

address inequality in schools. But today I urge my colleagues to vote to pass the Every Child Achieves Act that will give all students the chance to learn and grow and thrive. Let's fix No Child Left Behind. Let's prove that Congress can break through gridlock and work together. Let's pass this bill for students, parents, teachers, and communities across the country.

I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I ask unanimous consent for an extra minute if I need it.

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

Mr. ALEXANDER. Mr. President, Senator MURRAY suggested we work on this in a bipartisan way. I took her advice. It was good advice. This is the result. We have had 100 amendments in committee and on the floor. We have had excellent process. I thank the majority leader. I thank Senator REID, the Democratic leader, for creating an environment to do that.

Now, let me say this about the vote we are about to have. This is a law that everybody wants fixed. We have a consensus on that. We have a consensus on how to fix it: keep the important measurements of academic achievement and turn the rest of it over to the States, to classroom teachers, and others who are closest to the children. That is what the Governors, that is what the superintendents, that is what the teachers organizations have said to us. They want us to fix it. They support the way we are proposing to fix it.

Now, in the last few years, we have created in this country, in effect, a national school board. It has made it harder to have better teaching, harder to set higher standards, harder to have real accountability in the States. So we changed that. We reversed the trend toward the national school board. We end the common core mandate. We end the waivers that the U.S. Department of Education is using to run public schools. We end DC evaluating teachers. We end adequate yearly progress.

Some are saying vote no because you should go further. Well, we had a chance to go further. We voted for the Daines amendment, the Scott amendment, and the Alexander amendment. That would have gotten us 90 percent of what we wanted. We got about 45 votes, so we didn't get anything. This gets us about 80 percent of what we want. A President named Reagan used to say: If you got 80 percent of what you wanted, you might take it and fight for the rest on another day. I am recommending we follow this advice.

If we vote no today, that means we leave the Common Core mandate right where it is. That means the waivers are still running your schools. That means adequate yearly progress is determined from Washington, DC, not in your hometown, and that means Washington, DC, is evaluating your teachers. Everybody wants this law fixed. If

you vote no, we fix nothing. We fix nothing. So no means we haven't fixed anything. So vote yes. Do what the Governors, do what the superintendents, do what the teachers say we ought to do. They all agree on that. This is the most important step in that direction we have had in 25 years. Let's not miss the opportunity. Vote to restore to the people closest to the children the responsibility for their education. Vote yes for local control of public schools.

The bill was ordered to be engrossed for a third reading and was read the third time.

The PRESIDING OFFICER. Under the previous order, the bill having been read the third time, the question is, Shall it pass?

Mrs. MURRAY. Mr. President, 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 bill clerk called the roll.

Mr. CORNYN. The following Senator is necessarily absent: the Senator from South Carolina (Mr. GRAHAM).

Mr. DURBIN. I announce that the Senator from Florida (Mr. NELSON) is necessarily absent.

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

The result was announced—yeas 81, nays 17, as follows:

[Rollcall Vote No. 249 Leg.]

YEAS—81

Alexander	Feinstein	Merkley
Ayotte	Fischer	Mikulski
Baldwin	Franken	Murkowski
Barrasso	Gardner	Murray
Bennet	Gillibrand	Perdue
Blumenthal	Grassley	Peters
Boozman	Hatch	Portman
Boxer	Heinrich	Reed
Brown	Heitkamp	Reid
Burr	Heller	Roberts
Cantwell	Hirono	Rounds
Capito	Hoeven	Sanders
Cardin	Inhofe	Schatz
Carper	Isakson	Schumer
Casey	Johnson	Sessions
Cassidy	Kaine	Shaheen
Coats	King	Stabenow
Cochran	Kirk	Sullivan
Collins	Klobuchar	Tester
Cooms	Lankford	Thune
Corker	Leahy	Tillis
Cornyn	Manchin	Toomey
Cotton	Markey	Udall
Donnelly	McCain	Warner
Durbin	McCaskill	Whitehouse
Enzi	McConnell	Wicker
Ernst	Menendez	Wyden

NAYS—17

Blunt	Lee	Sasse
Booker	Moran	Scott
Crapo	Murphy	Shelby
Cruz	Paul	Vitter
Daines	Risch	Warren
Flake	Rubio	

NOT VOTING—2

Graham	Nelson
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The bill (S. 1177), as amended, was passed.

(The bill, as amended, will be printed in a future edition of the RECORD.)

The PRESIDING OFFICER. The Senator from Tennessee.

MORNING BUSINESS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate be in 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.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senator from Washington and I be permitted to speak for as much time as we require.

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

EVERY CHILD ACHIEVES ACT

Mr. ALEXANDER. Mr. President, the vote was 81 to 17. What that says to me and should say to the American people is that not only is there a consensus in this country that everybody wants to fix No Child Left Behind, that is the consensus we began with. Not only was there consensus in the Senate's education committee about how to fix it—which was unanimous in a 22-member committee that includes Members who are about as diverse as you could find in the Senate—the entire Senate has a consensus on how to fix it.

The Senator from Washington and I were just talking. This is a complicated piece of legislation. There are crocodiles in every corner, any of which could have made it difficult for this bill to succeed. For the Senate to take a look at the 100,000 schools in this country for the 50 million children and the 3.5 million teachers and say, "We hear you. We know you want to end the confusion, the anxiety, and the feeling that you are not in charge of your own children. We hear you. We have listened to you, and we have come up with a solution with which you agree"—and that we voted by a vote of 81 to 17 is a remarkable event.

So we have a remarkable consensus that No Child Left Behind needed to be fixed. We had a remarkable consensus on how to fix it in the committee. There are not many times on a bill this difficult and this encompassing that we have a consensus this remarkable—81 to 17—in the Senate. I mentioned in my earlier remarks the importance of the Senate in this way.

Someone said the Senate is the one authentic piece of genius in the American political system. The only claim we would have to that exalted description would be that we are the only part of our government that is created for the express purpose of developing consensus. The House of Representatives is America's sounding board. The country moves suddenly, the House moves suddenly. Our job is to take all the different points of view and to consult with each other and to see whether we can create the kind of consensus so that when people look at the Senate and see a result, they may say: Well, I am not sure I agree with every single thing they did, but if 81 Senators of