

The PRESIDING OFFICER. The Senator from Wyoming.

Mr. ENZI. Mr. President, I would ask my colleagues to oppose this motion. We have had this discussion a number of times. This defeats the budget, and this isn't the appropriate place to rehash this or to try to do something different. Everything we have been working on has been based on this principle. Incidentally, those budget caps were signed by the President of the United States and said this was an allowable use without breaking the caps and causing sequester.

So we can fund defense, and defense needs to be defended and funded, and it will be under the principles that we have right now, and we can work on other methods as we work on this and other budgets. So I ask that we vote against this and not put this extra burden on the committee that doesn't really have the jurisdiction to do all that is being requested in this motion. We voted it down before. Let's vote it down again.

The PRESIDING OFFICER. The question is on agreeing to the motion to instruct conferees.

Mr. CARDIN. I ask for the yeas and nays.

The PRESIDING OFFICER. Is there a sufficient second?

There is a sufficient second.

The clerk will call the roll.

The senior assistant legislative clerk called the roll.

Mr. CORNYN. The following Senators are necessarily absent: the Senator from Idaho (Mr. CRAPO), the Senator from Kansas (Mr. MORAN), and the Senator from Florida (Mr. RUBIO).

Mr. DURBIN. I announce that the Senator from Maine (Mr. KING) is necessarily absent.

I further announce that, if present and voting, the Senator from Maine (Mr. KING) would vote "yea."

The PRESIDING OFFICER. Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 44, nays 52, as follows:

[Rollcall Vote No. 230 Leg.]

YEAS—44

Baldwin	Gillibrand	Nelson
Bennet	Heinrich	Peters
Blumenthal	Heitkamp	Reed
Booker	Hirono	Reid
Boxer	Kaine	Schatz
Brown	Klobuchar	Schumer
Cantwell	Leahy	Shaheen
Cardin	Manchin	Stabenow
Carper	Markey	Tester
Casey	McCaskill	Udall
Coons	Menendez	Warner
Donnelly	Merkley	Warren
Durbin	Mikulski	Whitehouse
Feinstein	Murphy	Wyden
Franken	Murray	

NAYS—52

Alexander	Cochran	Fischer
Ayotte	Collins	Flake
Barrasso	Corker	Gardner
Blunt	Cornyn	Graham
Boozman	Cotton	Grassley
Burr	Cruz	Hatch
Capito	Daines	Heller
Cassidy	Enzi	Hoeven
Coats	Ernst	Inhofe

Isakson	Perdue	Shelby
Johnson	Portman	Sullivan
Kirk	Risch	Thune
Lankford	Roberts	Tillis
Lee	Rounds	Toomey
McCain	Sanders	Vitter
McConnell	Sasse	Wicker
Murkowski	Scott	
Paul	Sessions	

NOT VOTING—4

Crapo	Moran
King	Rubio

The motion was rejected.

The Presiding Officer appointed Mr. MCCAIN, Mr. INHOFE, Mr. SESSIONS, Mr. WICKER, Ms. AYOTTE, Mrs. FISCHER, Mr. COTTON, Mr. ROUNDS, Mr. GRAHAM, Mr. REED, Mr. NELSON, Mr. MANCHIN, Mrs. GILLIBRAND, Mr. DONNELLY, Ms. HIRONO, and Mr. KAINE conferees on the part of the Senate.

EVERY CHILD ACHIEVES ACT OF 2015—Continued

The PRESIDING OFFICER. The Senator from Minnesota.

Ms. KLOBUCHAR. Mr. President, I rise today to talk about the important bill before us today, the Every Child Achieves Act, which reauthorizes the Elementary and Secondary Education Act and fixes No Child Left Behind.

I also rise today to talk about the reauthorization of the Export-Import Bank, which is also a very important matter for our country.

I thank Senators ALEXANDER and MURRAY for their great leadership in crafting a bipartisan bill that makes critical updates to No Child Left Behind that will help ensure that all students receive a quality education. They worked together from the very beginning on this important bill, and I think the results show how important it is.

I come to the floor to talk about three amendments in this bill. The Presiding Officer is a cosponsor on one of the amendments, which is about STEM education. I think we all know that in today's global economy, education is key to our economic prosperity. The Senator from North Dakota understands that because our two States, North Dakota and Minnesota, have some of the lowest unemployment rates in the country. We have exciting economies with technological jobs to fill. We are two States that make and invent products which we then export to the world. To keep doing that, America's next generation of innovators will have to be highly trained and highly skilled. We certainly see this in my State. According to the Minnesota High Tech Association, Minnesota will be home to nearly 200,000 technology jobs in the next decade. Part of this is getting young people engaged at an early age.

Today's high school students aren't just competing against students in Milwaukee and Miami, they are competing against students in Munich and Mumbai. If America is going to keep its spot atop the world's high-tech hierarchy, students in our country must receive the best training and education

we can provide. That is why Senator HOEVEN and I are working to increase the emphasis on STEM education.

The Klobuchar-Hoeven amendment, modeled after our Innovate America Act, will expand STEM opportunities for more students by allowing school districts to use existing Federal STEM funding to create STEM specialty schools or to enhance existing STEM programs within the schools. Our provision will also ensure that the Department of Education is aligning STEM programs and resources with the needs of school districts and teachers. I understand that it is in the managers' package, and I thank the two leaders for that.

The second amendment is the improving teacher and principal retention. The Every Child Achieves Act includes important reforms to improve the quality of education for students in Indian Country. One challenge that schools serving Native Americans continue to confront is the high rate of teacher and principal turnover and the instability it causes. Turnover hurts school districts with the added cost of rehiring and retraining, and it hurts kids as teachers come and go.

One way to decrease teacher and principal turnover is to boost the professional development these teachers receive. Inadequate professional development and the lack of ongoing support are some of the key reasons why some of our best teachers are leaving. That is why Senator MURKOWSKI of Alaska and I have been pushing a provision to improve teacher and principal retention in schools serving American Indian and Alaska Native students. Specifically, our amendment adds mentoring and teacher support programs, including instructional support from tribal elders and cultural experts, to improve the professional development that teachers and principals in Indian schools receive. This is also in the managers' package, and we appreciate that.

The next amendment deals with chronic absenteeism. We know students can't learn if they are not in school. When I was a prosecutor in Hennepin County, I developed a major truancy initiative to keep kids in school and out of the courtroom. My office worked closely with local schools on a faster, more effective response to truancy problems. That is why my provision in the Every Child Achieves Acts will provide professional development and training to schools to help ensure that teachers, principals, and other school leaders have the knowledge and skills necessary to address issues related to chronic absenteeism.

Truancy is sometimes called the kindergarten of crime because it is truly an early risk factor. I still remember looking at the files of serious juvenile offenders—ones who committed homicide and the like—and I realized the first indication that there was a real problem was truancy. It doesn't just hit in high school; it actually usually

hits in sixth and seventh grade. The more we can do to put a focus on this, the better off we will be not only for public safety but, of course, for the kids' lives.

I again thank Senator MURRAY and Senator ALEXANDER for their tremendous work on this bill.

EXPORT-IMPORT BANK

Mr. President, the other issue, which is somewhat related, as we look at preparing kids for the current economy and the century we are in, is about jobs. It is about moving our economy along. Part of that is making sure we can compete globally not only with education efforts, which is what we are doing this week, but also with financing.

There are over eighty export-import-type banks in developed nations. China's bank currently funds things at nearly four times the amount that the United States does. Yet we are seriously now allowing the Export-Import Bank to lapse, and I strongly support reauthorizing the Bank.

I want to thank all of those involved, including Senators CANTWELL, KIRK, HEITKAMP, and GRAHAM, for their strong and impassioned leadership on this issue. I also wish to thank all of my colleagues who have spoken about the importance of this Bank.

Yesterday, a few of us met with the President and senior White House officials to discuss the importance of reauthorizing the Export-Import Bank. America needs to be, as I said, a country that thinks, that invents, that builds things, and that exports to nations. That means the bill we are working on this week, but it also means the financing so those businesses can keep going.

We had a vote here, as we all know, and 65 Senators supported reauthorizing the Ex-Im Bank, and in the House, 60 Republicans are cosponsoring a bill to do the same. We should get it done. We know that when 95 percent of the world's customers live outside of our borders, there is literally a world of opportunity out there for U.S. businesses. We all know that isn't just about Mexico and Canada. It is about the rest of the world, including Asia and the emerging economies in Africa. We can just go all over the world to see opportunities.

In my own State of Minnesota, the Ex-Im Bank has supported \$2 billion in exports and helped over 170 companies in the last 5 years alone. Every single year, as the Presiding Officer knows, I have been to all 87 counties in Minnesota so I am able to see firsthand these businesses. I may not be going there to talk about Ex-Im. I have rarely done that, although we have had a few Ex-Im events. I am so surprised when I go to businesses and they say: We have actually grown our exports to 15 percent or it is now 20 percent of our business, and we went to Ex-Im and got financing, and we went to the Foreign Commercial Service and got help. What we are really hurting by letting this

lapse and not reauthorizing it are the small businesses.

In my State, 170 businesses used the services of Ex-Im in the last five years. They don't have an expert on Kazakhstan. They don't have a bank down the street in a small town of 3,000 people that is able to explain to them how to get that kind of financing. They rely on the expertise of Ex-Im and, most importantly, they rely on the credit of Ex-Im.

Look at this: Balzar, in Mountain Lake, MN, population of 2,000. As the Presiding Officer knows, we don't have many mountains in Minnesota, but we have a lot of lakes. So we call it Mountain Lake. This is a small business—74 people in a town of 2,000—that has relied on Ex-Im in the past decade to help export its products. Their exports have grown to about 15 percent of their total sales. They export from Canada to Kazakhstan, from Japan to Australia. They are exporting to South Africa.

Ralco, a small animal feed manufacturer in Marshall, is a third-generation family business with distribution to over 20 countries around the world.

Superior Industries in Morris, MN, is a manufacturer of bulk material processing and handling systems. There are 5,000 people in the town, and 500 people in Morris are employed at this company. That would be 10 percent of the town. Thanks to the Ex-Im Bank, they are able to export to Canada, Australia, Russia, Argentina, Chile, Uruguay, and Brazil.

We know this is necessary for small businesses. We know this is important for our country to be on an even playing field. We don't want China to eat our lunch, but if we continue along this way and become the only developed Nation that doesn't have financing authority such as this, we will let them eat our lunch.

At the end of last month when the Ex-Im Bank expired, there were nearly 200 transactions totaling nearly \$9 billion in financing pending, and many businesses—90 percent of which are small businesses—are no longer able to use their export credit and insurance to its full extent. I have already talked to businesses that literally have been told: When we were trying to make a deal, our competitors on the other side that were trying to make the next deal said: They are not going to get financing. That country let their Ex-Im Bank expire. Go to a business from this country. Take our business because you know we have steady financing.

This cannot continue.

This is why this is a major priority of the U.S. Chamber of Commerce, a major priority for small business organizations around the country, and a major priority, most importantly, for the workers that work at these companies.

It is critical to move forward. We must reauthorize the Export-Import Bank and make sure our exporters are competing on a level playing field in

this global market. We do it with education, thanks to the good work of Senator ALEXANDER and Senator MURRAY, but we also do it by making sure that our businesses have the financing tools they need to succeed.

I urge my colleagues to support the Ex-Im Bank and reauthorize this critical agency as soon as possible.

Thank you, Mr. President. I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I thank the Senator from Minnesota for her contributions to the legislation we are working on. She has been very focused on STEM education and has found creative ways to encourage that, and I thank her for it.

We are hoping within a few minutes to be able to agree by consent to a few bills and call up a few others. So what I would say to the Senator from Arkansas, through the Chair, is if he wouldn't mind going ahead with his remarks and, perhaps, if we are able to, I may ask him to yield for 60 seconds and allow us to do that and proceed with a unanimous consent request. But I don't want to delay the Senator any further with moving ahead with his remarks.

The PRESIDING OFFICER. The Senator from Arkansas.

SANCTUARY CITIES

Mr. COTTON. Mr. President, there are certain policies that should not be controversial. It should not be controversial to expect that the laws of this Nation be enforced—equally, fairly, and fully. It should not be controversial to expect local city governments to refrain from actively frustrating the enforcement of Federal law. It should not be controversial to say that an illegal immigrant and repeat felon who has been deported multiple times should not be set free to again threaten law-abiding Americans, much less be in possession of a weapon.

But in our current debate about immigration, these ideas are indeed controversial when, in fact, they should be matters of simple common sense.

I acknowledge that reasonable people can and do differ on issues such as border security and enforcement and the status of illegal immigrants present in our Nation. But we should not disagree about the importance of the rule of law and the need to protect the safety of the American people. That is why I have introduced an amendment that will withhold Federal immigration and law enforcement funds from any State or city that declares itself a sanctuary for illegal immigrants. If a city directs its law enforcement officers to frustrate Federal immigration law, it should not expect U.S. taxpayers to underwrite that effort.

Last week, a young woman, Kate Steinle, was murdered on a San Francisco pier popular with tourists while walking with her father. It was apparently a random crime, one committed by an illegal immigrant—Juan Francisco Lopez-Sanchez—with a long rap

sheet. Lopez-Sanchez was in the United States despite having been deported five times previously, and he should have been deported a sixth time. Earlier this year, Lopez-Sanchez was in custody of Federal immigration authorities after he finished a Federal prison sentence, and was awaiting deportation after being designated an “enforcement priority.” Federal authorities handed him over to San Francisco first so he could face outstanding drug charges and requested that they be notified if San Francisco planned to release him.

San Francisco did in fact release him in April after dropping charges, but it never notified anyone. The city’s government simply allowed Lopez-Sanchez to walk free. This is because San Francisco has proudly deemed itself a sanctuary city. It has passed city ordinances barring its officers from assisting the enforcement of immigration law, freeing itself of the most basic responsibility to cooperate with Federal immigration authorities to keep dangerous criminals off the streets and out of the country. Indeed, Lopez-Sanchez has admitted that he goes to San Francisco because it is a sanctuary city.

This is an outrage to anyone who respects law and order. One might think that it would draw a strong reaction from the Obama administration. The administration, after all, has unequivocally declared that the Constitution and our laws do “not permit the States to adopt their own immigration programs and policies, or to set themselves up as rival decisionmakers based on disagreement with the focus and scope of Federal enforcement.” That is a direct quote from the administration’s legal brief to the Supreme Court arguing against an Arizona law designed to help Federal officers enforce immigration laws. One would think the administration would be at least as tough on sanctuary city laws that openly flout Federal immigration policies and endanger law-abiding citizens. Yet the administration has enabled—even encouraged—these sanctuary cities for years.

Americans have a right to expect that governments at the local, State, and national level will carry out their most basic duty to enforce the law and protect public safety. We should all be able to agree that a family enjoying a public space such as San Francisco’s piers should not have to fear being shot dead. We should all be able to agree that criminals who should be deported under our laws should not be set free with impunity.

There should be no sanctuary for hardened criminals in this country.

Mr. President, I yield the floor.

Mr. REID. Mr. President, Nevada is one of the largest States in the country—the 7th largest, to be exact—but we have just 17 school districts. By contrast, California, has over 1,000 school districts.

Among our 17 Nevada districts is the Clark County School District with over

300,000 students. It’s the Nation’s fifth largest district—where two-thirds of the students are minorities, and one-in-five students is an English-language learner.

For the past decade, Clark County School District has been one of the fastest growing districts in the Nation. In some years, Clark County was opening a new school every month to keep up with the growth.

But northwest of Las Vegas and Clark County is another one of our 17 districts—vast, rural Esmeralda County. Esmeralda County School District is huge, in terms of land. It covers almost 3,600 square miles, but has just four schools and about 80 students. And Esmeralda County is not unique in Nevada. There are other rural school districts in the State with schools that still have one teacher instructing multiple grades—much like the school I attended as a boy.

This diversity of Nevada’s school districts makes the State a microcosm of our Nation. So I understand the issues that overcrowded, urban schools face; and I understand the challenges that rural schools must confront. More importantly, I understand that in order to improve education at every school in America, we need a comprehensive approach.

The reauthorization of the Elementary and Secondary Education Act that is before the Senate is a step in the right direction. This reauthorization has been a long time coming.

Congress last reauthorized ESEA with passage of the No Child Left Behind Act in 2001. That expired in 2007. Despite serious efforts to pass a reauthorization in 2011 and 2013 under former Senator Tom Harkin’s leadership, we were not able to overcome real policy disagreements on the best way forward. But thanks to the hard and determined work of the chairman and ranking member of the Senate HELP Committee, we are able to begin work on the bipartisan Every Child Achieves Act.

I know it was not easy for the senior Senator from Washington or the senior Senator from Tennessee. I appreciate their efforts. Because of their work, almost 14 years after the last reauthorization, and 8 years after it expired, we finally have a bipartisan bill to strengthen our Nation’s schools.

I have many concerns with current Federal education law. It has caused schools to spend too much time testing and preparing for tests. It has led many schools and districts to reduce or eliminate many subjects—such as social studies, music, the arts, and physical education—that are important parts of a well-rounded education. It has led to too many schools—many making real gains in student achievement—to be labeled as failing.

Despite these real flaws that need to be corrected, there are some aspects of current law we need to keep and improve upon. Schools, districts, and States must now make sure all stu-

dents—including those with disabilities, or those not proficient in English—are making progress. We also have seen real gains in student achievement. Our Nation’s high school graduation rate is the highest it has ever been and the achievement gap between minority students and white students is narrowing.

This bipartisan bill does build off some of these successes and addresses many of the flaws in current law. It maintains annual testing requirements, but includes provisions to consolidate tests—helping reduce the number of tests and amount of time students spend taking tests. It continues to require student achievement to be reported by groups of children, including by income, race, English-language proficiency, and for students with disabilities. It makes early childhood education a priority, with a new grant to improve early childhood education access and quality for low- and moderate-income families. It makes important changes to a grant program to help our lowest-performing schools. Most notably, this bipartisan agreement also does not include many of the proposals included in earlier draft bills that would dilute the effectiveness of title I dollars or allow States to reduce their support for education.

This bill is an important first step in strengthening our Nation’s schools and ensuring that our children have a world class education. And it is a true compromise—with both sides making concessions to move forward.

We all agreed that improvements needed to be made to our country’s education laws. Although Democrats and Republicans have vastly different approaches, through compromise, Senators MURRAY and ALEXANDER were able to craft a balanced bill.

That is not to say that this bill is perfect. We still have work to do. I know that many Senators will have ideas for improving this legislation. I, for one, think we can do more to ensure that our lowest-performing schools make progress, or that we can do more to address schools with persistently low graduation rates. I believe we can do more to expand early learning opportunities and to do more to protect students from bullying. I will also strongly oppose efforts to weaken public schools through voucher programs.

I look forward to a substantive debate on this important bill. After all, helping to ensure that every American child gets a quality education could be among the most important things that the Senate will do during this Congress.

The PRESIDING OFFICER (Mr. CASSIDY). The Senator from Tennessee.

AMENDMENTS NOS. 2083, 2092, 2108, 2119, 2131, AND 2138 TO AMENDMENT NO. 2089

Mr. ALEXANDER. Mr. President, Senator MURRAY and this Senator have a small package of amendments that have been cleared by both sides. I ask unanimous consent that the following

amendments be called up, reported by number, and agreed to en bloc: Gardner No. 2083, McCaskill No. 2092, Gillibrand No. 2108, Gardner No. 2119, Casey No. 2131, and Klobuchar No. 2138.

The PRESIDING OFFICER. Without objection, it is so ordered.

The clerk will report the amendments en bloc.

The senior assistant legislative clerk read as follows:

The Senator from Tennessee [Mr. ALEXANDER], for others, proposes amendments numbered 2083, 2092, 2108, 2119, 2131, and 2138 to amendment No. 2089.

The amendments (Nos. 2083, 2092, 2108, 2119, 2131, and 2138) were agreed to, as follows:

AMENDMENT NO. 2083

(Purpose: To enable local educational agencies to use funds under part A of title I for dual or concurrent enrollment programs at eligible schools)

On page 145, between lines 17 and 18, insert the following:

“(e) USE FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

“(1) IN GENERAL.—A local educational agency carrying out a schoolwide program or a targeted assistance school program under subsection (c) or (d) in a high school may use funds received under this part—

“(A) to carry out—

“(i) dual or concurrent enrollment programs for high school students, through which the students are enrolled in the high school and in postsecondary courses at an institution of higher education; or

“(ii) programs that allow a student to continue in a dual or concurrent enrollment program at a high school for the school year following the student's completion of grade 12; or

“(B) to provide training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education where appropriate, for the purpose of integrating rigorous academics in dual or concurrent enrollment programs.

“(2) FLEXIBILITY OF FUNDS.—A local educational agency using funds received under this part for a dual or concurrent program described in clause (i) or (ii) of paragraph (1)(A) may use such funds for any of the costs associated with such program, including the costs of—

“(A) tuition and fees, books, and required instructional materials for such program; and

“(B) transportation to and from such program.

“(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

AMENDMENT NO. 2092

(Purpose: Enabling States, as a consortium, to use certain grant funds to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States)

On page 284, between lines 11 and 12, insert the following:

“(xxi) Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any

direction, supervision, or control over State teacher licensing or certification requirements.

AMENDMENT NO. 2108

(Purpose: To amend the program under part E of title II to ensure increased access to science, technology, engineering, and mathematics subject fields for underrepresented students, and for other purposes)

On page 369, strike lines 1 and 2 and insert the following:

“(2) improving student engagement in, and increasing student access to, such subjects, including for students from groups underrepresented in such subjects, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students;

Beginning on page 374, strike lines 17 through 22 and insert the following:

“(C) how the State's proposed project will ensure increased access for students who are members of groups underrepresented in science, technology, engineering, and mathematics subject fields (which may include female students, minority students, English learners, children with disabilities, and economically disadvantaged students) to high-quality courses in 1 or more of the identified subjects; and

On page 375, strike lines 8 through 12 and insert the following:

“(1) Increasing access for students through grade 12 who are members of groups underrepresented in science, technology, engineering, and mathematics subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses in the identified subjects.

On page 377, between lines 22 and 23, insert the following:

“(iii) A description of how the eligible subgrantee will use funds provided under this subsection for services and activities to increase access for students who are members of groups underrepresented in science, technology, engineering, and mathematics subject fields, which may include female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses in 1 or more of the State's identified subjects. Such activities and services may include after-school activities or other informal learning opportunities designed to encourage interest and develop skills in 1 or more of such subjects.

On page 381, between lines 4 and 5, insert the following:

“(iv) broaden student access to mentorship, tutoring, and after-school activities or other informal learning opportunities designed to encourage interest and develop skills in 1 or more of the State's identified subjects;

AMENDMENT NO. 2119

(Purpose: To include charter school representatives in the list of entities with whom a State and local educational agency shall consult in the development of plans under title I)

On page 19, line 22, insert “public charter school representatives (if applicable),” before “specialized”.

On page 95, line 12, insert “public charter school representatives (if applicable),” after “leaders.”

AMENDMENT NO. 2131

(Purpose: To improve the bill relating to appropriate accommodations for children with disabilities)

On page 39 line 15, insert “, such as interoperability with and ability to use assistive technology,” after “accommodations”.

AMENDMENT NO. 2138

(Purpose: To amend the Elementary and Secondary Education Act of 1965 relating to improving student academic achievement in science, technology, engineering, and mathematics)

On page 370, between lines 18 and 19, insert the following:

“(3) STEM-FOCUSED SPECIALTY SCHOOL.—The term ‘STEM-focused specialty school’ means a school, or a dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on science, technology, engineering, and mathematics, which include authentic school-wide research.

On page 382, line 12, strike the period and insert the following: “; and

“(viii) support the creation and enhancement of STEM-focused specialty schools that improve student academic achievement in science, technology, engineering, and mathematics, including computer science, and prepare more students to be ready for postsecondary education and careers in such subjects.

Beginning on page 384, strike line 3 and all that follows through line 23 on page 384 and insert the following:

“(c) EVALUATION AND MANAGEMENT.—The Secretary shall—

“(1) acting through the Director of the Institute of Education Sciences, and in consultation with the Director of the National Science Foundation—

“(A) evaluate the implementation and impact of the activities supported under this part, including progress measured by the metrics established under subsection (a); and

“(B) identify best practices to improve instruction in science, technology, engineering, and mathematics subjects;

“(2) disseminate, in consultation with the National Science Foundation, research on best practices to improve instruction in science, technology, engineering, and mathematics subjects;

“(3) ensure that the Department is taking appropriate action to—

“(A) identify all activities being supported under this part; and

“(B) avoid unnecessary duplication of efforts between the activities being supported under this part and other programmatic activities supported by the Department or by other Federal agencies; and

“(4) develop a rigorous system to—

“(A) identify the science, technology, engineering, and mathematics education-specific needs of States and stakeholders receiving funds through subgrants under this part;

“(B) make public and widely disseminate programmatic activities relating to science, technology, engineering, and mathematics that are supported by the Department or by other Federal agencies; and

“(C) develop plans for aligning the programmatic activities supported by the Department and other Federal agencies with the State and stakeholder needs.

AMENDMENTS NOS. 2161, 2132, AND 2080 TO

AMENDMENT NO. 2089

Mr. ALEXANDER. Mr. President, I ask unanimous consent to set aside the pending amendment and call up the following amendments en bloc: Kirk No. 2161, Scott No. 2132, and Hatch No. 2080. And I further ask that Senator MURRAY be recognized to call up two other amendments.

The PRESIDING OFFICER. Without objection, it is so ordered.

The clerk shall report the amendments en bloc.

The senior assistant legislative clerk read as follows:

The Senator from Tennessee [Mr. ALEXANDER], for others, proposes amendments numbered 2161, 2132, and 2080 to amendment No. 2089.

The amendments are as follows:

AMENDMENT NO. 2161

(Purpose: To ensure that States measure and report on indicators of student access to critical educational resources and identify disparities in such resources, and for other purposes)

On page 69, between lines 16 and 17, insert the following:

“(N) how the State will measure and report on indicators of student access to critical educational resources and identify disparities in such resources (referred to for purposes of this Act as an ‘Opportunity Dashboard of Core Resources’) for each local educational agency and each public school in the State in a manner that—

“(i) provides data on each indicator, for all students and disaggregated by each of the categories of students, as defined in subsection (b)(3)(A); and

“(ii) is based on the indicators described in clauses (v), (vii), (x), (xiii), and (xiv) of subsection (d)(1)(C) and not less than 3 of the following:

“(I) access to qualified paraprofessionals, and specialized instructional support personnel, who are certified or licensed by the State;

“(II) availability of health and wellness programs;

“(III) availability of dedicated school library programs and modern instructional materials and school facilities;

“(IV) enrollment in early childhood education programs and full-day, 5-day-a-week kindergarten; and

“(V) availability of core academic subject courses;

“(O) how the State will develop plans with local educational agencies, including a timeline with annual benchmarks, to address disparities identified under subparagraph (N) and, if a local educational agency does not achieve the applicable annual benchmarks for two consecutive years, how the State will allocate resources and supports to such local educational agency based on the identified needs;

On page 82, between lines 23 and 24, insert the following:

“(xviii) Information on the indicators of student access to critical educational resources selected by the State, as described in subsection (c)(1)(N), for all students and disaggregated by each of the categories of students, as defined in subsection (b)(3)(A), for each local educational agency and each school in the State and by the categories described in clause (vii).

On page 115, after line 25, add the following:

“(3) RESOURCE, SUPPORT, AND PROGRAM AVAILABILITY.—A local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the availability of critical educational resources, supports, and programs, as described in the State plan in accordance with section 1111(c)(1)(N).

AMENDMENT NO. 2132

(Purpose: To expand opportunity by allowing Title I funds to follow low-income children)

After section 1010, insert the following:

SEC. 1011. FUNDS TO FOLLOW THE LOW-INCOME CHILD STATE OPTION.

Subpart 2 of part A of title I is amended by inserting after section 1122 the following:

“SEC. 1123. FUNDS TO FOLLOW THE LOW-INCOME CHILD STATE OPTION.

“(a) FUNDS FOLLOW THE LOW-INCOME CHILD.—Notwithstanding any other provisions in this title requiring a State to reserve or distribute funds, a State may, in accordance with and as permitted by State law, distribute funds under this subpart among the local educational agencies in the State based on the number of eligible children enrolled in the public schools operated by each local educational agency and the number of eligible children within each local educational agency’s geographical area whose parents elect to send their child to a private school, for the purposes of ensuring that funding under this subpart follows low-income children to the public school they attend and that payments will be made to the parents of eligible children who choose to enroll their eligible children in private schools.

“(b) ELIGIBLE CHILD.—

“(1) DEFINITION.—In this section, the term ‘eligible child’ means a child aged 5 to 17, inclusive from a family with an income below the poverty level on the basis of the most recent satisfactory data published by the Department of Commerce.

“(2) CRITERIA OF POVERTY.—In determining the families with incomes below the poverty level for the purposes of this section, a State educational agency shall use the criteria of poverty used by the Census Bureau in compiling the most recent decennial census, as the criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics.

“(c) IDENTIFICATION OF ELIGIBLE CHILDREN; ALLOCATION AND DISTRIBUTION OF FUNDS.—

“(1) IDENTIFICATION OF ELIGIBLE CHILDREN.—On an annual basis, on a date to be determined by the State educational agency, each local educational agency shall inform the State educational agency of the number of eligible children enrolled in public schools served by the local educational agency and the number of eligible children within each local educational agency’s geographical area whose parents elect to send their child to a private school.

“(2) AMOUNT OF PAYMENT.—

“(A) IN GENERAL.—Subject to subparagraph (B), the amount of payment for each eligible child described in this section shall be equal to—

“(i) the total amount allotted to the State under this subpart; divided by

“(ii) the total number of eligible children in the State identified under paragraph (1).

“(B) LIMITATION.—In the case of a payment made to the parents of an eligible child who elects to attend a private school, the amount of the payment described in subparagraph (A) for each eligible child shall not exceed the cost for tuition, fees, and transportation for the eligible child to attend the private school.

“(3) ALLOCATION TO LOCAL EDUCATIONAL AGENCIES.—Based on the identification of eligible children in paragraph (1), the State educational agency shall provide to a local educational agency an amount equal to the product of—

“(A) the amount available for each eligible child in the State, as determined in paragraph (2); multiplied by

“(B) the number of eligible children identified by the local educational agency under paragraph (1).

“(4) DISTRIBUTION TO SCHOOLS.—From amounts allocated under paragraph (3) and notwithstanding any provisions in this title requiring a local educational agency to reserve funds, each local educational agency that receives funds under such paragraph shall distribute a portion of such funds to

the public schools served by the local educational agency, which amount shall—

“(A) be based on the number of eligible children enrolled in such schools and included in the count submitted under paragraph (1); and

“(B) be distributed in a manner that would, in the absence of such Federal funds, supplement the funds made available from non-Federal resources for the education of pupils participating in programs under this part, and not to supplant such funds (in accordance with the method of determination described in section 1117).

“(5) DISTRIBUTION TO PARENTS.—

“(A) IN GENERAL.—From the amounts allocated under paragraph (3) and notwithstanding any provisions in this title requiring a local educational agency to reserve funds, each local educational agency that receives funds under such paragraph shall distribute a portion of such funds, in an amount equal to the amount described in paragraph (2), to the parents of each eligible child within the local educational agency’s geographical area who elect to send their child to a private school and whose child is included in the count of such eligible children under paragraph (1), which amount shall be distributed in a manner so as to ensure that such payments will be used for the payment of tuition, fees, and transportation expenses (if any).

“(B) RESERVATION.—A local educational agency described in this paragraph may reserve not more than 1 percent of the funds available for distribution under subparagraph (A) to pay administrative costs associated with carrying out the activities described in such subparagraph.

“(d) TECHNICAL ASSISTANCE.—The Secretary, in consultation with the Secretary of Commerce, shall provide technical assistance to the State educational agencies that choose to allocate grant funds in accordance with subsection (a), for the purpose of assisting local educational agencies and schools in such States to determine an accurate methodology to identify the number of eligible children under subsection (c)(1).

“(e) RULE OF CONSTRUCTION.—Payments to parents under this subsection (c)(5) shall be considered assistance to the eligible child and shall not be considered assistance to the school that enrolls the eligible child. The amount of any payment under this section shall not be treated as income of the child or his or her parents for purposes of Federal tax laws or for determining eligibility for any other Federal program.

“(f) REQUIREMENTS FOR PARTICIPATING PRIVATE SCHOOLS.—A private school that enrolls eligible children whose parents receive funds under this section—

“(1) shall be accredited, licensed, or otherwise operating in accordance with State law;

“(2) shall ensure that the amount of any tuition or fees charged by the school to an eligible child whose parents receive funds from a local educational agency through a distribution under this section does not exceed the amount of tuition or fees that the school charges to students whose parents do not receive such funds;

“(3) shall be academically accountable to the parent for meeting the educational needs of the student; and

“(4) shall not discriminate against eligible children on the basis of race, color, national origin, or sex, except that—

“(A) the prohibition of sex discrimination shall not apply to a participating school that is operated by, supervised by, controlled by, or connected to a religious organization to the extent that the application of such prohibition is inconsistent with the religious tenets or beliefs of the school; and

“(B) notwithstanding this paragraph or any other provision of law, a parent may choose, and a school may offer, a single-sex school, class, or activity.

“(g) PROHIBITIONS ON CONTROL OF PARTICIPATING PRIVATE SCHOOLS.—Notwithstanding any other provision of law, a private school that enrolls eligible children whose parents receive funds under this section—

“(1) may be a school that is operated by, supervised by, controlled by, or connected to, a religious organization to exercise its right in matters of employment consistent with title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.), including the exemptions in that title; and

“(2) consistent with the First Amendment of the Constitution of the United States, shall not—

“(A) be required to make any change in the school’s teaching mission;

“(B) be required to remove religious art, icons, scriptures, or other symbols; or

“(C) be precluded from retaining religious terms in its name, selecting its board members on a religious basis, or including religious references in its mission statements and other chartering or governing documents.

“(h) EVALUATION.—Every 2 years, the Secretary shall conduct an evaluation of eligible children whose parents receive funds under this section, which shall include an evaluation of—

“(1) 4-year adjusted cohort graduation rates; and

“(2) parental satisfaction regarding the relevant activities carried out under this section.

“(i) REQUESTS FOR DATA AND INFORMATION.—Each school that enrolls eligible children whose parents receive funds under this section shall comply with all requests for data and information regarding evaluations conducted under subsection (h).

“(j) RULES OF CONDUCT AND OTHER SCHOOL POLICIES.—A school that enrolls eligible children whose parents receive funds under this section may require such children to abide by any rules of conduct and other requirements applicable to all other students at the school.

“(k) REPORT TO PARENTS.—

“(1) IN GENERAL.—Each school that enrolls eligible children whose parents receive funds under this section shall report, at least once during the school year, to such parents on—

“(A) their child’s academic achievement, as measured by a comparison with—

“(i) the aggregate academic achievement of other students at the school who are eligible children whose parents receive funds under this section and who are in the same grade or level, as appropriate; and

“(ii) the aggregate academic achievement of the student’s peers at the school who are in the same grade or level, as appropriate; and

“(B) the safety of the school, including the incidence of school violence, student suspensions, and student expulsions.

“(2) PROHIBITION ON DISCLOSURE OF PERSONAL INFORMATION.—No report under this subsection may contain any personally identifiable information, except that a student’s parent may receive a report containing personally identifiable information relating to their own child.”.

AMENDMENT NO. 2080

(Purpose: To establish a committee on student privacy policy)

At the end of title I, add the following:

SEC. 1018. STUDENT PRIVACY POLICY COMMITTEE.

(a) ESTABLISHMENT OF A COMMITTEE ON STUDENT PRIVACY POLICY.—Not later than 60 days after the date of enactment of this Act,

there is established a committee to be known as the “Student Privacy Policy Committee” (referred to in this section as the “Committee”).

(b) MEMBERSHIP.—

(1) COMPOSITION.—The Committee shall be composed of—

(A) 3 individuals appointed by the Secretary of Education;

(B) not less than 8 and not more than 13 individuals appointed by the Comptroller General of the United States, representing—

(i) experts in education data and student privacy;

(ii) educators and parents;

(iii) State and local government officials responsible for managing student information;

(iv) education technology leaders in the State or a local educational agency;

(v) experts with practical experience dealing with data privacy management at the State or local level;

(vi) experts with a background in academia or research in data privacy and education data; and

(vii) education technology providers and education data storage providers; and

(C) 4 members appointed by—

(i) the majority leader of the Senate;

(ii) the minority leader of the Senate;

(iii) the Speaker of the House of Representatives; and

(iv) the minority leader of the House of Representatives.

(D) CHAIRPERSON.—The Committee shall select a Chairperson from among its members.

(E) VACANCIES.—Any vacancy in the Committee shall not affect the powers of the Committee and shall be filled in the same manner as an initial appointment described in subparagraphs (A) through (C).

(c) MEETINGS.—The Committee shall hold, at the call of the Chairperson, not less than 5 meetings before completing the study required under subsection (e) and the report required under subsection (f).

(d) PERSONNEL MATTERS.—

(1) COMPENSATION OF MEMBERS.—Each member of the Committee shall serve without compensation in addition to any such compensation received for the member’s service as an officer or employee of the United States, if applicable.

(2) TRAVEL EXPENSES.—The members of the Committee shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter 1 of chapter 57 of title 5, United States Code, while away from their homes or regular places of business in the performance of services for the Committee.

(e) DUTIES OF THE COMMITTEE.—

(1) STUDY.—The Committee shall conduct a study on the effectiveness of Federal laws and enforcement mechanisms of—

(A) student privacy; and

(B) parental rights to student information.

(2) RECOMMENDATIONS.—Based on the findings of the study under paragraph (1), the Committee shall develop recommendations addressing issues of student privacy and parental rights and how to improve and enforce Federal laws regarding student privacy and parental rights, including recommendations that—

(A) provide or update standard definitions, if needed, for relevant terms related to student privacy, including—

(i) education record;

(ii) personally identifiable information;

(iii) aggregated, de-identified, or anonymized data;

(iv) third-party; and

(v) educational purpose;

(B) identify—

(i) which Federal laws should be updated; and

(ii) the appropriate Federal enforcement authority to execute the laws identified in clause (i);

(C) address the sharing of data in an increasingly technological world, including—

(i) evaluations of protections in place for student data when it is used for research purposes;

(ii) establishing best practices for any entity that is charged with handling, or that comes into contact with, student education records;

(iii) ensuring that identifiable data cannot be used to target students for advertising or marketing purposes; and

(iv) establishing best practices for data deletion and minimization;

(D) discuss transparency and parental access to personal student information by establishing best practices for—

(i) ensuring parental knowledge of any entity that stores or accesses their student’s information;

(ii) parents to amend, delete, or modify their student’s information; and

(iii) a central designee in a State or a political subdivision of a State who can oversee transparency and serve as a point of contact for interested parties;

(E) establish best practices for the local entities who handle student privacy, which may include professional development for those who come into contact with identifiable data; and

(F) discuss how to improve coordination between Federal and State laws.

(f) REPORT.—Not later than 270 days after the date of enactment of this Act, the Committee shall prepare and submit a report to the Secretary of Education and to Congress containing the findings of the study under subsection (e)(1) and the recommendations developed under subsection (e)(2).

The PRESIDING OFFICER. The Senator from Washington.

AMENDMENTS NOS. 2093 AND 2118 TO AMENDMENT NO. 2089

Mrs. MURRAY. Mr. President, I ask unanimous consent to set aside the pending amendment to call up the Franken amendment No. 2093 and the Kaine amendment No. 2118 en bloc.

The PRESIDING OFFICER. Without objection, the clerk shall report.

The senior assistant legislative clerk read as follows:

The Senator from Washington [Mrs. MURRAY], for others, proposes amendments numbered 2093 and 2118 to amendment No. 2089.

The amendments are as follows:

AMENDMENT NO. 2093

(Purpose: To end discrimination based on actual or perceived sexual orientation or gender identity in public schools.)

(The amendment is printed in the RECORD of July 7, 2015, under “Text of Amendments.”)

AMENDMENT NO. 2118

(Purpose: To amend the State accountability system under section 1113(b)(3) regarding the measures used to ensure that students are ready to enter postsecondary education or the workforce without the need for postsecondary remediation)

On page 56, strike lines 9 through 12 and insert the following:

“(aa) student readiness to enter postsecondary education or the workforce without the need for postsecondary remediation, which may include—

“(AA) measures that integrate preparation for postsecondary education and the workforce, including performance in coursework

sequences that integrate rigorous academics, work-based learning, and career and technical education;

“(BB) measures of a high-quality and accelerated academic program as determined appropriate by the State, which may include the percentage of students who participate in a State-approved career and technical program of study as described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 and measures of technical skill attainment and placement described in section 113(b) of such Act and reported by the State in a manner consistent with section 113(c) of such Act, or other substantially similar measures;

“(CC) student performance on assessments aligned with the expectations for first-year postsecondary education success;

“(DD) student performance on admissions tests for postsecondary education;

“(EE) student performance on assessments of career readiness and acquisition of industry-recognized credentials that meet the quality criteria established by the State under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102);

“(FF) student enrollment rates in postsecondary education;

“(GG) measures of student remediation in postsecondary education; and

“(HH) measures of student credit accumulation in postsecondary education;

On page 57, line 14, strike “; and” and insert “, which may include participation and performance in Advanced Placement, International Baccalaureate, dual enrollment, and early college high school programs; and”.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that at 5:30 p.m. on Monday, July 13, the Senate vote on the following amendments, with no second-degree amendments in order to any of the amendments prior to the votes: Hatch amendment No. 2080 and Kaine amendment No. 2118.

The PRESIDING OFFICER. Without objection, it is so ordered.

MORNING BUSINESS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate proceed to a period of morning business, with Senators permitted to speak therein for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

The Senator from North Dakota.

EVERY CHILD ACHIEVES ACT

Mr. HOEVEN. Mr. President, I thank Senators ALEXANDER and MURRAY for crafting this bipartisan proposal to reform and reauthorize the Elementary and Secondary Education Act, the main source of Federal aid for K-through-12 education.

The Every Child Achieves Act takes many important steps to return the authority of K-12 education back to the States and to the local school districts and directly to those who are best equipped to understand and respond to what it takes to educate our students. Importantly, this bill empowers States to develop their own education accountability plans. Instead of a one-size-fits-all Federal mandate, this bill

charges the States to work with teachers, school districts, Governors, parents, and other stakeholders to develop a State-led education plan for all students without interference from Washington.

The bill affirms that the Federal Government cannot dictate a State's specific academic standards, curriculum or assessment. I repeat. The bill affirms that the Federal Government cannot dictate State-specific academic standards, curriculum or assessments. It affirms local control and accountability while maintaining important achievement information to provide parents with information on how their children are performing as well as to help teachers target support to those who are struggling to meet State standards.

We also recognize that science, technology, engineering, and mathematics—or STEM—education continues to play an increasingly important role in preparing our students for the careers of tomorrow.

In North Dakota, STEM education prepares students to fulfill the workforce needs of our dynamic economy, from the high-tech industries in the east to the energy fields in the west. For example, we have one school district, the West Fargo school district, which has created a STEM center for students in grades 6, 7, and 8, and is doing an exceptional job of integrating STEM teaching into the classroom. This school district program started in 2009 with 150 students in the sixth and seventh grades. Since then, it has been expanded to serve eighth grade students as well. They have also created a STEM pathway program at the high school level. The approach focuses on project-based learning that connects their school work to solving real world problems through the engineering and design process.

When Senator KLOBUCHAR and I visited the school this spring, we witnessed students working hands-on with a wide range of technologies at cooperative lab stations, including drones and flight simulators. West Fargo students have received numerous awards and honors, placing first in the Nation in a lunar water recycling design competition sponsored by NASA to excelling in a number of Web page design and robotics competitions around the country.

This education is not just about teaching students more science, math or engineering. This approach reaches across subjects to promote problem solving, collaboration, communication, and critical thinking skills.

The Every Child Achieves Act includes a formula grant aimed at providing State resources to improve STEM education. The Improving STEM Instruction and Student Achievement Program provides grants to States to improve STEM instruction, student engagement, and increased student achievement in STEM subjects. Under this program, States have the ability

to award subgrants to projects of their choice to serve high-need school districts or form partnerships with higher education institutions. States can also use these funds to recruit qualified teachers and instructional leaders in STEM subjects or to develop a STEM master teacher corps.

In recent years, North Dakota has chosen to award funds to projects that partner with our State's higher education institutions to provide professional development opportunities for K-12 math and science teachers.

I have worked with Senator KLOBUCHAR to craft amendment No. 2138. Our proposal will give States the option to award those funds to create or enhance a STEM-focused specialty school or a STEM program within a school.

STEM-focused specialty schools or STEM programs within a school are those that engage students in rigorous, relevant, and integrated-learning STEM experiences. Allowing funds to go toward a STEM program within a school will allow successful programs such as those occurring in our State to benefit. It will also encourage other school districts to begin their own programs.

So if a school district would like to better integrate STEM concepts into their teaching practices, this amendment allows those districts to submit a proposal to the State for resources to carry out that plan.

The Klobuchar-Hoeven amendment also requires the Education Secretary to identify STEM-specific needs of States and districts receiving funds and publicize information about those activities. The Secretary is then directed to align Federal STEM activities with State and district needs.

Finally, this amendment directs the U.S. Department of Education to avoid unnecessary duplication of STEM programmatic activities supported by the Department and other Federal agencies. This is important because there are so many disjointed STEM activities and programs throughout our government.

In a May 2015 report, the nonpartisan Congressional Research Service states that despite recent reductions in the number of Federal STEM programs, recent estimates suggest there are still between 105 and 254 STEM programs scattered throughout as many as 15 Federal agencies. These programs account for \$2.8 billion to \$3.4 billion in spending. These programs have their own distinct requirements and obligations that allow very little collaboration or coordination. We simply want to ensure that States and schools are aware of the existing efforts underway to best utilize public resources.

In conclusion, we believe that this bipartisan amendment should be agreeable to both sides and will strengthen the Every Child Achieves Act. In fact, I have just been informed that both the chairman and the ranking member from the HELP Committee and the