SALAZAR] was added as a cosponsor of S. 1125, a bill to amend the Internal Revenue Code of 1986 to provide incentives to encourage investment in the expansion of freight rail infrastructure capacity and to enhance modal tax equity.

At the request of Mr. SALAZAR, the name of the Senator from Washington (Ms. CANTWELL) was added as a cosponsor of S. 1146, a bill to amend title 38, United States Code, to improve health care for veterans who live in rural areas, and for other purposes.

At the request of Mrs. BOXER, the names of the Senator from Montana (Mr. TESTER) and the Senator from Connecticut (Mr. LIEBERMAN) were added as cosponsors of S. 1173, a bill to protect, consistent with Roe v. Wade, a woman’s freedom to choose to bear a child or terminate a pregnancy, and for other purposes.

At the request of Mrs. CLINTON, the names of the Senator from Idaho (Mr. CRAPO) and the Senator from Maine (Ms. SNOWE) were added as cosponsors of S. Con. Res. 26, a concurrent resolution recognizing the 75th anniversary of the Military Order of the Purple Heart and commending recipients of the Purple Heart for their courageous demonstrations of gallantry and heroism on behalf of the United States.

At the request of Mrs. CLINTON, the names of the Senator from Idaho (Mr. CRAPO) and the Senator from Maine (Ms. SNOWE) were added as cosponsors of S. Con. Res. 27, a concurrent resolution supporting the goals and ideals of “National Purple Heart Recognition Day”.

At the request of Mr. HAGEL, the name of the Senator from South Dakota (Mr. JOHNSON) was added as a cosponsor of S. Res. 82, a resolution designating August 16, 2007 as “National Airborne Day”.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. BINGAMAN (for himself, Mr. BURR, and Mr. KENNEDY):

S. 1185. A bill to provide grants to States to improve high schools and raise graduation rates while ensuring rigorous standards, to develop and implement effective school models for struggling students and dropouts, and to improve State policies to raise graduation rates, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Mr. BINGAMAN. Mr. President, I wanted to take a few minutes of the Senate’s time to talk about a bill that I introduced, along with Senator BURR and Senator KENNEDY, entitled the Graduation Promise Act of 2007, or GPA.

This bill would create a Federal-State-local partnership to improve the Nation’s graduation rates and help transform our lowest performing high schools. This is a bill we just introduced today.

I thank Senator BURR and Senator KENNEDY for their commitment to improving our high schools and for increasing our graduation rates in this country. I am very pleased to be working with both of them on this legislation. I am also very glad that GPA, this legislation we have introduced, is supported by the Alliance for Excellent Education, by the Center for American Progress, by Jobs for the Future, by the National Council of La Raza, by First Focus, and many other education groups.

Nearly 20 years ago, the Nation’s Governors met for the first education summit and, as far as I know, for the only national education summit in our country’s history. They met with the first President Bush in Charlotteville, VA. They agreed to set high expectations for education for the coming decade. That was the decade following 1989.

One of those standards they set was for an increase in high school graduation rates to 90 percent by the year 2000. That was a very difficult goal to achieve that goal. In fact, the Nation’s graduation rate has stagnated at around 70 percent instead of 90 percent.

Graduation rates for Hispanic and African-American students are lower than the national average. For African-American and Hispanic students, by some estimates, the graduation rate is less than 60 percent in some high schools.

Many students are entering the ninth grade significantly behind in their reading and mathematics skills. They are ill-prepared to master the challenges of the typical high school curriculum. Not surprisingly, these students are more prone to academic failure and grade retention and, accordingly, the dropout rates among these students are disturbingly high, specifically in the ninth grade.

But low graduation rates are only one broad indicator of the crisis affecting our Nation’s high schools. Even if a student makes it to graduation, only a third of all students who enter the ninth grade will graduate with the credits and the knowledge necessary to go on to college or to succeed in the modern workplace. They are not ready for entry-level education or jobs that permits a seamless transition to a job or postsecondary education. Again, this problem disproportionately affects minority students. Only 16 percent of Hispanic students and 23 percent of African-American students graduate prepared for college. State of New Mexico.

Students who enter high school significantly lagging behind in their academics and who show signs of becoming disenaged from the school are prone to drop out unless additional support is put in place.

Finally, research-based solutions with solid evidence of success are transforming our high schools with low graduation rates. Restructuring schools into smaller, more focused, personalized learning environments ensures that students become engaged from the time they enter the ninth grade on. Sustained efforts to boost attendance ensure they will not fall further behind.

Schools that have combined these efforts with a high-quality curriculum and structural improvements have been very successful at improving student performance and improving graduation rates. They have done so with transitional math and English for ninth graders that will help them catch up by offering challenging curricula and tangible contextual applications of...
learning in order to rekindle the interest of these students and creating teaching teams, targeting professional development for the teachers to help them meet this challenge. A combination of these interventions has improved student performance and increased graduation rates. We know this problem can be solved to meet the goal.

This legislation has been introduced by Senators BURR and KENNEDY, and I hope very much this legislation and many of its provisions can be included when Congress reauthorizes the No Child Left Behind legislation later this year.

I submit we cannot afford to let the estimated 2,000 failing high schools continue to push students off the path to prosperity. Collectively, these schools serve about 2.4 million students. We need to ensure for the continued prosperity of the country that these students remain in school and graduate with the skills needed to become productive citizens.

There being no objection, the text of the bill was ordered to be printed in the RECORD, as follows:

S. 1185

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I—HIGH SCHOOL IMPROVEMENT AND DROPOUT REDUCTION FUND

SEC. 101. FINDINGS.

The Senate finds the following:

(1) About a third of our Nation’s high school students fail the same courses 4 years, and another third graduate without the skills and knowledge needed to succeed in college or the workplace. The outcomes for minority students are worse; only about 52 percent of Hispanic, 56 percent of African-American, and 57 percent of Native-American students graduate on time, compared to 78 percent of white students.

(2) More than a decade after Congress declared a national goal that 90 percent of American high school students graduate from high school, the target and graduation rates have stagnated.

(3) Half of the Nation’s dropouts attend a ‘dropout factory’ schools where 40 percent or more of the freshmen class does not re-appeared by the time the students reach their senior year. These schools, which are located in nearly every State, primarily serve minority and poor students, and have fewer resources and less qualified teachers than schools in more affluent neighborhoods with larger numbers of white students. In fact, almost 40 percent of Latino students—compared to only 11 percent of white students—attend high schools in which graduation is not the norm.

(4) If the Nation’s high schools and colleges raise the graduation rates of Hispanic, African-American and Native-American students to the levels of white students by 2020, the potential increase in personal income across the Nation would add, conservatively, more than $310,000,000,000 to the United States economy.

(5) If the high school graduation rate for male students increases by just 5 percent, the Nation could save almost $5,000,000,000 a year in reduced spending on crime-related expenses such as prisons and medical costs for victims. An additional $2,700,000,000 could be generated in income if these high school graduates went on to college at the same rate as other male students.

(6) A high school diploma is increasingly important for success in the 21st century economy. In fact, an estimated 80 percent of current jobs and approximately 90 percent of the fastest-growing, highest-paying jobs require some sort of education beyond high school.

(7) The Nation spends more than $1,400,000,000 a year to provide remedial courses to college students who recently completed high school. And that figure does not include the almost $2,300,000,000 that the economy loses because students fail these courses; particularly in reading, are more likely to leave college without getting a degree, and thereby reduce their earning potential. Across the Nation, 42 percent of community college freshmen and 29 percent of freshmen in 4-year institutions enroll in at least 1 remedial course.

(8) Business and higher education consistently report that students are leaving high school unprepared for the demands of college and the workplace. According to a survey of the nation’s 50 largest employers, more than 80 percent of manufacturing companies are experiencing a shortage of qualified workers. More than two-thirds of manufacturing companies said that businesses train employees to raise basic skills, a sure sign that a high school education is deficient even for the few jobs that require nothing more than a high school diploma.

(9) For decades, Federal funding has largely been spent on grades Pre-K to 6 and higher education, with dramatically less given the middle and high school grades. While children in their early years must build a strong foundation for learning research also clearly demonstrates the need to continue the investment at each stage of the education process or risk losing much of the benefit of the early investments made.

(10) The United States has made some progress in education outcomes in the early years of education and in higher education, but has seen decline in the middle and high school grades. In terms of dropping the percent of the workforce that can handle even for the few jobs that require nothing more than a high school diploma.

(11) The Promise Act of 2007 (20 U.S.C. 6301 et seq.) includes a strong focus on identifying low-performing schools and districts. School improvement strategies should be tailored based on a variety of indicators. This data, so that schools can identify students who need a comprehensive strategy to support and improve chronically low-performing schools and districts. School improvement strategies should be tailored based on a variety of indicators.

(12) While the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) includes a strong focus on identifying low-performing schools and districts. School improvement strategies should be tailored based on a variety of indicators.

(13) School improvement strategies should be tailored based on a variety of indicators.

(14) The Nation is to maintain and increase its competitiveness in the global economy, it must invest in a systemic approach to improving our high schools so that every child graduates prepared for success.

SEC. 102. PURPOSES.

The purposes of this title are—

(1) improve high school student academic achievement and graduation rates; and

(2) help States develop a high school improvement system to deliver support and technical assistance to high-priority high schools; and

(3) ensure students graduate from high school with the education and skills necessary to compete in a global economy; and

(4) help build the capacity to develop and implement research-based, sustainable, and replicable high school improvement models and interventions for high-priority high schools that engage the whole community.

SEC. 103. DEFINITIONS.

In this title:

(1) ADEQUATE YEARLY PROGRESS.—The term ‘adequate yearly progress’ has the meaning given the term in section 1111(b)(2)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)).
(2) AVERAGED FRESHMEN GRADUATION RATE.—The term ‘averaged freshmen graduation rate’ means the estimate of the percentage of high school students who graduate with regular diplomas by the estimated size of the incoming freshman class 4 years earlier, expressed as a percentage, as calculated and published by the National Center for Education Statistics.

(3) LOW-INCOME LOCAL EDUCATIONAL AGENCY.—The term ‘low-income local educational agency’ means a local educational agency in which not less than 15 percent of the students served by such agency are from families with incomes below the poverty line.

(4) ‘Middle grades’ means grades 6 through 8.

(5) POVERTY LINE.—The term ‘poverty line’ means the poverty line described in section 673 of the Community Services Block Grant Act (42 U.S.C. 9902), applicable to a family of the size involved.

(6) TECHNICAL ASSISTANCE PROVIDER.—The term ‘technical assistance provider’ means a nonprofit entity with a proven track record of significantly improving student achievement and outcomes in high-priority high schools.

SEC. 104. GRANTS AUTHORIZED.

The Secretary is authorized to make grants to State educational agencies with applications approved under section 109 to enable the State to carry out the activities specified in section 119. Each grant shall consist of the amount determined for a State under subsection (b)(2).

(b) DETERMINATION OF ALLOTMENTS.

(1) RESERVATION OF FUNDS.—From the total amount appropriated for this Act, the Secretary shall reserve—

(A) 4 percent to—

(i) support activities authorized under this title, including supporting large-scale randomized studies of planned variations in school time, such as length of school day, week, and year, teacher effectiveness, class size, and other effective school improvement inputs, in order to determine the most effective strategies for improving student achievement and outcomes for students attending high-priority high schools; and

(ii) disseminate findings of such evaluations.

(B) 2 percent to provide technical assistance and ongoing regional training programs.

(2) BUDGET.—In general, the Secretary shall make grants to State educational agencies in an amount that bears the same ratio to 25 percent of the total of all such grants provided to such States, as the number of students enrolled in schools in the State bears to the total number of students in all such States.

(3) REALLENTMENT.—If any State does not use such funds for improving high-priority high schools, the Secretary shall apportion to the remaining States, in accordance with this paragraph, the amount of such grants that was not used by the State.

(4) MATCHING FUNDS.—A State educational agency that receives a grant under this title shall provide matching funds, from non-Federal sources, to—

(A) support activities authorized under this title, including supporting large-scale randomized studies of planned variations in school time, such as the amount determined for a State under subsection (b)(2), and

(B) disseminate findings of such evaluations.

(5) DEMONSTRATION PROJECTS.—The Secretary shall reserve—

(A) 1 percent to—

(i) improve employment of high-priority high schools making progress on school improvement strategies identified in their current school improvement plan.

(b) S TATE REVISIONS.

(a) State Plan.—The Secretary shall—

(1) establish a peer-review process to assist the State to differentiate school improvement actions based on the amount and type of supports necessary to improve student achievement and graduation rates in high schools within the State.

(2) DIFFERENTIATE SCHOOL IMPROVEMENT ACTIONS.—The system shall be designed to differentiate school improvement actions based on the percentage of students achieving key indicators in high schools within the State.

(c) ACCURACY.—In approving a State plan, the Secretary shall ensure that—

(1) the process the State educational agency uses to choose high schools to receive grants compares the percentages of high school students in the State and the State within the middle one-third averaged freshmen graduation rate an amount that bears the same ratio to 25 percent of the State bears to the total of such percentages for all the States.

(D) MIDDLE CALCULATION.—From such amount, the Secretary shall allot to each State within the middle one-third averaged freshmen graduation rate an amount that bears the same ratio to 15 percent of the State bears to the total of such students in all of such States within the middle one-third averaged freshmen graduation rate.

(3) REALLENTMENT.—If any State does not use such funds for improving high-priority high schools, the Secretary shall apportion to the remaining States, in accordance with this paragraph, the amount of such grants that was not used by the State.

(4) MATCHING FUNDS.—A State educational agency that receives a grant under this title shall provide matching funds, from non-Federal sources, to—

(A) support activities authorized under this title, including supporting large-scale randomized studies of planned variations in school time, such as length of school day, week, and year, teacher effectiveness, class size, and other effective school improvement inputs, in order to determine the most effective strategies for improving student achievement and outcomes for students attending high-priority high schools; and

(B) disseminate findings of such evaluations.

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(3) REALLENTMENT.—If any State does not use such funds for improving high-priority high schools, the Secretary shall apportion to the remaining States, in accordance with this paragraph, the amount of such grants that was not used by the State.

(4) MATCHING FUNDS.—A State educational agency that receives a grant under this title shall provide matching funds, from non-Federal sources, to—

(A) support activities authorized under this title, including supporting large-scale randomized studies of planned variations in school time, such as length of school day, week, and year, teacher effectiveness, class size, and other effective school improvement inputs, in order to determine the most effective strategies for improving student achievement and outcomes for students attending high-priority high schools; and

(B) disseminate findings of such evaluations.

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(1) the process the State educational agency uses to choose high schools to receive grants compares the percentages of high school students in the State and the State within the middle one-third averaged freshmen graduation rate an amount that bears the same ratio to 25 percent of the State bears to the total of such percentages for all the States.

(D) MIDDLE CALCULATION.—From such amount, the Secretary shall allot to each State within the middle one-third averaged freshmen graduation rate an amount that bears the same ratio to 15 percent of the State bears to the total of such students in all of such States within the middle one-third averaged freshmen graduation rate.

(3) REALLENTMENT.—If any State does not use such funds for improving high-priority high schools, the Secretary shall apportion to the remaining States, in accordance with this paragraph, the amount of such grants that was not used by the State.
have the resources and supports necessary to continue improving high school graduation rates and student achievement.

(7) BUILD CAPACITY.—The system shall be designed to build the capacity of the State educational agencies and local educational agencies to assist in improving student achievement and graduation rates in high-priority high schools and their respective school districts.

SEC. 109. STATE APPLICATION TO DEVELOP DIFFERENTIATED HIGH SCHOOL IMPROVEMENT SYSTEMS.

(a) IN GENERAL.—(1) In general.—For a State to be eligible to receive a grant under this title, the State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(2) REVISED APPLICATION.—The State educational agency shall submit a revised application every 5 years based on an evaluation of the activities conducted under this title.

(b) CONTENTS.—Each application submitted under this section shall include the following:

(1) SCHOOL IMPROVEMENT PROCESS.—The State educational agency shall describe how it will use funds authorized under this title to establish or expand a comprehensive school improvement system as described in sections 108 and 110.

(2) SCHOOL PERFORMANCE INDICATORS.—(A) In general.—The State educational agency shall define a set of comprehensive school performance indicators that shall be used, in addition to the indicators used to determine adequate yearly progress, to analyze school performance and determine the amount and type of support the school needs, and guide the school improvement process, such as—

(i) student attendance rates;

(ii) earned on-time promotion rates from grade to grade;

(iii) percent of students who have on-time credit accumulation at the end of each grade;

(iv) percent of students failing a core, credit-bearing mathematics, reading or language arts, or science course, or falling 2 or more of any course;

(v) percent of students taking a college preparatory curriculum, which may include credit-bearing mathematics, reading or language arts, or science course, or falling 2 or more of any course;

(vi) dropout prevention; and

(vii) teacher quality and attendance measures;

(viii) student performance indicators proposed by the State educational agency and approved by the Secretary as part of the peer-review process described in section 110.

(B) EXPECTED GROWTH.—The State educational agency shall define a minimum percentage of expected annual growth for each school performance indicator that demonstrates continuous and substantial progress.

(C) CAPACITY EVALUATIONS.—(A) STATE EDUCATIONAL AGENCY AND LOCAL EDUCATIONAL AGENCY CAPACITY.—The State educational agency shall describe how it will ensure the capacity and sufficient capacity to improve high-priority high schools.

(B) HIGH SCHOOL CAPACITY AND NEEDS ASSESSMENT.—The State educational agency shall describe how it will ensure the capacity to meet the needs of high school that does not make adequate yearly progress for 2 consecutive years, including the adequacy of the school leadership and the availability of educational opportunities for students.

(ii) Technical assistance to local educational agencies.

(3) ANNUAL REPORT.—The State educational agency shall submit an annual report to the Secretary describing the progress made towards improving the capacity of high schools.

(iii) Support staff to participate on school improvement teams.

(4) DIFFERENTIATED SCHOOL IMPROVEMENT.—The State educational agency shall describe how data from the school performance indicators described in paragraph (2) and indicators of adequate yearly progress will be used by local educational agencies as criteria for placing high schools that do not make adequate yearly progress for 2 consecutive years into 1 of the following school improvement categories:

(A) SCHOOLS NEEDING TARGETED INTERVENTIONS.—High schools whose school performance indicators demonstrate a need for continued improvement to improve student outcomes and make adequate yearly progress.

(B) HIGH SCHOOL REPLACEMENTS.—High schools whose school performance indicators demonstrate a need for comprehensive whole-school reform to improve student outcomes and make adequate yearly progress.

(C) SCHOOLS NEEDING REPLACEMENT.—High schools whose school performance indicators demonstrate a need for replacement, as described in section 112(d).

(5) SPECIAL RULE.—States may propose systems of differentiation aligned with their existing State accountability systems that include additional categories.

(E) RULE OF CONSTRUCTION.—Notwithstanding any other provision of law, for purposes of the provisions of this section that are designated as a school in need of whole school reform or as a school in need of replacement in the case that such high school has—

(i) a graduation rate of 60 percent or less; or

(ii) achievement levels below the initial baseline for the percentage of students at or exceeding the State's proficient level of academic achievement in either mathematics or English language arts in accordance with section 1111(b)(2)(C)(iv) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(E)).

(6) STATE REVIEW OF LOCAL EDUCATIONAL AGENCY PLANS.—The State educational agency shall describe how it will review and monitor the implementation of the school plans submitted by local educational agencies in accordance with section 111(e).

(B) ALLOCATION OF SUBGRANTS.—The State educational agency shall describe how it will award subgrants to local educational agencies using the peer-review process described in section 110(b) submitted by local educational agencies in accordance with section 111(e).

(C) MONITORING OF SCHOOL IMPROVEMENT PLANS.—The State educational agency shall ensure that the school plans and other educational needs of high schools that do not make adequate yearly progress for 2 consecutive years in such a way that accurately identifies schools and the effectiveness of the interventions necessary to meet student needs.

(D) PROVIDE TECHNICAL ASSISTANCE.—(i) IN GENERAL.—The State educational agency shall provide technical assistance to local educational agencies and high schools that need support to implement high school improvement plans described in section 111(d) and improve graduation rates and student achievement, including through the use of technical assistance providers, when appropriate.

(ii) FOCUS ON TARGETED ACHIEVEMENT.—The State educational agency shall describe how it will assist school improvement teams described in section 111(b), when needed, including—

(I) support and provide resources and training to school improvement teams;
(e) TECHNICAL ASSISTANCE.—The State educational agency shall provide technical assistance to a local educational agency requesting such assistance in preparing the application and needs assessment required under section 111.

(f) AWARD OF GRANTS TO LOCAL EDUCATIONAL AGENCIES IN GENERAL.—(1) IN GENERAL.—A State educational agency that receives a grant under this title shall award subgrants to local educational agencies with applications approved on the basis of—

(A) the quality of the plan to improve student graduation rates and student achievement and the extent to which the plan involves local educational agencies that have not made adequate yearly progress for 2 consecutive years; and

(B) the capacity of the local educational agency to implement the plan.

(2) AMOUNT.—A subgrant under this section shall be awarded in an amount that is based on—

(A) the number and size of high schools served by the local educational agency needing—

(i) targeted interventions;

(ii) whole school reforms; and

(iii) replacement; and

(B) the types of reforms or interventions proposed;

(C) the resources available to the high schools to implement the reforms or interventions proposed; and

(D) the extent to which the local educational agencies serving high schools needing targeted interventions.

(g) AUTHORITY TO INTERVIEW.—If the State educational agency determines that a local educational agency does not have the capacity to implement high school improvement activities described in the school improvement plan, the State educational agency may intervene to implement the high school improvement plans or enter into contracts with technical assistance providers to assist local educational agencies with the implementation of high school improvement plans.

(h) IMPLEMENTATION OF STATE EDUCATIONAL AGENCY APPLICATION.—The State educational agency shall use funds under this title to carry out the activities included in the application described in section 109.

(i) SUPPLEMENT, NOT SUPPLANT.—A State educational agency that receives a grant under this title shall use the grant funds to supplement, and not supplant, Federal and non-Federal funds available to high schools.

SEC. 111. LOCAL EDUCATIONAL AGENCY IMPLEMENTATION OF SCHOOL IMPROVEMENT SYSTEM.

(a) DIFFERENTIATE HIGH SCHOOLS.—A local educational agency that applies for a subgrant under this title shall designate the category of high school improvement described in section 109(b)(4), using data from the school performance indicators as criteria, as prescribed by the State educational agency for each high school served by such agency that does not make adequate yearly progress for 2 consecutive years.

(b) SCHOOL IMPROVEMENT TEAM.—(1) IN GENERAL.—To be eligible to receive a subgrant under this title, a local educational agency shall convene a school improvement team for each high school served by such agency that does not make adequate yearly progress. The school improvement team shall be assigned to 1 of the school improvement categories defined in section 109(b)(4), which—

(A) shall include—

(i) the building principal;

(ii) teachers representing different grade levels or disciplines;

(iii) local educational agency staff;

(iv) parents, including parents of students who have low graduation rates;

(v) community representatives, including representatives of organizations serving young people and the business community; and

(vi) pupil service representatives; and

(B) may include—

(i) technical assistance providers, where appropriate; and

(ii) State educational agency staff when requested by the local educational agency or assigned by the State educational agency.

(2) COLLABORATION.—A local educational agency shall ensure collaboration—

(A) in selecting improvement teams with personnel of middle schools served by the local educational agency whose students go on to attend high schools that are designated as in need of targeted assistance, whole school reform, or replacement, where appropriate; and

(B) between school improvement teams working at different high schools served by the local educational agency, to the extent appropriate.

(c) DEVELOP STUDENT INDICATORS.—To be eligible to request a subgrant under this title, a local educational agency shall develop a set of indicators to determine the number and percent of students who begin high school at high risk for not graduating from high school with a regular diploma and describe how the school improvement team will use such indicators to determine the type and intensity of supports each student needs. Such indicators shall include the number and percent of 9th grade students who—

(1) in the 8th grade—

(A) failed a credit-bearing mathematics or reading or language arts course, or 2 or more of any of these courses;

(B) attended school less than 90 percent of the required time; and

(C) received an out-of-school suspension;

(2) entered 9th grade;

(3) entered the 9th grade over the average age; or

(4) have experienced interrupted formal education.

(d) DEVELOP HIGH SCHOOL IMPROVEMENT PLANS.—The school improvement team convened under subsection (b) shall use data from the school performance indicators, the student indicators, measures used to determine adequate yearly progress, the capacity and needs assessment described in subsection (e), and other relevant data and knowledge of the school to develop a multiyear school improvement plan for each school. Such plan shall—

(1) identify annual benchmarks for school performance indicators that meet or exceed the minimum percentage of expected growth defined by the State educational agency in section 109(b)(2)(B);

(2) define the evidence-based academic and nonacademic interventions and resources necessary to meet annual benchmarks and make adequate yearly progress;

(3) identify the roles of the State educational agency, the local educational agency, the school, and technical assistance providers and service providers, as appropriate, in providing identified interventions and resources necessary to meet annual benchmarks and make adequate yearly progress;

(4) provide for the involvement of business and community organizations and other entities, including parents and institutions of higher education, to be assisted under this title; and

(5) describe and direct the use of—

(A) any additional funding to be provided by the State educational agency, the local educational agency, or other sources; and

(B) technical assistance providers, where appropriate.

(e) HIGH SCHOOL CAPACITY AND NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive a subgrant under this title, a local educational agency shall submit, with the application described in subsection (f), to the State educational agency a capacity and needs assessment for each high school served by such agency that does not make adequate yearly progress for 2 consecutive years.

(2) REQUIREMENTS.—The assessment under paragraph (1) shall be conducted by a school improvement team described in subsection (b) and the local educational agency and shall include—

(A) a description and analysis of the school’s capacity to implement needed school improvement activities identified in the school improvement plan, including an analysis of—

(i) the number, experience, training level, responsibilities, and stability of existing administrative, instructional, and support staff for each high school to be assisted;

(ii) a review of the budget, including how Federal, State, and local funds are currently being spent for instruction and operations at the school level for staff salaries, instructional materials, professional development, and student support services to establish the extent to which existing resources need to and can be reallocated to support the needed school improvement activities; and

(iii) additional resources and staff necessary to implement the needed school improvement activities described in section 112; and

(B) an analysis of the local educational agency’s capacity to provide technical assistance, additional staff, and resources to implement the school improvement plan to improve high school performance.

(f) REQUIREMENTS.—The information provided in the capacity and needs assessment in coordination with the school improvement plan shall be used to determine the level and direct the use of—

(A) funds requested by the local educational agency for each high school to be assisted under this title;

(B) any additional funding to be provided by the State educational agency, the local educational agency, or other sources; and

(C) technical assistance providers, where appropriate.

(1) APPLICATION.—

(A) IN GENERAL.—To be eligible to receive a subgrant under this title, a local educational agency—

(i) shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and

(ii) may request technical assistance from the State educational agency in preparing the application and the capacity and needs assessment required under this section.

(B) CONTENTS.—Each application submitted under this section shall use data from the capacity and needs assessment required in subsection (a) and shall include the following:

(A) A description of how the local educational agency used data from the school performance indicators as criteria to determine the school improvement category described in section 109(b)(4) for each high school served by such agency that did not make adequate yearly progress for 2 consecutive years;

(B) An identification of each high school served by the local educational agency that
did not make adequate yearly progress for 2 consecutive years and the designation of the school improvement category for each such school, as described in section 109(b)(4).

(c) The activities to be carried out by the local educational agency under this title and a description of how the activities will be research-based and an explanation of why the activities are expected to improve student achievement and increase graduation rates.

(d) An assurance that the local educational agency will use funds authorized under this title and received from the State educational agency first to meet the needs of high schools that are not on track by the local educational agency that need whole school reforms or high schools served by the local educational agency that need replacement.

(e) A description of how the local educational agency will provide for the involvement of parents, business and community organizations, including institutions of higher education, in the activities to be assisted under this title, and the resources such entities will make available to assist in such activities.

(f) An assurance that the local educational agency will provide ongoing support and resources to high schools that need whole school reforms and that need replacement, by making use of continuous improvement plans, to ensure increased student achievement and graduation rates.

(g) A description of the options that will be provided to school students served by the local educational agency, such as—

(i) programs for credit recovery for overage or under-credited students; and

(ii) secondary learning opportunities, including dual enrollment programs and early college high schools.

(3) IMPLEMENT HIGH SCHOOL IMPROVEMENT PLANS.—The local educational agency shall use funds to implement the school improvement plans.

(h) ENSURE CONTINUOUS HIGH SCHOOL IMPROVEMENT.—

(1) IN GENERAL.—The local educational agency shall ensure the continuous improvement of high schools by evaluating the progress of high schools in making the continuous and substantial progress as defined in the school improvement plan in accordance with section 109(b)(2)(B) and determining whether the high school is on track or not on track as provided in paragraphs (2) and (3).

(2) ON TRACK.—Each high school that is meeting the annual benchmarks as defined in the school improvement plan shall continue to implement school improvement activities in accordance with the school improvement plan.

(iii) the local educational agency shall—

(A) after 1 year, review the school improvement plan, and develop and implement a new plan, as appropriate;

(B) after 2 years, redesignate the school into a different school improvement category, as described in section 109(b)(4), either—

(i) as a school in need of whole school reform;

(ii) as a school in need of replacement; and

(C) develop and submit to the State educational agency for review a new school improvement plan, as appropriate.

(iv) TARGETED INTERVENTIONS FOR Feeder Middle Schools.—A local educational agency that receives a subgrant under this title, consistent with subsection (f)(2)(D), may use funds to—

(I) implement research- and evidence-based interventions, to improve middle schools served by such agency whose students go on to attend high schools served by the local educational agency that need whole school reforms or high schools served by the local educational agency that need replacement;

(II) establish an early indicator warning system consisting of factors used to identify students who are struggling academically and have poor attendance records or have been suspended in or before the middle grades or are struggling in high school or not to graduate and provide supports to get such students back on track.

(v) SUPPLEMENT, NOT SUPPLANT.—A local educational agency that receives a subgrant under this title shall use the subgrant funds to supplement, and not supplant, Federal and non-Federal funds available for high schools.

(k) MATCHING FUNDS.—

(1) IN GENERAL.—A local educational agency that receives a subgrant under this title shall provide matching funds, from non-Federal sources, in an amount equal to not less than 15 percent of the total subgrant award for activities in accordance with the local educational agency that need replacement or whole school reforms or high schools served by the local educational agency serving students whose students go on to attend high schools served by the local educational agency in developing their high school improvement plans, conducting the capacity and needs assessment, and in implementing and monitoring the implementation of the high school improvement plans.

(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year if the Secretary determines that applying the matching requirement to such local educational agency would result in serious hardship or an inability to carry out the authorized activities described in section 110.

SEC. 112. SCHOOL IMPROVEMENT ACTIVITIES.

(3) shall be designed to address—

(A) the multiple layers of school improvements demonstrated by research and best practices;

(B) schoolwide needs;

(C) students who need targeted assistance; and

(D) students who need intensive interventions;

(iv) designing the implement curriculum and instruction, such as—

(i) implementing a college- and career-ready curriculum for all students;

(ii) adopting well-designed curriculum and instructional materials aligned to high academic standards for all students, including students with diverse learning needs;

(iii) offering extended learning opportunities both in and after school and summer programs;

(iv) emphasizing intensive core academic preparation and college and career-ready skills development;

(v) increasing rigor through advanced placement courses, international baccalaureate courses, dual enrollment, and early college high schools opportunities;

(vi) creating contextual learning opportunities aligned with college and work readiness, such as through a high-quality career preparation program described in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302) option for upper grades;

(vii) collecting and using comprehensive data, including formative assessments;

(viii) offering mentoring and tutoring; and

(ix) implementing pedagogies that actively engage students in the learning process;

(C) increase teacher and principal effectiveness through activities such as—

(i) providing teacher and administrator supports and research-based, ongoing professional development tied to needs identified in the school improvement plan;

(ii) providing regular opportunities for teachers of core academic subjects to—

(I) meet together in both subject area and interdisciplinary groups;

(II) review student achievement data; and

(III) plan instruction;

(iii) implementing a schoolwide literacy or mathematics plan that may include hiring librarians or mathematicians;

(iv) developing principal and administrator leadership learning networks and supports;

(v) increasing student supports, such as—

(i) student advisors;

(ii) 9th grade transition programs; and

(iii) credit completion recovery programs;

(iv) additional counselors, social workers, and mental and behavioral health service providers;

(v) student advocates;
(vi) strengthening involvement of parents in the academic life of students;
(vii) school-family-community partnerships;
(viii) wraparound social services;
(ix) before and after school programs; or
(x) additional supports for students with diverse learning needs, including students with disabilities and English language learners;
(E) improve middle schools within a local educational agency whose students go on to attend high schools and establish an early indicator warning system consisting of factors used to identify students who are struggling academically and have poor attendance records or have been suspended in or before the middle grades or are likely to struggle in high school or not to graduate and provide supports to get them back on track; and
(F) provide the local educational agency or high school with flexible budget and hiring authority where needed to implement improvements; and
(5) may include other activities designed to address whole school needs, such as implementing a comprehensive reform model.
(d) REPLACEMENT.—The local educational agency or the State educational agency, with assistance from technical assistance providers and closing high schools, using data from the school performance indicators and high school capacity and needs assessment (described in paragraphs (2) and (3) of section 1081), shall identify and designate as needing replacement pursuant to section 111. Replacement shall be implemented:
(1) by replacing such schools with 1 or more new small schools using effective school models with evidence of success with students with similar academic challenges and communities to those attending the school being replaced;
(2) by reopening such schools after combining the assignment of a new administrative team that has the authority to select a new teaching staff with the use of research-based strategies through:
(A) the implementation of a whole school reform model with evidence of success with students with similar academic outcomes to those attending the school being replaced; and
(B) increasing learning time;
(3) by closing such schools and reassigning the students to high schools that have made adequate yearly progress for the past 2 years; or
(4) by otherwise replacing such schools.
SEC. 113. EVALUATION AND REPORTING.
(a) LOCAL EDUCATIONAL AGENCY REPORTING.—On an annual basis, each local educational agency receiving funds under this title shall report to the State educational agency and to the public on:
(1) designating a category of school improvement for each high school served by the local educational agency under this title;
(2) the school performance indicators (as described in section 109(b)(2)(C)(Y)(II)) for each high school served under this title, in the aggregate and disaggregated by the subgroups described in section 1111(b)(2)(C)(Y)(II) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(C)(Y)(II));
(3) progress in meeting the benchmarks for each high school served pursuant to this title;
(4) the high schools that have changed school improvement categories in accordance with section 111(h); and
(5) the use of funds by each local educational agency and each school served with such funds.
(b) REPORT TO CONGRESS.—Every 2 years, the Secretary shall report to Congress and to the public:
(1) a summary of the State reports; and
(2) on the use of funds by each State under this title.
SEC. 114. AUTHORIZATION OF APPROPRIATIONS.
There is authorized to be appropriated to carry out the activities authorized under this title, $2,800,000,000 for fiscal year 2008 and each of the 4 succeeding fiscal years.
TITLE II—DEVELOPMENT OF EFFECTIVE SCHOOL MODELS
SEC. 201. FINDINGS AND PURPOSES.
(a) FINDINGS.—The Secretary finds the following:
(1) With close to a third of our Nation’s high school students failing to graduate in 4 years, and another third graduating without the skills and knowledge needed to succeed in college or the workplace, new models of high school are clearly needed, especially for struggling students who are not on track to a high school diploma.
(2) Researchers have identified leading indicators that, taken together, are as much as 85 percent predictive of which 9th graders will not graduate from high school 4 years later.
(3) In the 2000 high schools nationwide with estimated 4-year graduation rates of 60 percent or lower, 30 percent of the 9th graders are significantly behind in skills or credits. By a conservative estimate, this adds up to fewer than 500,000 students who are not on track to graduation.
(4) Poor outcomes for struggling students are endemic in cities, towns, and rural areas across the country. Graduation rates for students who are not on-track to on-time graduation in ninth grade are as low as 20 percent.
(5) Schools designed to accelerate students’ learning and get them on track to a college-ready diploma make a difference. The Early College High School Initiative has started 130 schools serving approximately 16,000 students in 24 states. Early results indicate that in the first programs to graduate students, over 95 percent earned a high school diploma, over 57 percent earned an associate’s degree, and over 40 percent were accepted at a 4-year college.
(6) Most States and districts have limited capacity to expand and spread proven practices and models that improve graduation rates within a high standards environment.
(7) The Nation’s young people understand the value of education and will persist, often against considerable odds, to further their education. From 1980 to 2002, a period of time with no discernible increase in the country’s graduation rates, the percentage of 10th graders aspiring to a bachelor’s degree or higher increased from 40 percent to 80 percent, with the largest increase among low-income youth.
(8) Young people who fall behind and drop out of high school often report that they regret leaving and wish they had been encouraged and supported to work harder while struggling through high school, despite the lack of school options or pathways designed to help them succeed. Close to 60 percent of dropouts eventually earn a high school credential—in most cases a GED certificate. Almost half of these students—44 percent—later enroll in 2-year or 4-year college, but despite their efforts fewer than 10 percent earn a postsecondary degree.
(b) PURPOSES.—The purposes of this title are
(1) to facilitate the development and implementation of effective secondary school models for struggling students and dropouts; and
(2) to build the capacity of State educational agencies, local educational agencies, nonprofit organizations, and institutions of higher education to implement effective secondary school models for struggling students and dropouts.
SEC. 202. DEFINITIONS.
In this title:
(A) Dropout.—The term “dropout” means an individual who—
(i) is not older than 21;
(ii) is not attending any school; or
(iii) prior to attending a school based on an effective school model, was not attending any school; and
(B) has not received a secondary school regular diploma or its equivalency.
(2) EFFECTIVE SCHOOL MODEL.—The term “effective school model” means—
(A) an existing secondary school model with demonstrated effectiveness in improving student academic achievement and outcomes for struggling students or dropouts; or
(B) a proposed new secondary school model design that is based on research-based organizational and instructional practices for improving student academic achievement and outcomes for struggling students or dropouts.
(C) ELIGIBLE ENTITY.—The term “eligible entity” means—
(1) a local educational agency, nonprofit organization, or institution of higher education—
(i) that proposes to enhance or expand an existing effective school model for struggling students or dropouts; or
(ii) that has a track record of serving struggling students or dropouts and proposes to develop a new effective school model for struggling students or dropouts;
(B) a partnership involving 2 or more entities described in subsection (A).
(D) STRUGGLING STUDENT.—The term “struggling student” means—
(1) a high school-aged student who is not making sufficient progress toward graduating from secondary school with a regular diploma in the standard number of years; and
(B) includes a student who—
(i) has been retained in grade level;
(ii) is under-credited, defined as a high school student who lacks either the necessary credits or courses, as determined by the relevant local educational agency and State educational agency, to graduate from secondary school with a regular diploma in the standard number of years; or
(iii) is a late entrant English language learner, defined as a high school student who—
(i) enters a school served by a local educational agency at grade 9 or higher; and
(ii) is identified by the local educational agency as being limited English proficient and as having experienced interrupted formal education.
SEC. 203. GRANTS AUTHORIZED.
(a) IN GENERAL.—The Secretary is authorized to award grants, on a competitive basis, to eligible entities to enable the eligible entity to develop an effective school model and implement, or replicate, effective school models for struggling students and dropouts.
(b) **PERIOD OF GRANT.**—A grant awarded under this section shall be for a period of 3 years.

SEC. 204. APPLICATION.

(a) MANDATORY USE OF FUNDS.—Each eligible entity 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.

(b) CONTENTS.—Each application submitted under this section shall include a description of—

(1) how the eligible entity will carry out the mandatory activities under section 206(a); (2) the research or evidence concerning the effectiveness and replicability of the eligible entity proposes to develop and implement or replicate, including—

(A) for an existing effective school model described in section 202(2)(B), the evidence that the model has improved academic outcomes for struggling students or dropouts; or (B) for a proposed effective school model described in section 202(2)(B), the research that supports the key organizational and instructional practices of the proposed effective school model;

(3) the eligible entity’s school design elements and principles that will be used in the effective school model, including—

(A) the academic program; (B) the instructional practices; (C) the methods of assessment; and (D) student supports and services, such as those provided by the school or offered by other organizations and agencies in the community, to support positive student academic achievement and outcomes;

(4) how the eligible entity will use student data from local educational agencies or State educational agencies—

(A) to demonstrate the need for and projected benefits of the effective school model; and (B) in the implementation of the model, in order to improve academic outcomes for struggling students or dropouts;

(5) for each school in which the eligible entity implements or replicates an effective school model under this title, how the eligibility entity will sustain or replicate, including—

(A) the academic program; (B) the instructional practices; (C) the methods of assessment; and (D) student supports and services, such as those provided by the school or offered by other organizations and agencies in the community, to support positive student academic achievement and outcomes;

(6) the eligible entity’s plan to publically report by 2008—

(A) the progress made in improving student academic achievement and outcomes for struggling students and dropouts; and (B) the progress made in improving student academic achievement and outcomes in the effective school model;

(7) how the eligible entity will make the performance data available to State educational agencies, local educational agencies, and schools serving struggling students or dropouts.

SEC. 205. SECRETARIAL PEER REVIEW AND APPROVAL.

The Secretary shall—

(1) establish a peer-review process to assist in the review and approval of applications submitted by eligible entities under section 204; and (2) appoint individuals to the peer-review process who are experts in high school reform, dropout prevention and recovery, new school development for struggling students and dropouts, and adolescent and academic development.

SEC. 206. USE OF FUNDS.

(a) MANDATORY USE OF FUNDS.—An eligible entity receiving a grant under this title shall use grant funds to—

(1) enhance and expand, or replicate, an existing effective school model described in section 202(2)(A), or develop a proposed effective school model described in section 202(2)(B), for struggling students and dropouts; (2) assess the progress of the implementation or replication of the effective school model maintained by the eligible entity pursuant to paragraph (1); (3) provide assistance and support to the eligible entity to sustain or replicate the effective school model that the eligible entity receiving a grant under this title may use grant funds to—

(A) identify and create partnerships needed to improve academic achievement and outcomes of the students attending a school assisted under this title; (B) support teacher and community engagement in the effective school model; and (C) address any additional activities that the Secretary determines are within the purposes described in paragraphs (a)(1), (a)(2), and (a)(7); (b) OPTIONAL USE OF FUNDS.—An eligible entity receiving a grant under this title may use grant funds to—

(1) collect data and information on the implementation status of the model, including the financing mechanism to be used; (2) develop and implement an evaluation plan to assess the effectiveness of the model, including the financing mechanism to be used; (3) develop and implement an evaluation plan to assess the effectiveness of the model, including the financing mechanism to be used; (4) collect data and information on the progress made in improving student academic achievement and outcomes for struggling students and dropouts; (5) collect data and information on the progress made in improving student academic achievement and outcomes in the effective school model; and (6) collect data and information on the progress made in improving student academic achievement and outcomes in the effective school model.

(b) INDEPENDENT EVALUATION.—The Secretary shall reserve not more than $5,000,000 for independent evaluation of the grant program under this title.

SEC. 207. EVALUATION AND REPORTING.

(a) CONTENTS OF REPORT.—Each eligible entity receiving a grant under this title shall annually report to the Secretary on—

(1) the data and information being gathered to assess the effective school model’s effectiveness in improving student academic achievement and outcomes for struggling students and dropouts; (2) the implementation status of the model, any barriers to implementation, and actions taken to overcome the barriers; (3) any professional development activities to build the capacity of—

(A) the eligible entity to sustain or replicate the effective school model; or (B) the staff of a school assisted under this title to implement or improve the effective school model; (4) the progress made in improving student academic achievement and outcomes in the effective school model for struggling students and dropouts; and (5) the use of grant funds by the eligible entity.

(b) INDEPENDENT EVALUATION.—The Secretary shall reserve not more than $5,000,000 for independent evaluation of the grant program under this title and the progress of the eligible entities receiving grants under this title.

SEC. 208. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this title $60,000,000 for fiscal year 2006 and each of the 4 succeeding fiscal years.

SEC. 300. SYSTEMIC INITIATIVE TO IMPROVE HIGH SCHOOL GRADUATION RATE.

(a) GRANT PROGRAM AUTHORIZED.—The Secretary is authorized to award grants, on a competitive basis, to States that meet the requirements of section 303 to enable such States to design and align State policies in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments; and (b) PURPOSES.—The purposes of this title are to—

(1) provide incentives for States to strengthen and develop new State policies in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments; and (2) evaluate the effectiveness of such changes to the State policies.

SEC. 302. SYSTEMIC INITIATIVE TO IMPROVE HIGH SCHOOL GRADUATION RATE.

(a) GRANT PROGRAM AUTHORIZED.—The Secretary shall award grants, on a competitive basis, to States that meet the requirements of section 303 to enable such States to design and align State policies in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments; and (b) PURPOSES.—The purposes of this title are to—

(1) provide incentives for States to strengthen and develop new State policies in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments; and (2) evaluate the effectiveness of such changes to the State policies.

SEC. 303. ELIGIBLE STATE.

To be eligible to receive a grant under this title, a State shall comply with each of the following:

(1) The Secretary shall receive a grant under title I and carry out the activities required under such title.

(b) The State shall have implemented, or be in the process of developing, a statewide longitudinal data system with individual student identifiers.

(c) The Governor of the State and any individual, entity, or agency designated under section 304(a) by the Governor shall consulted with each other and with the State board of education, the State educational agency, the head of the State higher education entity, the head of career and technical education, and other agencies as appropriate, regarding carrying out the activities required under such title.

Title III—State-Administered Policies

SEC. 301. FINDINGS AND PURPOSES.

(a) FINDINGS.—The Senate finds the following:

(1) States that have adopted a comprehensive set of policies to support high standards and high graduation rates. These policies include doubling the number of young people graduating from high schools across the Nation who are college and career ready.

(b) PURPOSES.—The purposes of this title are to—

(1) provide incentives for States to strengthen and develop new State policies in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments; and (2) evaluate the effectiveness of such changes to the State policies.
SEC. 304. APPLICATION.
(a) A State seeking a grant under this title, the Governor of the State, or an individual, entity, or agency designated by the Governor, shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.
(b) CONTENTS.—Each application submitted under this section shall include the following:
(1) A description of the State’s plan to conduct the policy gap and impact analysis described in paragraph (1)(A);
(2) A description of the State’s plan for using the findings of the policy gap and impact analysis to strengthen the policies of the State in effect as of the date of enactment of this Act;
(3) A description of how the State will ensure that the State elementary and secondary education content standards and academic assessments described in section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)) are aligned to college and work readiness;
(4) A description of how the State will ensure that all students have access to a college preparatory curriculum.
(5) A plan to increase the statewide longitudinal student data system, other statewide data systems, and data protocols are designed and implemented in such a way that allows for data interoperability and portability across local educational agencies and among pre-kindergarten through grade 12 systems, institutions of higher education, and agencies that identify whether students enter the Armed Forces.
(6) A plan to grant additional flexibility and autonomy to schools and local educational agencies working to increase the graduation rates and college readiness of secondary school students.
(7) A plan to stimulate the development of multiple pathways and expanded educational options to help secondary students, including struggling students and dropouts, attain a secondary school diploma that prepares the students for the necessary skills to succeed in higher education and work.
(8) An assurance that the following stakeholders are committed to achieving the goals and objectives set forth in the grant application:
(A) The Governor of the State.
(B) The chief executive officer of the State higher education agency.
(C) The chief State school officer.
(D) The head of the State Board of Education.
(E) The head of career and technical education in the State.
(F) Other agency heads, as determined appropriate by the Governor and the individuals listed in subparagraphs (A) through (E), agencies involved in the consultation under section 303(3).
SEC. 305. USE OF FUNDS.
A State receiving a grant under this title shall carry out the following:
(1) Conduct, or enter into a contract with a third party to conduct, a policy gap and impact analysis to determine how to strengthen the policies of the State in order to substantially raise the graduation rate in the State while ensuring rigorous secondary education content standards and assessments that all—
(A) The policies of the State, and
(B) local educational agencies within the State, affecting—
(i) school funding;
(ii) data capacity; and
(iii) accountability systems;
(iv) interventions in high-priority secondary schools;
(v) new school development; and
(vi) the dissemination and implementation of effective local improvement activities throughout the State; and
(b) provide recommendations regarding how the State can strengthen the policies of the State to substantially raise the graduation rate in the State while ensuring rigorous postsecondary and work-ready academic standards, including recommendations on—
(1) innovative finance models, such as weighted student funding;
(ii) data capacity that enables longitudinal and timely tracking of State education and other systems, such as juvenile justice, social services, and early childhood;
(iii) improving a differentiated system of supports, sanctions, and interventions for high-priority high schools;
(iv) the development of additional secondary educational options, including both the development of small school models and recovery or alternative models for struggling students and dropouts;
(v) additional accountability measures in the State accountability system;
(vi) dual student enrollment in secondary schools and institutions of higher education; and
(vii) the development of school-family-community partnerships to improve student achievement.
(2) Implement or enact—
(A) the changes to the policies of the State recommended by the policy gap and impact analysis under paragraph (1)(B); and
(B) any additional changes to the policies of the State not recommended in section 305(1).
(3) Develop a system to—
(A) measure changes to the policies of the State carried out under this title and the long-term success of the secondary educational options, including both—
(i) innovative finance models, such as weighted student funding;
(ii) data capacity that enables longitudinal and timely tracking of State education and other systems, such as juvenile justice, social services, and early childhood;
(iii) improving a differentiated system of supports, sanctions, and interventions for high-priority high schools;
(iv) the development of additional secondary educational options, including both the development of small school models and recovery or alternative models for struggling students and dropouts;
(v) additional accountability measures in the State accountability system;
(vi) dual student enrollment in secondary schools and institutions of higher education; and
(vii) the development of school-family-community partnerships to improve student achievement.
(4) Devote resources to ensure the sustainability of the activities carried out under this title through the establishment of demonstration projects.
(b).Availability.—The Secretary shall make the results of each State’s evaluation available to other States and local educational agencies.
SEC. 307. AUTHORIZATION OF APPROPRIATIONS.
The act would provide $2.5 billion to build capacity for secondary school improvement, and at the same time provide States and local school districts with the resources to ensure high schools with the greatest challenges receive the support they need to implement research-based interventions.
Research shows that we can identify students who are most at-risk for not completing high school as early as sixth grade. With early intervention, quality teachers, small classes, and
Congressman RYAN's professional Accountability and Line-Item Budget and Impoundment Control Act of 1974 to provide for the expedited rescission authority. Finally, the act would support states’ continuing efforts to align State policies and systems to meet the goal of college and career-ready graduation for all students.

Bringing our schools into the 21st century is the ultimate goal of this important piece of legislation. Local schools, States and the Federal Government must continue to work together to modernize the practices and model reforms that are being used to ensure success from all of our high school students. Updating the system for the current times is a difficult process, but with the assistance of the Graduation Promise Act, all high school students can be assisted, necessitating the need to succeed both in school and beyond.

I thank my colleagues, Senator BINGAMAN and Senator BURR, for their good work on this initiative and their leadership on this issue. I look forward to working with them on this and many other important issues as we move forward with the reauthorization of the Elementary and Secondary Act. I urge my colleagues to support this legislation.

By Mr. FEINGOLD:

S. 1186. A bill to amend the Congressional Accountability and Line-Item Veto Act of 2007. Congressional Ryan and I belong to different political parties, and differ on many important issues. But we do share at least two things in common—our hometown of Janesville, WI, and an abiding respect for Wisconsin’s tradition of fiscal responsibility.

The measure we are each introducing today would grant the President specific authority to rescind or cancel congressional earmarks, truly earmarked spending, tax breaks, and tariff benefits. This new authority would sunset at the end of 2012, ensuring that Congress will have a chance to review its use under different Administrations before considering whether or not to extend it. While most Americans support the line-item veto, our measure provides for fast-track consideration of the President’s proposed cancellation of earmarks.

Thus, unlike current law, it ensures that for the specific category of congressional earmarks, the President will get an up or down vote on his proposed cancellations.

There have been a number of so-called line-item veto proposals offered in the past several years. But the measure Congressman RYAN and I propose today is unique in that it specifically targets the very items that every line-item veto proponent cites when promoting their narrowly drawn authority. When President Bush asked for this kind of authority, the examples he gave when citing wasteful spending he wanted to target were congressional earmarks. When Members of Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE
This Act may be cited as the “Congressional Accountability and Line-Item Veto Act of 2007”.

SEC. 2. LEGISLATIVE LINE ITEM VETO
(a) In General. —Title X of the Congressional Accountability and Impoundment Control Act of 1974 (2 U.S.C. 621 et seq.), is amended by striking all of part B (except for sections 1016 through 1019, redesignated as sections 1010 through 1013, respectively) and part C and inserting the following:

(1) SPECIAL MESSAGE. —
(A) In General. —The President may transmit to the Congress a special message proposing to repeal any congressional earmark or to cancel any limited tariff benefit or targeted tax benefit.

(C) DUPLICATE PROPOSALS PROHIBITED.—The President may not propose to repeal or cancel the same or substantially similar congressional earmark, limited tariff benefit, or targeted tax benefit more than one time under this Act.

(D) MAXIMUM NUMBER OF SPECIAL MESSAGES. —The President may not transmit to the Congress more than one special message under this subsection related to any bill or joint resolution described in subsection (a), but may transmit not more than 2 special messages for any omnibus budget reconciliation or appropriation measure.

E. 3. ENACTMENT OF APPROVAL BILL. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

F. 4. TRANSMITTAL OF SPECIAL MESSAGE. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

G. 5. EXECUTIVE PROPOSAL. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

H. 6. DEFINITIONS. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

I. 7. APPLICABILITY. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.

J. 8. EFFECTIVE DATE. —
"SEC. 1011. (a) PROPOSED CANCELLATIONS. —
Within 30 calendar days after the enactment of any bill or joint resolution containing any congressional earmark or limited tariff benefit or targeted tax benefit, the President may propose, in the manner provided in subsection (b), the repeal of the congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit. If the 30 calendar-day period expires during a period where either House of Congress stands adjourned sine die, Congress or for a period greater than 30 calendar days, the President may propose a cancellation under this section and transmit a special message under those circumstances. The purpose of any bill or joint resolution containing any congressional earmark or the cancellation of any limited tariff benefit or targeted tax benefit.
pursuant to enactment of a bill as provided under this section shall be dedicated only to reducing the deficit or increasing the surplus.

"(B) ADJUSTMENT OF LEVELS IN THE CONCURRENT RESOLUTION ON THE BUDGET.—Not later than 5 days after the date of enactment of an approval bill as provided under this section, the Chair of the Committee on Appropriations of the Senate and the House of Representatives shall revise allocations and aggregates and other appropriate levels under the appropriate concurrent resolution on the budget to reflect the repeal or cancellation, and the applicable committees shall report revised suballocations pursuant to section 392(b), as appropriate.

"(C) ADJUSTMENTS TO STATUTORY LIMITS.—After enactment of an approval bill as provided under this section, the Office of Management and Budget shall revise applicable limits under the Balanced Budget and Emergency Deficit Control Act of 1985, as appropriate.

"(D) TRUST FUNDS AND SPECIAL FUNDS.—Notwithstanding subparagraph (A), nothing in this section shall be construed to require or allow the deposit of amounts derived from a trust fund or special fund which are canceled pursuant to enactment of a bill as provided under this section to any other fund.

"PROCEEDINGS FOR EXPEDITED CONSIDERATION.—Beginning in the House of Representatives:

"(1) IN GENERAL.—The majority leader or minority leader of each House or his designee shall (by request) introduce an approval bill as defined in section 1017 not later than the third day of session of that House after the date of receipt of a special message transmitted to the Congress under section 1011(b) if the President determines that continuation of the suspension would not further the purposes of this Act.

"(2) CONSIDERATION IN THE HOUSE OF REPRESENTATIVES.—

"(A) REFERRAL AND REPORTING.—Any committee of the House of Representatives to which an approval bill is referred shall report it to the House without amendment within 10 days after its introduction.

"(B) CONSIDERATION OF THE HOUSE BILL.—After the date of receipt of a special message pursuant to section 1011(b), the President may suspend the implementation of any targeted tax benefit proposed to be canceled in that special message for a period of 45 calendar days of continuous session of the Congress after the date on which the President transmits the special message to the Congress.

"(C) TEMPORARY PRESIDENTIAL AUTHORITY TO SUSPEND A LIMITED TARIFF BENEFIT.—(1) IN GENERAL.—At the same time as the President transmits to the Congress a special message pursuant to section 1011(b), the President may suspend the implementation of any limited tariff benefit proposed to be canceled in that special message for a period of 45 calendar days of continuous session of the Congress after the date on which the President transmits the special message to the Congress.

"(D) TRUST FUNDS AND SPECIAL FUNDS.—Notwithstanding subparagraph (A), nothing in this section shall be construed to require or allow the deposit of amounts derived from a trust fund or special fund which are canceled pursuant to enactment of a bill as provided under this section to any other fund.

"PROCEEDINGS FOR EXPEDITED CONSIDERATION.—Beginning in the Senate:

"(1) IN GENERAL.—The majority leader or minority leader of each House or his designee shall (by request) introduce an approval bill as defined in section 1017 not later than the third day of session of that House after the date of receipt of a special message transmitted to the Congress under section 1011(b) if the President determines that continuation of the suspension would not further the purposes of this Act.

"(2) CONSIDERATION IN THE SENATE.—

"(A) REFERRAL AND REPORTING.—Any committee of the Senate to which an approval bill is referred shall report it to the Senate without amendment within 10 days after its introduction.

"(B) CONSIDERATION OF THE BILL.—After the date of receipt of a special message pursuant to section 1011(b), the President may suspend the implementation of any targeted tax benefit proposed to be canceled in that special message for a period of 45 calendar days of continuous session of the Congress after the date on which the President transmits the special message to the Congress.

"(C) TEMPORARY PRESIDENTIAL AUTHORITY TO SUSPEND A LIMITED TARIFF BENEFIT.—(1) IN GENERAL.—At the same time as the President transmits to the Congress a special message pursuant to section 1011(b), the President may suspend the implementation of any limited tariff benefit proposed to be canceled in that special message for a period of 45 calendar days of continuous session of the Congress after the date on which the President transmits the special message to the Congress.

"(D) TRUST FUNDS AND SPECIAL FUNDS.—Notwithstanding subparagraph (A), nothing in this section shall be construed to require or allow the deposit of amounts derived from a trust fund or special fund which are canceled pursuant to enactment of a bill as provided under this section to any other fund.

"IDENTIFICATION OF TARGETED TAX BENEFITS.

"SEC. 1014. (a) STATEMENT.—The chairman of the Committee on Ways and Means of the House of Representatives and the chairman of the Committee on Finance of the Senate acting jointly (hereafter in this subsection referred to as the ‘chairs’) shall review the President’s budget submission and shall identify whether such bill or joint resolution contains any targeted tax benefits. The chairs shall provide to the committee of conference a statement identifying any such targeted tax benefits or declaring that the bill or joint resolution does not contain any targeted tax benefits. Any such statement made available to any Member of Congress by the chairman immediately upon request.

"(b) STATEMENT INCLUDED IN LEGISLATION.—(1) IN GENERAL.—Notwithstanding any other rule of the House of Representatives or the Senate, any revenue or reconciliation bill or joint resolution which includes any amendment to the Internal Revenue Code of 1986 that is being prepared for filing by a committee of conference of the two Houses shall contain a statement identifying whether such bill or joint resolution contains any targeted tax benefits.

"(2) IDENTIFICATION OF TARGETED TAX BENEFITS.—The statement referred to in paragraph (1) shall be in order in the House of Representatives or the Senate.

"PRESIDENTIAL DEFERRAL AUTHORITY.

"SEC. 1013. (a) TEMPORARY PRESIDENTIAL AUTHORITY TO WITHHOLD CONGRESSIONAL EARMARKS.—

"(1) IN GENERAL.—At the same time as the President transmits to the Congress a special message pursuant to section 1011(b), the President may temporarily defer in that special message the requirement that a congressional earmark be repealed in that special message shall not be made available for obliga-
Budget and Impoundment Control Act of 1974 shall be applied to a bill or joint resolution, with the blank spaces being filled in with—

(A) in any case in which the chairman identifies a targeted tax benefit, the statement required under subsection (a), the word ‘only’ in the first blank space and a list of all of the specific provisions of the bill or joint resolution that blank space and the phrase ‘any provision of this Act’ in the second blank space.

(B) in any case in which the chairman declare that there are no targeted tax benefits in the statement required under subsection (a), the word ‘not’ in the first blank space and the phrase ‘any provision of this Act’ in the second blank space.

(c) IDENTIFICATION IN REVENUE ESTIMATE.—If any revenue or reconciliation bill or joint resolution with respect to which the chairman provide a state- ment under subsection (a), the Joint Com- mittee on Taxation shall—

(1) in the case of a statement described in subsection (b)(2)(A), list the targeted tax benefits in any revenue estimate prepared by the Joint Committee on Taxation for any revenue or reconciliation bill or joint resolution, or

(2) in the case of a statement described in subsection (b)(2)(B) and (2)(C), indicate in such revenue estimate that no provision in such bill or joint resolution has been identified as a targeted tax benefit.

(d) GENERAL AUTHORITY.—If any rev- enue or reconciliation bill or joint resolution is signed into law—

(1) with separate section described in subsection (b)(2), then the President may use the authority granted in this section only with respect to any targeted tax benefit in that law, if any, identified in such separate section;

(2) without a separate section described in subsection (b)(2), then the President may use the authority granted in this section with respect to any targeted tax benefit in that law.

TREATMENT OF CANCELLATIONS

(1) The repeal of any congressional earmark or cancellation of any limited tariff benefit or targeted tax benefit shall take effect only on enactment of the applicable approval bill. If an approval bill is not enacted into law before the date of the applicable approval bill, the proposed repeals and cancellations contained in such bill shall be null and void and any such congressional earmark, limited tariff benefit, or targeted tax benefit shall be effective as of the original date provided in the law to which the proposed repeals or cancellations applied.

REPORTS BY COMPTROLLER GENERAL

(2) The Comptroller General shall issue to the Congress a report determining whether any congressional earmark or limited tariff benefit or targeted tax benefit continues to be sus- pended after the expiration date set forth in section 1053 of the President has expired.

1017. As used in this part:

(1) APPROPRIATION LAW.—The term ‘appropriation law’ means an Act referred to in section 105 of title 1, United States Code, including any amendment to such Act, or any Act making supplemental, defici- ency, or continuing appropriations, that has been signed into law pursuant to Article I, section 7, of the Constitution of the United States.

(2) APPROVAL BILL.—The term ‘approval bill’ means a bill or joint resolution which only includes proposed repeals of congressional earmarks or cancellations of limited tariff benefits or targeted tax benefits in a special message transmitted by the Presi- dent under this part and—

(A) the title of which is as follows: ‘A bill approving the proposed repeals and cancella- tions that the President on .’, the blank space being filled in with the date of transmission of the relevant special message and the public law number to which the message relates; or

(B) which does not have a preamble; and

(C) which provides only the following after the enacting clause: That the Congress approves of proposed cancellations .’, the blank space being filled in with a list of the repeals and cancellations contained in the President’s special message, ‘as transmitted by the President in a special message or revenue bill or joint resolution, or in a message to the Congress by the President under this part and—

(1) only includes proposed repeals and cancellations that are estimated by CBO to meet the definition of congressional ear- mark or limited tariff benefit, or that are identified as targeted tax benefits pursuant to section 1014; and

(2) if no CBO estimate is available, then the entire list of legislative provisions pro- posed by the President is inserted in the second blank space in subparagraph (C).

(3) CALENDAR DAY .—The term ‘calendar day’ means a standard 24-hour period beginning at midnight.

4. CANCEL OR CANCELLATION.—The terms ‘cancel’ or ‘cancellation’ means to prevent

(A) a limited tariff benefit from having legal force or effect, and to make any neces- sary, conforming statutory change to en- sure that such limited tariff benefit is not implemented; or

(B) a targeted tax benefit from having legal force or effect, and to make any neces- sary, conforming statutory change to en- sure that such targeted tax benefit is not im- plemented and that any budgetary resources are appropriately canceled.

5. CBO.—The term ‘CBO’ means the Di- rector of the Congressional Budget Office.

6. CONGRESSIONAL EARMARK.—The term ‘congressional earmark’ means a provision contained in a Federal law that provides one beneficiary temporary or perma- nent transition relief from a change to the Internal Revenue Code of 1986.

7. EXPIRMATION

8. TARGETED TAX BENEFIT.

9. OMNIUS RECONCILIATION OR APPROPRIATION MEASURE.

10. OMNIUS RECONCILIATION OR APPROPRIATION MEASURE .—The term ‘omnibus recon- ciliation or appropriation measure’ means—

(A) in the case of a reconciliation bill, any such bill that is reported to its House by the Committee on the Budget; or

(B) in the case of an appropriation meas- ure, any such measure that provides appro- priations for programs, projects, or activities falling within 2 or more section 302(b) sub- allocations.

11. TARGETED TAX BENEFIT. —The term ‘targeted tax benefit’ means—

(A) any Federal tax provision that—

(i) provides a Federal tax deduction, cred- it, exclusion, or preference to a particular beneficiary or limited group of beneficiaries under the Internal Revenue Code of 1986; and

(ii) contains eligibility criteria that are not uniform in application with respect to potential beneficiaries of such provision; or

12. TARIFF BENEFIT OR TARGETED TAX BENEFIT .—Any Federal tax provision which pro- vides one beneficiary temporary or perma- nent transition relief from a change to the Internal Revenue Code of 1986.

13. TECHNICAL AND CONFORMING AMEND- MENTS.

14. EXERCISE OF RULEMAKING POWERS.—Section 402 of the Congressional Budget Act of 1974 (2 U.S.C. 621 note) is amended—

(1) in subsection (a), by striking ‘1017’ and inserting ‘1012’; and

(2) in subsection (b), by striking ‘section 1017’ and inserting ‘section 1012’.

15. ANALYSIS BY CONGRESSIONAL BUDGET OFFICE.—Section 402 of the Congressional Budget Act of 1974 (2 U.S.C. 621 note) is further amended by inserting ‘(a)’ after ‘1002’ and by adding at the end the following new subsection:

(b) Upon the receipt of a special message under section 1011 proposing to repeal any congressional earmark, the Director of the Congressional Budget Office shall prepare an estimate of the savings in budget authority or outlays resulting from such proposed repeal relative to the most recent levels cal- culated consistent with the methodology used to calculate a baseline under section 257 of the Balanced Budget and Emergency Def- icit Control Act of 1985, and shall by inserting ‘(a)’ after ‘1002’ and by adding at the end the following new subsection:

(1) in subsection (a), by striking ‘1017’ and inserting ‘1012’; and

(2) in subsection (b), by striking ‘section 1017’ and inserting ‘section 1012’.

16. CLERICAL AMENDMENTS.—(1) Section 101(a) of the Congressional Budget and Impoundment Control Act of 1974 is amended by striking the last sentence.

(2) Section 1022(c) of such Act (as redesign- ed, is amended by striking ‘1017’ and inserting ‘1012’ and by striking ‘1017’ and inserting ‘1012’.

17. TABLE OF CONTENTS.—The table of con- tents set forth in section 1005 of the Con- gressional Budget and Impoundment Control Act of 1974 is amended by deleting the contents for parts B and C of title X and inserting the following:

‘‘PART B—LEGISLATIVE LINE-ITEM VETO

Sec. 1011. Line item veto authority

Sec. 1012. Procedures for expedited consid- eration

Sec. 1013. Presidential deferral authority

Sec. 1014. Identification of targeted tax benefits

Sec. 1015. Treatment of cancellations

Sec. 1016. Reports by comptroller general

Sec. 1017. Definitions

Sec. 1018. Effective date—The amendments made by this Act shall take effect on the date of its enactment and apply only to any congressional earmark, limited tariff ben-efit, or targeted tax benefit continued to be sus- pended after the expiration date set forth in section 1053 of the President has expired.”
By Mr. BUCY, Mr. BURR, Mr. BYRD, Ms. CANTELL, Mr. CARDIN, Mr. CARPER, Mr. CASEY, Mr. CHAMBLISS, Mrs. CLINTON, Mr. COBURN, Mr. COCHRAN, Mr. COLEMAN, Ms. COLLINS, Mr. CONRAD, Mr. CORKER, Mr. CORNYN, Mr. CRAIG, Mr. CRAPO, Mr. DE MINT, Mr. DODD, Mrs. DOLLE, Mr. DOMENICI, Mr. DORGAN, Mr. DURBIN, Mr. ENGIS, Mr. ENZI, Mr. FEINGOLD, Mr. GRAHAM, Mr. GRASSLEY, Mr. GREGG, Mr. HAGEL, Mr. HARKIN, Mr. HATCH, Mrs. HUTCHISON, Mr. INHOFE, Mr. INOUYE, Mr. ISAKSON, Mr. JOHNSON, Mr. KENNEDY, Mr. KERRY, Ms. KLOBUCKA, Mr. KENNEDY, Mr. KYL, Ms. LANDRIEU, Mr. LUTENBERG, Mr. LEAHY, Mr. LEVIN, Mr. LIEBERMAN, Mrs. LINCOLN, Mr. LOTT, Mr. LUGAR, Mr. MARTINEZ, Mr. MC CAIN, Mrs. MCCASKILL, Mr. MENENDEZ, Ms. MUKUL SKI, Ms. MURKOWSKI, Mrs. MURRAY, Mr. NELSON of Florida, Mr. NELSON of Nebraska, Mr. OBAMA, Mr. PRYOR, Mr. REED, Mr. ROBERTS, Mr. ROCKEFELLER, Mr. SALAZAR, Mr. SANDERS, Mr. SCHUMER, Mr. SESSIONS, Mr. SHELBY, Mr. SMITH, Ms. SNOWE, Mr. SPECTER, Ms. STabenow, Mr. STEFANIC, Mr. TESTER, Mr. THOMAS, Mr. THUNE, Mr. VITTER, Mr. VOINOVICH, Mr. WARNER, Mr. WEBB, Mr. WHITEHOUSE, and Mr. WYDEN) submitted the following resolution; which was considered and agreed to;

Resolved, That the Senate has heard with profound sorrow and deep regret the announcement of the death of the Honorable Juanita Millender-McDonald, late a Representative from the State of California.

Resolved, That the Secretary communicate these resolutions to the House of Representatives and transmit an enrolled copy thereof to the family of the deceased.

Resolved, That when the Senate adjourns or recesses today, it stand adjourned or recessed as a further mark of respect to the memory of the late Representative.

SENATE RESOLUTION 166—COMMEMORATING THE LIFE TIME ACHIEVEMENT OF THE REV- EREND LEON H. SULLIVAN

Mr. CASEY (for himself and Mr. SPECTER) submitted the following resolution; which was considered and agreed to;

Resolved, That the Senate—

(1) commemorates the life of the Reverend Leon H. Sullivan;

(2) salutes the positive impact of the Reverend Sullivan’s achievements domestically and internationally; and

(3) encourages the continued pursuit of Reverend Sullivan’s mission to help the poor and disenfranchised around the world.

AMENDMENTS SUBMITTED AND PROPOSED

SA 903. Mr. GRASSLEY submitted an amendment intended to be proposed by him to the bill S. 761, to invest in innovation and education to improve competitiveness of the United States in the global economy, which was ordered to lie on the table.