

HOUSE BILL NO. 190

INTRODUCED BY D. FERN

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A BILL FOR AN ACT ENTITLED: "AN ACT ENCOURAGING SCHOOL DISTRICTS TO OFFER DUAL LANGUAGE IMMERSION PROGRAMS IN THE EARLY GRADES; PROVIDING A GRANT PROGRAM TO SUPPORT DUAL LANGUAGE IMMERSION PROGRAMS; REQUIRING THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO ADMINISTER THE GRANT PROGRAM AND PROVIDE SUPPORT FOR DUAL LANGUAGE IMMERSION PROGRAMS; PROVIDING RULEMAKING AUTHORITY; PROVIDING AN APPROPRIATION; AND PROVIDING AN EFFECTIVE DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

**NEW SECTION. Section 1. Early grades dual language immersion programs -- purpose.** The purpose of [sections 1 and 2] is to:

(1) encourage elementary and K-12 school districts to offer, in the early grades, innovative dual language immersion programs to engage students, enhance student cognitive skills, and prepare students to be globally aware and economically competitive; and

(2) provide for a grant program to support the additional costs involved in developing and offering dual language immersion programs.

**NEW SECTION. Section 2. Early grades dual language immersion programs -- grants.** (1) In order for a school district's dual language immersion program to be eligible for a grant under this section, the program must:

(a) be offered to students on a voluntary basis;

(b) begin in kindergarten or grade 1;

(c) ensure that all participating students receive content area instruction in a language other than English at least 50% of the day; and

(d) adhere to quality dual language immersion program models and standards as determined by the superintendent of public instruction.

(2) An elementary or K-12 school district offering a dual language immersion program meeting the

1 requirements of subsection (1) may apply on an annual basis to the superintendent of public instruction for grants  
2 available under this section and appropriated by the legislature for the purposes of [sections 1 and 2].

3 (3) The superintendent of public instruction shall select grant recipients based on the quality of the  
4 proposed program and the program's potential for developing student biliteracy. The superintendent shall  
5 distribute grants on an annual basis to selected school districts by November 1. The grants may be used by the  
6 district for expenses related to the dual language immersion program, including but not limited to curriculum  
7 development, materials and supplies, professional development, and program evaluation. The grant amount may  
8 not exceed \$10,000 per district and the superintendent shall determine the amount of the award based on:

9 (a) the number of dual language immersion programs and class sections offered by the district;  
10 (b) the number of participating teachers and students in the district program;  
11 (c) district expenditures related to the establishment and operation of the dual language immersion  
12 program; and

13 (d) the district's financial capacity to support the dual language immersion program.

14 (4) A school district receiving a grant under this section shall:

15 (a) deposit the funds in the miscellaneous programs fund established in 20-9-507;

16 (b) expend the funds only for a dual language immersion program; and

17 (c) report expenditures of the funds in the annual trustees' report as required by 20-9-213.

18 (5) (a) In order to increase the quality, efficiency, and effectiveness of dual language immersion programs  
19 offered throughout the state, the superintendent of public instruction shall:

20 (i) support school districts in developing dual language immersion programs and curriculum pursuant  
21 to 20-7-113 and 20-7-114;

22 (ii) disseminate to school districts information related to best practices for dual language immersion  
23 model program design and delivery; and

24 (iii) support the professional development of teachers participating in dual language immersion programs.

25 (b) In fulfilling the duties under this section, the superintendent of public instruction may:

26 (i) hire consultants to help districts design and implement programs that reflect best practices;

27 (ii) facilitate site visits for teachers and school administrators to successful dual language immersion  
28 programs; and

29 (iii) adopt rules, standards, and procedures to administer and implement the program.

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