

110TH CONGRESS
1ST SESSION

H. R. 2111

To amend the Elementary and Secondary Education Act of 1965 to establish
a partnership program in foreign languages.

IN THE HOUSE OF REPRESENTATIVES

MAY 2, 2007

Mr. HOLT (for himself, Mr. HINOJOSA, Mrs. MCCARTHY of New York, Mr. WU, and Mr. REYES) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Elementary and Secondary Education Act of 1965 to establish a partnership program in foreign languages.

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 “Foreign Language
5 Education Partnership Program Act”.

6 **SEC. 2. PARTNERSHIP PROGRAM IN FOREIGN LANGUAGES.**

7 (a) IN GENERAL.—Subpart 9 of part D of title V
8 of the Elementary and Secondary Education Act of 1965
9 is amended—

1 (1) by striking section 5494 (20 U.S.C. 7259c);

2 and

3 (2) by inserting after section 5493 the fol-

4 lowing:

5 **“SEC. 5494. PARTNERSHIP PROGRAM IN FOREIGN LAN-**
6 **GUAGES.**

7 “(a) PURPOSES.—The purposes of this section are—

8 “(1) to provide incentives for developing and
9 maintaining model programs of articulated foreign
10 language learning from kindergarten through grade

11 12 that increase the number of American students
12 graduating from high school with an advanced level
13 of proficiency in at least one foreign language; and

14 “(2) to widely disseminate information on the
15 model programs that demonstrate success.

16 “(b) PROGRAM AUTHORIZED.—

17 “(1) IN GENERAL.—From the amounts made
18 available to carry out this section, the Secretary may
19 make incentive payments for a fiscal year to eligible
20 partnerships to develop and maintain, or to improve
21 and expand, model programs that support articu-
22 lated foreign language learning in kindergarten
23 through grade 12.

24 “(2) PLANNING AND DEVELOPMENT.—For the
25 first two fiscal years an eligible partnership receives

1 funds under paragraph (1) for a model program on
2 a critical foreign language, the Secretary may allow
3 that partnership, based on demonstrated need, to
4 use those funds for planning and development activi-
5 ties, including—

6 “(A) development of an articulated instruc-
7 tional curriculum for the critical foreign lan-
8 guage to which the model program relates;

9 “(B) in-service and pre-service develop-
10 ment of teachers, and development of cur-
11 riculum and language assessments in the crit-
12 ical foreign language to which the model pro-
13 gram relates; and

14 “(C) development of contextual programs
15 and curriculum materials related to the critical
16 foreign language to which the model program
17 relates, as described in subsection (e).

18 “(c) APPLICATIONS.—

19 “(1) IN GENERAL.—Each eligible partnership
20 desiring a grant under this section shall submit an
21 application to the Secretary at such time, in such
22 manner, and containing such information as the Sec-
23 retary may require.

24 “(2) CONTENTS.—Each application shall—

1 “(A) identify each member of the partner-
2 ship, provide contact information and letters of
3 commitment for each such member, and de-
4 scribe the responsibilities of each such member,
5 including—

6 “(i) identifying the member that will
7 receive and manage the grant;

8 “(ii) specifying how each member will
9 be involved in the planning, development,
10 and implementation of the activities pro-
11 posed under the grant;

12 “(iii) describing the resources to be
13 provided by each member; and

14 “(iv) describing how each member will
15 contribute to ensuring the continuity of
16 student progress from kindergarten
17 through grade 12;

18 “(B) describe how an articulated cur-
19 riculum for students to achieve an advanced
20 level of proficiency by grade 12 will be devel-
21 oped and implemented;

22 “(C) identify target proficiency levels for
23 students at critical benchmarks, and describe
24 how progress toward those proficiency levels will
25 be assessed at the benchmarks;

1 “(D) describe how the partnership will
2 support and continue the program after the
3 grant has expired, including how the partner-
4 ship will seek support from other sources, such
5 as State and local governments, foundations,
6 and the private sector; and

7 “(E) describe what assessments will be
8 used or, if assessments are not available, how
9 assessments will be developed.

10 “(d) USE OF FUNDS.—Incentive payments under this
11 section—

12 “(1) shall be used—

13 “(A) to design programs and teaching
14 strategies informed by the best practices recog-
15 nized by the field and by available research;

16 “(B) to develop curriculum materials based
17 on an articulated framework or approach de-
18 signed to bring students to an advanced level of
19 proficiency by grade 12;

20 “(C) to recruit students and teachers, such
21 as from heritage populations; and

22 “(D) to carry out teacher in-service and
23 pre-service professional development programs,
24 including summer institutes, that support the
25 model programs; and

1 “(2) may be used—

2 “(A) to develop nationally recognized as-
3 sssments for kindergarten through grade 12
4 for the foreign language to which the model
5 program relates, if such assessments do not
6 exist for that language;

7 “(B) to enhance nationally recognized as-
8 sssments for kindergarten through grade 12
9 for the foreign language to which the model
10 program relates, if such assessments already
11 exist for that language;

12 “(C) to provide scholarships and incentives
13 to recruit new teachers and encourage prac-
14 ticing teachers to take advantage of the profes-
15 sional development opportunities;

16 “(D) to provide opportunities for max-
17 imum foreign language exposure for students
18 domestically, such as the creation of immersion
19 environments in the classroom and school and
20 on weekend or summer experiences, and special
21 tutoring and academic support;

22 “(E) to provide the possibility for multiple
23 entry points for studying the foreign language;

24 “(F) to provide scholarships for study-
25 abroad opportunities related to the foreign lan-

1 guage to which the model program relates, for
2 students in grades 9 through 12 and teachers
3 and prospective teachers of such students, ex-
4 cept that a recipient of incentive payments may
5 not use more than 20 percent of those pay-
6 ments for this purpose;

7 “(G) to carry out activities to integrate
8 foreign languages into the school curriculum
9 and generate whole-school collaboration, includ-
10 ing activities and support for teachers of other
11 subjects and administrators;

12 “(H) to carry out activities to encourage
13 community involvement, especially with respect
14 to heritage communities;

15 “(I) to incorporate effective and innovative
16 uses of technology to enhance student learning
17 and teaching;

18 “(J) to develop certification and alternative
19 certification programs at the State level, espe-
20 cially for the less commonly taught foreign lan-
21 guages;

22 “(K) to obtain technical assistance in the
23 development and implementation of the model
24 program funded under this section; and

1 “(L) to recruit or appoint a language su-
2 pervisor to oversee and coordinate the progress
3 of the articulated foreign language program
4 across grade levels in the local education agency
5 funded under this section.

6 “(e) CONTEXTUAL DIMENSION.—A model program
7 may not receive an incentive payment under this section
8 unless it includes a dimension, carried out in conjunction
9 with foreign language instruction, under which each for-
10 eign language learner also participates in programs to ex-
11 pand the understanding and knowledge of historic, geo-
12 graphic, cultural, economic, and other contextual factors
13 of countries with populations who speak the foreign lan-
14 guage to which the model program relates.

15 “(f) RESEARCH AND EVALUATION.—

16 “(1) IN GENERAL.—A model program may not
17 receive an incentive payment under this section un-
18 less it includes a research and evaluation component,
19 under which—

20 “(A) information is collected and analyzed
21 regarding the effectiveness of activities carried
22 out under the program, including but not lim-
23 ited to—

24 “(i) program design;

1 “(ii) student and teacher recruitment
2 strategies;

3 “(iii) curricular approaches;

4 “(iv) teacher development; and

5 “(v) foreign language assessment in-
6 struments;

7 “(B) information is collected and analyzed
8 regarding the impact of each activity in sub-
9 paragraph (A) on the foreign language pro-
10 ficiency of the students;

11 “(C) information is collected and analyzed
12 regarding program participation, including data
13 on student enrollments and numbers of foreign
14 language teachers; and

15 “(D) the information collected, and the
16 analyses of that information, are made widely
17 available to the public.

18 “(2) STANDARDIZATION.—The Secretary shall
19 provide guidelines to standardize the categories of
20 information collected and analyzed under paragraph
21 (1) and the manner in which that information is col-
22 lected, analyzed, and made available to the public.

23 “(g) DURATION OF PAYMENTS.—

24 “(1) A partnership awarded incentive payments
25 under this section for a fiscal year may continue to

1 be awarded incentive payments for the succeeding 3
2 fiscal years, but only if the partnership demonstrates
3 that the model program is effective based on nation-
4 ally recognized standardized foreign language assess-
5 ments.

6 “(2) The Secretary may waive the requirement
7 (that the partnership demonstrate that the model
8 program is effective) in paragraph (1) for the initial
9 fiscal year or the first succeeding fiscal year, or
10 both, if the fiscal years for which the waiver is made
11 are years used primarily for planning and develop-
12 ment rather than implementation.

13 “(3) A partnership completing a four-year in-
14 centive grant award may be eligible for two addi-
15 tional five-year awards, but only if the partnership
16 demonstrates, based on nationally recognized stand-
17 ardized foreign language assessments, that the
18 model program is effective.

19 “(h) MATCHING REQUIREMENT.—

20 “(1) IN GENERAL.—An eligible partnership that
21 receives a grant under this section shall provide, to-
22 ward the cost of carrying out the activities sup-
23 ported by the grant, from non-Federal sources an
24 amount equal to—

1 “(A) 20 percent of the amount of the
2 grant payment for the first fiscal year for which
3 a grant payment is made;

4 “(B) 30 percent of the amount of the
5 grant payment for the second such fiscal year;

6 “(C) 40 percent of the amount of the
7 grant payment for the third such fiscal year;
8 and

9 “(D) 50 percent of the amount of the
10 grant payments for the duration of the first
11 grant, and any additional grants made under
12 this section.

13 “(2) NON-FEDERAL SHARE.—The non-Federal
14 share required under paragraph (1) may be provided
15 in cash or in kind.

16 “(3) WAIVER.—The Secretary may waive, in
17 whole or in part, the matching requirement in para-
18 graph (1) for any fiscal year if—

19 “(A) the eligible partnership demonstrates
20 hardship and the waiver will best serve the pur-
21 poses of this section; or

22 “(B) the foreign language to which the
23 model program relates is a critical foreign lan-
24 guage as determined by the Secretary.

1 “(i) SUPPLEMENT NOT SUPPLANT.—Grant funds
2 provided under this section shall be used to supplement,
3 not supplant, other Federal and non-Federal funds avail-
4 able to carry out the activities described in this section.

5 “(j) DATA COLLECTION, ANALYSIS, AND DISSEMINA-
6 TION.—

7 “(1) IN GENERAL.—The Secretary may reserve
8 not more than 3 percent of the total amount appro-
9 priated for this section for any fiscal year to—

10 “(A) annually collect and analyze data on
11 the programs under this section; and

12 “(B) disseminate nationally, including
13 through a Web-based clearinghouse—

14 “(i) aggregated data collected under
15 subparagraph (A); and

16 “(ii) promising K–12 foreign language
17 learning and teaching practices and suc-
18 cessful program models developed under
19 this section.

20 “(2) The activities described in paragraph (1)
21 may be carried out by the Secretary directly or
22 through grants and contracts to institutions of high-
23 er education and public and private nonprofit agen-
24 cies and organizations.

25 “(k) DEFINITIONS.—In this section:

1 “(1) CRITICAL FOREIGN LANGUAGE.—The term
2 ‘critical foreign language’ means a less commonly
3 taught foreign language the teaching of which is
4 critical to the Nation’s security and global economic
5 leadership, as determined by the Secretary.

6 “(2) ELIGIBLE PARTNERSHIP.—The term ‘eligi-
7 ble partnership’ means a partnership that—

8 “(A) shall include—

9 “(i) one or more local educational
10 agencies or State educational agencies, or
11 both; and

12 “(ii) one or more institutions of high-
13 er education, which shall include—

14 “(I) a school, department, or pro-
15 gram within the institution or institu-
16 tions of higher education that provides
17 a teacher preparation program;

18 “(II) a school, department, pro-
19 gram, or center within the institution
20 or institutions of higher education
21 that provides a program of study or
22 research in foreign languages; and

23 “(III) a school, department, pro-
24 gram, or center within the institution
25 or institutions of higher education

1 that provides programs of study about
2 the historic, geographic, cultural, eco-
3 nomic, and other contextual factors of
4 the world area or country with popu-
5 lations who speak the foreign lan-
6 guage to which the model program re-
7 lates; and

8 “(B) may also include one or more busi-
9 nesses or nonprofit organizations, or both.

10 “(3) **ADVANCED LEVEL OF PROFICIENCY.**—The
11 term ‘advanced level of proficiency’ means the ad-
12 vanced level as measured by the American Council
13 for Teachers of Foreign Languages, or level 2 as
14 measured by the Federal Interagency Language
15 Roundtable (ILR) or by other nationally recognized
16 measures of advanced standards of proficiency.

17 “(4) **ARTICULATED.**—The term ‘articulated’
18 means that each grade level of the foreign language
19 program is designed to sequentially expand on the
20 student achievement of the previous level with a goal
21 toward achieving an established level of language
22 proficiency.

23 “(1) **AUTHORIZATION OF APPROPRIATIONS.**—There
24 are authorized to be appropriated for incentive payments
25 under this section \$50,000,000 for fiscal year 2008.”.

1 (b) FINDINGS AND PURPOSES.—Subpart 9 of part D
2 of title V of the Elementary and Secondary Education Act
3 of 1965 is further amended by inserting after section 5491
4 the following:

5 **“SEC. 5491A. FINDINGS; PURPOSES.**

6 “(a) FINDINGS.—Congress finds the following:

7 “(1) According to the National Research Coun-
8 cil in 2007, a pervasive lack of knowledge about for-
9 eign cultures and foreign languages in this country
10 threatens the security of the United States as well
11 as its ability to compete in the global marketplace
12 and produce an informed citizenry.

13 “(2) According to the National Research Coun-
14 cil in 2007, early language learning in elementary
15 and secondary school is key to establishing a pipeline
16 of students who can eventually reach a high enough
17 level of proficiency in foreign language and culture
18 to meet national needs.

19 “(3) According to the Committee for Economic
20 Development in 2006, current efforts to develop lan-
21 guage skills and knowledge of world regions at an
22 early age are clearly inadequate to prepare high
23 school graduates with the skills necessary for pro-
24 ductivity and citizenship in an integrated global
25 economy.

1 “(4) The American Council on the Teaching of
2 Foreign Languages found that only 34 percent of
3 United States K–12 students were enrolled in for-
4 eign language classes in 2000. Furthermore, the
5 length of time students spent studying languages at
6 school has stagnated, so that many students reach
7 only introductory levels of proficiency.

8 “(5) Research demonstrates that success lies
9 not only in the number of years of learning but also
10 in having carefully sequenced, articulated, programs
11 of language learning across a child’s school experi-
12 ence, requiring bridging the gaps between levels in
13 foreign language education.

14 “(6) A survey of secondary school principals
15 and foreign language teachers by the Center for Ap-
16 plied Linguistics in 1999 identified a shortage of
17 foreign language teachers as a major impediment to
18 greater foreign language learning, along with fund-
19 ing, lack of training, and poor academic counseling.

20 “(b) PURPOSES.—The purposes of this subpart are
21 to provide incentives for model programs that address the
22 needs for developing, strengthening and expanding the
23 teaching and learning of foreign languages and foreign
24 cultures in the United States elementary and secondary

1 schools, and to widely disseminate information on success-
2 ful programs and practices.”.

3 (c) TECHNICAL AMENDMENTS.—The table of con-
4 tents in section 2 of such Act is amended—

5 (1) by inserting after the item relating to sec-
6 tion 5491 the following:

“Sec. 5491A. Findings; purposes.”;

7 and

8 (2) by striking the item relating to section 5494
9 and inserting the following:

“Sec. 5494. Partnership program in foreign languages.”.

○