AMENDMENT TO RULES COMMITTEE PRINT 116-19

OFFERED BY MR. PRICE OF NORTH CAROLINA

At the end of subtitle H of title X, add the following new section:

SEC. 10. WORLD LANGUAGE ADVANCEMENT AND READINESS GRANTS.

(a) FINDINGS.—Congress finds the following:

(1) The national security of the United States continues to depend on language readiness, in particular among the seventeen agencies of the Intelligence Community.

(2) The levels of language proficiency required for national security necessitate long sequences of language training for personnel in the Intelligence Community and the Department of Defense.

(3) The future national security and economic well-being of the United States will depend substantially on the ability of its citizens to communicate and compete by knowing the languages and cultures of other countries.

(4) The Federal Government has an interest in ensuring that the employees of its departments and
agencies with national security responsibilities are prepared to meet the challenges of this changing international environment.

(5) The Federal Government also has an interest in taking actions to alleviate the problem of American students being inadequately prepared to meet the challenges posed by increasing global interaction among nations.

(6) American elementary schools, secondary schools, colleges, and universities must place a new emphasis on improving the teaching of foreign languages, area studies, counterproliferation studies, and other international fields to help meet those challenges.

(b) Grants Authorized.—

(1) Program Authority.—The Secretary of Defense, in consultation with the Director of National Intelligence and the Secretary of Education, may carry out a program under which the Secretary of Defense makes grants, on a competitive basis, to eligible entities to carry out innovative model programs providing for the establishment, improvement, or expansion of world language study for elementary school and secondary school students.
(2) DURATION.—Each grant under this section shall be awarded for a period of 3 years.

(3) GEOGRAPHIC DISTRIBUTION.—The Secretary of Defense shall ensure the equitable geographic distribution of grants under this section.

(4) MATCHING REQUIREMENT FOR LOCAL EDUCATIONAL AGENCIES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), each local educational agency that receives a grant under this section shall provide, from non-Federal sources, an amount equal to the amount of the grant (which may be provided in cash or in kind) to carry out the activities supported by the grant.

(B) EXCEPTION.—The Secretary of Defense may reduce the matching requirement under subparagraph (A) for any local educational agency that the Secretary determines does not have adequate resources to meet such requirement.

(5) SPECIAL REQUIREMENTS FOR LOCAL EDUCATIONAL AGENCIES.—In awarding a grant under paragraph (1) to an eligible entity that is a local educational agency, the Secretary of Defense shall support programs that—
(A) show the promise of being continued beyond the grant period;

(B) demonstrate approaches that can be disseminated to and duplicated in other local educational agencies; and

(C) may include a professional development component.

(6) Allocation of Funds.—

(A) Not less than 75 percent of the funds made available to carry out this section for a fiscal year shall be used for the expansion of world language learning in elementary schools.

(B) Not less than 75 percent of the funds made available to carry out this section for a fiscal year shall be used to support instruction in world languages determined by the Secretary of Defense to be critical to the national security interests of the United States.

(C) The Secretary of Defense may reserve not more than 5 percent of funds made available to carry out this section for a fiscal year to evaluate the efficacy of programs that receive grants under paragraph (1).

(7) Applications.—
(A) IN GENERAL.—To be considered for a grant under paragraph (1), an eligible entity shall submit an application to the Secretary of Defense at such time, in such manner, and containing such information and assurances as the Secretary may require.

(B) SPECIAL CONSIDERATION.—The Secretary of Defense shall give special consideration to applications describing programs that—

   (i) include intensive summer world language programs for professional development of world language teachers;

   (ii) link nonnative English speakers in the community with the schools in order to promote two-way language learning;

   (iii) promote the sequential study of a world language for students, beginning in elementary schools;

   (iv) make effective use of technology, such as computer-assisted instruction, language laboratories, or distance learning, to promote world language study;

   (v) promote innovative activities, such as dual language immersion, partial world
language immersion, or content-based instruction; and

(vi) are carried out through a consortium comprised of the eligible entity receiving the grant, an elementary school or secondary school, and an institution of higher education (as that term is defined in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001)).

(c) DEFINITIONS.—In this section:

(1) ELIGIBLE ENTITY.—The term “eligible entity” means the following:

(A) A local educational agency that hosts a unit of the Junior Reserve Officers’ Training Corps.

(B) A school operated by the Department of Defense Education Activity.

(2) ESEA TERMS.—The terms “elementary school”, “local educational agency” and “secondary school” have the meanings given the terms in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(3) WORLD LANGUAGE.—The term “world language” means—
(A) any natural language other than English, including—

(i) languages determined by the Secretary of Defense to be critical to the national security interests of the United States;

(ii) classical languages;

(iii) American sign language; and

(iv) Native American languages; and

(B) any language described in subparagraph (A) that is taught in combination with English as part of a dual language or immersion learning program.