asking for money from the Federal Government to New York State that went to over 700 school districts to sign up for Common Core and all sorts of other things that came from the Federal Government. So I appreciate this as a learning moment.

Mr. Chairman, I yield back the balance of my time to Mr. SCOTT.

Mr. SCOTT of Virginia. Mr. Chairman, how much time do I have remaining?

The Acting CHAIR. The gentleman from Virginia has 1½ minutes remaining.

Mr. SCOTT of Virginia. Mr. Chairman, I just want to reiterate that the Commonwealth of Virginia had received a waiver without accepting, without being involved in Common Core. We need to make sure that we have meaningful, high standards so that when someone graduates from high school, they are college- or career-ready without remediation. Whatever happens to this amendment, we want to make sure that States are not trying to exempt themselves out of reasonable standards.

Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from New York (Mr. ZELDIN).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. ZELDIN. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from New York will be postponed.

AMENDMENT NO. 31 OFFERED BY MR. HURD OF TEXAS

The Acting CHAIR. It is now in order to consider amendment No. 31 printed in part B of House Report 114–29.

Mr. HURD of Texas. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 574, after line 17, insert the following:

**"SEC. 6552. SENSE OF CONGRESS ON PROTECTING STUDENT PRIVACY.**

''(a) FINDINGS.—The Congress finds as follows:

''(1) Students' personally identifiable information is important to protect.

''(2) Students' information should not be shared with individuals other than school officials in charge of educating those students without clear notice to parents.

''(3) With the use of more technology, and more research about student learning, the responsibility to protect students' personally identifiable information is more important than ever.

''(4) Regulations allowing more access to students' personal information could allow that information to be shared or sold by individuals who do not have the best interest of the students in mind.

''(5) The Secretary has the responsibility to ensure every entity that receives funding under this Act holds any personally identifiable information in strict confidence.

''(b) SENSE OF CONGRESS.—It is the sense of the Congress that the Secretary should review all regulations addressing issues of student privacy, including those under this Act, and ensure that students' personally identifiable information is protected.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Texas (Mr. HURD) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas.

Mr. HURD of Texas. Mr. Chairman, our children are our most precious resource, so protecting their personally identifiable information is incredibly important. As a former undercover officer in the CIA, I have seen the damage that can be done when personal data falls into the wrong hands. Bad actors can not only use this information for their own gain, they can also use it to target America's children. It is up to us to protect our children and ensure their information is secure. Students' personal information should never be shared with anyone who is not authorized to view it or use it, period.

I support the final passage of H.R. 5 and hope this amendment will spur Congress to help protect the personally identifiable information of our Nation's students.

Mr. Chairman, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I claim the time in opposition, although I am not opposed.

The SPEAKER pro tempore. Without objection, the gentleman is recognized for 5 minutes.

There was no objection.

Mr. SCOTT of Virginia. Mr. Chairman, the gentleman from Texas has raised some good points about data privacy with this amendment. The Subcommittee on Elementary and Secondary Education held a hearing on data privacy in the digital age earlier this month, and I think we are going to be looking at ways that we can improve FERPA for the 21st century during this Congress.

Mr. Chairman, that bill was written 40 years ago when data in the classroom was all in a teacher's grade book and technology was not employed anywhere close to where it is today. Parents need to be able to trust that their children's personal information is secure and will not be used for marketing or noneducational purposes. Teachers need to be given resources to understand how they can best protect the students' data. As policymakers, we need to safeguard student privacy while supporting technological innovation happening in American schools.

We must help researchers and educators diagnose and address achievement gaps and enable all students to achieve their greatest potential. So I support the gentleman's amendment, and yield back the balance of my time.

Mr. HURD of Texas. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Texas (Mr. HURD).

The question was taken; and the Acting Chair announced that the ayes appeared to have it.

Mr. HURD of Texas. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Texas will be postponed.

Mr. KLINE. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. STIVERS) having assumed the chair, Mr. DOLD, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, had come to no resolution thereon.

## REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.J. RES. 35, FURTHER CONTINUING APPROPRIATIONS RESOLUTION, 2015

Mr. SESSIONS, from the Committee on Rules, submitted a privileged report (Rept. No. 114–31) on the resolution (H. Res. 129) providing for consideration of the joint resolution (H.J. Res. 35) making further continuing appropriations for fiscal year 2015, and for other purposes, which was referred to the House Calendar and ordered to be printed.

## STUDENT SUCCESS ACT

The SPEAKER pro tempore. Pursuant to House Resolution 125 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the further consideration of the bill, H.R. 5.

Will the gentleman from Illinois (Mr. DOLD) kindly resume the chair.

□ 2124

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, with Mr. DOLD (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose earlier today, a request for a recorded vote on amendment No. 31, printed in part B of House Report 114–29, offered by the gentleman from Texas (Mr. HURD) had been postponed.

AMENDMENT NO. 32 OFFERED BY MR. GRAYSON

The Acting CHAIR. It is now in order to consider amendment No. 32 printed in part B of House Report 114–29.

Mr. GRAYSON. I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 574, after line 17, insert the following:

**"SEC. 6552. STUDY ON SCHOOL START TIMES.**

''The Secretary shall conduct an assessment of the impact of school start times on student health, well-being, and performance.''.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Florida (Mr. GRAYSON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Florida.

Mr. GRAYSON. Mr. Chairman, my amendment would require the Secretary of Education to conduct an assessment of the impact of school start times on student health, well-being, and performance. It is supported by the National Education Association, the American Academy of Pediatrics, and the National Sleep Federation.

In my district, some schools begin the day at 7 a.m., and others begin at 9:15. I am sure we see similar disparities all around the country. As the father of five school-age children, I believe that 7 a.m. is probably too early to get the best out of the developing minds and bodies of our young people.

That being said, I want to make it clear that this amendment does not mandate any change to school start times in the least. It simply seeks a national study on this topic. Maybe that study will prove me right, maybe it won't. Either way, localities will remain free to continue to choose the start times for their schools that make the most sense for them, hopefully being better informed by this study. My amendment, should it be accepted, will make those decisions possible with more information than is currently available.

According to research already available by the director of the Center for Applied Research and Educational Improvement at the University of Minnesota, later school start times in Minneapolis and Edina, Minnesota, have led to increased attendance rates, improved graduation rates, increased GPAs—in fact, in 11th grade, the mean grade went from a B to almost an A-minus—and significantly less depression among our students.

A Centers for Disease Control and Prevention study found that insufficient sleep for young people leads to an increase in risky behavior, including increased tobacco use, increased alcohol consumption, and increased sexual activity.

A recent study at the U.S. Air Force Academy even found ''significant negative effects''—that is a direct quote—''significant negative effects'' every single year for those students who enrolled in the Air Force's early morning courses. A study on the Wake County, North Carolina, school district start times showed that students with a 1-hour later start time gained on State assessment reading and math scores significantly and substantially.

An analysis of SAT scores in Hingham, Massachusetts, showed that delayed school starts, a school start a little bit later in the morning, resulted in a 31 point increase in SAT scores for those students with no other change in their schedule or in their standards.

With all these disparate localized research results, isn't it time for a national study to see if these trends might be replicable across the country and could give our students a better education?

I hope that the information gained from such a study—such as one that I am proposing—would be useful to students. I hope it will be useful to parents, and I hope it will be useful to State and local governments and school authorities as they consider and determine their appropriate start times.

According to the Congressional Budget Office, this amendment would have absolutely no impact on direct Federal spending. Again, I want to reiterate that this amendment is not a mandate in any sense whatsoever. It only requires a deeper look at the effects school start times have on the health, well-being, and performance of students across America.

Mr. Chairman, we should be eager to research anything that could possibly benefit our Nation's K–12 students, our own children. Toward that end, I urge support for this amendment, and I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the gentleman's amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, I appreciate the gentleman's interest and passion in looking at this issue.

□ 2130

I oppose the amendment because it is yet another example of expanding the Federal role in education into areas that are best left to States or local school districts.

There are debates about start times for schools. There are studies that are out there. The gentleman mentioned some of those. There are a lot of opinions on the topic, but I don't believe that the Federal Government conducting yet another study—a national study—will be helpful.

Each State and local school district needs to figure out what works best for their students as they contemplate decisions about running their schools, whether it is start times or end times or anything in between. It is not the role of the Federal Government.

I oppose this amendment and ask my colleagues to oppose the amendment.

I reserve the balance of my time.

Mr. GRAYSON. Mr. Chairman, I yield myself the balance of my time.

In response to what we just heard, I point out that the Congressional Budget Office says this has no direct impact on spending. The reason for that is that the Department of Education already conducts research. It has a major staff of research on whom we spent millions of dollars of Federal money, regardless of whether they are performing this study or not.

We are not in any sense expanding the Federal role in education. We are simply getting the information from people who would be doing other studies, rather than this study, if this amendment doesn't pass.

We would be providing valuable information to people all across the country, the people in our States, in our localities, in our school districts, who actually do make that determination regarding start time. Therefore, with all due respect, I think that the gentleman's criticism is not well taken, and I remain passionate in support of this amendment.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I will just take a few seconds here.

I do appreciate the gentleman's passion. As the gentleman pointed out, the Department of Education, the government already has the ability to conduct such research. Much research has already been done. I think the State and local governments will make decisions that is best suited for their districts.

I oppose the gentleman's amendment, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Florida (Mr. GRAYSON).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Mr. GRAYSON. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Florida will be postponed.

AMENDMENT NO. 33 OFFERED BY MS. WILSON OF FLORIDA

The Acting CHAIR. It is now in order to consider amendment No. 33 printed in part B of House Report 114–29.

Ms. WILSON of Florida. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

In title VI of the Elementary and Secondary Education Act of 1965, as proposed to be amended by section 601(a) of the bill—

(1) redesignate part F as part G (and redesignate provisions accordingly); and

(2) insert after part E the following:

**"PART F—SCHOOL DROPOUT PREVENTION**

**"SEC. 6571. SHORT TITLE.**

''This part may be cited as the 'Dropout Prevention Act'.

**"SEC. 6572. PURPOSE.**

''The purpose of this part is to provide for school dropout prevention and reentry and

to raise academic achievement levels by providing grants that—

''(1) challenge all children to attain their highest academic potential; and

''(2) ensure that all students have substantial and ongoing opportunities to attain their highest academic potential through schoolwide programs proven effective in school dropout prevention and reentry.

**''SEC. 6573. AUTHORIZATION OF APPROPRIATIONS.**

''For the purpose of carrying out this part, there are authorized to be appropriated $125,000,000 for fiscal year 2016 and such sums as may be necessary for each of the 5 succeeding fiscal years, of which—

''(1) 10 percent shall be available to carry out subpart 1 for each fiscal year; and

''(2) 90 percent shall be available to carry out subpart 2 for each fiscal year.

**''Subpart 1—Coordinated National Strategy**

**''SEC. 6581. NATIONAL ACTIVITIES.**

''(a) IN GENERAL.—The Secretary is authorized—

''(1) to collect systematic data on the effectiveness of the programs assisted under this part in reducing school dropout rates and increasing school reentry and secondary school graduation rates;

''(2) to establish a national clearinghouse of information on effective school dropout prevention and reentry programs that shall disseminate to State educational agencies, local educational agencies, and schools—

''(A) the results of research on school dropout prevention and reentry; and

''(B) information on effective programs, best practices, and Federal resources to—

''(i) reduce annual school dropout rates;

''(ii) increase school reentry; and

''(iii) increase secondary school graduation rates;

''(3) to provide technical assistance to State educational agencies, local educational agencies, and schools in designing and implementing programs and securing resources to implement effective school dropout prevention and reentry programs;

''(4) to establish and consult with an interagency working group that shall—

''(A) address inter- and intra-agency program coordination issues at the Federal level with respect to school dropout prevention and reentry, and assess the targeting of existing Federal services to students who are most at risk of dropping out of school, and the cost-effectiveness of various programs and approaches used to address school dropout prevention and reentry;

''(B) describe the ways in which State educational agencies and local educational agencies can implement effective school dropout prevention and reentry programs using funds from a variety of Federal programs, including the programs under this part; and

''(C) examine Federal programs that may have a positive impact on secondary school graduation or school reentry;

''(5) to carry out a national recognition program in accordance with subsection (b) that recognizes schools that have made extraordinary progress in lowering school dropout rates; and

''(6) to use funds made available for this subpart to carry out the evaluation required under section 1830(c).

''(b) RECOGNITION PROGRAM.—

''(1) ESTABLISHMENT.—The Secretary shall—

''(A) establish a national recognition program; and

''(B) develop uniform national guidelines for the recognition program that shall be used to recognize eligible schools from nominations submitted by State educational agencies.

''(2) RECOGNITION.—The Secretary shall recognize, under the recognition program established under paragraph (1), eligible schools.

''(3) SUPPORT.—The Secretary may make monetary awards to an eligible school recognized under this subsection in amounts determined appropriate by the Secretary that shall be used for dissemination activities within the eligible school district or nationally.

''(4) DEFINITION OF ELIGIBLE SCHOOL.—In this subsection, the term 'eligible school' means a public middle school or secondary school, including a charter school, that has implemented comprehensive reforms that have been effective in lowering school dropout rates—

''(A) for all students in that secondary school or charter school;

''(B) For students in one or more of the subgroups described in section 1111(b)(2)(B)(xii); or

''(C) in the case of a middle school, for all students or for students in one or more of the subgroups described in section 1111(b)(2)(B)(xii) with a higher than average dropout rate in the secondary school that the middle school feeds students into.

''(c) CAPACITY BUILDING.—

''(1) IN GENERAL.—The Secretary, through a contract with one or more non-Federal entities, may conduct a capacity building and design initiative in order to increase the types of proven strategies for school dropout prevention and reentry that address the needs of an entire school population rather than a subset of students.

''(2) NUMBER AND DURATION.—

''(A) NUMBER.—The Secretary may award not more than five contracts under this subsection.

''(B) DURATION.—The Secretary may award a contract under this subsection for a period of not more than 5 years.

''(d) SUPPORT FOR EXISTING REFORM NETWORKS.—

''(1) IN GENERAL.—The Secretary may provide appropriate support to eligible entities to enable the eligible entities to provide training, materials, development, and staff assistance to schools assisted under this part.

''(2) DEFINITION OF ELIGIBLE ENTITY.—In this subsection, the term 'eligible entity' means an entity that, prior to the date of enactment of the Dropout Prevention Act—

''(A) provided training, technical assistance, and materials related to school dropout prevention or reentry to 100 or more elementary schools or secondary schools; and

''(B) developed and published a specific educational program or design related to school dropout prevention or reentry for use by the schools.

**''Subpart 2—School Dropout Prevention Initiative**

**''SEC. 6591. DEFINITIONS.**

''In this subpart:

''(1) LOW-INCOME STUDENT.—The term 'low-income student' means a student who is determined by a local educational agency to be from a low-income family using the measures described in section 1113(c).

''(2) STATE.—The term 'State' means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Bureau of Indian Affairs for purposes of serving schools funded by the Bureau.

**''SEC. 6592. PROGRAM AUTHORIZED.**

''(a) GRANTS TO STATE EDUCATIONAL AGENCIES AND LOCAL EDUCATIONAL AGENCIES.—

''(1) AMOUNT LESS THAN $75,000,000.—

''(A) IN GENERAL.—If the amount appropriated under section 6573 for a fiscal year equals or is less than $75,000,000, then the Secretary shall use such amount to award grants, on a competitive basis, to—

''(i) State educational agencies to support activities—

''(I) in schools that—

''(aa) serve students in grades 6 through 12; and

''(bb) have annual school dropout rates that are above the State average annual school dropout rate; or

''(II) in the middle schools that feed students into the schools described in subclause (I); or

''(ii) local educational agencies that operate—

''(I) schools that—

''(aa) serve students in grades 6 through 12; and

''(bb) have annual school dropout rates that are above the State average annual school dropout rate; or

''(II) middle schools that feed students into the schools described in subclause (I).

''(B) USE OF GRANT FUNDS.—Grant funds awarded under this paragraph shall be used to fund effective, sustainable, and coordinated school dropout prevention and reentry programs that may include the activities described in subsection (b)(2), in—

''(i) schools serving students in grades 6 through 12 that have annual school dropout rates that are above the State average annual school dropout rate; or

''(ii) the middle schools that feed students into the schools described in clause (i).

''(2) AMOUNT LESS THAN $250,000,000 BUT MORE THAN $75,000,000.—If the amount appropriated under section 6573 for a fiscal year is less than $250,000,000 but more than $75,000,000, then the Secretary shall use such amount to award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to award subgrants under subsection (b).

''(3) AMOUNT EQUAL TO OR EXCEEDS $250,000,000.—If the amount appropriated under section 6573 for a fiscal year equals or exceeds $250,000,000, then the Secretary shall use such amount to award a grant to each State educational agency in an amount that bears the same relation to such appropriated amount as the amount the State educational agency received under part A for the preceding fiscal year bears to the amount received by all State educational agencies under such part for the preceding fiscal year, to enable the State educational agency to award subgrants under subsection (b).

''(b) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

''(1) IN GENERAL.—From amounts made available to a State educational agency under paragraph (2) or (3) of subsection (a), the State educational agency shall award subgrants, on a competitive basis, to local educational agencies that operate public schools that serve students in grades 6 through 12 and that have annual school dropout rates that are above the State average annual school dropout rate, to enable those schools, or the middle schools that feed students into those schools, to implement effective, sustainable, and coordinated school dropout prevention and reentry programs that involve activities such as—

''(A) professional development;

''(B) obtaining curricular materials;

''(C) release time for professional staff to obtain professional development;

''(D) planning and research, including the development of early warning indicator systems in middle schools designed to identify students who are at risk of dropping out of high school and to guide preventative and recuperative school improvement strategies, including—

''(i) identifying and analyzing the academic risk factors that most reliable predict dropouts by using longitudinal data of past cohorts of students;

''(ii) identifying specific indicators of student progress and performance, such as attendance, academic performance in core courses, and credit accumulation, to guide decision making;

''(iii) identifying or developing a mechanism for regularly collecting and analyzing data about the impact of interventions on the indicators of student progress and performance; and

''(iv) analyzing academic indicators to determine whether students are on track to graduate secondary school in the standard number of years;

''(E) remedial education;

''(F) reduction in pupil-to-teacher ratios;

''(G) efforts to meet State student academic achievement standards;

''(H) counseling and mentoring for at-risk students, including the creation of individualized student success plans;

''(I) implementing comprehensive school reform models, such as creating smaller learning communities; and

''(J) school reentry activities.

''(2) AMOUNT.—Subject to paragraph (3), a subgrant under this subpart shall be awarded—

''(A) in the first year that a local educational agency receives a subgrant payment under this subpart, in an amount that is based on factors such as—

''(i) the size of schools operated by the local educational agency;

''(ii) costs of the model or set of prevention and reentry strategies being implemented; and

''(iii) local cost factors such as poverty rates;

''(B) in the second year, in an amount that is not less than 75 percent of the amount the local educational agency received under this subpart in the first such year;

''(C) in the third year, in an amount that is not less than 50 percent of the amount the local educational agency received under this subpart in the first such year; and

''(D) in each succeeding year, in an amount that is not less than 30 percent of the amount the local educational agency received under this subpart in the first year.

''(3) DURATION.—A subgrant under this subpart shall be awarded for a period of 3 years, and may be continued for a period of 2 additional years if the State educational agency determines, based on the annual reports described in section 1830(a), that significant progress has been made in lowering the annual school dropout rate for secondary schools participating in the program assisted under this subpart.

**''SEC. 6593. APPLICATIONS.**

''(a) IN GENERAL.—To receive—

''(1) a grant under this subpart, a State educational agency or local educational agency shall submit an application and plan to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require; and

''(2) a subgrant under this subpart, a local educational agency shall submit an application and plan to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may reasonably require.

''(b) CONTENTS.—

''(1) STATE EDUCATIONAL AGENCY AND LOCAL EDUCATIONAL AGENCY.—Each application and plan submitted under subsection (a) shall—

''(A) include an outline—

''(i) of the State educational agency's or local educational agency's strategy for reducing the State educational agency or local educational agency's annual school dropout rate;

''(ii) for targeting secondary schools, and the middle schools that feed students into those secondary schools, that have the highest annual school dropout rates; and

''(iii) for assessing the effectiveness of the efforts described in the plan;

''(B) contain an identification of the schools in the State or operated by the local educational agency that have annual school dropout rates that are greater than the average annual school dropout rate for the State;

''(C) describe the instructional strategies to be implemented, how the strategies will serve all students, and the effectiveness of the strategies;

''(D) describe a budget and timeline for implementing the strategies;

''(E) contain evidence of coordination with existing resources;

''(F) provide an assurance that funds provided under this subpart will supplement, and not supplant, other State and local funds available for school dropout prevention and reentry programs; and

''(G) describe how the activities to be assisted conform with research knowledge and evidence-based school dropout prevention and reentry programs.

''(2) LOCAL EDUCATIONAL AGENCY.—Each application and plan submitted under subsection (a) by a local educational agency shall contain, in addition to the requirements of paragraph (1)—

''(A) an assurance that the local educational agency is committed to providing ongoing operational support for such schools to address the problem of school dropouts for a period of 5 years; and

''(B) an assurance that the local educational agency will support the plan, including—

''(i) provision of release time for teacher training;

''(ii) efforts to coordinate activities for secondary schools and the middle schools that feed students into those secondary schools; and

''(iii) encouraging other schools served by the local educational agency to participate in the plan.

**''SEC. 6594. STATE RESERVATION.**

''A State educational agency that receives a grant under paragraph (2) or (3) of section 1822(a) may reserve not more than 5 percent of the grant funds for administrative costs and State activities related to school dropout prevention and reentry activities, of which not more than 2 percent of the grant funds may be used for administrative costs.

**''SEC. 6595. STRATEGIES AND CAPACITY BUILDING.**

''Each local educational agency receiving a grant or subgrant under this subpart and each State educational agency receiving a grant under this subpart shall implement scientifically based, sustainable, and widely replicated strategies for school dropout prevention and reentry. The strategies may include—

''(1) specific strategies for targeted purposes, such as—

''(A) effective early intervention programs designed to identify at-risk students;

''(B) effective programs serving at-risk students, including racial and ethnic minorities and pregnant and parenting teenagers, designed to prevent such students from dropping out of school; and

''(C) effective programs to identify and encourage youth who have already dropped out of school to reenter school and complete their secondary education; and

''(2) approaches such as breaking larger schools down into smaller learning communities and other comprehensive reform approaches, creating alternative school programs, and developing clear linkages to career skills and employment.

**''SEC. 6596. SELECTION OF LOCAL EDUCATIONAL AGENCIES FOR SUBGRANTS.**

''(a) STATE EDUCATIONAL AGENCY REVIEW AND AWARD.—The State educational agency shall review applications submitted under section 1823(a)(2) and award subgrants to local educational agencies with the assistance and advice of a panel of experts on school dropout prevention and reentry.

''(b) ELIGIBILITY.—A local educational agency is eligible to receive a subgrant under this subpart if the local educational agency operates a public school (including a public alternative school)—

''(1) that is eligible to receive assistance under part A; and

''(2)(A) that serves students 50 percent or more of whom are low-income students; or

''(B) in which a majority of the students come from feeder schools that serve students 50 percent or more of whom are low-income students.

**''SEC. 6597. COMMUNITY BASED ORGANIZATIONS.**

''A local educational agency that receives a grant or subgrant under this subpart and a State educational agency that receives a grant under this subpart may use the funds to secure necessary services from a community-based organization or other government agency if the funds are used to provide school dropout prevention and reentry activities related to schoolwide efforts.

**''SEC. 6598. TECHNICAL ASSISTANCE.**

''Notwithstanding any other provision of law, each local educational agency that receives funds under this subpart shall use the funds to provide technical assistance to secondary schools served by the agency that have not made progress toward lowering annual school dropout rates after receiving assistance under this subpart for 2 fiscal years.

**''SEC. 6599. SCHOOL DROPOUT RATE CALCULATION.**

''For purposes of calculating an annual school dropout rate under this subpart, a school shall use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' Common Core of Data.

**''SEC. 6600. REPORTING AND ACCOUNTABILITY.**

''(a) LOCAL EDUCATIONAL AGENCY REPORTS.—

''(1) IN GENERAL.—To receive funds under this subpart for a fiscal year after the first fiscal year that a local educational agency receives funds under this subpart, the local educational agency shall provide, on an annual basis, a report regarding the status of the implementation of activities funded under this subpart, and the dropout data for students at schools assisted under this subpart, disaggregated by each subgroup described in section 1111(b)(2)(B)(xii), to the—

''(A) Secretary, if the local educational agency receives a grant under section 1822(a)(1); or

''(B) State educational agency, if the local educational agency receives a subgrant under paragraph (2) or (3) of section 1822(a).

''(2) DROPOUT DATA.—The dropout data under paragraph (1) shall include annual school dropout rates for each fiscal year, starting with the 2 fiscal years before the local educational agency received funds under this subpart.

''(b) STATE REPORT ON PROGRAM ACTIVITIES.—Each State educational agency receiving funds under this subpart shall provide to the Secretary, at such time and in such format as the Secretary may require, information on the status of the implementation of activities funded under this subpart and outcome data for students in schools assisted under this subpart.

''(c) ACCOUNTABILITY.—The Secretary shall evaluate the effect of the activities assisted under this subpart on school dropout prevention compared, if feasible, to a control group using control procedures. The Secretary may use funds appropriated for subpart 1 to carry out this evaluation.

**''SEC. 6601. PROHIBITED USES OF FUNDS.**

''No funds under this part may be used for—

''(1) the development, establishment, implementation, or enforcement of zero-tolerance school discipline policies unless otherwise required by Federal law; or

''(2) law enforcement agencies or local police departments serving a school or local educational agency—

''(A) with substantial documented excesses or racial disparities in the use of exclusionary discipline;

''(B) operating under an open school desegregation order, whether court-ordered or voluntary;

''(C) operating under a pattern or practice or practice consent decree for civil rights violations; or

''(D) already receiving substantial Federal funds for the placement of law enforcement in schools.''.

The Acting CHAIR. Pursuant to House Resolution 125, the gentlewoman from Florida (Ms. WILSON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from Florida.

Ms. WILSON of Florida. Mr. Chairman, my amendment to H.R. 5 is simple. It will provide students with the necessary resources to remain in school and graduate.

I have witnessed young people who are mentored through quality in-school mentoring programs make positive choices, discover personal strength, and achieve their potential both inside and outside of the classroom.

According to the National Mentoring Partnership, youth who have a meaningful relationship with an adult are five times more likely to graduate. Studies also show that these youth are 46 percent less likely than their peers to start using illegal drugs, 27 percent less likely to start drinking, 52 percent less likely to skip a day of school, and 37 percent less likely to skip a class.

Young people who were at risk for not completing high school but who had a mentor were 55 percent more likely to be enrolled in college, 81 percent more likely to report participating regularly in sports or extracurricular activities, more than twice as likely to say they held a leadership position in a club or sports team, and 78 percent more likely to volunteer regularly in their communities.

Simply put, mentoring is a proven cost-effective investment. In fact, for every $1 invested in mentoring, there is a $3 return to society.

That is why it is important that we encourage States to establish and support effective dropout prevention and reentry programs that will provide necessary assistance to ensure that all of our children graduate.

My amendment will provide for school dropout prevention and reentry by establishing a mechanism to collect systemic data on dropout reentry and graduation rates, while establishing a national clearing house to collect information on effective dropout prevention and reentry programs.

My amendment will also provide technical assistance to State and local educational agencies, carry out national recognition programs for State and local educational agencies that raise academic achievement levels, and provide grants to local schools and agencies with dropout rates above the State's average to implement effective and sustainable dropout prevention and reentry programs.

That is why I support wholeheartedly the amendment to H.R. 5. I urge a ''yes'' vote on this amendment.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the gentlewoman's amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, I want to start by thanking the gentlewoman for the amendment, although I do oppose it, and commending her for the outstanding work that she has personally done in this area of mentoring and helping kids get through school and off to a life with hope, rather than a life of crime and gangs. She has done remarkable work.

As the gentlewoman knows, there are currently more than 80 elementary and secondary education programs in current law. This bill, the underlying bill, eliminates 65 of these programs, as we tried to allow schools more flexibility to do what they feel is most important with the money that they are getting.

The gentlewoman's amendment calls for another $125 million of spending in the first year and such sums thereafter. I am afraid this is yet another Federal program that will be chronically underfunded and competing for funding that the schools so desperately need.

While I admire her passion and her personal hard work in this field, I continue to oppose this amendment and ask my colleagues to oppose this amendment and support the underlying bill.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from Florida (Ms. WILSON).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Ms. WILSON of Florida. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Florida will be postponed.

AMENDMENT NO. 34 OFFERED BY MR. CASTRO OF TEXAS

The Acting CHAIR. It is now in order to consider amendment No. 34 printed in part B of House Report 114–29.

Mr. CASTRO of Texas. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 596, after line 15, insert the following:

''(K) A description of how such youths will receive assistance from counselors to advise, prepare, and improve the readiness of such youths for college.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Texas (Mr. CASTRO) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas.

Mr. CASTRO of Texas. Mr. Chairman, my amendment would require States to provide a blueprint for college and career counseling opportunities for homeless youth.

This is a bipartisan amendment. In fact, I want to thank very much Mr. STIVERS of Ohio and his staff who were very helpful in drafting this amendment.

We know that there are an estimated 1.6 million homeless youth and runaways in this country, and we also know that they are especially vulnerable to falling through the cracks of our educational system. This would simply ask States to show how they are going to help these youth with career and college readiness.

Mr. Chairman, I yield 1 minute to the gentleman from Colorado (Mr. POLIS), my colleague.

Mr. POLIS. Mr. Chairman, I want to thank Mr. CASTRO for his leadership on this important issue.

Before I came to Congress, I cofounded a charter school in Denver called the Academy of Urban Learning. The focus of this charter school, which serves just over 100 students in Denver to this day, about 12 years after it was founded, it serves homeless youth and youth in transitional housing.

One of the keys to the success of this school is the counseling and wraparound services that the students receive. In fact, one of the graduation requirements is that students must apply to two institutions of higher education.

Now, in a void, that they need more than just that requirement, they need the hands-on help from the counselors that will help them achieve that, so there has been a remarkable record of students not only applying but attending community colleges and even 4-year universities.

Part of the secret sauce that makes that school work—and I am very confident would help make other schools work that serve homeless youth across the country—is the college and career-readiness counseling to advise and prepare students for the next phase of their lives.

This amendment is extremely important in making a difference for the lives of homeless youth, and I strongly encourage my colleagues to adopt it.

Mr. STIVERS. Mr. Chairman, I claim the time in opposition of the amendment, although I am not opposed to the amendment.

The Acting CHAIR. Without objection, the gentleman from Ohio is recognized for 5 minutes.

There was no objection.

Mr. STIVERS. Mr. Chairman, last month, I had the privilege of joining three young adults from my district to reintroduce the Homeless Children and Youth Act, a bill that will help young homeless youth get access to housing and better service and better to just count them, so we know what the extent of the problem is, so that we can serve them in the future.

The Elementary and Secondary Education Act was originally signed into law to help the neediest children among us have a quality education. As we consider the reauthorization, we need to not forget about vulnerable students who happen to be homeless.

The Castro-Stivers amendment would require States to develop a plan on how school counselors can help these homeless students with their college readiness. By providing these children with college counseling and encouraging them and giving them hope, we can develop a brighter future not only for those children, but for America.

I want to thank my colleague from Texas (Mr. CASTRO) for his hard work on this, for joining me in the fight to help serve our homeless youth in this country and help give them a bright future.

I want to thank the chairman and all the staff for their hard work. We worked with the committee on this amendment. That is why nobody else rose in opposition to it because we actually worked out the details. I appreciate their suggestions and willingness to work with us. I appreciate the gentleman from Texas for being willing to take those suggestions.

This amendment is an example of how this House should work, work together to serve the people, to take care of those in need, to make sure we look out for the future of our country. I am proud to have been involved and appreciate the work of the gentleman from Texas and the chairman and those on the committee.

I yield back the balance of my time.

Mr. CASTRO of Texas. Mr. Chairman, let me just say, in conclusion, I also want to thank the Congressman one more time and the chairman and the ranking member and their staff, who were very gracious and helpful in drafting this.

With that, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Texas (Mr. CASTRO).

The amendment was agreed to.

□ 2145

AMENDMENT NO. 35 OFFERED BY MR. CARSON OF INDIANA.

The Acting CHAIR. It is now in order to consider amendment No. 35 printed in part B of House Report 114–29.

Mr. CARSON of Indiana. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

At the end of title VI, add the following new section:

**SEC. 605. DEVELOPMENT OF A NATIONAL RESEARCH STRATEGY.**

Not later than 180 days after the date of the enactment of the Student Success Act, the Secretary of Education shall develop a national research strategy with respect to elementary and secondary education that includes advancing—

(1) an annual measure of student learning, including a system of assessments;

(2) effective teacher preparation and continuing professional development;

(3) education administration; and

(4) international comparisons of education.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Indiana (Mr. CARSON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Indiana.

Mr. CARSON of Indiana. Mr. Chairman, I rise today to present an amendment to help prepare vulnerable and at-risk students for the future. Too many children suffer because we effectively do not have the coordinated efforts to research and apply data on student achievement in a way that would really benefit them.

This amendment supports the creation of a national strategy for the collection, analysis, and assessment of student achievement data. This data will be used to structure systems that better serve our students. In addition, it will advance teacher professional development, educational administration, and international education comparisons.

Preparing students for college and careers should be a priority of our system of education. But doing this successfully requires evidence-based tools we need to properly assess what is working and what is not working.

My amendment, Mr. Chair, will help ensure that all students leave our elementary and secondary schools prepared to meet the demands of our global society.

I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I claim time in opposition to the gentleman's amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, I want to thank the gentleman for offering his amendment, even though I am opposed to it.

I agree, the evaluation of Federal programs is important, and we need to better understand what works in education. It is for that reason the underlying bill already places an emphasis on better evaluation for the programs included in the bill. We do not need yet another Federal program overlaying a new strategy on top of the current evaluations required and allowed.

While I agree very much with the importance of the issue, I must oppose the amendment, as it is unnecessary and duplicative. I ask my colleagues to oppose the amendment and support the underlying bill.

I reserve the balance of my time.

Mr. CARSON of Indiana. Mr. Chairman, I thank the gentleman for his thoughts and, quite frankly, I appreciate that this is really a part of our ongoing discussion; however, I respectfully disagree.

I understand, Mr. Chairman, that some of my colleagues believe that such a strategy should be left to the States; however, it is critically important that we remember one fact: a child does not learn differently based on what State they live in. A State that fails to hold schools accountable hurts the students, even if their standards were approved by the General Assembly. Parents should not have to worry about their child getting an inferior education just because of the State that they live in, Mr. Chairman.

While States like mine—the great Hoosier State of Indiana—are holding robust debates about assessments, we still do not have a clear strategy to address the needs of our students or our teachers. This amendment, Mr. Chairman, merely sets forth a plan to address the problems we are facing across the country and increase the likelihood that our students will receive a quality education. This is something for us to think about, Mr. Chairman.

Mr. Chairman, while I believe that this amendment addresses a very important issue, it will not solve the wide array of programs with the underlying bill. This bill ignores the needs of students living in poverty, students with disabilities, and English language learners. It fails to target those schools that are truly in need and allows portability that will hurt these struggling schools even further. It cuts State accountability standards. It block grants critical title I funds, effectively increasing chances that funds will not reach their intended targets, Mr. Chairman.

This bill is nowhere near what our students, parents, and teachers need. I encourage my colleagues, Mr. Chairman, to support my amendment and vote against the underlying bill.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, while obviously I disagree with a great deal of what my friend and colleague has just said about what this underlying bill does, I think it is going exactly to the core of the problem that we see with the current law, No Child Left Behind.

This bill is designed to give much greater flexibility to superintendents and to local school boards so that they can dedicate funds to the areas where they are needed most. The gentleman's amendment, as I mentioned earlier, is not helpful in this effort because of the language in the underlying bill.

While I appreciate that he doesn't support the bill, I disagree with his description of the bill and would urge my colleagues to oppose his amendment and support that underlying bill.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Indiana (Mr. CARSON).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Mr. CARSON of Indiana. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Indiana will be postponed.

AMENDMENT NO. 36 OFFERED BY MR. COLLINS OF GEORGIA

The Acting CHAIR. It is now in order to consider amendment No. 36 printed in part B of House Report 114–29.

Mr. COLLINS of Georgia. I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 620, after line 8, add the following (and amend the table of contents accordingly):

**SEC. 802. ACCOUNTABILITY TO TAXPAYERS THROUGH MONITORING AND OVERSIGHT.**

To ensure better monitoring and oversight of taxpayer funds authorized to be appropriated under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and to deter and prohibit waste, fraud, and abuse of such funds, the Secretary of Education—

(1) shall ensure that each recipient of a grant or subgrant under such Act is aware of—

(A) their responsibility to comply with all monitoring requirements under the applicable program or programs;

(B) their further responsibility to monitor properly any sub-grantee under the applicable program or programs; and

(C) the Secretary's schedule for monitoring and any other compliance reviews to ensure proper use of Federal funds;

(2) shall review and analyze the results of monitoring and compliance reviews—

(A) to understand trends and identify common issues; and

(B) to issue guidance to help grantees address these issues before the loss or misuse of taxpayer funding occurs;

(3) shall publically report the work undertaken by the Secretary to prevent fraud, waste, and abuse, including specific cases where the Secretary found and prevented the misuse of taxpayer funds; and

(4) shall work with the Office of Inspector General in the Department of Education as needed to help ensure that employees of such department understand how to monitor grantees properly and to help grantees monitor any sub-grantees properly.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Georgia (Mr. COLLINS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. COLLINS of Georgia. Mr. Chairman, I appreciate this opportunity to advocate for my amendment to H.R. 5, the Student Success Act.

My amendment is based on the principle that strong oversight of taxpayer dollars should be the utmost priority for any Federal agency, including the Department of Education. I know my colleagues have strong and varied opinions—as has been exhibited on this floor over the past few hours—on the merits of this bill or not, but as this amendment comes forward, I would ask that we look at the accountability factor that is in this amendment.

As the husband of an educator, education has long been a priority in my family. My wife's experiences have also given me a firsthand look at the challenges teachers face when school resources are tight. Some school districts in northeast Georgia and all over the country often struggle to make ends meet. They have to hold each other and every member of their staffs accountable for the money they spend.

I think it is time we apply this same commonsense principle to the Department of Education. When fiscal responsibility and oversight are not taken seriously, we lose opportunities to help educators and students. When the Federal Government is a good steward of public funds, we have more resources to direct to good initiatives that will actually make a difference in classrooms across the country. My amendment seeks to protect the Department of Education's limited resources by ensuring that recipients of taxpayer-funded grants are aware of their responsibilities.

Now, understanding I personally believe that the Department of Education's role should continue to be reduced and that States and locals are the best place to do this, but as long as there is money going to the Department of Education, it should be an utmost responsibility of responsibility and accountability.

My amendment requires that the Secretary of Education ensure that each grantee and subgrantee is aware of three things: first, their responsibility to comply with all the monitoring requirements under their applicable program; second, the grantee's obligation to properly supervise any subgrantee; and third, the Secretary's schedule for monitoring and compliance reviews to ensure proper use of Federal funds.

Making sure all grantees have this information will discourage abuse and remove the grantee's excuse that they just did not know what would be required of them when they accepted taxpayer dollars.

My amendment also requires the Secretary to review and analyze the results of monitoring and compliance reviews to understand trends, identify common issues, and issue guidance before the loss or misuse of taxpayer funding. The Secretary would also make public their agency's effort to prevent fraud, waste, and abuse, including specific cases in which the Secretary found and prevented the misuse of taxpayer funds.

Finally, my amendment requires the Secretary to work with the agency's Office of Inspector General to ensure that the appropriate Department of Education employees understand how to properly monitor grantees and guide grantees in the overseeing of subgrantees.

This is a straightforward amendment designed to improve transparency, increase communication between the Department of Education and grant recipients, and ultimately ensure the Federal Government ensures good stewardship of taxpayer dollars. The extra layer of accountability provides this amendment will ensure that grants of all sizes are used well and that students and taxpayers will get the most benefit for their buck.

Educators in Georgia and across the Nation understand the importance of protecting the limited resources we have to help kids in and out of the classroom. The least the Department of Education can do is put the policies in place to prevent the abuse of taxpayer dollars by grantees and make sure that the grant recipients know all of the reporting requirements and guidelines concerning their taxpayer funds.

With that, I hope my colleagues on both sides of the aisle will support this simple, commonsense transparency amendment.

I would like to express my thanks to the chairman and the committee for their work on this bill and others.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Georgia (Mr. COLLINS).

The amendment was agreed to.

AMENDMENT NO. 37 OFFERED BY MR. DOLD

The Acting CHAIR. It is now in order to consider amendment No. 37 printed in part B of House Report 114–29.

Mr. DOLD. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end of title VIII the following:

**SEC. 8___. PROHIBITION OF USING EDUCATION FUNDS FOR EXCESS PAYMENTS TO CERTAIN RETIREMENT OR PENSION SYSTEMS.**

(a) IN GENERAL.—No State receiving funds authorized under this Act or the amendments made by this Act may require any local educational agency using funds authorized under this Act to hire or pay the salary of teachers to use such funds to make contributions to a teacher retirement or pension system for a plan year in excess of the normal cost of pension benefits for such plan year for which the employing local educational agency has responsibility.

(b) NORMAL COST DEFINED.—For purposes of this section, the term ''normal cost'' means the portion of the cost of projected benefits allocated to the current plan year, not including any unfunded liabilities the teacher retirement or pension system has accrued.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Illinois (Mr. DOLD) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Illinois.

Mr. DOLD. Mr. Chairman, I rise today in support of my amendment to H.R. 5, the Student Success Act.

The amendment ensures that the Federal education dollars will go to students and schools that need them most and that the Federal education funds are not redirected into State pension programs that pay off the States' unfunded liabilities. The amendment prohibits States from requiring school districts that choose to pay teachers using Federal funds to make a contribution to a teacher's pension plan that covers not only the normal cost of that teacher, but also covers the unfunded liabilities that that pension plan may have incurred. It will prevent the States from forcing school districts to use Federal funds to bail out State pension plans and will leave school districts free to make the best decisions for their needs.

Mr. Chairman, it is important to recognize that the amendment does not ban school districts from making pension contributions to cover the normal costs of a teacher's participation in that pension plan. The amendment only prevents States from redirecting Federal education dollars to pay off unfunded liabilities and instead leaves the school districts free to use the Federal funds for their intended purposes: improving our schools, hiring more teachers, and giving children the opportunity to receive a better education.

I think it is important, Mr. Chairman, as we look at what is happening certainly in my State, the State of Illinois, there are times where actually almost 33 percent of title I dollars, of dollars that go to IDEA, actually go into the teachers' pension. It is actually a penalty. So what we find is that we find school districts that are in desperate need of hiring additional teachers that are using those dollars not to go to teachers. They are instead using those dollars to pay for other things because they refuse to take a 33 percent, in essence, haircut on funds that are desperately needed.

So again I want to emphasize, Mr. Chairman, to my colleagues that this is not something that happens in many States. In fact, our research shows that Illinois may be fairly unique in this regard. But what I did find just last week, Mr. Chairman, I had an educational advisory board meeting with teachers and administrators and principals. One of the things that they said and they urged me, they said: Please, can you do something about this problem that we have? One school district that is in desperate need of teachers said, if we were able to solve this problem, they would be able to hire six additional teachers to be able to help out in their crowded classrooms to be able to have a better teacher-student ratio.

This is something that is a problem in the State of Illinois, something that I think we can actually solve here. My hope is that my colleagues will support this amendment and that we will be able to really allow those dollars to be able to go to those students that are in desperate need of help.

I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I claim the time in opposition, although I am not in opposition.

The Acting CHAIR (Mr. COLLINS of Georgia). Without objection, the gentleman is recognized for 5 minutes.

There was no objection.

Mr. SCOTT of Virginia. Mr. Chairman, this would require that the money that is appropriated under ESEA go to the purpose for which it was appropriated, and that is education. This amendment focuses the money and makes sure it goes to where it is supposed to go, and therefore I support the amendment.

I yield back the balance of my time.

Mr. DOLD. I want to thank the gentleman from Virginia. I certainly appreciate that.

Mr. Chairman, my hope is, again, we have a bipartisan solution that allows Federal education dollars to be able to go into local school districts that are going to be able to hire more teachers. This is the way, hopefully, the process is supposed to work, Republicans and Democrats looking to work together to actually help our children.

I want to thank the gentleman from Virginia.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Illinois (Mr. DOLD).

The amendment was agreed to.

□ 2200

AMENDMENT NO. 38 OFFERED BY MR. FLORES

The Acting CHAIR. It is now in order to consider amendment No. 38 printed in part B of House Report 114–29.

Mr. FLORES. Mr. Chairman, I rise to offer my amendment.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Add at the end the following:

**SEC. 802. SENSE OF CONGRESS ON THE FREE EXERCISE OF RELIGION.**

It is the sense of Congress that—

(1) a student, teacher, or school administrator retains their rights under the First Amendment, including the right to free exercise of religion, during the school day or while on elementary and secondary school grounds; and

(2) elementary and secondary schools should examine their policies to ensure that, in a manner consistent with the Constitution, law, and court decisions, students, teachers, and school administrators are able to fully participate in activities on elementary and secondary school grounds related to their religious freedom.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Texas (Mr. FLORES) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas.

Mr. FLORES. Mr. Chairman, I rise to offer my amendment, which reaffirms the First Amendment rights of students, teachers, and school administrators to exercise their religious beliefs.

The Founders of our Nation recognized the singular importance of religious freedom. One only needs to look back at the very first clause of the First Amendment to know that James Madison, the father of the Bill of Rights, saw religious freedom as central to our liberty and to our freedom of expression as human beings.

Since the ratification of the Bill of Rights over 225 years ago, Americans have been protected from religious oppression. As a result, in present day, for many, religious freedom may seem like a given—a right that has always existed and that will always exist—but we know we can't be so cavalier.

Just look around the world to see that the religious protections enjoyed by Americans are not universally embraced. Even here at home, we have cause to remain vigilant.

Every Christmas, we hear stories of elementary schoolchildren being forbidden from passing out candy canes that are affixed with notes including traditional Christmas messages or even being forbidden from saying the word ''Christmas'' in school.

Today, I rise to offer a sense of Congress to ensure that our right to religious freedom is preserved in our schools. No one should tell students and teachers that they have to check their fundamental freedoms at the schoolhouse door. This is not what our Founding Fathers envisioned or intended.

I urge my colleagues to support the passage of this commonsense reminder that, as Members of Congress and as Representatives of the people, we are the first line of defense against coercive government behavior.

We bear the responsibility of protecting and upholding our traditional religious freedom as espoused in the First Amendment of the Bill of Rights in our Constitution.

I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman is recognized for 5 minutes.

Mr. SCOTT of Virginia. Mr. Chairman, I have a number of concerns regarding the amendment as it is currently drafted.

I would first note that the amendment gives great weight to the ''free exercise of religion'' without acknowledging the other half of the First Amendment, and that is the Establishment Clause.

I am also concerned that the amendment is duplicative of previous efforts under ESEA. In No Child Left Behind, section 9524 requires the U.S. Department of Education to issue guidance on constitutionally protected prayer in public elementary and secondary schools. This guidance was developed with the Office of the General Counsel in the Department of Education and with the Office of Legal Counsel in the Department of Justice.

Mr. Chairman, I am also concerned that the amendment implies that teachers can participate in religious

activities with their students. The Constitution prohibits teachers from participating in religious activities with students when those teachers are acting in their professional capacity.

Public school employees simply do not have the ''right to make the promotion of religion a part of their job description,'' says the Supreme Court decision in 2007. A sense of Congress provision in this bill will not override the Constitution.

I would remind my colleagues that religious freedom means not only are students, teachers, and school administrators able to exercise their right to religion, but also that the students should be able to attend public schools free of unwarranted proselytization and coercion in the participation of religious activities. The First Amendment is reflective of that balance.

I reserve the balance of my time.

Mr. FLORES. I appreciate the gentleman from Virginia's response.

Mr. Chairman, our amendment is not intended to cause any establishment of any religion or to encourage the proselytization of any religious beliefs in school.

Our amendment is just basically to protect the rights of students and of teachers and of school administrators to practice their individual beliefs and not have to check their religious freedoms at the door. It does nothing to establish any religion.

We need to recognize that there are too often too many times that somebody wears a religious necklace to school and a school administrator violates his right of religious freedom by telling him he has to remove that or, if one wears a T-shirt that has a Biblical phrase or a Biblical verse, that he has to remove that shirt or be banned from wearing that shirt in the future from school because of an administrator who doesn't understand the protections offered by the First Amendment.

This amendment, this sense of Congress, is purely to protect the rights that we have as students and as administrators and teachers under the First Amendment.

I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, would the Chair advise how much time is available on both sides?

The Acting CHAIR. The gentleman from Virginia has 3½ minutes remaining, and the gentleman from Texas has 2 minutes remaining.

Mr. SCOTT of Virginia. Mr. Chairman, I yield 2 minutes to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. Mr. Chairman, the problem that Mr. FLORES is seeking to address here is a real problem in our country.

Students, teachers, and school administrators of faith, particularly teachers, students, and school administrators of minority faiths, are frequently under peer pressure—at times, perhaps, coupled with pressure through official channels—not to exercise their free religion in schools.

There have been instances in this country of Muslim teachers—Muslim women—being told not to wear their hijabs at schools. A situation could arise when a man of the Sikh faith, who would carry a ceremonial knife with him, might be told he cannot carry his ceremonial knife at a school because it violates another policy.

So, too, many educators and students who are atheists or humanists are often intimidated and afraid to proudly proclaim their lack of faith on their clothing or through their words and deeds.

Correctly done, this amendment would allow Muslims and atheists and other members of minority faiths to proudly proclaim their faiths in our schools, and it would give them the opportunity to talk with others while on the school grounds during the school day.

There should be no discrimination against students, teachers, or school administrators based on their faiths, and you don't park your First Amendment rights at the door to the schoolhouse.

Now, there are different rules with regard to students, as we know. Students' lockers can be checked in a different way other than through unreasonable searches and seizures. Of course, students have particular dress codes which have been sustained over time as well; and they are minors, of course, acting with their parents' permission.

Yet, by and large, in a manner consistent with our Constitution, which recognizes that we are a nation of many faiths and a nation of those who have no faith, people should not be afraid to proudly proclaim their Christianity, to proclaim their atheism, to proclaim that they are Muslim at our schools.

Correctly done, I think this amendment can accomplish this, so I praise the efforts that led to this amendment.

Mr. FLORES. Mr. Chairman, I appreciate the comments from the gentleman from Colorado.

I think he goes right to the core of the reason that my amendment is perfectly appropriate, that it is there to protect religious freedom and to protect our rights under the First Amendment.

I think he makes the case to support my amendment, actually, when you work through what he said, so I continue to encourage the other side to work with us to protect religious freedom and to adopt my amendment.

I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I yield myself such time as I may consume, just to remind people that students ought to be able to attend their public schools, free from unwarranted proselytization or coercion.

We have the Establishment Clause, as well as the Free Exercise Clause, and as public employees exercise their rights, they should not violate a person's right to go to school and not be faced with a phalanx of people all coercing him into joining in prayer.

The teachers and administrators ought not be guiding the prayer and suggesting that the State has a particular religion. We have an Establishment Clause, as well as a Free Exercise Clause.

I reserve the balance of my time.

Mr. FLORES. Mr. Chairman, I appreciate the comments of the gentleman from Virginia and also of the gentleman from Colorado.

There is nothing in my amendment that says that coercion is okay, that religious proselytization is okay. What we are doing is just protecting the religious freedoms of the First Amendment.

Mr. Chairman, I would urge all of my colleagues to vote for a commonsense, simple amendment that protects our religious freedoms under the First Amendment. It is very simple.

I reserve the balance of my time.

Mr. SCOTT of Virginia. In closing, Mr. Chairman, it is a great sense of Congress on the free exercise, but it ignores the Establishment Clause.

I yield back the balance of my time.

Mr. FLORES. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Texas (Mr. FLORES).

The amendment was agreed to.

AMENDMENT NO. 39 OFFERED BY MS. BROWNLEY OF CALIFORNIA

The Acting CHAIR. It is now in order to consider amendment No. 39 printed in part B of House Report 114–29.

Ms. BROWNLEY of California. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

At the end of title VIII of the bill, add the following new section:

**SEC. 802. STATE SEAL OF BILITERACY PROGRAM.**

(a) ESTABLISHMENT.—The Secretary of Education shall award grants to States to establish or improve a Seal of Biliteracy program to recognize student proficiency in speaking, reading, and writing in both English and a second language.

(b) GRANT APPLICATION.—In order to receive a grant under this section, a State shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require, including—

(1) a description of the criteria a student must meet to demonstrate proficiency in speaking, reading, and writing in both English and a second language;

(2) assurances that a student who meets the requirements under paragraph (1)—

(A) receives a permanent seal or other marker on the student's secondary school diploma or its equivalent; and

(B) receives documentation of proficiency in the student's official academic transcript; and

(3) assurances that a student is not charged a fee for submitting an application under subsection (c).

(c) STUDENT PARTICIPATION IN A SEAL OF BILITERACY PROGRAM.—To participate in a Seal of Biliteracy program, a student must

submit an application to the State that serves the student at such time, in such manner, and containing such information and assurances as the State may require, including assurances that the student—

(1) will receive a secondary school diploma or its equivalent in the year the student submits an application; and

(2) has met the criteria established by the State under subsection (b)(1).

(d) STUDENT ELIGIBILITY FOR APPLICATION.—A student who gained proficiency in a second language outside of school may apply to participate in a Seal of Biliteracy program under subsection (c).

(e) USE OF FUNDS.—Grant funds made available under this section shall be used for administrative costs of establishing or improving and carrying out a Seal of Biliteracy program and for public outreach and education about that program.

(f) GRANT TERMS.—

(1) DURATION.—A grant awarded under this section shall be for a period of 2 years, and may be renewed at the discretion of the Secretary.

(2) RENEWAL.—At the end of a grant term, the recipient of such grant may reapply for a grant under this section.

(3) LIMITATIONS.—A grant recipient under this section shall not have more than 1 grant under this section at anytime.

(4) RETURN OF UNSPENT GRANT FUNDS.—Not later than 6 months after the date on which a grant term ends, a recipient of a grant under this section shall return any unspent grant funds to the Secretary.

(g) REPORT.—Not later than 9 months after receiving a grant under this section, a grant recipient shall issue a report to the Secretary describing the implementation of the Seal of Biliteracy program.

(h) DEFINITIONS.—In this section:

(1) ESEA DEFINITIONS.—The terms ''secondary school'', ''Secretary'', and ''State'' have the meanings given those terms in section 6101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) SECOND LANGUAGE.—The term ''second language'' means any language other than English, including Braille and American Sign Language.

(3) SEAL OF BILITERACY PROGRAM.—The term ''Seal of Biliteracy program'' means any program established under this section.

(i) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to the Secretary $10,000,000 for each of fiscal years 2016 through 2021 to carry out this section.

The Acting CHAIR. Pursuant to House Resolution 125, the gentlewoman from California (Ms. BROWNLEY) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from California.

Ms. BROWNLEY of California. Mr. Chairman, my amendment, the Biliteracy Education Seal and Teaching Act, would amend H.R. 5 to encourage and incentivize bilingual education for our students across the country.

Specifically, my amendment would establish a grant program at the Department of Education to provide resources for States to create or to expand State biliteracy seal programs to recognize high school seniors who achieve a high level of proficiency in writing, reading, and speaking in English and in a second language.

Students who speak more than one language have a competitive edge in the American job market. As businesses look to expand into overseas markets and serve a wider range of customers and as the world becomes increasingly interconnected, the demand for students with valuable language skills is increasing.

It is not only the private sector that needs young people with language skills. The Federal Government also has a direct and compelling interest in ensuring that our young people become proficient in foreign languages. Our military, our diplomats, and our intelligence agencies are increasingly seeking to recruit young people with proficiency in a foreign language.

However, there are few State or national standards for bilingual certification for high school students, and many students who could qualify for the seal are not enrolled in AP or baccalaureate classes either because they cannot afford the cost of the test or their school does not offer advanced courses; whereas States that have or are in the process of implementing State seals do so free of charge for every student.

I must add that eight States have already approved a bilingual seal, and three more are considering it as we speak.

A biliteracy seal is a very special marker on a student's high school diploma. It serves as a certification by the State that the student is fluent and literate in a language other than English.

Under my amendment, these seals would be available to students who are proficient in any spoken language—Arabic, Mandarin, Spanish. My amendment also makes nonspoken languages, like American Sign Language and braille, also eligible.

To receive a seal, a high school senior must have a strong academic record in both English and a second language, and he must be on track to graduate. My amendment establishes a voluntary grant program which would not impose any new mandates on States.

It is also budget neutral. The Congressional Budget Office estimates that it would not increase direct spending.

I urge Members to vote for my amendment, and I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I rise in opposition to the gentlewoman's amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

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Mr. KLINE. Mr. Chairman, I want to thank the gentlewoman for offering this amendment, even though I am opposed to it.

Being bilingual, multilingual, is clearly a helpful skill and much sought in the private sector and in government. I think back to my days in school, and at one time I was conversant, if not fluent, in both Spanish and German, and now I can barely read the menu—or speisekarte—having let that lapse.

I just do not think we need yet another Federal program, and the gentlewoman's amendment authorizes another $10 million for this program to get a government seal of approval. I think the students can speak, read, and write for themselves and should be encouraged to learn those languages, become proficient, stay proficient, but the last thing they need is the Federal Government creating yet another program to determine what certifies them as bilingual.

So while I certainly agree with the gentlelady's emphasis on the importance of being bilingual or multilingual, I nevertheless must oppose her amendment and encourage my colleagues to oppose the amendment.

I reserve the balance of my time.

Ms. BROWNLEY of California. Mr. Chairman, as chairwoman of the California Assembly Education Committee, I sponsored legislation in 2012 that established a State seal in California, the first of its kind in our country, and since that time I have seen firsthand how successful this program has been.

In 2014, over 24,000 high school seniors and 219 school districts across California participated in this program. They earned their seals for achievement in 40 different languages.

When I introduced this language in the 113th Congress, it was supported by many education and civil rights organizations, including the National Education Association, Centro Latino for Literacy, California Association for Bilingual Education, Families in Schools, California School Board Association, Californians Together, Asian Americans Advancing Justice, and the Asian and Pacific Islanders California Action Network.

I have crafted the amendment to give States the flexibility to shape their own seal programs while ensuring the programs guarantee equal access for all students.

The BEST Act celebrates diversity and multiculturalism. It also recognizes that fluency in a second language helps students compete in an increasingly global marketplace. The seal also helps employers, colleges, and universities distinguish talented applicants with valuable skills.

If you support encouraging bilingualism, this is an amendment to support.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, regretfully, I continue to oppose the gentlelady's amendment. I ask my colleagues to oppose it, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentlewoman from California (Ms. BROWNLEY).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Ms. BROWNLEY of California. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by

the gentlewoman from California will be postponed.

AMENDMENT NO. 40 OFFERED BY MR. LOEBSACK

The Acting CHAIR. It is now in order to consider amendment No. 40 printed in part B of House Report 114–29.

Mr. LOEBSACK. Mr. Chairman, I have an amendment at the desk.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

At the end of the bill, insert the following:

**TITLE IX—SCHOOLS OF THE FUTURE ACT**

**SEC. 901. SHORT TITLE.**

This title may be cited as the ''Schools of the Future Act''.

**SEC. 902. FINDINGS.**

The Congress finds the following:

(1) Digital learning technology holds the promise of transforming rural education by removing barriers of distance and increasing school capacity.

(2) While many large urban local educational agencies are at the forefront of implementing new digital learning innovations, it is often harder for smaller and more rural local educational agencies to access these tools. Smaller local educational agencies with less capacity may also find it more difficult to provide the training needed to effectively implement new digital learning technologies.

(3) Despite the potential of digital learning in rural areas, these advancements risk bypassing rural areas without support for their implementation. Rather than having schools and local educational agencies apply digital learning innovations designed for urban environments to rural areas, it is important that digital learning technologies be developed and implemented in ways that reflect the unique needs of rural areas.

(4) Digital learning is rapidly expanding, and new tools for improving teaching and learning are being developed every day. A growing demand for digital learning tools and products has made rigorous evaluation of their effectiveness increasingly important, as this information would allow school and local educational agency leaders to make informed choices about how best to use these tools to improve student achievement and educational outcomes.

(5) High-quality digital learning increases student access to courses that may not have been available to students in rural communities, increasing their college and career readiness.

**SEC. 903. PROGRAM AUTHORIZED.**

(a) GRANTS TO ELIGIBLE PARTNERSHIPS.—From the amounts appropriated to carry out this title, the Secretary of Education is authorized to award grants, on a competitive basis, to eligible partnerships to carry out the activities described in section 906.

(b) DURATION OF GRANT.—A grant under subsection (a) shall be awarded for not less than a 3-year and not longer than a 5-year period.

(c) FISCAL AGENT.—If an eligible partnership receives a grant under this title, a school partner in the partnership shall serve as the fiscal agent for the partnership.

**SEC. 904. APPLICATION.**

An eligible partnership desiring a grant under this title shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, which shall include the following:

(1) A description of the eligible partnership, including the name of each of the partners and their respective roles and responsibilities.

(2) A description of the technology-based learning practice, tool, strategy, or course that the eligible partnership proposes to develop or implement using the grant funds.

(3) An assurance that all teachers of record hold the relevant license and are otherwise qualified to implement any technology-based practice, tool, strategy, or course using the grant funds.

(4) An assurance that all students in a class or school implementing a practice, tool, strategy or course using the grant funds will have access to any equipment necessary to participate on a full and equitable basis.

(5) An assurance that the proposed uses of smartphones, laptops, tablets, or other devices susceptible to inappropriate use have the informed consent of parents or guardians and are not inconsistent with any policies of the local educational agency on the use of such devices.

(6) Information relevant to the selection criteria under section 905(c).

(7) A description of the evaluation to be undertaken by the eligible partnership, including—

(A) how the school partner and the evaluation partner will work together to implement the practice, tool, strategy, or course in such a way that permits the use of a rigorous, independent evaluation design that meets the standards of the What Works Clearinghouse of the Institute of Education Sciences; and

(B) a description of the evaluation design that meets such standards, which will be used to measure any significant effects on the outcomes described in paragraphs (1) through (3) of section 907(a).

(8) An estimate of the number of students to be reached through the grant and evidence of its capacity to reach the proposed number of students during the course of the grant.

(9) Any other information the Secretary may require.

**SEC. 905. APPLICATION REVIEW AND AWARD BASIS.**

(a) PEER REVIEW.—The Secretary shall use a peer review process to review applications for grants under this title. The Secretary shall appoint individuals to the peer review process who have relevant expertise in digital learning, research and evaluation, standards quality and alignment, and rural education.

(b) AWARD BASIS.—In awarding grants under this title, the Secretary shall ensure, to the extent practicable, diversity in the type of activities funded under the grants.

(c) SELECTION CRITERIA.—In evaluating an eligible partnership's application for a grant under this title, the Secretary shall consider—

(1) the need for the proposed technology-based learning practice, tool, strategy, or course;

(2) the quality of the design of the proposed practice, tool, strategy, or course;

(3) the strength of the existing research evidence with respect to such practice, tool, strategy, or course;

(4) the experience of the eligible partnership; and

(5) the quality of the evaluation proposed by the eligible partnership.

(d) DEDICATED FUNDING FOR FRINGE RURAL, DISTANT RURAL, AND REMOTE RURAL SCHOOLS.—Not less than 50 percent of the grant funds awarded under this title shall be awarded to eligible partnerships that provides assurances that the school partners in the eligible partnership will ensure that each school to be served by the grant is designated with a school locale code of Fringe Rural, Distant Rural, or Remote Rural, as determined by the Secretary.

**SEC. 906. USE OF FUNDS.**

(a) REQUIRED USE OF FUNDS.—

(1) IN GENERAL.—An eligible partnership receiving a grant under this title shall use such funds to implement and evaluate the results of technology-based learning practices, strategies, tools, or courses, including the practices, strategies, tools, or courses identified under paragraphs (2) through (6).

(2) TOOLS AND COURSES DESIGNED TO PERSONALIZE THE LEARNING EXPERIENCE.—Technology-based tools and courses identified under this paragraph include the following types of tools and courses designed to personalize the learning experience:

(A) Technology-based personalized instructional systems.

(B) Adaptive software, games, or tools, that can be used to personalize learning.

(C) Computer-based tutoring courses to help struggling students.

(D) Games, digital tools, and smartphone or tablet applications to improve students' engagement, focus, and time on task.

(E) Other tools and courses designed to personalize the learning experience.

(3) PRACTICES AND STRATEGIES DESIGNED TO AID AND INFORM INSTRUCTION.—Technology-based practices and strategies identified under this paragraph include the following types of practices and strategies designed to aid and inform instruction:

(A) Adaptive software, games, or tools that can be used for the purpose of formative assessment.

(B) Web resources that provide teachers and their students access to instructional and curricular materials that are—

(i) aligned with high-quality standards; and

(ii) designed to prepare students for college and a career, such as a repository of primary historical sources for use in history and civics courses or examples of developmentally appropriate science experiments.

(C) Online professional development opportunities, teacher mentoring opportunities, and professional learning communities.

(D) Tools or web resources designed to address specific instructional problems.

(E) Other practices and strategies designed to personalize the learning experience.

(4) TOOLS, COURSES, AND STRATEGIES DESIGNED TO IMPROVE THE ACHIEVEMENT OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS.—Technology-based tools, courses, and strategies identified under this paragraph include the following types of tools, courses, and strategies designed to meet the needs of students with specific educational needs:

(A) Digital tools specifically designed to meet the needs of students with a particular disability.

(B) Online courses that give students who are not on track to graduate or have already dropped out of school the opportunity for accelerated credit recovery.

(C) Language instruction courses, games, or software designed to meet the needs of English language learners.

(D) Other tools, courses, and strategies designed to personalize the learning experience.

(5) TOOLS, COURSES, AND STRATEGIES DESIGNED TO HELP STUDENTS DEVELOP 21ST CENTURY SKILLS.—Technology-based tools, courses, and strategies identified under this paragraph include peer-to-peer virtual learning opportunities to be used for the purposes of project-based learning, deeper learning, and collaborative learning, and other tools, courses, and strategies designed to help students develop 21st century skills, such as the ability to think critically and solve problems, be effective communicators, collaborate with others, and learn to create and innovate.

(6) TECHNOLOGY-BASED OR ONLINE COURSES THAT ALLOW STUDENTS TO TAKE COURSES THAT THEY WOULD NOT OTHERWISE HAVE ACCESS TO.—Technology-based or online courses identified under this paragraph include courses or collections of courses approved by the applicable local educational agency or State educational agency that provide students with access to courses that they would not otherwise have access to, such as the following:

(A) An online repository of elective courses.

(B) Online or software-based courses in foreign languages, especially in languages identified as critical or in schools where a teacher is not available to teach the language or course level a student requires.

(C) Online advanced or college-level courses that can be taken for credit.

(b) AUTHORIZED USE OF FUNDS.—An eligible partnership receiving a grant under this title may use grant funds to—

(1) develop or implement the technology for technology-based learning strategies, practices, courses, or tools to be carried out under the grant;

(2) purchase hardware or software needed to carry out such strategies, practices, courses, or tools under the grant, except that such purchases may not exceed 50 percent of total grant funds;

(3) address the particular needs of student subgroups, including students with disabilities and English-language learners;

(4) provide technology-based professional development or professional development on how to maximize the utility of technology; and

(5) address issues of cost and capacity in rural areas and shortage subjects.

(c) SUPPLEMENTATION.—An eligible partnership that receives a grant under this title shall use the grant funds to supplement, not supplant, the work of teachers with students, and may not use such funds to reduce staffing levels for the school partners in the eligible partnership.

(d) TEACHER OF RECORD.—For each student in a class or school implementing a practice, tool, strategy, or course using grant funds provided under this title, there shall be a teacher of record, holding the relevant certification or license, and otherwise qualified to implement any digitally-based practice, tool, strategy or course using the grant funds. An eligible partnership shall use grant funds provided under this title, and shall determine the extent and nature of pedagogical uses of digital tools, in a manner that is consistent with the judgments of teachers of record about what is developmentally appropriate for students.

**SEC. 907. DATA COLLECTION AND EVALUATION.**

(a) IN GENERAL.—Each eligible partnership receiving a grant under this title shall require its evaluation partner to complete an independent, comprehensive, well-designed, and well-implemented evaluation that meets the standards of the What Works Clearinghouse after the third year of implementation of the grant to measure the effect of the practice, tool, strategy, or course on—

(1) growth in student achievement, as measured by high quality assessments that provide objective, valid, reliable measures of student academic growth and information on whether a student is on-track to graduate ready for college and career;

(2) costs and savings to the school partner; and

(3) at least one of the following:

(A) Student achievement gaps.

(B) Graduation and dropout rates.

(C) College enrollment.

(D) College persistence.

(E) College completion.

(F) Placement in a living-wage job.

(G) Enhanced teacher or principal effectiveness as measured by valid, reliable, and multiple measures of student achievement and other appropriate measures.

(b) EVALUATION.—The Secretary shall—

(1) acting through the Director of the Institute of Education Sciences—

(A) evaluate the implementation and impact of the activities supported under the grant program authorized under this section; and

(B) identify best practices; and

(2) disseminate, in consultation with the regional educational laboratories established under part D of the Education Sciences Reform Act of 2002 and comprehensive centers established under the Educational Technical Assistance Act of 2002, research on best practices in school leadership.

(c) IMPLEMENTATION EVALUATION.—An evaluation partner may use funds under this title to carry out an implementation evaluation designed to provide information that may be useful for schools, local educational agencies, States, consortia of schools, and charter school networks seeking to implement similar practices, tools, strategies, or courses in the future.

(d) PUBLICATION OF RESULTS.—Upon completion of an evaluation described in subsection (a), (b), or (c) the evaluation partner shall—

(1) submit a report of the results of the evaluation to the Secretary; and

(2) make publicly available such results.

**SEC. 908. DEFINITIONS.**

In this title:

(1) ELIGIBLE PARTNERSHIP.—The term ''eligible partnership'' means a partnership that includes a school partner and not less than 1—

(A) digital learning partner, except that in a case in which a school partner or evaluation partner demonstrates expertise in digital learning to the Secretary; and

(B) evaluation partner.

(2) SCHOOL PARTNER.—The term ''school partner'' means a—

(A) local educational agency;

(B) a charter school network that does not include virtual schools;

(C) a consortium of public elementary schools or secondary schools;

(D) a regional educational service agency or similar regional educational service provider; or

(E) a consortium of the entities described in subparagraphs (A) through (D).

(3) DIGITAL LEARNING PARTNER.—The term ''digital learning partner'' means an organization with expertise in the technology required to develop or implement the digital learning practices, tools, strategies, or courses proposed by the school partner with which the digital learning partner will partner or has partnered under this title, such as—

(A) an institution of higher education;

(B) a nonprofit organization; or

(C) an organization with school development or turnaround experience.

(4) EVALUATION PARTNER.—The term ''evaluation partner'' means a partner that has the expertise and ability to carry out the evaluation of a grant received under this title, such as—

(A) an institution of higher education;

(B) a nonprofit organization with expertise in evaluation; or

(C) an evaluation firm.

(5) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given the term in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002).

(6) LOCAL EDUCATIONAL AGENCY.—The term ''local educational agency'' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(7) SECRETARY.—The term ''Secretary'' means the Secretary of Education.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Iowa (Mr. LOEBSACK) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Iowa.

Mr. LOEBSACK. Mr. Chairman, I yield myself such time as I may consume.

I think that there is universal agreement among us in this body that No Child Left Behind, the most recent iteration of the Elementary and Secondary Education Act, needs to be replaced.

I think a lot of folks have the same kinds of concerns I have about the Student Success Act, many of the provisions in that act. One of my major concerns—and, again, I think a number of us in this body can share these concerns—is that the bill lacks focus on or support for rural school districts. That is a big issue.

I was raised in Iowa by a single mother, and I represented rural parts of Iowa for the last 8 years that I have been in Congress. I served for 8 years on the Education and the Workforce Committee. I would be remiss if I didn't say that I miss my time there from time to time, although I am enjoying my time on a new committee.

But this issue is something that I think gets overlooked. I think that a lot of folks in this body really, through no fault of their own and certainly through no malice on their part, simply don't recognize or understand the needs of rural parts of our country, not just in Iowa, but around the country, and certainly the needs of rural students.

I find myself as a former educator often educating my colleagues to some extent because they don't seem to understand sometimes—folks on both sides of the aisle, Mr. Chairman—that poverty is not just an urban problem. It is a rural problem as well, and it does exist in rural areas.

I don't think we should deny the fact that fewer students from rural areas complete college than their urban counterparts as well. In fact, this gap is growing wider by the year.

Again, these are issues that, if we think just a little bit, we understand exist out there in our society. And a large part of the problem is that rural students face unique challenges and barriers to access to resources. For example, many rural students may not have a proper Internet connection, if any at all, let alone enough bandwidth or a computer at home. So it is even more important that they are exposed to technology in school.

We know about technology and how powerful it is in vastly expanding the educational options and opportunities available to students in rural areas,

providing these students with a cutting-edge 21st century education regardless of geography.

At the same time, technological tools have the power to transform the typical classroom experience into one that is more student-centered and provide teachers with more accurate information and feedback on student progress so they can better address the needs of struggling students—something all of us would like to see happen.

Also, many rural schools have a smaller workforce to draw from and struggle to find teachers for a wide variety of electives or advanced coursework. The students in these schools, I have no doubt—and I think most folks in this body have no doubt—would benefit tremendously from the use of technology to deliver, supplement, and personalize instruction and provide opportunities to these students they may not have otherwise.

This amendment that I am offering is a simple one. It is supported by the National Education Association, by the School Superintendents Association, and the Alliance for Excellent Education. It would simply support the expansion of the use of digital learning through competitive grants to partnerships to implement and evaluate the results of technology-based learning practices, strategies, tools, and programs at rural schools.

Mr. Chair, it is time for Congress to start paying more attention to rural communities. That is the bottom line. As cochair of the Rural Education Caucus, I encourage my colleagues to vote in favor of this amendment and to provide students in rural communities with the same digital learning resources as students in larger school districts, and I hope that we can vote for this amendment.

I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, I claim the time in opposition to the gentleman's amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Chairman, I do thank the gentleman for offering this amendment, even though I must oppose the amendment. I would say that we do miss him on the committee.

I would say that in my district, like his, we certainly have rural schools. In fact, I was thinking about rural schools the other day. My wife went to such a rural school. It was called Country School because it was a one-room schoolhouse, and how heartbroken she was when she was forced to go to the big-city school—population 1,000—for the city. So we do know something about rural schools.

The underlying bill, the Student Success Act, does maintain the rural education programs in the bill, and under the local academic flexible grants, districts can support the use of digital learning if they believe it is the best way to use those funds.

The bill already allows every district to determine what they need for their students and not have to abide by priorities set by Washington.

So while I greatly appreciate the gentleman's passion for rural schools—and I think I share that passion—I just firmly believe we don't need yet another new Federal program. We are working to provide flexibility so that schools can put the resources where they need them the most.

And so I must oppose the gentleman's amendment, ask my colleagues to oppose it, and I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Iowa (Mr. LOEBSACK).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Mr. LOEBSACK. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Iowa will be postponed.

AMENDMENT NO. 41 OFFERED BY MR. POLIS

The Acting CHAIR. It is now in order to consider amendment No. 41 printed in part B of House Report 114–29.

Mr. POLIS. Mr. Chairman, I have an amendment at the desk as the designee of Ms. MENG.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

At the end of the bill, add the following new title:

**TITLE IX—EARLY CHILDHOOD EDUCATION PROFESSIONAL IMPROVEMENT**

**SEC. 901. SHORT TITLE.**

This title may be cited as the ''Early Childhood Education Professional Improvement Act of 2015''.

**SEC. 902. PURPOSE.**

The purpose of this title is to provide assistance to States to improve the knowledge, credentials, compensation, and professional development of early childhood educators working with children in early childhood education programs.

**SEC. 903. DEFINITIONS.**

In this title:

(1) The term ''early childhood education program'' means a Head Start Program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), a State-funded prekindergarten program, a licensed child care serving prekindergarten children, and special education preschool.

(2) The term ''institution of higher education'' has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

**SEC. 904. PROGRAM AUTHORIZED.**

The Secretary of Education, in consultation with the Secretary of Health and Human Services, is authorized to award grants to States to implement and administer the activities described in section 906.

**SEC. 905. APPLICATIONS.**

(a) IN GENERAL.—Each State desiring a grant under this title shall submit an application to the Secretary of Education at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

(b) CONTENTS.—Each application submitted under subsection (a) shall include a description of the State's comprehensive early childhood professional development system, including the following:

(1) A description of how the State's system was developed in collaboration with the State Advisory Council on Early Childhood Education and Care designated or established under section 642B of the Head Start Act, the State agency responsible for administering childcare, the State Head Start collaboration director, the State educational agency, institutions of higher education, organizations that represent early childhood educators, and credible early childhood education professional organizations.

(2) A designation of a State agency to administer the grant program.

(3) A description of how the State's system provides—

(A) an oversight structure for the system;

(B) professional standards and competencies;

(C) a career lattice;

(D) coordination with State higher education agencies, higher education accrediting bodies, and accredited two- and four-year institutions of higher education;

(E) encouragement of articulation agreements between two- and four-year institutions of higher education and credit-bearing opportunities and articulation agreements that recognize prior learning and expertise;

(F) more accessible higher education for working learners through offering of college courses at accessible time and locations, with particular attention to rural areas;

(G) support to adult learners who are dual language learners, or come from low-income or minority communities;

(H) use of workforce data to assess the State's workforce needs; and

(I) its financing over time.

**SEC. 906. STATE USE OF FUNDS.**

A State that receives a grant under this title shall ensure that grant funds are used to carry out the following:

(1) To provide scholarships to cover the costs of tuition, fees, materials, transportation, paid substitutes, and release time for preschool teachers employed in an early childhood education program to pursue a bachelor's degree in early childhood education or a closely related field.

(2) To support preschool teachers employed in an early childhood education program, and who have obtained a bachelor's degree in a field other than early childhood education or a closely related field, to attain a credential, licensure, or endorsement that demonstrates competence in early childhood education.

(3) To increase compensation for teachers who are enrolled and making progress toward a degree in early childhood education and to provide parity of compensation upon completion of such degree and retention in the early childhood education program.

(4) To provide ongoing professional development opportunities to preschool teachers and teacher assistants employed in an early childhood education program that address—

(A) all areas of child development and learning (cognitive, social, emotional, and physical);

(B) teacher-child interaction;

(C) family engagement; and

(D) cultural competence for working with a diversity of children (including children with special needs and dual language learners) and families.

**SEC. 907. SUPPLEMENT NOT SUPPLANT.**

Grant funds provided under this title shall supplement, and not supplant, other Federal, State, and local funds that are available for early childhood educator preparation and professional development.

**SEC. 908. MAINTENANCE OF EFFORT.**

A State that receives funds under this title for a fiscal year shall maintain the fiscal effort provided by the State for the activities supported by the funds under this title at a level equal to or greater than the level of such fiscal effort for the preceding fiscal year.

**SEC. 909. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this title such sums as may be necessary for fiscal years 2016 through 2021.

The Acting CHAIR. Pursuant to House Resolution 125, the gentleman from Colorado (Mr. POLIS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. POLIS. Mr. Chairman, as the father of a young boy that you had the opportunity to meet the other day in our Rules Committee, I have a particular interest in quality early childhood education. He is going to enter preschool this fall. I support universal preschool so every child in the country has the same kinds of opportunities that your child or my child has.

I know that my friends on the other side of the aisle also recognize the tremendous importance of quality preschool in this country. I also understand that they don't necessarily support the Democratic approach of a comprehensive Federal program for universal preschool.

So what this amendment represents is a compromise, a modest step that would help States make the investment in early childhood education that they want to make by authorizing—not appropriating money for—but authorizing the Department of Education to set up a grant program to incentivize State investments in quality early childhood education.

I hope this is something we can all get behind. I urge my Republican colleagues to see this amendment as a modest compromise approach to an issue that we need to move forward on.

Investment in early childhood education is the most important investment we can make in the life of a child. I remember many years ago I chaired a high school reform commission in the State of Colorado, and one of the first things that we concluded about how to improve the performance of high schools in our State was to improve the performance and make preschool universally available—and then just wait 12 years and the high schools will look a whole lot better.

Well, there is a lot of truth to that. We can lower the special education rate, lower the grade repetition rate. The most inexpensive place to address the achievement gaps is in early childhood education. It only gets harder to succeed and more expensive as those gaps become more persistent across socioeconomic groups, across race, as the child ages.

We need to invest in high-quality preschool programs, and this amendment provides the right incentives for the State to do it—not by a Federal approach mandating preschool, but by simply saying we are here to be your partners and work with States to expand access to high-quality preschool programs.

I urge my colleagues to support this amendment, and I reserve the balance of my time.

Mr. KLINE. Mr. Chairman, I rise in opposition to the amendment.

The Acting CHAIR. The gentleman from Minnesota is recognized for 5 minutes

Mr. KLINE. Mr. Chairman, I thank the gentlewoman and the gentleman in her stead for this amendment, although I do oppose it.

I think most of us agree that there is great value to early childhood education. That is why the underlying bill would allow States and schools to use funds allocated through both the local academic flexible grants and under title I to support pre-K programs.

As I know the gentleman knows, we already spend—the Federal Government—over $13 billion a year in pre-K programs. The premier program, which is Head Start, spends over $8 billion a year. And I think we should concentrate on getting those right instead of creating yet another new, massive program that would simply compete with other programs for scarce taxpayer resources.

So while this is somewhat duplicative, another large program, I appreciate the gentleman's passion for pre-K learning. But, unfortunately, because we don't, in my judgment, need yet another new program when we haven't properly evaluated existing programs, I oppose this amendment.

I urge my colleagues to oppose the amendment, and I reserve the balance of my time.

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Mr. POLIS. Mr. Chairman, I yield 2 minutes to the gentleman from Virginia (Mr. SCOTT), the ranking member of the Committee on Education and the Workforce.

Mr. SCOTT of Virginia. Mr. Chairman, I thank the gentleman for yielding.

Early childhood education programs have been studied. Those high-quality programs increase achievement, increase the graduation rates, increase future employment, decrease crime, decrease teen pregnancy, and, in the long term, save more money than they cost.

This amendment will help improve early childhood education and therefore is a meaningful improvement in the bill, and I would hope we would adopt this. It provides for professional improvement, a great improvement in early childhood education.

Since it has been studied and so successful, I would hope we would adopt the amendment.

Mr. POLIS. Mr. Chairman, I yield myself the remainder of the time.

Mr. Chairman, studies have shown that for every dollar invested in quality early childhood education, it can actually save $7 to $9 of taxpayer money over the lifetime of that child in schools over the next 12 years. That is an actual savings. If we were to score this in an accurate way, on a 10-year basis, the investment in quality preschool would save money.

Like the gentleman from Minnesota, of course I am interested in improving Head Start and building upon it, but this is a different and broader approach than Head Start. This program impacts middle class communities who also stand to benefit from quality early childhood education that often they can't afford on their own dime.

Now, what we need is a targeted approach, and that is really the crucial difference between this amendment and the existing program. The need for a unique approach to preschool has been recognized across the Nation.

It is time for the Federal Government to recognize what States and districts are crying out for. It is time to address the need for high-quality early childhood education in a dedicated and comprehensive way, and that is what this amendment does.

By investing in early childhood, we can prevent learning gaps from arising before they arise. We can reduce the need for special education and IDEA, and we can save money by reducing youth adjudication rates, grade repetition rates, and other costly interventions that are necessary if children don't have that opportunity when they are 3 or 4 years old.

I urge my colleagues to vote ''yes'' on the amendment, and I yield back the balance of my time.

Mr. KLINE. Mr. Chairman, listening to my friend from Colorado talking about how great this program would be, I was thinking about, over the years, how do you get to 80 programs in the Federal K–12 program and get multiple pre-K programs for child care and child education? It is because, year after year, Members of Congress have stood up and talked about how wonderful things were going to be, how much money we were going to save, how much brighter the kids would be if we just had this one more program. And so it grows, and so it grows.

Again, the thrust of this legislation is to look at the programs we already have, to make the most of them and, in the underlying bill, the Student Success Act, to give the maximum amount of flexibility to local school superintendents and school boards so they can put the resources where they need them.

So I must continue to oppose the gentleman—or the gentlewoman's amendment. I think you were subbing for Ms. MENG, perhaps. I am not sure. I ask my colleagues to oppose it.

I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from Colorado (Mr. POLIS).

The question was taken; and the Acting Chair announced that the noes appeared to have it.

Mr. POLIS. Mr. Chairman, I demand a recorded vote.

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Colorado will be postponed.

Mr. KLINE. Mr. Chairman, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. KLINE) having assumed the chair, Mr. COLLINS of Georgia, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, had come to no resolution thereon.

## COMMUNICATION FROM CHAIR OF COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

The SPEAKER pro tempore laid before the House the following communication from the Chair of the Committee on Transportation and Infrastructure; which was read and, without objection, referred to the Committee on Appropriations:

HOUSE OF REPRESENTATIVES, COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE,
*Washington, DC, February 12, 2015.*

Hon. JOHN BOEHNER,
*Speaker of the House, House of Representatives, The Capitol, Washington, DC.*

DEAR MR. SPEAKER: On February 12, 2015, pursuant to section 3307 of Title 40, United States Code, the Committee on Transportation and Infrastructure met in open session to consider resolutions to authorize 12 prospectuses, including three alteration projects and nine leases included in the General Services Administration's FY2015 Capital Investment and Leasing Program.

Our Committee continues to work to cut waste and the cost of federal property and leases. The resolutions include projects that will reduce space, support consolidations into Government-owned facilities, and address life safety deficiencies. The space reductions and consolidations will result in $111 million in avoided lease costs. All the projects approved are within amounts included in the relevant appropriations bills.

I have enclosed copies of the resolutions adopted by the Committee on Transportation and Infrastructure on February 12, 2015.

Sincerely,

BILL SHUSTER,
*Chairman.*

Enclosures.

COMMITTEE RESOLUTION

ALTERATION—ENERGY AND WATER RETROFIT AND CONSERVATION MEASURES PROGRAM, VARIOUS BUILDINGS

*Resolved by the Committee on Transportation and Infrastructure of the U.S. House of Representatives,* that pursuant to 40 U.S.C. §3307, appropriations are authorized for repairs and alterations to implement energy and water retrofit and conservation measures, as well as high performance energy projects, in Government-owned buildings during fiscal year 2015 at a total cost of $5,000,000, a prospectus, as amended by this resolution, for which is attached to and included in this resolution.

*Provided,* that the General Services Administration shall not delegate to any other agency the authority granted by this resolution.