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(Original Signature of Member)

116TH CONGRESS
2D SESSION

H. R. _____

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

IN THE HOUSE OF REPRESENTATIVES

Mr. GRIJALVA introduced the following bill; which was referred to the Committee on _____

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:

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

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

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

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

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

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

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

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

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

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

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

13 (3) To provide consistent support for learning
14 through high-quality dual language programs from
15 preschool through the fifth grade.

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

23 (b) **PROGRAM AUTHORIZED.**—From funds made
24 available under subsection (i), and after reserving funds
25 under subsection (c), the Secretary is authorized to award
26 not more than five grants to fund programs proposed by

1 eligible entities to demonstrate effective strategies in en-
2 suring the academic success of students from low-income
3 families, including English learners and minority students,
4 through the implementation and evaluation of high-quality
5 dual language programs that—

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

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

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

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

22 (5) align professional development and training
23 for early childhood education instructors and ele-
24 mentary school teachers and staff, with an emphasis

1 on dual language instruction, second language acqui-
2 sition, and content knowledge;

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

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

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

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

18 (e) APPLICATIONS FOR GRANTS.—

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

23 (2) REQUIRED DOCUMENTATION.—Each applica-
24 tion submitted by an eligible entity under this sec-

1 tion for proposed programs shall include documenta-
2 tion that—

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

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

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

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

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

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

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

1 (D) a description, if applicable, of how the
2 evaluation will be used to inform broader efforts
3 to improve instruction for English learners, in-
4 cluding for preschool-aged children;

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

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

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

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

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

22 (G) any other information that the Sec-
23 retary may require.

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

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

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

12 (3) the quality of the programs proposed in the
13 applications submitted under subsection (e).

14 (g) TECHNICAL ASSISTANCE AND EVALUATION.—
15 From the amount appropriated under subsection (i) for
16 a fiscal year, the Secretary shall reserve \$250,000 to con-
17 tract with an eligible entity with a proven track record
18 in dual language immersion programs for the purpose of—

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

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

1 (A) be used by the Secretary to determine
2 the effectiveness of programs funded through
3 this Act and improve services to participating
4 children; and

5 (B) include—

6 (i) a comprehensive evaluation of the
7 impact of the programs on students, in-
8 cluding an assessment of literacy skills and
9 language development in both English and
10 the partner language;

11 (ii) a comprehensive evaluation of the
12 effectiveness of instructional practices used
13 in the programs; and

14 (iii) a comprehensive evaluation of
15 professional development strategies.

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

22 (i) AUTHORIZATION OF APPROPRIATIONS.—For the
23 purposes of carrying out this section, there are authorized
24 to be appropriated \$15,000,000 for fiscal year 2021 and

1 such sums as may be necessary for each of the 4 suc-
2 ceeding fiscal years.

3 (j) DEFINITIONS.—In this section:

4 (1) DUAL LANGUAGE IMMERSION PROGRAM.—

5 The term “dual language immersion program”
6 means an instructional strategy in which students
7 are taught literacy and content in two languages and
8 use the partner language for at least half of the in-
9 structional day and foster bilingualism, biliteracy,
10 enhanced awareness of linguistic and cultural diver-
11 sity, and high levels of academic achievement
12 through instruction in two languages.

13 (2) EARLY CHILDHOOD EDUCATION PRO-
14 GRAM.—The term “early childhood education pro-
15 gram” includes a State-funded preschool program
16 and a Head Start program.

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

19 (A) at least one local educational agency;

20 (B) at least one early childhood education
21 program; and

22 (C) at least one technical assistance entity.

23 (4) ENGLISH LEARNER.—The term “English
24 learner” has the meaning given the term in section

1 8101 of the Elementary and Secondary Education
2 Act of 1965 (20 U.S.C. 7801).

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

7 (6) LOW-INCOME FAMILY.—The term “low-in-
8 come family” has the meaning given the term in sec-
9 tion 2221(b)(3)(B) of the Elementary and Sec-
10 ondary Education Act of 1965 (20 U.S.C.
11 6641(b)(3)(B)).

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

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

17 (A) serves children who are ages 3 through
18 5;

19 (B) has a primary focus of supporting
20 early childhood education, including supporting
21 children’s cognitive, social, emotional, and phys-
22 ical development and approaches to learning;

23 (C) helps prepare children for a successful
24 transition to kindergarten;

1 (D) is either a school- or community-based
2 program; and

3 (E) is funded either in whole or in part by
4 a State through a State agency with authority
5 to promulgate regulations and monitor partici-
6 pating programs.