 (h) DISSEMINATION OF BEST PRACTICES.—The Sec-  
13 retary shall disseminate information on model programs,  
14 materials, and other information developed under this sec-  
15 tion that the Secretary determines to be appropriate for  
16 use by early childhood education providers to improve the  
17 school readiness of English learners.

18 (i) AUTHORIZATION OF APPROPRIATIONS.—For the  
19 purposes of carrying out this section, there are authorized  
20 to be appropriated \$15,000,000 for fiscal year 2021 and  
21 such sums as may be necessary for each of the 4 suc-  
22 ceeding fiscal years.

23 (j) DEFINITIONS.—In this section:

24 (1) DUAL LANGUAGE IMMERSION PROGRAM.—

25 The term “dual language immersion program”

1 means an instructional strategy in which students  
2 are taught literacy and content in two languages and  
3 use the partner language for at least half of the in-  
4 structional day and foster bilingualism, biliteracy,  
5 enhanced awareness of linguistic and cultural diver-  
6 sity, and high levels of academic achievement  
7 through instruction in two languages.

8 (2) EARLY CHILDHOOD EDUCATION PRO-  
9 GRAM.—The term “early childhood education pro-  
10 gram” includes a State-funded preschool program  
11 and a Head Start program.

12 (3) ELIGIBLE ENTITY.—The term “eligible enti-  
13 ty” means a partnership between—

14 (A) at least one local educational agency;

15 (B) at least one early childhood education  
16 program; and

17 (C) at least one technical assistance entity.

18 (4) ENGLISH LEARNER.—The term “English  
19 learner” has the meaning given the term in section  
20 8101 of the Elementary and Secondary Education  
21 Act of 1965 (20 U.S.C. 7801).

22 (5) HIGH-NEED SCHOOL.—The term “high-need  
23 school” has the meaning given the term in section  
24 2221(b)(3)(A) of the Elementary and Secondary  
25 Education Act of 1965 (20 U.S.C. 6641(b)(3)(A)).

1           (6) LOW-INCOME FAMILY.—The term “low-in-  
2           come family” has the meaning given the term in sec-  
3           tion 2221(b)(3)(B) of the Elementary and Sec-  
4           ondary Education Act of 1965 (20 U.S.C.  
5           6641(b)(3)(B)).

6           (7) SECRETARY.—The term “Secretary” means  
7           the Secretary of Education.

8           (8) STATE-FUNDED PRESCHOOL PROGRAM.—  
9           The term “State-funded preschool program” means  
10          a program that—

11                 (A) serves children who are ages 3 through  
12                 5;

13                 (B) has a primary focus of supporting  
14                 early childhood education, including supporting  
15                 children’s cognitive, social, emotional, and phys-  
16                 ical development and approaches to learning;

17                 (C) helps prepare children for a successful  
18                 transition to kindergarten;

19                 (D) is either a school- or community-based  
20                 program; and

21                 (E) is funded either in whole or in part by  
22                 a State through a State agency with authority  
23                 to promulgate regulations and monitor partici-  
24                 pating programs.

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