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House of Representatives

The House met at 10 a.m. and was called to order by the Speaker pro tempore (Mr. HOLDING).

DESIGNATION OF SPEAKER PRO TEMPORE

The SPEAKER pro tempore laid before the House the following communication from the Speaker:

WASHINGTON, DC,
July 8, 2015.

I hereby appoint the Honorable GEORGE HOLDING to act as Speaker pro tempore on this day.

JOHN A. BOEHNER,
Speaker of the House of Representatives.

MORNING-HOUR DEBATE

The SPEAKER pro tempore. Pursuant to the order of the House of January 6, 2015, the Chair will now recognize Members from lists submitted by the majority and minority leaders for morning-hour debate.

The Chair will alternate recognition between the parties, with each party limited to 1 hour and each Member other than the majority and minority leaders and the minority whip limited to 5 minutes, but in no event shall debate continue beyond 11:50 a.m.

DOES THE U.S. HAVE A PLAN TO DEFEAT ISIS?

The SPEAKER pro tempore. The Chair recognizes the gentleman from Texas (Mr. POE) for 5 minutes.

Mr. POE of Texas. Mr. Speaker, the President ''avoids the battle, complains, and misses opportunities.'' Those were the words of Leon Panetta, President Obama's former Secretary of Defense and CIA Director, in 2011.

At the time, Panetta, along with military commanders and the Joint Chiefs of Staff, recommended that the United States leave 24,000 troops in Iraq to prevent that country from falling apart and becoming chaotic. According to Panetta, the administration was ''so eager to rid itself of Iraq that it was willing to withdraw rather than lock in arrangements that would preserve American influence and our interests.''

So the President ignored the advice of his own Secretary of Defense and top commanders and pulled troops out of Iraq in 2011. The timing, just before the 2012 Presidential election, to me, appeared to be based on the politics of political convenience, not our own national interests.

In any event, what is taking place today in 2015? Enter the Islamic State, ISIS. ISIS took advantage of the power vacuum left by America's absence. So today ISIS is stronger than ever, spreading its reign of terror throughout the region.

ISIS practices religious genocide against people that don't agree with it. They have redefined the term ''barbarian'' to an all new low. They rape, pillage, loot, behead, and burn those in this ISIS war against the world's people.

ISIS not only controls a massive amount of territory in the Middle East, it also controls the minds of thousands of foreign fighters, many from the United States. It is a sophisticated criminal enterprise that uses any and all ways to recruit, fundraise, and spread terror. It even uses American social media companies to promote its cause. Through American companies like Twitter, ISIS is instantly and freely spreading its cancer of Islamic extremism to teenagers, recruiting them to join the jihad and then launch attacks on the streets of America.

Since the President announced his campaign against ISIS, we have seen embarrassing results. Even the President admitted that the United States did not have a complete strategy.

The ISIS terror has been going on for over a year and we don't have a plan to defeat them? This doesn't make a whole lot of sense.

The United States must answer this question: Is ISIS a national security threat to us? If the answer is yes, then we must defeat them; and Congress needs to weigh in on this and make this decision.

If we decide that ISIS is a national security threat, then, of course, we need strategy, a complete strategy. The administration's plan so far is to train mercenaries to fight ISIS. However, just this week, Secretary of Defense Carter admitted that the United States has trained, get this, 60 so-called moderate Syrian rebels to fight ISIS—just 60.

The $500 million program that was supposed to fund 3,000 fighters before the end of 2015 has trained 60. So if I do my math correctly, Mr. Speaker, we are spending about $8 million per fighter right now. That is abysmal. That is no way to fight and win a war against terror.

Also, there are more Americans fighting with ISIS rebels than we have trained fighters to fight against ISIS. Meanwhile in Iraq, just 8,800 fighters have been trained to fight ISIS compared to the goal of 24,000.

This administration's strategy to defeat ISIS seems to be in chaos. Even the Kurds want to do their own fighting, and they have asked us for military support. Our allies want to send direct aid to the Kurds, but the administration won't let them do that. They have to send it through Baghdad for some reason.

It is time for the administration to stop being indecisively weak and do the obvious. It needs to lead in this war against ISIS, and it needs to listen to the commanders.

The United States needs to act and have a plan to defeat this determined, well-financed enemy. It is a terrorist enterprise that is at war with us.

And that is just the way it is.

☐ This symbol represents the time of day during the House proceedings, e.g., ☐ 1407 is 2:07 p.m.
Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

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TRANS-PACIFIC PARTNERSHIP

The SPEAKER pro tempore. The Chair recognizes the gentleman from Oregon (Mr. BLUMENAUER) for 5 minutes.

Mr. BLUMENAUER. Mr. Speaker, last month Congress dealt with a trade package that centered on trade promotion authority; and those actions, while important, were really just the beginning of a very long process.

Many important provisions of the Trans-Pacific Partnership, the TPP, are still unresolved. There is a meeting at the end of this month in Hawaii where the finance ministers of 12 countries come together in an attempt to resolve these final questions.

As I pointed out in my last meeting with the President, while I think trade promotion authority is important and worthy of support, that support does not imply support for the Trans-Pacific Partnership.

Indeed, because of the protections we built into the trade promotion authority, it sets an appropriately high standard for approval. Everybody in America will have several months to examine the proposal if an agreement is reached to see if it measures up before the treaty can even be voted on by Congress.

I am hopeful that we can use this time to clarify and refine areas, for example, the investor state dispute process. While the United States' investor state protections for public health and consumers are stronger than for most countries and are separate from the foreign investor state models that are being used by the United States Chamber of Commerce to promote the interests of Big Tobacco to undercut efforts to discourage smoking, there is still room for us to improve and clarify the American model, and we should do so.

Another important area deals with trade enforcement. Agreements that look good on paper, if they are not enforceable or enforced, are essentially meaningless. It is extremely important for the administration to demonstrate its commitment to enforcement.

We are trying to help with legislation that I have introduced in the House that we have been able to get in part of the Senate package that would create a trade enforcement fund dedicated to help make sure agreements are enforced.

Another step the administration could take immediately is to deal with disturbing actions in Peru that seem to undercut commitments that were made in the existing Peru free trade agreement dealing with illegal logging. It appears that Peru has backtracked on its commitments and that illegally harvested timber is finding its way into international markets and, indeed, into the United States. It would be a simple act for the administration to take that would demonstrate its commitment to strong enforcement by starting with Peru right now.

Another area that I am working on deals with access to medicines. It appears that the TPP draft falls short on incentives for affordability and consumer protections and the trade promotion authority objective to ''ensure that trade agreements foster innovation and promote access to medicines.'' We need some work here.

The May 10 agreement that was struck in 2007, which I was pleased to participate in, struck the right balance, creating incentives for innovation in pharmaceutical research and access to timely and affordable medicine for developing countries. This was achieved in part by requiring changes to provisions dealing with patent linkage where it looks like TPP is moving in the wrong direction.

The TPP includes new provisions which, while not addressed in the May 10 agreement, are inconsistent with its spirit and its intent of ensuring timely access to affordable medicines in developing countries. For example, with biologic medicines, it appears the United States is seeking both patent linkage and 12 years of data exclusivity for all countries. The former would require a change in U.S. law, and the latter would prevent America from changing our laws to lower the exclusivity period, as has been proposed in the President's own budget proposal. The combination of these two would have enormous cost implications both at home and abroad.

These are examples where I am working to make sure the final agreement measures up to the criteria we have established in the trade promotion authority.

I urge the administration and my colleagues to be clear about our intent and our expectations in order for any final agreement to be worthy of broad support.

BACKPACK BUDDIES

The SPEAKER pro tempore. The Chair recognizes the gentleman from West Virginia (Mr. MOONEY) for 5 minutes.

Mr. MOONEY of West Virginia. Mr. Speaker, last week I had the pleasure of meeting with Doug Erwin. Doug is an extraordinary member of our West Virginia community who started the charitable organization called Backpack Buddies.

In the summer, Backpack Buddies gives meal supplements to children in elementary, middle, and high schools who received free or reduced lunches during the school year. Oftentimes, the meal that they receive at school is the only food that they eat all day.

Doug became concerned about what these children did for food during the summer. That is when Doug started Backpack Buddies.

For the last 3 years, communities in my district in the great State of West Virginia have come together to raise money to provide food to these children so they can get the extra help they need during the summer. Backpack Buddies is serving, now, over 1,600 children in Putnam, Boone, Cabell, and Kanawha Counties this summer.

I would like to thank Doug, the business leaders in our community, and the volunteers who help make Backpack Buddies possible.

WAR ON COAL

Mr. MOONEY of West Virginia. On a separate issue, Mr. Speaker, several weeks ago, President Obama sent two of his top cronies in his war on coal, Interior Secretary Sally Jewell and Office of Surface Mining Director Joseph Pizarchik, to my home State of West Virginia.

The apparent purpose of their visit was to seek input for a new Obama regulation that is estimated to kill 80,000 coal jobs, but their rule had already been submitted for final review. They are not interested in hearing from West Virginians about the impact of their policies. Instead, they are checking a box.

It is clear that nothing will stop this President from trying to implement his radical environmental agenda, and I will continue to do everything in my power to fight back on behalf of all West Virginians. That is why, this year, I introduced H.R. 1644, the STREAM Act, which will stop the President's antimining regulations. I also included a provision in the House budget resolution that calls for defunding that regulation, and I will work with the appropriators to make sure it is not funded.

I hope my colleagues in this Chamber will join me in this fight.

CAMPAIGN FINANCE

The SPEAKER pro tempore. The Chair recognizes the gentleman from California (Mr. SCHIFF) for 5 minutes.

Mr. SCHIFF. Mr. Speaker, since the Supreme Court decision in Citizens United, we have seen a massive wave of secret spending in our political system. There was over $100 million in dark, unregulated, and anonymous money spent in the 2014 midterm election cycle; and with the Presidential race right around the corner, that number is expected to balloon to over $600 million.

While the problem is easy to identify, the solution is far more difficult to achieve. Reluctantly, I have concluded that it is necessary to amend our Constitution to address a long line of case law that began before Citizens United and prevents the Congress from meaningfully regulating campaign expenditures. The constitutional amendment must not only overturn Citizens United, but the Arizona Free Enterprise Club's Freedom Club PAC v. Bennett decision, which struck down an Arizona law that allowed public financing of a candidate if their opponent exceeded certain spending limits.

The amendment is simple. It would allow Congress to set reasonable limits on expenditures and allow States to set up public financing for candidates if they choose to do so.

□ 1015

I first ran for Congress in 2000, in a campaign that turned out to be the

most expensive in U.S. history and helped propel new campaign finance reform. It was this first-hand experience which convinced me that our elections have increasingly come to be polluted by ever-increasing amounts of unregulated outside spending.

Millions of dollars in soft money, spending that avoided limits because of misguided legal distinctions between contributions to a candidate and independent expenditures in support of a candidate, plagued that 2000 race and almost every major Federal race since.

On my very first day in Congress, I cosponsored the McCain-Feingold Bipartisan Campaign Finance Reform Act, which attempted to ban soft money expenditures and allowed for public financing of campaigns. The bill passed, and for a brief window, the campaign finance system became more transparent and limited. That was, sadly, short lived.

With Citizens United, the Supreme Court struck down decades of restrictions on corporate campaign spending and freed corporations to spend unlimited funds to run campaign advertisements.

The court has also allowed wealthy individuals and groups to spend with impunity, with only a theoretical restriction that they do not coordinate with campaigns, but the reality is that the FEC has dismissed 29 cases in which super-PACs were suspected of illegally coordinating with candidates without even investigating the claims.

Frustrating as it is for a candidate to contend with attacks by super-PACs or soft money, as I was, disclosure laws at least allow us to alert voters to the special interest which is behind those expenditures. Candidates being drowned out in attacks paid for by dark money, however, don't have that luxury.

Groups who raise dark money do so by exploiting IRS regulations, designating them ''social welfare nonprofits,'' which allow them to operate tax exempt and raise unlimited money completely anonymously.

Nothing about funneling millions in secret dollars to support campaigns could be construed to be in the interest of social welfare—nothing. Social welfare nonprofits are supposed to limit their political activity, but IRS audits, even of groups that spend vast amounts of their time and budget in support of candidates, are extremely rare.

Investigations into complaints of abuse can take years, at which point an election will long be over, the damage done.

The Supreme Court has overturned decades of legal precedent, the regulatory process is at a standstill, and still, we watch billions pour into campaigns and in increasingly anonymous fashion.

Sadly, we are left with one option, a constitutional amendment that allows Congress to set reasonable limits on both donations and expenditures and shines the light of day on both.

IRAN

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from North Carolina (Ms. FOXX) for 5 minutes.

Ms. FOXX. Mr. Speaker, I rise today to join my colleagues to express a deep concern about the ongoing negotiations with Iran over the country's nuclear capabilities.

As many of my colleagues have noted on the floor of this House, preventing Iran from obtaining a nuclear weapon is critical to securing peace in the region and protecting U.S. interests, including our close ally Israel.

It was good to hear Secretary Kerry's recent commitment not ''to shave anywhere at the margins in order to just get an agreement'' and to work for an agreement that will pass scrutiny. However, media reports from the negotiations in Vienna indicate that Iran has tried to renegotiate the previously released framework and continues to demand further concessions from international negotiators.

Among the latest demands from Tehran is that all United Nations sanctions against the country, including the ban on the import or export of conventional arms, be lifted as part of any deal.

Well, I have a response to that demand: unacceptable. Lifting the arms embargo would serve only to further destabilize the Middle East and accelerate Iran's arming of Shiite militias.

The Iranians have also sought to keep hidden Iran's current and previous efforts to gain nuclear weapons capability. How can the international community know with certainty that Iran is complying with an agreement to reduce significantly its enrichment activities if the full extent of these activities is kept secret?

It defies logic that such a request should be made and makes far less sense for such a request to be given any serious consideration.

Likewise, demands to limit IAEA inspectors to select sites, to install absurd bureaucratic processes to access additional sites, and to prohibit altogether inspections of so-called military sites should be fully rejected.

Ultimately, it is critical that any deal prevents Iran from gaining nuclear weapons capabilities and ensures that international inspectors can validate their adherence to an agreement's negotiated terms. If Iran cannot negotiate in good faith, then perhaps it is time to leave the negotiating table altogether.

STRONG STEM EDUCATION POLICY

The SPEAKER pro tempore. The Chair recognizes the gentleman from Connecticut (Mr. COURTNEY) for 5 minutes.

Mr. COURTNEY. Mr. Speaker, in a few short hours, we are going to be voting in this Chamber on a rewrite of the Elementary and Secondary Education Act, which is long overdue.

It has been 13 years since the No Child Left Behind Act was passed, and many educators and probably all Members have heard a lot of the clumsy and unworkable provisions that need a rewrite. More importantly, there are other reasons why it is time for a new law for our K–12 system.

Educating our children is a dynamic process, and everything from technology in the classroom, as well as the workforce needs of our national economy, have drastically changed in the last 13 years.

Clearly, as a nation, we need to use this rewrite of Federal education law as an opportunity to equip our Nation, and particularly our children and grandchildren, with the tools they need to succeed.

One area which we all know needs updating and strengthening is the area of STEM education—science, technology, engineering, and math. Employers all across the country are desperate to try and find incoming young people into our workforce who have these skills to succeed.

The good news is, in the last 13 years, STEM occupations have grown three times faster than non-STEM occupations. In addition, the average income is two times higher in terms of the wages of STEM-educated workers compared to non-STEM. That is the good news.

The bad news is that only 16 percent of graduating high school seniors are interested in STEM. If you drill down deeper, young girls and young minorities are woefully underrepresented in the single digits.

Clearly, we need to move stronger as a nation in the area of STEM. If you look globally, China is producing 23 percent of the world's STEM degree graduates—the U.S., only 10 percent.

Mr. Speaker, if you go back 58 years ago, our 34th President, Dwight Eisenhower, confronted a similar moment of crisis in terms of our education system.

In October 1957, the Soviet Union launched the Sputnik satellite, which shocked our Nation. We realized we were falling behind and that we needed to step up our game in terms of our educational and research system. This Republican President led the charge to pass the National Defense Education Act in 1958, which boosted and set a national goal, a national priority, for science and research across our country.

At the time that he signed the bill in 1958, he said that, in both education and research, we needed to redouble our exertions, which will be necessary on the part of all Americans if we are to rise to the demands of our times.

He also noted that this bill, the National Defense Education Act, back in 1958, would ''do much to strengthen our American system of education so it can meet the broad and increasing demands imposed upon it by considerations of basic national security.''

Fast forward 57 years, we now have a national STEM education coalition

made up of employers like Microsoft, the National Association of Manufacturers, and the American Farm Bureau, who have come together with a core set of principles on how we can today, in 2015, boost teachers with these hard science degrees in our elementary and high schools, how we can drill down and encourage, again, underrepresented groups such as young girls and minorities to get involved and engaged in education.

We came forward on the Education and the Workforce Committee with an amendment supported by the STEM coalition, and it was rejected on a party-line vote by the Republican majority, who said that the national government had no business being involved in local and State education policy. That is totally unacceptable in terms of the challenges that our Nation faces today.

Unfortunately, the Rules Committee rejected our amendment from even being voted on today as part of the update of the No Child Left Behind bill.

Again, it is the ultimate measuring stick of the failure of this bill to address the needs our Nation faces in terms of K–12 education policy. We should follow the example of this gentleman. He understood that at times, we have to rise up as a full nation.

We can't rely on one local wealthy school district to invest in science and technology and engineering and math and leave behind other populations in this country because, as a nation, we need to come together to address and succeed and face this challenge. It will bring good things in terms of higher income and more growth for our country if we embrace these types of policies.

The good news is that the Republican chairman of the Senate Education Committee did embrace the STEM education coalition provisions, and they have put it in their bill.

Today, unfortunately, we are going to go do this exercise, this theater of passing a bill which woefully fails the test in terms of what our Nation faces today, but hopefully, later in the process, a conference committee will come together, and we will follow the example of Dwight Eisenhower and our bipartisan coalition of the 1950s to allow this Nation to have the tools to succeed.

We need to pass strong STEM education policy for our young children.

513TH AIR CONTROL GROUP DEPLOYMENT

The SPEAKER pro tempore. The Chair recognizes the gentleman from Oklahoma (Mr. BRIDENSTINE) for 5 minutes.

Mr. BRIDENSTINE. Mr. Speaker, I rise to salute more than 40 citizen airmen of the 513th Air Control Group deploying to Southwest Asia this month in support of Operation Inherent Resolve in Iraq and Syria and also continuing operations in Afghanistan.

The 513th is the Nation's only Reserve unit flying the E–3 AWACS aircraft. I am proud that the 513th is based at Tinker Air Force Base in my home State of Oklahoma, and it is commanded by Colonel David W. Robertson.

I flew the Navy version of the AWACS, the E–2 Hawkeye, both on Active Duty and as a reservist. The AWACS is the Air Force's ''quarterback in the sky,'' calling the plays and managing the fight from an airborne platform.

I know firsthand that the AWACS is absolutely essential to projecting air power. Without it, our forces would be like an orchestra with no conductor.

Mr. Speaker, we just celebrated yet another year of independence. We should remember that our war of independence was fought almost exclusively by citizen warriors, ordinary citizens who put their lives on hold and at risk, many of them giving the ultimate sacrifice for our independence.

The 513th continues our great citizen warrior tradition. Among the citizen airmen deploying are Realtors, IT specialists, and even a pastor. We should recognize that this is a voluntary assignment. These reservists have raised their hands and answered the call voluntarily, when less than 1 percent of our fellow citizens serve in the military.

Mr. Speaker, the 513th demonstrates the value of our military's Reserve component and National Guardsmen. Looking across the 513th, you will find skill standards, capabilities, and operational readiness rates equal to or better than the Active component.

When I was in the Reserves flying the E–2 Hawkeye, I can tell you that the amount of talent that we held in the Reserve component was amazing. It was very clear that these folks had the confidence, the capability, and the institutional knowledge to carry on the tradition of excellence that was in the Navy when they moved to the Reserves.

The amount of talent and skills is also true with the Air Force. We saw it when you think about the fighter squadrons that fought in the opening days of the war in Afghanistan. The Reserve fighter squadron was the one that had the highest percentage of bombs on target.

The Reserve and the Air National Guard are critical to our Nation's military readiness. It is important to retain and even expand the reserve component size, missions, and capabilities.

Finally, Mr. Speaker, while I rise to give a special thanks to the 513th reservists deploying to Southwest Asia, let me also mention this unit's other recent accomplishments.

To say that the 513th is in high demand would be a huge understatement. In the past 6 months, the 513th has controlled training missions for over 200 fighters and bombers, supported critical flight tests, managed air operation center support in Germany, and controlled eight large-force exercises, including Felix Virgo in Louisiana, Northern Edge in Alaska, and CHUMEX in Florida.

Mr. Speaker, let me conclude by once again recognizing the citizen airmen of the 513th Air Control Group from Tinker Air Force Base.

□ 1030

OPPOSE H.R. 5

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) for 5 minutes.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today in opposition to the current version of H.R. 5, the House Republican bill which seeks to reauthorize the Elementary and Secondary Education Act, and encourage my colleagues to adopt the Democratic substitute offered by Ranking Member BOBBY SCOTT.

Let me start by reading you a quote that truly strikes me as telling of where we have come from and where we find ourselves today. On May 22, 1964, at the University of Michigan, President Lyndon Baines Johnson remarked:

> In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are underqualified. So we must give every child a place to sit and a teacher to learn from. Poverty is not a bar for learning, and learning must often escape from poverty.

President Johnson went on to say:

> But more classrooms and more teachers are just not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing our youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

Let's just take a moment to let that sink in.

Those were words read in 1964, during President Johnson's Great Society Speech. Almost every single point in President Johnson's remarks has direct import of the perils our education system faces today.

Teachers are still underpaid, and in so many areas, underqualified. Classroom sizes are increasing, and the quality of education is continuing to deteriorate.

Hunger and poverty continue to afflict our inner-city students in an alarmingly disproportionate rate, and disparity of resources and access to a quality education seems, at times, to continue expanding. The achievement gap between our most impoverished students remains inextricably tied to the wealth gap, and the numbers are discouraging.

Instead of moving forward by improving on and implementing lessons learned from the failed policies of No Child Left Behind, H.R. 5 guts the core intent of the original Elementary and Secondary Education Act of 1965.

H.R. 5 is like a blast from the past and fails our students and their families in a myriad of ways. Among some of the most egregious provisions in this proposed iteration of ESEA, H.R. 5 includes the concept of portability for title I funds.

Sold and messaged as a promotion of choice, portability instead adversely affects students who are in schools and districts with the highest concentration of poverty and need. In short, portability is a ruse, one that takes resources from, rather than gives to our most underserved and needy children.

Additionally, as the ranking member of the Science, Space, and Technology Committee, and a longtime advocate of STEM—science, technology, mathematics, and engineering—education, I was alarmed by the utter and complete exclusion of any reference to STEM education within this base text.

We should be retooling our education system to fit the needs of our ever-evolving globalized economy, not running back to the factory-style education that doesn't provide our children with the skills they need to compete.

Education is the ladder to opportunity and central to keeping alive the American Dream. We must fight to ensure that every single child, regardless of their background, is given the opportunity to reach their God-given potential.

No matter what race—Black, White, Hispanic, Asian, or Native American—rich, poor, immigrant or not, we must remain steadfast in our dedication to equality and the equity of opportunity.

I strongly urge my colleagues to take this bill back to the drawing board and make sure that education in America is reflective of our principles as a nation. I urge my colleagues to make sure that we protect the American Dream and keep America the land of equal opportunity.

If you work hard and play by the rules, everyone deserves a fair shot and a fair shake at a fulfilling life. The ZIP Code you grow up in should not determine the life you live.

NATIONAL DAIRY MONTH

The SPEAKER pro tempore. The Chair recognizes the gentleman from Pennsylvania (Mr. THOMPSON) for 5 minutes.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, although we have recently entered into July, I rise today in recognition of National Dairy Month, which has taken place every June since 1937.

As I travel across Pennsylvania and throughout the Pennsylvania Fifth Congressional District, I am always inspired by our farmers and our farm families. They work hard. They work 7 days a week. Their work is arduous, and the challenges of running a farm are never ending.

Mr. Speaker, farming isn't just a business to these hardworking folks; it is the fabric of rural America. The Commonwealth's history is rooted in agriculture, and the dairy industry continues to be the largest sector of this industry.

Most, about 99 percent of our dairy farms in Pennsylvania, are family-owned and operated, and our average herd size is about 72 head.

The Commonwealth's robust dairy industry produces 10 billion pounds of milk annually, and that number continues to surge. In fact, Pennsylvania ranks fifth in the Nation when it comes to dairy production.

Mr. Speaker, I rise today in support of National Dairy Month, in support of our dairy farmers and farm families, and to also say thank you to all of these folks for providing us with food and fiber.

CONGRESS MUST REAUTHORIZE THE ELEMENTARY AND SECONDARY EDUCATION ACT

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Ohio (Ms. FUDGE) for 5 minutes.

Ms. FUDGE. Mr. Speaker, today we find ourselves on the House floor yet again debating H.R. 5. After several months of delay, the majority party has yet to realize that this bill is not in the best interest of America's children.

We all agree that Congress must reauthorize a strong Elementary and Secondary Education Act. H.R. 5 does not meet the test.

Any reauthorization must ensure that education is properly funded at the State and Federal level for all of America's children; that all students have access to a well-rounded education, which includes subjects like physical education, music, and the arts; and that students are annually assessed, which allows for parents and teachers to measure students' progress.

H.R. 5 does none of these things. Instead, it fails our students, our teachers, and our families. The bill drastically reduces education funding, eliminates and weakens protections for disabled students, fails to provide a well-rounded education for all students, and generally makes it more difficult to educate those for whom the act was designed to protect.

The bill turns title I funding into a block grant. The program would disproportionately harm disadvantaged and low-income students. Schools across the country, including some in my own congressional district, rely on these funds to help ensure children are given a fair chance to meet State academic standards.

H.R. 5 also allows title I dollars to become portable, which would divert much-needed funds from the highest need poverty schools and districts.

H.R. 5 removes requirements that States ensure students graduate from high school college and career ready. The bill focuses primarily on math and reading assessments, without providing any programmatic support for literacy, for STEM, and for other subjects that provide a well-rounded curriculum. It eliminates wraparound support services, which are very important to needy students. It eliminates after-school, family engagement, physical, dental, and mental health programs.

This year, we commemorate the 50th anniversary of the Elementary and Secondary Education Act. The bill, essentially a civil rights law, reaffirmed that every child has the right to an equal opportunity for a quality education.

However, H.R. 5 undermines the law's original intent, turning back the clock on equity and accountability in American public education and ignores the needs of America's most vulnerable students. H.R. 5 is a step backward in our country's education system. This legislation fails our students and their families.

America deserves better.

REAUTHORIZE THE LAND AND WATER CONSERVATION FUND

The SPEAKER pro tempore. The Chair recognizes the gentleman from Pennsylvania (Mr. COSTELLO) for 5 minutes.

Mr. COSTELLO of Pennsylvania. Mr. Speaker, this week the House will be considering the appropriations bill for the Department of the Interior for the upcoming fiscal year.

I rise today to express my support for a robust and continued funding for and the permanent reauthorization of the Land and Water Conservation Fund.

Over this past Independence Day weekend, I was particularly reminded of how so many of us enjoy the natural wonders of our hometowns and communities, from picnics at playgrounds, baseball games on municipal recreational fields, honoring our heritage and celebrating our independence with fireworks, music and parades at local historic sites and parks.

That is part of why the Land and Water Conservation Fund is so important. It helps our communities protect critical lands by providing State and local governments with necessary funding and flexibility to develop and improve lands for public access and recreational enjoyment. It is part of highlighting the heritage and character in my district in southeastern Pennsylvania.

My home State of Pennsylvania has received approximately $295 million in the past five decades from the Land and Conservation Water Fund. It has protected places with national significance, such as Gettysburg National Military Park, Valley Forge National Historical Park, and John Heinz Wildlife Refuge.

In addition, in my congressional district, we can thank the Land and Water Conservation Fund for helping fund the building of the Birdsboro Waters Forest Legacy project, protecting critical woodlands at the East

Coventry Wineberry Estates, expanding Shaw's Bridge in East Bradford Township, and enhancing Pottstown Borough Memorial Park with a new dog park, pavilions, restrooms, ball fields, and walking trails.

Mr. Speaker, one thing that was apparent this past weekend was just how integral our public lands and outdoor recreation areas are to our heritage, civic identity, and local community.

I believe the Land and Water Conservation Fund is one of our most important conservation programs and an excellent example of a bipartisan commitment to safeguarding natural resources, promoting our cultural heritage, and expanding recreational opportunities not just for a moment in time, but for future generations as well.

I also believe it is a program that allows our local communities to dream big about how to best go about enhancing their communities for their residents.

As an original cosponsor of H.R. 1814, which would permanently reauthorize the Land and Water Conservation Fund, I am looking forward to working with my colleagues in an effort to help communities across this country create lasting legacies of public access to the cultural and recreational opportunities identified by officials in their local communities as being worthy of funding for future projects.

STUDENT SUCCESS ACT FAILS STUDENTS

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Alabama (Ms. SEWELL) for 5 minutes.

Ms. SEWELL of Alabama. Mr. Speaker, today I rise to express my strong opposition to H.R. 5, the so-called Student Success Act. I am deeply disappointed in the majority for bringing such an economically careless and socially egregious bill to the floor today.

If passed, H.R. 5 would take more than $7 million from the highest need schools in my home State of Alabama. It is really an abomination that this body would do this to our constituents and do this to our students.

H.R. 5 abandons the Federal Government's historic role in elementary and secondary education. Furthermore, this bill neglects our sacred responsibility to ensure that all children, irrespective of race, class, disability, or socioeconomic class, are given the opportunity to attain a high quality education.

Each of us in this body has the opportunity to send our own children to the finest K–12 institutions in this country, but our privilege isn't universal, and we shouldn't legislate as if it is.

In the Seventh Congressional District of Alabama, that privilege, the ability to send our children to the private schools or public schools of choice, is nearly nonexistent.

□ 1045

More than 70 percent of the public school students in my district receive free or reduced lunch, and they live in families that live below the poverty line. And of the 26 school districts that serve my constituents, only two of them have a poverty rate that is less than 56 percent.

The Elementary and Secondary Education Act was first written in recognition of the impact that concentrated poverty has on a school system's ability to adequately support the educational programs needed to serve vulnerable communities.

But H.R. 5 would strip the ESEA of the protections for these students by diverting title I funds. This approach is backwards, and our children deserve better. If I were grading this bill, I would definitely give it an F.

As a proud product of Selma High School, this is deeply personal to me. Today more than 90 percent of the Selma High School students in my district, from my old high school, receive free and reduced lunch. Under H.R. 5, this school would lose nearly 20 percent of its Federal funding.

The greatest opportunity that we can give any child is a quality education. This is why I cannot support this bill, which diverts title I funds from 92 percent of the schools in my district. This would further tilt the playing field against poor kids.

These children belong to all of us. Unfortunately, this bill is proof that somewhere along the line we have abandoned the most sacred American principle, that all children—I mean all children—are our children.

We cannot deny that a rising tide lifts all boats. The economic and social costs of refusing to accept these facts are steep.

When President Johnson signed the Elementary and Secondary Education Act in 1964, he stated, ''As President of the United States, I believe deeply no law I have signed or will ever sign means more to the future of America than this bill.'' President Johnson was right then, and he is right now.

To promote our educational progress, we must replace No Child Left Behind with a strong bipartisan bill, one that advances what works and improves upon what does not. Unfortunately, this bill does neither.

I urge this body to oppose this reckless bill, H.R. 5. Our children deserve better. Our constituents deserve better. This Nation deserves better.

KELO V. NEW LONDON

The SPEAKER pro tempore. The Chair recognizes the gentleman from New York (Mr. REED) for 5 minutes.

Mr. REED. Mr. Speaker, I rise this morning to highlight an issue that I believe we must pay closer attention to in this Chamber and in this Congress. You see, on June 23, Mr. Speaker, we marked the tenth anniversary of an important Supreme Court case. That case was Kelo v. New London.

Now, the title of the case really means nothing. But I point to Susette Kelo, who I have here depicted in this picture. She was the plaintiff in that case. And what happened in that case was this, Mr. Speaker, a real tragedy:

She was told by her government that they were going to take her home and give it to another private owner for development. You heard me right, Mr. Speaker. She was told that her home was going to be taken by our government because they were picking the winners and losers because they felt they knew best how to utilize her property and give it to another private owner to develop it the way that private owner wanted to do.

Well, Mr. Speaker, Susette Kelo stood up. She fought this fight. She was told by her friends, she was told by her real estate agents, she was told by her lawyers: Just roll over. The government always wins, and they are going to win this battle.

But she fought it all the way to the Supreme Court. And what happened, however, is that that advice from her friends and from her real estate agent and her lawyers came true. The government won.

But that day we all lost, as American citizens. Because here is what happened after that case. She lost her home. And this is a picture of her property—well, no longer her property—but that property, as it exists today. They demolished her home. They took her property. She lost her piece of the American Dream. And the result of it is a vacant lot that sits in New London.

Mr. Speaker, I highlight this case today because it reminds us of an issue that we must fight for, and that is a fundamental freedom that we all enjoy as American citizens, to own and to use our property.

It is something that is fundamental to our U.S. Constitution. It is something fundamental to us as American citizens. And it is time for us to unite, as Republicans and Democrats, and say enough is enough. We must push back on Big Government. We must stand with individuals.

This land belongs to them, not our government. And that is something that I am afraid that started 10 years ago and continues to this day with actions of Big Government day in and day out, where government regulations, government overreach—local, Federal, State level—act in a way that takes away these fundamental property rights that so many have fought for.

So in Congress I have led the fight. I formed the Private Property Rights Caucus, with Members from Maine to Alabama to California. I have sponsored and authored the Defense of Property Rights Act to say enough is enough. We are going to stand with individuals, and we are going to fight this Big Government overreach.

Mr. Speaker, these hard-fought rights have come at the expense of so many, the blood of those who fought to preserve our freedoms, the blood of our Founding Fathers and the vision they

set forth in our Constitution. And this Kelo case was a moment in time at a drop of a gavel when those fundamental rights were threatened and lost.

So I stand today and ask my colleagues and all of the people across America to stand with us, to stand with me, to make sure we coordinate our efforts to make sure that our fundamental property rights are protected and individuals like Susette Kelo are rewarded for her bravery in taking the fight.

Though she may have lost that battle, I stand with her to win this war to protect our fundamental property rights that so many have fought for over the years.

STUDENT SUCCESS ACT FALLS SHORT

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from North Carolina (Ms. ADAMS) for 5 minutes.

Ms. ADAMS. Mr. Speaker, today I rise in opposition to H.R. 5.

Education is a civil right. And when the Elementary and Secondary Education Act was passed in 1965, its purpose was to ensure access to a quality education for our neediest students that are often low income and minority.

We can all agree that ESEA reauthorization is long overdue. However, the proposal put forth by Republicans falls short and makes a bad situation worse.

Each day that No Child Left Behind is law is one more day that we are, in fact, leaving children behind.

H.R. 5 is not the answer. Voting for this bill means voting against our students, our teachers, and our schools. A vote for H.R. 5 is a vote to take money from our poorest and most at-risk students. It is a vote to erase the educational gains we have made over the past 50 years. It is a vote to deny many of our students a chance at real success.

It is time to wake up. It is time to vote ''no'' on H.R. 5.

Congress passed ESEA 50 years ago with the intent of protecting our students by providing quality and equal education. Today, instead of putting forth a bipartisan bill that moves us closer to equal and quality education for every child, Republicans have introduced a bill to roll back the hands of time and undo our progress.

H.R. 5 turns its back on some of our most vulnerable student populations. It lacks the accountability measures to ensure student success.

A report from the Southern Education Foundation found that more than 50 percent of our public school students live in poverty. Title I has always been the main source of Federal funding for our country's poorest students.

H.R. 5 would reverse this longstanding practice and, instead, remove money from our school districts with the greatest need, diluting their ability to meaningfully fund programs that serve low-income students.

At a time when 40 percent of college students take remedial courses and employers continue to complain of inadequate preparation for high school graduates, we must ensure that all students are college ready and are career ready. H.R. 5 allows States to lower standards that lead to students graduating unprepared.

So how can we expect our students to compete in a global economy when they aren't prepared? We need to invest in the future of our children, support our teachers and our principals, ensure the success of our neediest students.

And that is why I am proud to support the amendment of the gentleman from Virginia (Mr. SCOTT), and I thank him for his leadership in challenging H.R. 5.

This amendment reaffirms the Federal Government's proper role in education, addressing many of the problems that surround No Child Left Behind.

Students in low-income families already have obvious disadvantages. This amendment prioritizes early education to help our students start out strong. It puts protections in place against bullying, and it supports the physical, mental, and emotional stability of students. It gets rid of AYP and also makes important investments in STEM education.

Education should be an issue that unites us, not divides us. The Scott amendment is exactly what our schools and our students and our teachers need.

I urge my colleagues to vote for the Scott amendment and not for H.R. 5 because H.R. 5 fails on all accounts. It fails our neediest students. It fails to invest in our teachers and principals. And it fails to prepare students for college and careers and to address the core principles of Federal education policies.

H.R. 5 deserves an F. I urge my colleagues to join me in opposing it.

CONGRATULATING THE U.S. WOMEN'S WORLD CUP SOCCER TEAM

The SPEAKER pro tempore. The Chair recognizes the gentleman from Texas (Mr. OLSON) for 5 minutes.

Mr. OLSON. Mr. Speaker, this past Sunday, the day after our Independence Day, the U.S. women's World Cup team gave us the best fireworks show ever. They lit up the team that beat them 4 years ago in the World Cup, Japan.

We scored in the third minute, the fifth minute, the 14th minute, and the 16th minute. 4–0 in 16 minutes. We had gone over 5½ hours without giving up a goal. Japan was done.

Our women won every game because they left their egos in the locker room. When they jogged onto that field, they were a team full of love, love of soccer, love of America, and love of each other, their teammates.

The best example of that love was a small blue arm band. It is worn by our team captain. If you missed this band's journey through our victory on Sunday, I will recount it for you.

It was on Christie Rampone's left arm as her gold medal was placed around her neck. It was her second gold medal in a World Cup match. She is closer to my age than all of her teammates. Sunday was her last World Cup game.

She got that blue band from Abby Wombach, the greatest woman soccer player in American history. That is her picture beside me. Abby has scored 23 goals in World Cup matches, but she had only had a silver medal from World Cup matches, never a gold. She knew that was changing when she jogged onto that field in the 79th minute of play.

□ 1100

She also knew that, like Christie, this was her last World Cup match. A teammate stopped Abby before she entered the game. Team Captain Carli Lloyd stopped her idol, Abby, to make sure Abby's uniform was complete. There was a problem that Carli had to fix up, so she helped Abby by putting that blue armband on her left sleeve as our team captain.

Carli plays pro soccer in my hometown of Houston, Texas, and we Texans believe bigger is always better. While Carli has been a Texan for a few months, she knows how to go big, real big. She scored a hat trick—three goals—in the first 16 minutes.

Mr. Speaker, the 2015 women's World Cup gold medalists gave us a priceless gift: the joy of being alive, feeling American pride surge through your veins, having that breath—that short breath of excitement—or having that extra heartbeat, knowing that you are alive.

America thanks our gold medal winners, our America's World Cup champions of 2015.

PUERTO RICO'S POLITICAL STATUS AND ITS ECONOMIC CRISIS

The SPEAKER pro tempore. The Chair recognizes the gentleman from Puerto Rico (Mr. PIERLUISI) for 5 minutes.

Mr. PIERLUISI. Mr. Speaker, the U.S. territory of Puerto Rico, home to 3.5 million American citizens, stands at a crossroads. The Governor recently announced that Puerto Rico cannot pay all of its debts. The Governor's comments were not constructive because they lacked precision.

Puerto Rico's total debt is about $72 billion, and the structure of this debt is complex. About 17 entities in Puerto Rico have bonds outstanding, from the central government to public corporations. The terms, source of repayment, and the level of legal protection for each bond varies.

For instance, bonds issued by the central government received priority payment under the Puerto Rico Constitution, which was authorized and approved by Congress. Accordingly, when the Governor asserted that Puerto Rico cannot pay its debts, the sweeping nature of his comments raised many practical and legal questions and generated considerable anxiety.

Mr. Speaker, the crisis in Puerto Rico is real, and it must be confronted with composure, competence, and candor. To this end, I want to articulate a simple truth, but one that is often overlooked: namely, the challenges we face are structural in nature and, therefore, require structural solutions, at both the Puerto Rico and the Federal level.

Within Puerto Rico, more discipline by the territory government is imperative. We must learn to live within our means. Puerto Rico's political leaders have shown the capacity to develop sound strategies, but have not always demonstrated the same ability to effectively execute those strategies. Performance, not planning, is the problem. We can do better, and for the sake of our constituents, we must do better.

Mr. Speaker, honest self-appraisal and self-criticism are essential, but cannot be limited to Puerto Rico. If the American public is under the impression that Puerto Rico is solely to blame for this crisis, it is profoundly mistaken.

The source of the problem in Puerto Rico is not its people, who are talented and hard-working, nor is it our political leaders, who are no better or worse than their counterparts in other U.S. jurisdictions who at times also overpromise and underdeliver; instead, the root cause of the problem is our political status, which has given rise to a system of severe and entrenched inequality that makes it exceptionally difficult to succeed and exceptionally easy to fail.

The direct link between Puerto Rico's political status and its economic problems was explored at a recent congressional hearing. The hearing served to underscore that there are more American citizens in Puerto Rico than in 21 States, that they serve in the U.S. military in large numbers, but that they cannot vote for President or Senators and have only one nonvoting Delegate in this House.

The hearing highlighted that, as a territory, Puerto Rico can be and often is treated worse than the States under Federal laws, from Medicaid to the earned income tax credit to chapter 9 of the Bankruptcy Code. To compensate for the deficiency in Federal economic support, the Puerto Rico Government has borrowed heavily, which explains the excessive debt.

In recent years, 250,000 island residents have moved to the States, and these numbers are only growing. Once in the States, they are entitled to full voting rights and equal treatment under the law, rights they were denied in Puerto Rico.

Mr. Speaker, this is an intolerable situation. My constituents have tolerated it for too long, and they will tolerate it no longer. They voted for statehood in a local referendum in 2012, and they will vote for statehood again in even greater numbers in a Federal referendum in 2017.

My message to my colleagues is simple. If you give us the same rights and responsibilities as our fellow American citizens and let us rise or fall on our merits, we will rise; but, if you continue to treat us like second-class citizens, don't profess to be surprised when we fall.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until noon today.

Accordingly (at 11 o'clock and 6 minutes a.m.), the House stood in recess.

□ 1200

AFTER RECESS

The recess having expired, the House was called to order by the Speaker at noon.

PRAYER

Reverend Shane Hall, First Southern Baptist Church, Del City, Oklahoma, offered the following prayer:

Holy and awesome God,

We give You thanks today for every good gift, for we know that every good gift comes from You.

We give You thanks today for the United States of America and the freedoms found within her borders.

We give You thanks today for the men and women of this Congress whom You have placed in positions of leadership in our Nation

May You give them wisdom, which can only come from You, to legislate in such a way that the laws of this Nation might conform to Your will.

Impart within each of us a desire to seek You in all things pertaining to life and eternal life. May we love You, our God, with all of our heart, soul, strength, and mind; and may we love our neighbor as ourselves.

For it is in the name of Jesus we pray.

Amen.

THE JOURNAL

The SPEAKER. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

Mr. WILSON of South Carolina. Mr. Speaker, pursuant to clause 1, rule I, I demand a vote on agreeing to the Speaker's approval of the Journal.

The SPEAKER. The question is on the Speaker's approval of the Journal.

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

Mr. WILSON of South Carolina. Mr. Speaker, I object to the vote on the ground that a quorum is not present and make the point of order that a quorum is not present.

The SPEAKER. Pursuant to clause 8, rule XX, further proceedings on this question will be postponed.

The point of no quorum is considered withdrawn.

PLEDGE OF ALLEGIANCE

The SPEAKER. Will the gentleman from Minnesota (Mr. EMMER) come forward and lead the House in the Pledge of Allegiance.

Mr. EMMER of Minnesota led the Pledge of Allegiance as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

WELCOMING REVEREND SHANE HALL

The SPEAKER. Without objection, the gentleman from Oklahoma (Mr. RUSSELL) is recognized for 1 minute.

There was no objection.

Mr. RUSSELL. Mr. Speaker, it is my honor and privilege today to have with us to provide the opening prayer my pastor and good friend, Shane Hall, from Del City, Oklahoma.

Although Shane was born in Brook, Indiana, he actually grew up in Burns Flat, Oklahoma. He is a graduate of Oklahoma Baptist University, with a secondary in education. He also got a master's of divinity with biblical languages from the New Orleans Baptist Theological Seminary.

He has pastored a half-dozen churches in Oklahoma and Louisiana, and he is currently the pastor of my home church, First Southern Baptist Church of Del City, Oklahoma.

He also serves on the executive committee of the entire Southern Baptist Convention, and he is a member of the Baptist General Convention of Oklahoma board of directors.

His wife, Misty, and his two daughters, Macy and Mallory, are wonderful people that, if you are ever in Oklahoma, I encourage you to attend services and get to know them.

Thank you for allowing us to make his introduction this morning.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE.

The SPEAKER pro tempore (Mr. DUNCAN of Tennessee). The Chair will entertain up to 15 further requests for 1-minute speeches on each side of the aisle.

HONORING THE LIFE OF TINO TRUJILLO

(Mr. SAM JOHNSON of Texas asked and was given permission to address

the House for 1 minute and to revise and extend his remarks.)

Mr. SAM JOHNSON of Texas. Mr. Speaker, today, I rise to honor the life of Tino Trujillo. Tino was a well-known community leader in Plano and Dallas. My wife, Shirley, and I had the privilege of calling him and his late wife, Janie, friends.

Tino was a special person in our hometown. He immigrated to California in 1952 and became a proud American citizen, serving in the United States Army at Fort Hood. In 1975, he found his way to North Texas where he opened his first restaurant.

He loved to serve people, not only with good Mexican food, but giving back to the community that he loved. In fact, he was a founding trustee of Collin College, and he served for nearly 30 years.

Tino was soft-spoken, kindhearted, and he will be greatly missed in Plano and Texas.

America would be a better place with more folks like him.

SONS OF ITALY

(Mr. CICILLINE asked and was given permission to address the House for 1 minute.)

Mr. CICILLINE. Mr. Speaker, I rise today to honor the members of Forum Lodge 391 of the Order Sons of Italy, which later this month is celebrating its centennial anniversary as a civic organization in Newport, Rhode Island.

Originally known to members by the name La Loggia Progresso e Civilta, Forum Lodge 391 has worked to promote and celebrate Italian heritage and culture on Aquidneck Island since it was founded on July 4, 1915. Over the years, it has established itself as a Rhode Island institution by hosting numerous community and cultural events for all to enjoy.

Most notably, Lodge 391's Anna M. Ripa Memorial Scholarship opens doorways to opportunity each year for Italian American high school seniors in Rhode Island who demonstrate success in the classroom and prepare a written essay on their cultural heritage.

I congratulate President Shirley Ripa and the men and women of Forum Lodge 391 of the Order Sons of Italy on this important milestone, and I extend my best wishes on their centennial celebration on July 23.

CRAFT BREWERS ARE CREATING AMERICAN JOBS

(Mr. PAULSEN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PAULSEN. Mr. Speaker, over the past few years, we have seen small brewers in Minnesota and around the country continue to meet the needs of a public that is growing in its appreciation for craft beverages.

At the same time, these brewers are burdened by out-of-date regulations and high taxes that make it difficult for them to grow their businesses and play an increasingly greater role in their local economy.

That is why I have introduced the Craft Beverage Modernization and Tax Reform Act with my colleague, RON KIND from Wisconsin, to modernize the Tax Code and streamline regulations for these small businesses.

These small breweries are a true example of the American dream. Many start out as hobbyists in the basement or in the garage, and they grow to be successful while, at the same time, creating jobs and creating a quality product.

Mr. Speaker, we need to make sure we embrace the potential this industry has, and that means modernizing our tax rules and our Tax Code to ensure that these small employers continue to grow.

SYMBOLS OF HATE IN OUR NATION

(Ms. JACKSON LEE asked and was given permission to address the House for 1 minute.)

Ms. JACKSON LEE. Mr. Speaker, many of us have not spoken on the floor of the House on the horrific tragedy that occurred in Mother Emanuel Baptist church, our respect for our colleague from South Carolina; our respect for our assistant leader, JIM CLYBURN; and our respect for the families that have buried their dead over the last week. Many of us joined the President in Charleston, South Carolina, for the funeral of Reverend Dr. Pinckney.

Today, I rise to ask this body, reflecting on two amendments that were offered last night regarding the Confederate flag that were voted on by voice vote in the Interior bill, but I ask today the leadership to allow this House to look at three legislative initiatives that have been offered by Members based upon the Walker III v. Texas Division, Sons of Confederate Veterans case.

I want my colleagues to know that the Supreme Court, including Justice Clarence Thomas, ruled that government speech did not warrant the utilization of the rebel flag.

Finally, let me read to you the words about senator Pinckney. This is warranted. The President said:

> My liberty depends on you being free, too. History must be a manual for how to avoid repeating the mistakes of the past, how to break the cycle, a roadway toward a better world. He knew that the path of grace involves an open mind but, more importantly, an open heart.

We need to debate on the floor of the House the symbols of hate in this Nation, and we need to do it now. I ask my colleagues, Republicans and Democrats, to join us in the legislative initiatives we have for this to be placed on the floor of the House for all of us to stand and debate what is positive about America.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

(Mr. THOMPSON of Pennsylvania asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. THOMPSON of Pennsylvania. Mr. Speaker, today, I introduced a bipartisan resolution with my friend and colleague from Rhode Island, Mr. JIM LANGEVIN, to recognize the Family, Career and Community Leaders of America on their 70th anniversary.

Family, Career and Community Leaders of America is a national career and technical student organization that promotes personal growth, leadership development, and career preparation opportunities for students in family and consumer science education.

Since the program was launched 70 years ago to this day, more than 10 million students have participated and gained the knowledge, skills, and credentials needed to secure careers in growing, high-demand fields. I was pleased to welcome FCCL students from Forest County, Pennsylvania, today.

Mr. Speaker, as co-chair of the bipartisan Congressional Career and Technical Education Caucus, I ask my friends to get behind this bipartisan resolution to support the goals and ideals of Family, Career and Community Leaders of America.

Now, more than ever, our young people need assurances that the skills they attain will lead to good-paying, family-sustaining jobs, and career and technical education programming can make those assurances.

HIGHWAY TRUST FUND

(Mr. MICHAEL F. DOYLE of Pennsylvania asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MICHAEL F. DOYLE of Pennsylvania. Mr. Speaker, for far too long, Republicans in Congress have kept our Nation stuck in neutral, while our highways, bridges, and transit systems crumble around us. They keep riding the clutch with these short-term patches to keep the highway trust fund solvent for another couple of months.

You could say that we are in a big race and the road ahead is long. We can't keep stopping for gas every 5 minutes, and we have got to stop scrounging under the seats and the floormats for enough change to buy a gallon here and a gallon there.

America's been in the lead, but now, we are just inching along. If we don't get back on track soon, we are going to be left in the dust by our foreign competitors. In the next few months alone, more than 600,000 American jobs are at risk.

Mr. Speaker, congressional Republicans are in the driver's seat, so they need to start driving like pros. It is time for Congress to do their job and pass a long-term plan to pay for much-

needed investments in our roads, rails, and bridges.

I say: ''Fill her up with hi-test.''

OUTRAGEOUS IRAN NUCLEAR DEAL

(Mr. WILSON of South Carolina asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. WILSON of South Carolina. Mr. Speaker, President Obama's nuclear negotiations with Iran pose significant threats to American families. Already, the President has conceded too much. An agreement that does not clearly prohibit the development of nuclear weapons threatens American families and our closest allies, such as Israel.

Now, as the negotiation deadline has been further extended, it is clear that President Obama is willing to grant more concessions to this murderous regime whose program of developing intercontinental ballistic missiles puts America as a target.

I am grateful that Congress passed the Iran Nuclear Agreement Review Act, giving Congress a voice in the final deal. I urge the President to change course with this oppressive regime that promotes death to America, death to Israel.

It is not too late to prevent a legacy of appeasement and avoid being remembered as a new Neville Chamberlain, establishing nuclear weapons across the Middle East.

In conclusion, God bless our troops, and may the President by his actions never forget September the 11th in the global war on terrorism.

OPPOSING STUDENT SUCCESS ACT

(Mr. HINOJOSA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HINOJOSA. Mr. Speaker, I rise in strong opposition to H.R. 5, a misguided bill which denies America's children access to high-quality education.

Today, greater numbers of economically disadvantaged children are entering our public schools. For example, in my State of Texas, of the 5 million students enrolled in public schools in 2014 statewide, more than 3 million would be adversely impacted if we vote to pass H.R. 5.

This Republican bill abandons the Federal Government's historic commitment to educating disadvantaged populations. H.R. 5 block grants vital Federal programs, such as title I of the education code targeted for English language learners, migrant children, neglected and delinquent youth, and Native American education.

The bill allows States and districts to siphon away these Federal funds and use them for other purposes because of the proposed changes in the intent of the many education programs passed many years ago—50 years ago to be exact—under the leadership of President Lyndon Baines Johnson.

H.R. 5 would provide inadequate funding and move backward on equity and accountability, harming the education of our Nation's children.

I respectfully urge Members of Congress on both sides of the aisle to vote ''no'' on final passage today.

□ 1215

A NAVY MAN

(Mr. EMMER of Minnesota asked and was given permission to address the House for 1 minute.)

Mr. EMMER of Minnesota. Mr. Speaker, I rise today to celebrate one of my own. As of today, my son, Joe, is officially a member of the United States Navy.

My wife, Jacquie, and I are the proud parents of seven children. Last month, Joe, our fifth child, graduated high school and now is off to serve his country.

Today, as Joe leaves for basic, he knows that hard days lie ahead. He understands that he will have to listen and learn and, when the time comes, lead.

Like millions of brave and selfless Americans before him, Joe has taken an oath to serve his Nation and to protect the freedoms we hold dear.

My wife and I are so proud of Joe, and we are humbled by his chosen path.

So to Joe and his fellow recruits, we honor and thank you for your service, and we wish you fair winds and safe seas.

Joe, we will pray for you, and we look forward to seeing your transformation from citizen to sailor. We love you.

WEAR RED WEDNESDAYS

(Ms. WILSON of Florida asked and was given permission to address the House for 1 minute.)

Ms. WILSON of Florida. Mr. Speaker, today we wear red to bring back our girls.

Boko Haram has heeded ISIS' call for increased violence and a so-called Month of Disaster in a rapid string of egregious acts of violence. A brutal spate of bombings and shootings has ripped through the country, killing at least 300 people in the past week alone.

Mr. Speaker, Boko Haram's unyielding thirst for violence and unflinching disregard for human life cannot go unchecked.

Later this month, when Nigerian President Buhari visits the White House to discuss the fight against Boko Haram with President Barack Obama, he must know that we here in Congress are committed to giving the Government of Nigeria the support it needs to defeat Boko Haram.

Mr. Speaker, I urge my colleagues to join me in cosponsoring H. Res. 147, as amended, to help the Nigerian Government bring back our girls and defeat Boko Haram for good.

Mr. Speaker, don't forget to tweet, tweet, tweet bring back our girls, #bringbackourgirls, #joinrepwilson, #bringbackourgirls. Tweet, tweet, tweet.

LET'S FIX OUR PARKS, NOT ADD MORE

(Mr. SMITH of Nebraska asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. SMITH of Nebraska. Mr. Speaker, I rise today to express concern about continued acquisition of private lands by the Federal Government.

The Federal Government currently owns about 30 percent of the land in our country but is unable to properly maintain this land, as evidenced by the Park Service's staggering $11.5 billion backlog of maintenance projects, yet the Federal Government continues to spend limited taxpayer dollars and resources on more land. For example, many of my constituents are facing a push by the government to take over historically private land.

A June 30 New York Times article, entitled, ''Let's Fix Our Parks, Not Add More,'' further illustrates the scope of this problem, criticizing the administration's decision to add seven new parks to the system.

I urge my colleagues to oppose future land purchases and instead focus the Interior Department's attention on properly maintaining existing Federal lands to ensure access for generations to come.

EXPORT-IMPORT BANK REAUTHORIZATION

(Mr. GALLEGO asked and was given permission to address the House for 1 minute.)

Mr. GALLEGO. Mr. Speaker, I rise today to highlight an issue that deserves our immediate attention: the Republican leadership's failure to bring the reauthorization of the Export-Import Bank to the House floor for a vote.

The Ex-Im Bank plays a critical role in our economy, opening international markets to U.S. businesses by facilitating the sale of American goods and services overseas. The Bank evens the playing field for American companies, enabling them to compete based on the quality of their products, not on the financing term they can offer.

Allowing the Bank's authorization to expire will have real-world consequences, Mr. Speaker. If we don't act, American businesses that employ tens of thousands of our workers will struggle to survive in this competitive global marketplace.

There is no question that there are enough votes in both the House and the Senate to pass the Ex-Im Bank reauthorization at this point on a bipartisan basis.

Mr. Speaker, for the sake of American businesses and workers, the Republican leadership needs to stop playing to their out-of-touch base and start

acting in the best interests of the American people by reauthorizing the Ex-Im Bank immediately.

HIGHLIGHTING THE VITAL ROLE OF FORT POLK, LOUISIANA

(Mr. BOUSTANY asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BOUSTANY. Mr. Speaker, I rise to highlight the vital role Fort Polk, Louisiana, plays in our Nation's strategic defense and to urge the U.S. Army to spare it from any cuts.

Fort Polk houses the Army's primary Joint Readiness Training Center, the Nation's premier combat training center.

Fort Polk is also home to the 3rd Battalion, 10th Mountain Division, Fort Polk's lone brigade combat team, a highly mobile, lethal, and flexible combat unit. This team was recognized as a superior brigade combat team, awarding it the Meritorious Unit Citation for its efforts in Operation Iraqi Freedom.

Any cuts to this award-winning unit would deal a devastating blow to the post, its surrounding communities, and Louisiana as a whole. The local community and State have invested money and donated land, demonstrating their commitment to this imperative post.

As the Army announces its troop realignment, Louisiana stands together to support the 3rd Battalion, 10th Mountain Division brigade combat team, the Fort Polk community, and the military excellence they represent.

PASS HIGHWAY TRANSPORTATION FUNDING

(Mr. KILDEE asked and was given permission to address the House for 1 minute.)

Mr. KILDEE. Mr. Speaker, on July 31, the highway and transit trust fund will expire.

So what does the expiration of the trust fund mean to America, to American families?

It means the potential loss of over 600,000 jobs. It means the cancelation of major infrastructure projects. In fact, I heard this morning that five States have already canceled or delayed major projects because of Congress' lack of ability to do its work.

My home State of Michigan, we know more than anyplace that if we invest in our roads and bridges and rails, we grow our economy.

Other nations, instead of planning months ahead, are planning years ahead and building infrastructure. China, for example, is spending 10 times what we are as a percentage of their GDP on infrastructure.

Meanwhile, back in May, instead of thinking about the decades to come and hundreds of thousands of jobs, this Congress passed a 2-month extension, a self-imposed, manmade crisis, governing crisis to crisis on every big issue that we deal with.

We can't let this happen. This Congress needs to do its job. We need to come together in a bipartisan way—we can do it—and pass an extension of the highway trust fund that invests in America and puts American workers back to work rebuilding this country.

If we don't do this, we cannot expect our economy to grow. Congress has to act.

JOE'S BBQ IN FANNIN COUNTY, GEORGIA

(Mr. COLLINS of Georgia asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. COLLINS of Georgia. Mr. Speaker, in the Ninth District of Georgia, there is something we like, and that is barbecue. Especially our office, our staff, and our interns know this well, and especially my ag intern, Casey, from Georgia, because we now can ascribe to Trip Advisory's latest pick of the Nation's best barbecue. And I am proud to announce Joe's BBQ was named number one barbecue in the country.

Joe's is located 90 miles north of Atlanta in Blue Ridge and was founded just 3 years ago by a former mortgage salesman, Joe Ray. Mr. Ray moved to Blue Ridge, Georgia, 10 years ago to pursue his career in mortgage banking, but he ended up doing barbecue. He calls it beginner's luck, but I think it is turning into a legacy and a tradition in north Georgia. You see, customers travel from hundreds of miles to experience the secret recipe at Joe's BBQ, and it has been named number one as proof of the fruits of their labor.

So now we have many coming to northeast Georgia to experience what we in the Ninth District always knew: the best barbecue is in north Georgia, the greatest place in world. And I just want to invite everybody to Joe's BBQ in Blue Ridge.

HUMANITARIAN CRISIS IN YEMEN

(Mrs. DINGELL asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. DINGELL. Mr. Speaker, I rise to bring to the attention of my colleagues a humanitarian crisis in Yemen. My district is home to many Yemenis who are deeply concerned, and many families have been in my office in total desperation and tears. This week, 45 civilians were killed after an airstrike hit a marketplace north of Aden.

Of real concern is the current outbreak of dengue fever. The World Health Organization estimates there are at least 3,000 cases of dengue fever in Yemen right now, and other groups are estimating it is twice that.

My constituents have family members who are suffering and have no access to medications, doctors, hospitals or, in many cases, even clean water. We must show U.S. leadership to help contain this outbreak.

Today I sent a letter to Secretary Kerry asking about plans the State Department is undertaking to combat this problem. I hope my colleagues will join me in a bipartisan manner to support real concrete action that is needed to help the Yemenis who are sick, desperate, and in critical need of assistance and leadership.

HONORING GRANITE STATE COMMUNITY LEADER DON MOORE

(Mr. GUINTA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GUINTA. Mr. Speaker, I rise today to honor a selfless Granite Stater who is paving the way for our mental health community and was recently awarded the Portsmouth Rotary Club's Humanitarian Award.

In 2014, Don Moore founded Seacoast Pathways in Portsmouth, New Hampshire, with the goals of providing those with mental illness resources to find a stable place to live, find a job, and opportunities for members to develop talents and interests to stay engaged in our community.

For far too long, the topic of mental health has been regarded as taboo and carries with it an undeserved stigma. People like Don Moore are changing this negative perception and bringing about positive change for our communities.

In fact, the successes of the clubhouse model used by Seacoast Pathways are borrowed from another successful clubhouse in Manchester, New Hampshire, called Granite Pathways. This spring, I had the privilege of visiting both, meeting with their staffs and clubhouse members.

Seacoast Pathways' commitment to creating a community where members can reach their goals of work, education, and stable housing are absolutely commendable, and it is because of the selfless and dedicated folks like Don that our State remains a shining example of best practices in this area.

On behalf of the entire Granite State, congratulations to Don on receiving a well-deserved honor, and for working tirelessly on behalf of the mental health community.

HONORING THE LIFE OF KEVIN JOSEPH SUTHERLAND

(Mr. HIMES asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HIMES. Mr. Speaker, 4 days ago, on July 4, a young man was murdered just a mile from here in broad daylight on a crowded subway. That young man was Kevin Joseph Sutherland, 24 years old. He was my campaign volunteer, my intern, and my friend.

Maybe that is unremarkable. Violence seems to be a part of who we are and all too present with us.

But I want to tell this House that Kevin was in Washington because he

believed in the best of us, each one of us. He believed that we could come together. He believed that we could set aside our petty prejudices. He believed that we could bring our voices together in this Chamber and make a better world.

I think there is a chance that 20 years from now Kevin might have served in this Chamber. Now, that is not going to happen. But Kevin's spirit of openness, of optimism, of possibility, that spirit must live on in this Chamber and in our hearts.

Thank you, Kevin.

HONORING PRIVATE WILLIAM LONG AND PRIVATE QUINTON EZEAGWULA

(Mr. HILL asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HILL. Mr. Speaker, I rise today to pay tribute to two courageous young men, Army Private William ''Andy'' Long and Private Quinton ''EZ'' Ezeagwula.

On June 1, 2009, these soldiers were the target of a terrorist attack at a military recruiting station in my hometown of Little Rock, Arkansas, which, tragically, Andy Long did not survive.

Last Wednesday, in an emotional ceremony at the Arkansas State Capitol and after a wait of 6 years, these two soldiers were finally awarded the Purple Heart Medals they deserved.

I was privileged to be present as EZ and the family of Andy Long received the recognition they deserve for their sacrifice to our Nation.

Andy's father, Daris Long, put it best at the ceremony when he stated that this was never just about Purple Hearts. ''It was about accurately identifying what really happened in Little Rock and at Fort Hood. These acts were not simply a drive-by shooting or workplace violence. They were terrorist attacks on our servicemembers in our own land.''

I am truly appreciative of the work of our entire congressional delegation, both past and present, whose tireless efforts over the past 6 years ensured the sacrifice of these young men has been fully recognized and honored.

□ 1230

HONORING CHRISTINE RATH UPON HER RETIREMENT

(Ms. KUSTER asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. KUSTER. Mr. Speaker, today I rise to honor one of New Hampshire's best and brightest educators upon her retirement.

Christine Rath has served as superintendent of the Concord School District for 15 years, helping to maintain the high standards of public education in Concord, New Hampshire. I am a proud product of Concord's public schools; so, they hold a special place in my heart.

Chris started her teaching career right here in Washington, D.C., in the 1960s as a member of President Johnson's Teacher Corps, designed to help educate low-income students in cities all across this country. That is where she met her husband Tom Rath, another community leader who has made many positive contributions to the Granite State over the years.

After they moved to New Hampshire, she taught in Goffstown, worked in Concord's Second Start alternative education program, and eventually became the principal of Rundlett Middle School in Concord. Chris has spent decades working to provide excellent education and support to students of all ages across the Granite State.

Our young people are our Nation's greatest resource, and it is absolutely essential that they have the tools they need to follow their dreams and meet the challenges of the 21st century.

Chris sets an extraordinary example for young educators who hope to change the lives of their students through commitment and creativity. I applaud her impressive service to the students, the city of Concord, and to the Granite State.

IMMIGRATION

(Mr. LAMALFA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. LAMALFA. Mr. Speaker, just last week an American woman was shot and killed by an illegal immigrant while walking through a tourist-friendly area of San Francisco with her father.

She was killed for no reason by an illegal immigrant convicted of seven felonies who had been previously deported five times and was released by the San Francisco Police Department again over the objections of Federal immigration authorities.

This is sadly not the first time this has happened. Several years ago a father and his two sons were killed by an illegal immigrant felon who, again, San Francisco refused to detain for Federal immigration authorities.

The evidence is clear. Sanctuary city laws make our cities less safe and endanger Americans. Despite liberal claims to the contrary, this refusal to enforce immigration laws means that dangerous criminals with no regard for our laws are walking our streets.

In California alone, over 10,000 immigration detainer requests were declined; 10,000 known criminals were released in violation of Federal law.

Mr. Speaker, it is time for the House to act to ensure that the Federal Government does not aid cities who refuse to enforce our Nation's laws. That would be comprehensive immigration reform we can all understand.

SAFE CLIMATE CAUCUS

(Mr. TONKO asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. TONKO. Mr. Speaker, even though many in Congress still refuse to admit that climate change is a very real problem, the administration has been leading action on what has become one of the most important issues of our generation.

This week the White House announced a new initiative to increase access to solar energy, especially in low- and moderate-income communities. This is a critical step to reducing our carbon footprint and showing the world that we are, indeed, ready to lead by example when it comes to clean energy innovation.

The initiative expands training and education for jobs in the solar industry and is a partnership with the private sector to increase diversity in a new ''green collar'' workforce. Access to clean, reliable energy results in good-paying jobs, cleaner air, and an opportunity for our innovators and entrepreneurs to grow our economy.

As a member of the Safe Climate Caucus and a co-chair of the Sustainable Energy and Environment Coalition, I applaud and support the administration's announcement this week and will continue to press for broader climate action in this Congress.

IN MEMORY OF RAPHAEL ''RAFE'' SAGARIN

(Ms. MCSALLY asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. MCSALLY. Mr. Speaker, I rise today to honor the life of Dr. Raphael ''Rafe'' Sagarin, a world-renowned scientist and University of Arizona professor who died tragically a few weeks ago.

Rafe was passionate about the world's oceans and applying the lessons of our natural world to solving modern challenges. He earned widespread recognition for theorizing that governments could learn national defense techniques by studying how animals adapt to threats they face in the wild.

During his lifetime, Rafe authored three books and nearly two dozen scholarly articles and book chapters. At the time of his death, he was leading a University of Arizona project called Biosphere 2 that involved creating a functional model of the Gulf of California in the Sonoran Desert.

I was fortunate enough to meet Rafe earlier this year and hear him describe with trademark enthusiasm his work studying adaptable security systems in southern Arizona. I am also currently reading his insightful book on the subject.

Rafe will be missed by so many around the world, but his contagious spirit and groundbreaking contributions over many years will have lasting impacts.

Rest in peace, Rafe.

CLEAN WATER AND SAFE DRINKING WATER STATE REVOLVING FUNDS

(Mr. MCNERNEY asked and was given permission to address the House for 1 minute.)

Mr. MCNERNEY. Mr. Speaker, during a severe drought crisis, such as the one now in California, we must focus on solutions that create water and maintain a clean water supply. That is why I am stressing how crucial the Clean Water and Safe Drinking Water State Revolving Funds are.

Clean and safe water is essential for our homes, farms, and businesses. These funds help finance projects that treat domestic sewage, capture stormwater run-off, and deliver drinking water to homes and businesses. SFR programs are the only low-cost loans available for many small- and medium-sized communities to finance clean water infrastructure.

Every dollar that we invest in water infrastructure comes back to our economy six times over. Cutting the SFR programs will have a crippling effect on our communities' abilities to meet water needs.

Republicans say they support drought relief. But, in reality, they have cut desperately needed funds for both these programs, a 23 percent cut in the House Interior, Environment, and Related Agencies Appropriations bill being debated today.

Congress must provide necessary funding to maintain our Nation's aging water infrastructure. Our communities depend upon it.

OPPOSING THE STUDENT SUCCESS ACT

(Mr. TAKANO asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. TAKANO. Mr. Speaker, I rise today to oppose H.R. 5, also known as the Student Success Act. The Federal Government has played a key role in funding our education for 40 years; 40 years, Mr. Speaker.

We know how effective title I is when it is properly funded. We know low-income children and English language learners are negatively impacted when education funding is block-granted or made portable.

H.R. 5 does all these things: It locks in cuts to title I funding, block-grants many of the funding streams dedicated to specific at-risk populations, and it allows these funds to be diverted away from the districts and schools that need them most.

The Elementary and Secondary Education Act is meant to promote opportunity, Mr. Speaker, not take it away. I urge all my colleagues to oppose H.R. 5.

And while Ranking Member SCOTT's substitute amendment is an improvement over the current law and I will be supporting it, I still have serious concerns about our Nation's emphasis on standardized testing. We cannot continue to use standardized test scores to punish teachers and schools.

OPPOSING THE STUDENT SUCCESS ACT

(Mrs. CAPPS asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. CAPPS. Mr. Speaker, I rise today as well in strong opposition to H.R. 5, the so-called Student Success Act.

There should be no question that education in this country is a right, not a privilege. Every student deserves the opportunity to succeed, and that opportunity begins with equal access to high-quality education.

But this bill severely undercuts our public schools. It slashes funding and takes away critical resources from students with the greatest needs. It eliminates key protections for students with disabilities. It guts support for vital afterschool programs.

And on the Central Coast of California, where I am from, our high school graduation rates have continuously improved over the past 5 years, exceeding statewide averages.

We must build upon these successes, not turn the clock backwards by dismantling equity and accountability standards. We must instead continue to move forward, deliver the promise of a great education and the opportunity for a bright future. Sadly, this bill only takes away that promise.

I urge my colleagues to vote ''no'' on H.R. 5.

PASTOR BERNYCE CLAUSEL

(Ms. GRAHAM asked and was given permission to address the House for 1 minute.)

Ms. GRAHAM. Mr. Speaker, today I rise to honor the late Bernyce Clausel, who passed away at the age of 98 last week. She was a civil rights leader in Tallahassee who participated in the bus boycotts of 1956. She was a devout Christian who, with her husband, founded Calvary Baptist Church in 1958. And later she became the church's pastor, one of the first women to do so in Tallahassee.

She was a fixture at town hall meetings and charity drives, and she was always there to help those in need. We lost a true north Florida hero, but I am so thankful that we had her for so long.

May God bless Pastor Bernyce Clausel, and may He bless each of us with the strength and dedication to serve our communities as well as she did.

PROVIDING FOR FURTHER CONSIDERATION OF H.R. 5, STUDENT SUCCESS ACT, AND PROVIDING FOR CONSIDERATION OF H.R. 2647, RESILIENT FEDERAL FORESTS ACT OF 2015

Mr. NEWHOUSE. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 347 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 347

Resolved, That during further consideration of the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, pursuant to House Resolution 125, it shall be in order to consider the further amendments printed in part A of the report of the Committee on Rules accompanying this resolution as though they were the last further amendments printed in part B of House Report 114-29.

SEC. 2. At any time after adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 2647) to expedite under the National Environmental Policy Act and improve forest management activities in units of the National Forest System derived from the public domain, on public lands under the jurisdiction of the Bureau of Land Management, and on tribal lands to return resilience to overgrown, fire-prone forested lands, and for other purposes. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and amendments specified in this section and shall not exceed one hour equally divided among and controlled by the chair and ranking minority member of the Committee on Agriculture and the chair and ranking minority member of the Committee on Natural Resources. After general debate the bill shall be considered for amendment under the five-minute rule. In lieu of the amendments in the nature of a substitute recommended by the Committees on Agriculture and Natural Resources now printed in the bill, it shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule an amendment in the nature of a substitute consisting of the text of Rules Committee Print 114-21 modified by the amendment printed in part B of the report of the Committee on Rules accompanying this resolution. That amendment in the nature of a substitute shall be considered as read. All points of order against that amendment in the nature of a substitute are waived. No amendment to that amendment in the nature of a substitute shall be in order except those printed in part C of the report of the Committee on Rules. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a

separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the amendment in the nature of a substitute made in order as original text. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

The SPEAKER pro tempore. The gentleman from Washington is recognized for 1 hour.

Mr. NEWHOUSE. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to my good friend, the gentleman from Colorado (Mr. POLIS), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purpose of debate only.

□ 1245

GENERAL LEAVE

Mr. NEWHOUSE. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days to revise and extend their remarks.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Washington?

There was no objection.

Mr. NEWHOUSE. Mr. Speaker, on Tuesday, the Rules Committee met and reported a House rule, House Resolution 347, providing for consideration of two important pieces of legislation for which I am honored to be able to bring forward for consideration by this legislative body: H.R. 2647, the Resilient Federal Forests Act of 2015, and H.R. 5, the Student Success Act.

The rule provides for consideration of H.R. 2647 under a structured rule with four amendments made in order, a majority of which were offered by our Democratic colleague Members of the House. The rule also provides for further consideration of H.R. 5 under a structured rule with four additional amendments that were made in order.

Mr. Speaker, this rule provides for consideration of H.R. 2647, the Resilient Federal Forests Act of 2015, a bill that is critically important to my district in central Washington State which is, unfortunately, once again facing another devastating wildfire season.

This bipartisan, comprehensive legislation is aimed at expediting and improving forest management activities in Federal forests. It builds upon many legislative concepts introduced in this and in previous Congresses to address disastrous consequences of catastrophic wildfire, insect and disease infestations, and other threats to our Nation's forests.

H.R. 2647 would return resilience to the overgrown, fire-prone forests that encompass a great deal of land in the Western United States. It would dramatically improve the health and resiliency of our Federal forests and rangelands by simplifying environmental process requirements, curtailing project planning times, and reducing the cost of implementing forest management projects, all while still ensuring robust protection of the environment.

Mr. Speaker, just last year, my district in central Washington endured the Carlton Complex fire, the largest wildfire in our State's history, which was responsible for the destruction of over 300 homes and businesses. This devastating, catastrophic wildfire crippled many parts of my district, and many of my constituents are still trying to recover; yet it seems, as soon as we start to move past one major wildfire, another is immediately on our doorstep, literally.

Almost 10 days ago, new fires broke out in Washington State in cities like Wenatchee and Quincy and counties, including Benton, Chelan, Grant, Adams and Douglas, immediately spreading and some requiring Washington State fire mobilization resources to keep them from escalating. As the West continues to face severe drought conditions, the threat of wildfire will only continue to worsen.

In order to begin to prevent and address these fires, we need to reform the way we prepare for, respond to, and fund wildfire response and mitigation efforts. We cannot continue to limp from one devastating fire season to the next, leaving little to no time, and even less funding, available for reforestation, rehabilitation, and overall forest management.

This bill addresses those shortcomings by providing new methods of funding, which will tackle the problem of fire borrowing. It also includes tools the Forest Service can implement immediately to treat thousands of acres of forest land at a lower cost.

Earlier this year, the House Natural Resources Committee's Subcommittee on Federal Lands, of which I am a member, held a hearing on this bill. One of the witnesses testifying was U.S. Forest Service Chief Tom Tidwell.

In his opening comments, Chief Tidwell remarked that ''the Forest Service is encouraged by many of the goals outlined within'' the bill and ''welcomes legislation that incentivizes collaboration and expands the toolset that we can use to complete critical work on our Nation's forests without overriding environmental laws.''

I believe these comments reflect the bipartisan nature in which the legislation was drafted and highlights the necessity of the reforms we are considering here today.

Mr. Speaker, it should also be noted that, because of the reforms and streamlined authorities in this bill, there will be an increase in acres of treated land, all at no additional costs to taxpayers. This legislation is essential and desperately needed to change the current path of forest management on public lands, which is outdated, unsustainable, and dangerous.

This rule also provides for further consideration of H.R. 5, the Student Success Act, an education reform bill that reduces the Federal Government's footprint and restores local control over education by eliminating wasteful and duplicative Federal programs and replacing them with guidelines that maintain both high-performance expectations and appropriate levels of funding.

This legislation provides local governments with the flexibility necessary to develop appropriate strategies with which to serve their students, parents, and communities.

The Elementary and Secondary Education Act, known as No Child Left Behind, has been due for reauthorization since 2007. Because it has not been reauthorized, the administration has been free to circumvent Congress and impose its own vision of education reform on the country, resulting in unprecedented intervention in local education issues.

The Student Success Act addresses this overreach by streamlining and eliminating more than 70 elementary and secondary education programs that have been deemed ineffective and instead promotes a more focused, efficient, and appropriate Federal law in the Nation's education system.

H.R. 5 will eliminate the current one-size-fits-all Federal accountability requirement and replace it with State-determined accountability systems designed to maintain high expectation for our Nation's schools. Additionally, the bill supports and encourages parental engagement in their children's education by helping parents to enroll their children in charter schools and allowing title I funds to follow low-income children to the school of their parents' choice.

Mr. Speaker, a well-educated workforce is imperative to the health and vitality of both our Nation's children and our economy. The Student Success Act will benefit students, parents, teachers, and school administrators by returning responsibility for student achievement to the States and local communities while maintaining high standards and expectations for our Nation's students, teachers, and schools.

Mr. Speaker, this is a good, straightforward rule, allowing for consideration of two critical pieces of legislation that will help protect our rural communities, provide much-needed reforms to our education system, and ensure that we are prepared to respond to devastating and catastrophic wildfires that have plagued many areas of our country.

Mr. Speaker, I support the rule's adoption; I urge my colleagues to support both the rule and the underlying bill, and I reserve the balance of my time.

Mr. POLIS. Mr. Speaker, I yield myself such time as I may consume, and I thank the gentleman from Washington for yielding me the customary 30 minutes.

Mr. Speaker, this morning, I got to meet with one of the superintendents from my district, Bruce Messinger, superintendent of the Boulder Valley

School District. Bruce told me, as so many others have over the previous years, how the outdated policies under No Child Left Behind stifle innovation and burden teachers and principals with a culture of overtesting.

I remember a lot of these concerns well because I served on our State Board of Education in Colorado from 2000 to 2006, when we were originally implementing No Child Left Behind; and just as we are now frustrated, we were then frustrated with the lack of flexibility, the fact that solutions were coming out of Washington rather than honoring our local accountability system in how we were able to make things work locally, and a formula, adequate yearly progress, that we knew wouldn't work.

We knew that we wouldn't have 100 percent proficiency in all subgroups within a decade. We knew we needed reasonable goals to look at student achievement growth rather than the 1-year picture. Since that time, there has been additional discretion given through a policy of waivers that have been given in many States, including my home State of Colorado, but I think we can all agree that it is past time to reauthorize and replace No Child Left Behind with a Federal education policy that makes sense.

Unfortunately, Mr. Speaker, the bill before us today is not that policy that makes sense. One need go no further than the very beginning of the bill in the sense of Congress section on page 7, just to see some of the Tea Party paranoia that underpins a lot of this bill.

It starts out on page 7 as a finding of Congress saying that the Secretary of Education, through three separate initiatives, has created a system of waivers and grants that influence, incentivize, and coerce State educational agencies into implementing common national curriculum programs of instruction and assessments for elementary and secondary education, which is just patently false.

First of all, I believe this is a reference—incorrect of course—to the Common Core standards. Now, first of all, standards are different from curriculum. Standards are certainly different from programs of instruction which stem from curriculum, and standards are different from assessments.

Common Core was an effort of the States to create college- and career-ready standards. What the Federal Government and Secretary Duncan have attempted to do is say States need to have college- and career-ready standards.

We can't define success downwards and say that kids are passing the test because it is a low test, it is an insufficient test. Whether States want to do it through Common Core or other mechanisms and other types of standards, they are welcome to do it.

Now, none of that—and the most factually erroneous part—none of that has to do with curriculum or program of instruction. Those are entirely developed at the local level. Standards and the grade level expectations are one thing, as anybody involved with education knows; curriculum is another.

This bill starts with a false premise. It starts with a premise that somehow Washington is trying to run local school districts. That has never been the case, nor should it be the case. If that is the beginning of the essence of our cooperation, I think we can work together on a bill that empowers teachers, empowers local school districts, and empowers States with an accountability system that makes sense and the resources they need to meet the learning needs of all students.

Now, more than a decade has passed since Congress has authorized No Child Left Behind. While again, there are some good intentions in this bill, and there is some good language—which is also reflected in our Democratic substitute—it is far outweighed by some of the unintended consequences of the harmful language which will hurt students that is in this bill.

Now, Mr. Speaker, let me give a little refresher on how we got here. In early February, Chairman KLINE introduced this bill. The bill was introduced without input or buy-in from Democrats, and it was drafted with zero committee hearings on ESEA.

The bill immediately went to markup and was passed along partisan lines. The bill resembles a bill last session that passed this Chamber with zero Democratic votes. This bill is actually worse from my perspective and the perspective of Democrats, for a number of reasons that I will get into, than the bill that attracted zero Democratic support last session.

This bill was brought before the House in February. It was then pulled. Look, everybody can agree that this is a bad bill. Teachers say it is a bad bill; principals say it is a bad bill; parents say it is a bad bill; the civil rights community says it is a bad bill; disabilities advocates say it is a bad bill, and the business community and the chamber do not support this bill.

I think—and I am sure they will mention it—the only group that we can even find that supports this bill are superintendents. I am sure they will find a few more. We will have an enormous record of disability groups, civil rights groups, teachers groups, and many others that oppose this bill for a number of reasons, and those reasons are correct.

If it looks bad, if it looks like a duck, it walks like a duck, and it quacks like a duck, it really is a duck. It is hard to bring together the business community, the civil rights community, and teachers unions around anything; and to bring them around saying that this bill will result in less educational opportunities for American kids really is a crowning achievement.

We need a bill that prepares the next generation of our workforce with the skills they need to succeed.

□ 1300

We need an ESEA reauthorization that helps improve American competitiveness in the global economy. We need a bill that expects the best of teachers and gives teachers the respect that they deserve as a profession. We need a bill that cares about students with special needs and gives them the support they need. We need a bill that allows for innovation in our schools. We need a bill that protects lesbian, gay, bisexual, and transgender students from discrimination and bullying; and yet both times that I offered an amendment to include the Student Non-Discrimination Act, it was not allowed in the Rules Committee. And we need a bill that ensures that every child in America has access to a world-class education, regardless of their ZIP Code, their race, their background, their socioeconomic class, or their sexual orientation.

The Democratic substitute that Mr. SCOTT has offered and will be debated and voted on is a strong step forward and reflects many of these priorities. It would have been wise for Chairman KLINE and the sponsors of the bill to take a closer look at Mr. SCOTT's Democratic substitute and to have considered many of those provisions in the underlying bill.

Now, I do want to point out a few of the good provisions in the bill, all of which are also reflected in the Democratic substitute and are generally reflected in some of the language being debated in the Senate as well.

As the founder of a public charter school network called the New America School, I understand how the freedom to innovate and flexibility to pursue a unique mission can help public charter schools achieve the highest levels of success.

The New America School has campuses in two States—Colorado and New Mexico—serving over 2,000 students from 40 countries. Just a few years ago, I was honored to speak at its Colorado graduation, and it was moving to hear the tales of some of the immigrant students who were served by this school.

There is excellent language around the charter school title V programs in both the Democratic substitute and nearly identical language in the underlying bill that ups the bar on charter schools and makes sure that the districts and States have best policies surrounding accountability for charter schools and makes sure that successful charter school models can replicate and expand to serve more students.

I am also pleased that two of my amendments to H.R. 5 were made in order and have already passed the House in the previous debate in February. One of my amendments encouraged collaboration among charter schools and traditional public schools, and another amendment allowed funds to be used for open educational resources to help save districts and students money on textbooks and other programs. These resources that are

open source, which are licensed but free to use, can reduce the burden of overtesting and can help reduce costs in education.

Now, there is not a lot more to say with regard to the positive provisions of this bill, but I want to talk about one of its biggest shortcomings and, namely, getting accountability right.

We can all agree that No Child Left Behind did not get accountability right, but the answer is to move forward and improve upon and make accountability work, not to take a step backward, which is what this bill does, by having a misguided set of principles defining performance targets and accountability.

In fact, if this bill were to become law, States would not be required to set performance targets based on student growth, proficiency, or graduation rates. The bill doesn't define low-performing schools, nor does it establish any parameters for intervention when we know a school isn't working.

One of the most compelling things that we can do here in Washington is equip local superintendents with the toolbox they need to help turn around persistently failing schools, and this bill fails to do that.

Mr. Speaker, we should provide schools with more flexibility to design school improvement programs that No Child Left Behind does, but we should not provide schools with the option to do nothing and allow dropout factories to continue to exist, elementary schools where we know that kids are falling further and further behind every year.

No child should be trapped in a failing school with no recourse. We need to fix accountability, not step away from it. This bill constitutes the Federal Government throwing up its arms and letting States define success downward to make themselves look good while leaving more students behind.

This problem is compounded by another amendment that was not even previously discussed that has now been allowed under this rule, namely, the Salmon amendment, 129, which is universally opposed by civil rights groups from the NAACP to La Raza to the Urban League to LULAC to the Education Trust.

The Salmon amendment assumes that disadvantaged students aren't capable of high achievement, perpetuating low expectations that are projected on students of color, poor students, immigrant students, students with disabilities, and others.

This amendment effectively gives in to those political pressures which we all feel that work against disadvantaged students, that work against them at the district level because often their parents are not enfranchised members of the community or voting in school board races or serving on the board that work against them at the State level because they are up against the special interests and, yes, work against them here even in Washington.

This body needs to stand up for disadvantaged communities, needs to stand up for African Americans, Latinos, immigrant communities, those students with disabilities and ensure that any deficiency in the quality of instruction for disadvantaged communities is not swept under the rug as the Salmon amendment would do.

I strongly encourage my colleagues on both sides of the aisle to reject the Salmon amendment.

While No Child Left Behind certainly had its flaws, it did move us forward in continuing to serve low-income and minority students, English language learners and students with disabilities.

H.R. 5 is a step backwards. Even without the Salmon amendment, it excludes students with disabilities from school accountability systems. The bill eliminates the 1 percent cap on alternate assessments based on alternative achievement standards.

Now, again, there is a real-world problem to be solved. There are some kids with learning disabilities so severe that they can't be given a test for accountability purposes. And that 1 percent number is an arbitrary number. You can argue it should be half a percent, you can argue it should be 1½ percent. That is a very legitimate discussion to have. And I would be fully open, as many of my colleagues were, to figuring out what that number is.

The answer is not to eliminate that number and effectively allow a State that might serve 12 percent of a population with students with disabilities to say none of those students will be tested; none of those students with individual education plans, none of those students who might be dyslexic will be looked at in terms of how they are learning.

Do you know what? My father was dyslexic, and it took him until fifth grade to learn to read. But under provisions of this bill, he might never have learned to read because he and millions of other Americans with disabilities would be completely swept under the rug with the elimination of the cap.

This bill also fails to invest in our Nation's teachers. In February, I introduced the Great Teaching and Leading for Great Schools Act, which would advance a new definition of professional development based on research and best practices.

Professional development doesn't have to simply be hiring someone to lecture teachers for a few hours while they are all bored. In fact, there is better proven, data-proven ways that can help advance teaching and learning in schools, including collaborative peer networks, feedback from teachers and principals, tying data in to ensure that our professional development opportunities work. Unfortunately, H.R. 5 eliminates any requirement that ensures quality professional development for teachers.

Now, let me talk about one of the most concerning provisions in this bill to Democrats, including myself, and it has an innocuous name. It is called title I portability. It sounds like a good concept. It says that Federal aid for students of poverty would follow the student.

Now, that sounds good, again, just as that finding that somehow the Federal Government should never do these programs of destruction in national curriculum sounds good. But again, it is devoid of facts.

Let me tell you what the effect of this provision would do. What this provision would do is it would shift millions of dollars from schools that serve our most at-risk kids to schools that serve wealthier children.

The Center for American Progress recently released a report that broke down exactly what the language would mean for high-need schools in each State. In Colorado alone, schools that serve students of poverty would lose over $8 million of funding.

So again, let's talk about how this works.

There is a threshold in each school district for schools that receive title I free and reduced lunch services. They are focused on the schools that serve the largest pockets of poverty.

In a school district like Boulder Valley School District whose superintendent was in to meet with me earlier today, they offer title I services in their schools that have about 40 percent or more free and reduced lunch kids. That allows them to focus on the eight or nine schools that have the highest need in what is overall a fairly prosperous school district.

If this provision were passed, resources would be diverted out of those schools that are in our neediest communities to the schools that are in our wealthiest communities.

As our ranking member has said and probably will say again, what problem is it you are trying to solve by shifting resources from poor schools to wealthy schools? While, again, it is a noble concept, and if there were a way to hold harmless or provide additional support for schools that serve at-risk kids, there might be some basis of discussion with myself and Members on my side of the aisle; but to simply say that we are going to shift tens or hundreds of millions of dollars from schools that serve kids in communities of poverty to wealthier schools, under any possible accountability metric, I guarantee you, will only increase the already persistent learning gap that exists between communities of poverty and prosperous communities, and is exactly the wrong way to go with regard to how we target our Federal resources to make the biggest difference in the lives of Americans who deserve access to quality public education.

I reserve the balance of my time.

Mr. NEWHOUSE. Mr. Speaker, I yield myself such time as I may consume.

I appreciate my colleague on the other side of the aisle's enthusiasm on this issue. This is an important topic, something that we have been discussing and debating for many, many

years and will continue to, because all of us want to do right by the children in our school districts. They are our future. We have an equal amount of enthusiasm on our side of the aisle.

At this time, I am very pleased to yield 2 minutes to the good gentleman from Louisiana (Mr. SCALISE), our majority whip.

Mr. SCALISE. Mr. Speaker, I thank the gentleman for yielding.

I rise in support not only of the rule, but of the underlying legislation with reforms that are included not only in the bill, but in the amendments that are coming forward in this rule.

I first want to commend Chairman KLINE and his staff for working over the last few months with many members of our Conference that had some real issues they wanted to see addressed in the bill. I want to talk about a few of those, specifically, the Salmon amendment that this rule makes in order that brings forward the ability for parents to opt out of testing in a way that doesn't impact the local school system.

This comes down to a question of whether or not you trust parents to make the right decisions for their children in making real reforms that give parents more control, getting Washington out of those decisions and allowing local innovation to move forward, and allowing parents to make those decisions about what is best for their children. So the Salmon amendment does that. I strongly support it, and I know Chairman KLINE supports it as well.

I want to also point out the Rokita-Grothman amendment. This is an amendment, again, that Chairman KLINE worked very closely with a number of our members on to bring forward to reduce the timeframe of the authorization. Instead of a 6-year authorization, it would be a 4-year authorization to give an opportunity to let the next administration put their own prints on what they want to see in terms of education reform while allowing these other reforms to move forward. That is an amendment that Chairman KLINE supports, as I do, and, hopefully, gets added to the bill.

The third amendment I want to talk about is the Zeldin amendment. This is an amendment that gets the Federal Government out of Common Core, not only financially, but also taking the ability away from the Secretary of the Department to use things like Common Core as a bludgeon when they are determining whether or not to approve waivers. So I think it is very important to get the Federal Government out of those decisions of Common Core, and that is what the Zeldin amendment does.

And then, finally, the Walker amendment, allowing a vote on A-PLUS, is something that I support, and I am glad that that is in the rule as well.

So many good reforms, not only with the amendments, but with the underlying bill, to give parents more control and get the Federal Government out of those decisions, really good legislation to advance conservative causes in letting innovation happen at the local level.

Mr. POLIS. Mr. Speaker, I yield 2 minutes to the gentlewoman from Florida (Ms. WILSON), the ranking member of the Education and the Workforce Subcommittee on Workforce Protections.

Ms. WILSON of Florida. Mr. Speaker, as a former teacher, elementary school principal, and school board member, I know firsthand that No Child Left Behind is in need of serious improvement. Improvements must take substantial steps towards fulfilling the promises made by ESEA, those simple, yet powerful, promises that are at the heart of this civil rights law, promises made to all American children.

H.R. 5 ignores these promises and endangers the educational gains made in the 50 years since ESEA was passed. H.R. 5 threatens to thrust us back to a time when the right to quality education was merely an intangible promise for disadvantaged children. It ignores the promises at the heart of this civil rights law.

We must take substantial steps towards fulfilling the promises made by ESEA. H.R. 5 ignores the promise to value every child by allowing States and school districts to redirect funds away from the schools and the children most in need. They call it portability. H.R. 5 ignores the promise that every child counts by using vague and undefined accountability measures and failing to provide Federal guardrails for student achievement.

□ 1315

H.R. 5 ignores the promise that every child deserves a quality education, and it does so by failing to address our excessive dependence on deeply problematic standardized tests. We need to move toward more balanced forms of assessment that effectively measure diverse kinds of success in teaching and learning.

Mr. Speaker, I have spent decades working to understand how children learn, and I can tell you this—that this bill fails to meet the very promises that are essential for educating our children and that are at the heart of the ESEA. I strongly urge all of my colleagues to vote against this bill of unfulfilled promises.

Mr. NEWHOUSE. Mr. Speaker, I yield 3 minutes to the gentlewoman from North Carolina (Ms. FOXX), someone who really embodies something that I have seen in this Congress on both sides of the aisle since my becoming a Member, people who dedicate their lives to different fields. Congresswoman FOXX is a colleague and a member of the Rules Committee who has dedicated her life to education.

Ms. FOXX. I thank my colleague from Washington for yielding and for his kind comments.

Mr. Speaker, today's debate on education and the Student Success Act is a crucial one for our future.

Over the last five decades, the Federal Government's role in education has increased dramatically. The Department of Education currently runs more than 80 K–12 education programs, many of which are duplicative or ineffective.

As a school board member in North Carolina, I saw how the vast reporting requirements for these Federal programs tie the hands of State and local school education leaders.

My colleagues on the House Education and the Workforce Committee and I have been working on the Student Success Act to make commonsense changes to update Federal law, addressing the concerns raised following No Child Left Behind.

Our legislation is centered on four principles: reducing the Federal footprint in education, empowering parents, supporting effective teachers, and restoring local control.

H.R. 5, the Student Success Act, will also streamline the Department of Education's bureaucracy by eliminating more than 65 duplicative and ineffective Federal education programs, cutting through the bureaucratic red tape that is stifling innovation in the classroom, granting States and school districts the authority to use Federal education funds as they believe will best meet the unique needs of their students.

Additionally, this legislation will take definitive steps to limit the Secretary's authority by prohibiting him or her from coercing States into adopting academic standards like the Common Core.

If we would like to reduce the Federal Government's role in education, we must act. In the absence of congressional action, President Obama and his Education Department have taken unprecedented steps to regulate education.

Beginning in 2011, the Obama administration began offering States temporary waivers from No Child Left Behind's onerous burden in exchange for granting the Secretary of Education complete discretion to coerce States into enacting the President's preferred education reforms.

The Student Success Act provides an important opportunity to stop President Obama's overreach into State and local education debates through his waiver scheme.

Mr. Speaker, our children deserve better. It is time to acknowledge more Federal intrusion cannot address the challenges facing schools. That is the promise of the Student Success Act: a reduced Federal role, focused on restoring authority and control to parents, teachers, States, and communities on how our children are educated.

I urge my colleagues to support the rule and the underlying bill.

Mr. POLIS. Mr. Speaker, I yield 1 minute to the gentleman from Wisconsin (Mr. POCAN), a member of the Committee on Education and the Workforce.

Mr. POCAN. Mr. Speaker, on the 50th anniversary of the Elementary and Secondary Education Act, now more than ever we must ensure that every kid has access to a great school. It shouldn't matter who your parents are, what ZIP code you live in, or how many zeros are at the end of your bank account.

H.R. 5 breaks the promise made 50 years ago to help all kids get a good public education and to recognize the challenges faced by kids living in poverty.

Republicans will have the opportunity to make their bad bill even worse by allowing an amendment to come to the floor today which essentially turns all of ESEA into a block grant, allowing States to use Federal resources for any educational purpose, meaning States can redirect Federal funds towards taxpayer-funded vouchers for private and religious schools.

That has been a failed experiment in Wisconsin, and that strips money away from public schools and hurts kids everywhere. I urge a ''no'' vote on H.R. 5, a bad bill that could likely get even worse today.

Mr. NEWHOUSE. Mr. Speaker, I yield 2 minutes to the gentleman from Georgia (Mr. ALLEN), a fellow freshman.

Mr. ALLEN. I thank the gentleman for yielding.

Mr. Speaker, the debate before this floor today is who knows best how to educate our children.

I rise today to speak about H.R. 5, the Student Success Act. This is legislation that I believe goes a long way in getting the Federal Government out of the way of our schools and teachers and putting education back in the right hands by restoring local control.

As a member of the Education and the Workforce Committee, I have spent several hours debating and marking up this legislation. I have also visited several schools in my district and have spoken with parents, teachers, and administrators about the challenges they are facing.

What I heard across the board was that top-down regulations from Washington are burdening our teachers with seemingly endless compliance requirements.

Our educators should have the ability to focus on the individual needs of their students and their classes. Instead, our current system is forcing them to spend time filling out paperwork and meeting this one-size-fits-all requirement.

That is exactly why H.R. 5 is important legislation that I urge my colleagues to support today. This bill replaces the current accountability system that says Washington knows what is best for our students, and it replaces it with a system that gives States and school districts the responsibility for measuring the success of their schools. Through bottom-up reforms, it restores local control and gives our educators more freedom to innovate.

I have personally seen in my district how students and communities benefit from local innovation in schools. We have one such example in my district that does not get $1 of Federal funding, and it takes children who are discarded by the public school system and makes successful students from this group. I am very proud of what this school has accomplished.

H.R. 5 empowers parents, just like at this school, with more information to hold schools accountable for effective teaching, and it expands opportunities to send their children to a school that best meets their needs. It also gets rid of almost 70 unnecessary Federal programs and, instead, creates a block grant that provides money to the States.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. NEWHOUSE. I yield the gentleman an additional 30 seconds.

Mr. ALLEN. Under H.R. 5, States are protected from being coerced into adopting Common Core by the Department of Education, and they have the right to opt out of any program under the law.

Mr. Speaker, all of these are significant and needed steps to put the responsibility of education back where it belongs, and that is with the States, local school districts, parents, and the educators, as they know what is best. I urge my colleagues to support H.R. 5.

Mr. POLIS. Mr. Speaker, I yield 4 minutes to the gentleman from Virginia (Mr. SCOTT), the distinguished ranking member of the Committee on Education and the Workforce.

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

Mr. Speaker, more than 60 years ago, in Brown vs. Board of Education, the Supreme Court talked about the value of education when it said that, these days, it is doubtful that any child may reasonably be expected to succeed in life if denied the opportunity of an education. Such an opportunity where the State has undertaken to provide it is a right which must be made available to all on equal terms.

The fact is that equal educational opportunities were not and still are not always available in low-income areas, basically, for two reasons. First, we fund education through the real estate tax, virtually guaranteeing that wealthy areas will have more resources; and just with the give and take in politics, you know that low-income areas will generally get the short end of the stick.

In 1965, we enacted the Elementary and Secondary Education Act to recognize the disparities in funding. It addresses ''the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs.''

While public education would remain fundamentally a local issue through ESEA, the government recognized that, without Federal oversight and support, districts would not address these inequities.

In the last reauthorization, better known as No Child Left Behind, in addition to money, Congress required States to identify and address achievement gaps.

Because of that work, the education of our children has been much improved, as high school dropout rates are at historic lows, as the long-term scores on the national tests have gone up, and as the achievement gaps for racial and ethnic minorities have actually been closing, but the gap between rich and poor has actually been going up.

Mr. Speaker, with that background, the House has put forth its vision of the reauthorization of the ESEA, the Student Success Act. It violates the original purpose of ESEA, first, by reducing the funding, but also by changing the funding formula to take money from low-income areas and to give it to wealthy areas.

For example, Los Angeles, with 70 percent poverty, would lose about a quarter of its funding while Beverly Hills, with virtually no poverty, would pick up about 30 percent in additional funding under that new formula.

This rule enables amendments that, if adopted in the bill, will significantly reduce the ability of States to determine academic achievement gaps.

Now, I recognize that everybody is mad at having to take tests, and we address that in the bill by auditing the number of tests, making sure that there are as few as possible and that they are used for purposes which are validated.

The bill significantly scales back the ability of States to identify achievement gaps and then scales back their requirement to do anything about it.

These are the major flaws in H.R. 5: less funding, less ability to determine the achievement gaps, and then no requirement to do anything about it.

There are other problems with the bill, for example, block granting programs that will end up underfunding bilingual education, afterschool programs, STEM, arts education, and others. These vital programs will certainly do worse.

Mr. Speaker, for these reasons, we should both defeat the rule. And if the rule passes, we should defeat the bill.

Mr. NEWHOUSE. Mr. Speaker, I am very pleased to yield 2 minutes to the gentlewoman from New York (Ms. STEFANIK), another freshman colleague.

Ms. STEFANIK. Mr. Speaker, I rise in strong support of the rule and of the underlying bill.

We have a chance today to help put our K–12 education system back on track, helping students all across this country.

Over the past 6 months, I have traveled in my district to listen to the concerns of teachers, administrators, parents, and students.

One of the most common themes I hear is that there is too much confusion coming from Washington and that

those who know what is best—our educators and parents—are not getting a say in our children's futures.

Local school districts understand the unique needs of their students far better than any bureaucrat in Washington ever will.

From No Child Left Behind, Race to the Top, and waivers, the Department of Education has sent so many mixed signals that it is impossible for teachers and administrators to focus on what is needed most, flexibility to help students learn and succeed. This is why I am a strong supporter of H.R. 5.

I commend Chairman JOHN KLINE and Subcommittee Chairman TODD ROKITA for putting forward legislation that ensures that students and schools are put first. Accountability will now be placed where it should have been all along, with States and local school districts.

Labeling half of all schools in the United States as failing has caused the Department of Education to become far too overreaching in defining accountability as they continue to shift the metrics on what is considered satisfactory.

Mr. Speaker, H.R. 5 empowers parents and students by giving them access to information about local schools in order to hold them accountable.

In addition, this bill eliminates 65 duplicative and underperforming programs and consolidates the money into a new grant program for local school districts. This money can be spent by districts to meet their unique needs.

Funding for title I remains robust in the bill, and students and parents retain the ability to make the best educational decisions for them by providing access to charter schools and magnet schools.

□ 1330

Particularly important for my constituents in New York is language in H.R. 5 that prevents the Secretary of Education from forcing States to implement Common Core.

I urge all Members to vote ''aye'' on the rule and to support the underlying bill.

Mr. POLIS. Mr. Speaker, I yield 1½ minutes to the gentlewoman from California (Mrs. DAVIS), a member of the Committee on Education and the Workforce.

Mrs. DAVIS of California. Mr. Speaker, here we go again, back to the same bill we debated earlier this year that continues to embrace the idea that less Federal oversight over Federal dollars is what we need to transform K–12 education.

The opposition seems to believe that removing Federal standards would help local leaders make tough decisions. That is absolutely wrong. It actually makes it harder.

For 9 years, I served on a school board in a large urban school district, and I remember agonizing over the decision to move money from one high-needs school to another. In the end, it was the law and safeguards around title I that helped direct us to make sure the money went to the students that required the greatest assistance. This changes that.

Mr. Speaker, what we need is a Federal law that gives guidance to local school board members that must deal with thousands of competing interests every single day and which enables local leaders ultimately to make the right decision.

Mr. Speaker, today represents a missed opportunity. We need a 21st century education system that makes investment in all our Nation's children. That and only that will help our Nation compete in the global economy. Today's reauthorization of ESEA not only misses the mark, but actually moves us in the wrong direction.

I urge a ''no'' vote on the rule, a ''no'' vote on final passage and also on the Salmon amendment.

Mr. NEWHOUSE. Mr. Speaker, I yield 3 minutes to the gentleman from Indiana (Mr. ROKITA), the chairman of the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Mr. ROKITA. Mr. Speaker, I thank the leadership, the gentleman from Washington, and the members of the Committee on Rules for bringing this rule to the floor. I think it is a good rule. I urge a ''yes'' vote on it and the underlying bill, which I am hopeful and pleased we are going to get to today.

In response to some of the last speakers, first of all, let me associate myself with the remarks of Ms. STEFANIK from New York. She is right on. This is exactly the kind of policy and law that we need in this country at this particular time because it puts the trust and the personal responsibility back in the hands of the people where it belongs; and that is our parents, our teachers, our school principals, and superintendents.

How arrogant for anyone to think that we here in Washington know better how to raise our children than those children's parents, working hand in hand, side by side, with that child's teacher and school leaders.

This bill is needed. It is right on point. It is needed for the 21st century, and I want to address some of the misinformation that might be out there.

First of all, I want to be very clear, Mr. Speaker, that the civil rights protections, which I agree with my friend, the ranking member of the Committee on Education and the Workforce, are very, very important—critical. That is all kept here. That language remains because it is essential.

Secondly, we mandate disaggregated data so that we can see from a holistic, collective standpoint how our children of whatever ethnic background are doing. That is very important. That is kept. Title I is there. There is some more portability, but we think that is a good thing because choice in this subject is a good thing.

Finally, Mr. Speaker, I would say that this isn't about money. Federal spending in education has gone up 300 percent since the Federal Government got involved in this business, and test results are flat. It is not about money. It is about leadership.

The best way to empower leaders is to give them the tools that they need so that they can help our children grow and compete in the 21st century world and win. That is exactly what the Student Success Act does. It trusts teachers and parents over Washington bureaucrats.

Mr. Speaker, I ask for full support from this House for the rule and for the underlying legislation.

Mr. POLIS. Mr. Speaker, I yield 1½ minutes to the gentleman from Arizona (Mr. GALLEGO).

Mr. GALLEGO. Mr. Speaker, I rise today in opposition to the rule which would allow for consideration of H.R. 5, a harmful bill that abandons our commitment to ensuring all children in my home State of Arizona and across the country are afforded quality education that prepares them for success.

We can all agree that every child deserves a fair shot by giving them and their teachers the tools they need; but the reality is millions of kids face additional barriers that require targeted resources. Unfortunately, this bill turns its back on these kids by block granting all funding for English language learners, migrant students, and at-risk students and lets the funding be spent elsewhere.

What is more, it eliminates requirements that schools improve the education of English language learners each year. By removing accountability for the achievement and learning gains of Latinos and English language learners, this bill ignores the real needs of kids and families across our communities.

Mr. Speaker, a Latino child in Phoenix deserves every resource he or she needs to succeed. That is why I strongly support the Democratic substitute amendment to H.R. 5 offered by my colleague Congressman SCOTT. This alternative recognizes the needs of Latino students and ensures proper oversight that we know is necessary.

I urge all my colleagues to oppose H.R. 5 and its dangerous provisions for Latino students.

Mr. NEWHOUSE. Mr. Speaker, I reserve the balance of my time.

Mr. POLIS. Mr. Speaker, I yield 2 minutes to the gentleman from Texas (Mr. DOGGETT).

Mr. DOGGETT. Mr. Speaker, when he first signed into law the Elementary and Secondary Education Act, President Lyndon B. Johnson greatly advanced both education and civil rights.

Now, here, 50 years later, the need for Federal support for our schools remains very real, but Republicans celebrate the anniversary by effectively repealing the civil rights portion, Title I, of this act.

In February, Republicans began consideration of this bill and then suspended it because so many of their Members did not think it was extreme

enough in cutting aid to our schools. Since then, the Senate has come together in a bipartisan, though lacking, approach, but a better approach that recognizes the need for civil rights and public education.

Just as it did previously on immigration reform, the House has rejected that bipartisan approach and has jumped off the right end with a more extreme antieducation attitude.

In a few weeks, bright-faced young schoolchildren will put on their backpacks and head off to school. As their number increases, this bill actually cuts the purchasing power available to our schools to meet those growing needs.

Most importantly, Republicans would encourage the States to divert aid from the schools with the greatest need and to actually use Federal dollars to replace what the States are already spending on education.

Not only does the bill shortchange our schools and our students, it also eliminates dedicated funding for important programs like STEM—science, technology, engineering, and math education. These STEM skills are driving innovation.

It is silent on support for our youngest Americans, as schools across the country recognize that brain research supports having pre-K through 12 education. We need not only accountability but funding. This bill should be rejected. We cannot shut the door on these students.

Mr. NEWHOUSE. Mr. Speaker, I yield 2 minutes to the good gentleman from California (Mr. LAMALFA).

Mr. LAMALFA. Mr. Speaker, passage of this measure will restore responsible management to our forests after decades of Federal neglect. My district includes seven national forests which have suffered from increasingly devastating forest fires caused by overgrown, mismanaged forests and has been economically hobbled by restrictions on forest management.

Last year, in just one of my counties, just three forest fires burned 200,000 acres. Our rural communities, public lands, and environment are being destroyed by this neglect.

This measure will return active management to our forests by increasing flexibility; cutting red tape; and, most importantly, acting to manage forests before fires occur, not afterwards. Streamlining the review process means that forest management can occur when it is actually needed to address dangerous conditions, not after years of legal roadblocks.

Allowing categorical exclusions for postfire salvage and rehabilitation hastens forest recovery and prevents fuel buildup that can contribute to the next future fire. Expanding local involvement in forest management will improve the data available for planning and respect local priorities.

In light of Forest Service surveys finding that over 12 million Sierra Nevada trees have died in the last year, we cannot afford to wait another year.

Mr. Speaker, it is imperative that we act today before our forests have passed beyond any point where they can be restored to good forest health.

Mr. POLIS. I would like to inquire how much time remains on both sides.

The SPEAKER pro tempore (Mr. ALLEN). The gentleman from Colorado has 2½ minutes remaining. The gentleman from Washington has 8 minutes remaining.

Mr. POLIS. Mr. Speaker, I yield myself the balance of my time to close.

Instead of engaging in partisan fights on so important an issue that, in essence, is about our future as a Nation and future generations, we should find common ground. Education is a civil right. All students deserve the opportunity of a world class, high-quality education.

This very week, the Senate is discussing their own version of ESEA reauthorization. Now, while nothing is perfect, their bill reflects the bipartisan spirit that would improve this bill if it was allowed in this body.

Members of the Tri-Caucus and leaders of the New Democrat Coalition have sent letters to the chairman and ranking member of the Subcommittee on Health, Employment, Labor, and Pensions with a number of suggestions for their bill, but at least there is a bipartisan attempt to help prepare our Nation's kids for our future.

ESEA is one of the most significant pieces of legislation this body will consider. It is a bill about our future. Members of this body are eager to improve this bill and pass a reauthorized version to finally replace No Child Left Behind.

No child should have to attend a failing school, and ZIP Code and race should never determine the quality of an education that a child receives. I think that is something, hopefully, we can agree on as a core principle.

Unfortunately, the bill before us retreats from our promise to our Nation's students. H.R. 5 would bring us back to a time with no accountability standards, where students with disabilities are swept under the rug.

It would divert money from the schools and kids that need it the most; and with the Salmon amendment, it would sweep minority students, students with disabilities, new immigrant students, and low-income students under the rug, as they were in the past. Now that they have emerged, we must ensure that they meet all the learning needs for all students.

Mr. Speaker, we are shortchanging our Nation's kids by not being thoughtful and deliberate with this issue. It is rare that a bill would unite the business community, teachers, school boards, and many others in opposition, but H.R. 5 does this.

The bill's sponsors had 133 days to give students and our country a bill that they deserve.

□ 1345

It is a shame that they didn't take better advantage of that opportunity.

I encourage my colleagues to vote ''no'' on the rule; ''no'' on the bill; ''no'' on the Salmon amendment; and ''yes'' on the Democratic substitute, which was thoughtfully put together to ensure that America's next generation is prepared to carry on our legacy of global leadership and to put food on their tables as aspiring members of our great country.

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

Mr. NEWHOUSE. Mr. Speaker, I yield myself such time as I may consume.

As you can tell, due to the number of colleagues from both sides of the aisle speaking today, these are critically important issues we are considering, important to the economic well-being of our country, as well as to the health of our forest lands and the safety of rural communities.

Reforming our education system and the way we combat wildfires and manage our forests is of the highest priority, and I urge my colleagues to support this rule, as well as both of the underlying bills.

This rule provides for consideration of H.R. 2647, the Resilient Federal Forests Act of 2015, a bipartisan, comprehensive bill aimed at expediting and improving forest management activities in Federal forests.

This critical piece of legislation would address the disastrous consequences of catastrophic wildfire and would return resilience to our overgrown, fire-prone forests by dramatically improving the health of our Federal forests and rangelands.

My district, as well as many other areas around the country, continue to face the threat of catastrophic wildfire, which is made worse by the continuing drought conditions and the poor management and maintenance of forests on our Federal lands.

We must begin to take steps to prevent and address these fires, which this bill does by reforming the way we prepare, respond to, and fund wildfire response and mitigation efforts.

Mr. Speaker, we cannot continue on this current path, where we limp from one devastating fire to the next, unable to break the cycle of destructive fire seasons due to ineffective funding mechanisms, insufficient forest maintenance, and a burdensome Federal permitting and review process.

This bill addresses these shortcomings by tackling the problem of fire borrowing, simplifying environmental process requirements, reducing project planning times, and lowering the cost of implementing forest management projects, all while ensuring robust environmental protections.

Mr. Speaker, because of the reforms and streamlined authorities in this bill, there will be an increase in acres of treated land, which will come at no additional cost to our taxpayers. This legislation is essential and desperately needed to change the outdated, unsustainable, and ultimately dangerous system of forest management on Federal lands.

This rule also provides for further consideration of H.R. 5, the Student Success Act, a reform of our Nation's education system which reduces the Federal Government's footprint in State and local issues and restores control over education back to those on the ground who are best qualified to make the decisions affecting their students, parents, teachers, and communities.

Mr. Speaker, a well-educated workforce is imperative to the health and vitality of both our Nation's children and our economy. The Student Success Act empowers parents, local communities, and State governments to lead the way in fixing America's broken educational system.

H.R. 5 will benefit students, parents, teachers, and school administrators by returning responsibility for student achievement to the States and local communities, while maintaining high standards and expectations for our Nation's students, teachers, and schools.

This is a good, straightforward rule, Mr. Speaker, allowing for consideration of two critical pieces of legislation that will help protect our rural communities, provide much-needed reforms to our education system, and ensure that we are prepared to respond to the devastating and catastrophic wildfires that have plagued many areas of our country. I support the rule's adoption, and I urge my colleagues also to support both the rule and the underlying bills.

Mr. Speaker, I yield back the balance of my time, and I move the previous question on the resolution.

The previous question was ordered.

The SPEAKER pro tempore. The question is on the resolution.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. POLIS. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The vote was taken by electronic device, and there were—yeas 242, nays 185, not voting 6, as follows:

[Roll No. 392]

YEAS—242

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NAYS—185

Adams
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOT VOTING—6

Aguilar
Black
Culberson
Deutch
Lofgren
Miller (FL)

□ 1418

Messrs. DOYLE, SIRES, and HIMES changed their vote from ''yea'' to ''nay.''

Messrs. FITZPATRICK, FRELINGHUYSEN, DUFFY, STEFANIK, MULLIN, YOHO, BRIDENSTINE, TIBERI, YOUNG of Arkansas, ROGERS of Alabama, and TIPTON changed their vote from ''nay'' to ''yea.''

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

SEVENTH ANNUAL CONGRESSIONAL WOMEN'S SOFTBALL GAME

(Ms. WASSERMAN SCHULTZ asked and was given permission to address the House for 1 minute.)

Ms. WASSERMAN SCHULTZ. Mr. Speaker, today I rise to celebrate the congressional version of the Women's World Cup Soccer team, the softball version.

I am here with my colleagues on both sides of the aisle, my teammates, my sisters who played valiantly in the 7th Annual Congressional Women's Softball Game.

Congratulations to the women Members of Congress who beat the press in a shutout game, defending our title in back-to-back victories as Congressional Women's Softball Game Champions.

I want to thank my teammates on both sides of the aisle. They have become my sisters and my friends throughout the whole season.

It is always so amazing to think about what we do over 3 months with the incredibly busy schedules that so many of us have, coming out to practice at 7:00 in the morning, two or three times a week. We did not have a smaller turnout for practice than 10 Members at each practice at 7:00 in the morning. And our hard work paid off.

This is a game that, I know, many of you know is near and dear to my heart.

I know that many of you know this. It bears repeating just because of the reason that we play this game. I was

diagnosed with breast cancer 7½ years ago, and today I am cancer free at 41 years old.

It is really timely for us to be able to focus some attention on breast cancer in young women, given the USPSTF recommendations and the discussions that we are having around making sure that we pay attention and help young women focus on their breast health. That is what this game is all about.

We are so proud to tell you that since we started this game 7 years ago, we have raised about $700,000 for the Young Survival Coalition. $200,000 of that was this game.

Without the leadership and dedication of our board of directors and our organizing committee, this game and the money we raise would not have been possible.

I want to specifically thank our board president, Kate Yglesias Houghton, and all the members of board: Atalie Ebersole, Natalie Buchanan, Tori Barnes, and Kristen Buckler. Also, a huge thank you to the members of the organizing committee: Jill Agostino, Sean Bartlett, Gary Caruso, Kayla Dunlap, Katharine Emerson, Ben Gerdes, Jenna Glazer, Kathryn Hamm, Erika Kelly, Jim Kiley, and Dana Paikowsky. A special shout-out to EDDIE PERLMUTTER, who was one of our assistant coaches, and to our cheerleaders.

With that, Mr. Speaker, I yield to the gentlewoman from Alabama (Mrs. ROBY), who for the second time this month and for the second time in the last couple of weeks is actually standing next to me.

Mrs. ROBY. Mr. Speaker, I would like to associate myself with the gentlewoman from Florida's remarks.

I also would like to thank all of our colleagues here in this Chamber today that have not only come out and supported us, but also supported the Young Survivors Coalition as well.

Mr. Speaker, I would like to thank the survivors. Each member of this team played either in memory of or on behalf of someone who is currently struggling with the fight with cancer.

So I would just say to mine, Rhonda McCall Walker, Mr. Speaker, who came from Alabama and attended the game, along with so many others, that we support these individuals. This is a really incredible thing that the Members of Congress do.

Mr. Speaker, to the Bad News Babes, I would just say we are on it for next year, too. So keep your guard up.

I would like to also recognize the gentlewoman from Florida (Ms. CASTOR), who is the MVP. She played an incredible game. And ''most improved'' is the gentlewoman from Arizona, KYRSTEN SINEMA.

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2016

The SPEAKER pro tempore. Pursuant to House Resolution 333 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the further consideration of the bill, H.R. 2822.

Will the gentleman from Georgia (Mr. COLLINS) kindly take the chair.

□ 1426

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, with Mr. COLLINS of Georgia (Acting Chair) in the chair.

The Acting CHAIR. When the Committee of the whole rose earlier today, an amendment offered by the gentleman from Pennsylvania (Mr. PERRY) had been disposed of, and the bill had been read through page 132, line 24.

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments on which further proceedings were postponed, in the following order:

Amendment by Mr. GARAMENDI of California.

Amendment by Mrs. CAPPS of California.

Amendment by Mr. SABLAN of the Northern Mariana Islands.

Amendment by Ms. CASTOR of Florida.

Amendment by Mr. GRIJALVA of Arizona.

Amendment by Ms. TSONGAS of Massachusetts.

Amendment by Mr. GRIJALVA of Arizona.

Amendment by Mr. POLIS of Colorado.

Amendment by Ms. EDWARDS of Maryland.

Amendment No. 13 by Mrs. LAWRENCE of Michigan.

Amendment by Mr. POLIS of Colorado.

Amendment by Ms. TSONGAS of Massachusetts.

Amendment by Mr. GRIJALVA of Arizona.

Amendment by Mr. BEYER of Virginia.

Amendment No. 6 by Mrs. BLACKBURN of Tennessee.

Amendment by Mr. PEARCE of New Mexico.

Amendment by Mr. HARDY of Nevada.

The Chair will reduce to 2 minutes the time for any electronic vote in this series.

AMENDMENT OFFERED BY MR. GARAMENDI

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from California (Mr. GARAMENDI) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 181, noes 244, not voting 8, as follows:

[Roll No. 393]

AYES—181

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Benishek
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Clyburn
Cohen
Connolly
Conyers
Costa
Courtney
Crowley
Cummings
Davis (CA)
Davis, Danny
DeFazio
Delaney
DeLauro
DelBene
Denham
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Grayson
Griffith
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jolly
Jones
Kaptur
Katko
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lynch
Maloney, Carolyn
Maloney, Sean
Massie
Matsui
McDermott
McGovern
McKinley
McNerney
Meeks
Meng
Miller (MI)
Mooney (WV)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
Pallone
Pascrell
Payne
Pelosi
Peters
Pingree
Pocan
Poliquin
Polis
Price (NC)
Quigley
Rice (NY)
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Zeldin

NOES—244

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cooper
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Curbelo (FL)
Davis, Rodney
DeGette
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)

Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Green, Al
Green, Gene
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jordan
Joyce
Kelly (MS)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Larsen (WA)
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
MacArthur
Marchant
Marino
McCarthy
McCaul
McClintock
McCollum
McHenry
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Moolenaar
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
O'Rourke
Olson
Palazzo
Palmer
Paulsen
Pearce
Perlmutter
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Pompeo
Posey
Price, Tom
Rangel
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Visclosky
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zinke

NOT VOTING—8

Cleaver
Culberson
Deutch
Engel
Lofgren
Miller (FL)
Speier
Yarmuth

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1429

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MRS. CAPPS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from California (Mrs. CAPPS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 184, noes 243, not voting 6, as follows:

[Roll No. 394]

AYES—184

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Benishek
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Courtney
Crowley
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rice (NY)
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)

NOES—243

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cooper
Costa
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Larsen (WA)
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Rangel
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—6

Blackburn
Culberson
Deutch
Lofgren
Miller (FL)
Yarmuth

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1433

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. SABLAN

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from the Northern Mariana Islands (Mr. SABLAN) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 183, noes 245, not voting 5, as follows:

[Roll No. 395]

AYES—183

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Bishop (GA)
Bishop (UT)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peterson
Pingree
Pocan
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Young (AK)
Zinke

NOES—245

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Beyer
Bilirakis
Bishop (MI)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Davis, Rodney
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Katko
Keating
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Larsen (WA)
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peters
Pittenger
Pitts
Poe (TX)
Poliquin
Polis
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Rush
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (IA)
Young (IN)
Zeldin

NOT VOTING—5

Culberson
Deutch
Kaptur
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1436

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MS. CASTOR

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Florida (Ms. CASTOR) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 188, noes 239, not voting 6, as follows:

[Roll No. 396]

AYES—188

Adams
Aguilar
Ashford
Barletta
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Farr
Fattah
Fleming
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson, E. B.
Jones
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McMorris Rodgers
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Pingree
Pocan
Price (NC)
Quigley
Rangel
Reichert
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (NJ)
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Zeldin

NOES—239

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Esty
Farenthold
Fincher
Fitzpatrick
Fleischmann
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)

Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peters
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Polis
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zinke

NOT VOTING—6

Clay
Culberson
Deutch
Johnson (GA)
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1439

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. GRIJALVA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Arizona (Mr. GRIJALVA) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 189, noes 239, not voting 5, as follows:

[Roll No. 397]

AYES—189

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Courtney
Crowley
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Reichert
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (NJ)
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—239

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costa
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—5

Culberson
Deutch
Duffy
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1442

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MS. TSONGAS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Massachusetts (Ms. TSONGAS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 191, noes 238, not voting 4, as follows:

[Roll No. 398]

AYES—191

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly

Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Guinta
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Stefanik
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Zeldin

NOES—238

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1446

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. GRIJALVA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Arizona (Mr. GRIJALVA) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 178, noes 251, not voting 4, as follows:

[Roll No. 399]

AYES—178

Adams
Aguilar
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Courtney
Crowley
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—251

Abraham
Aderholt
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costa
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)

Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perlmutter
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1449

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. POLIS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Colorado (Mr. POLIS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 186, noes 243, not voting 4, as follows:

[Roll No. 400]

AYES—186

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Higgins
Himes
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—243

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Green, Gene
Griffith
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Hinojosa
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1453

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MS. EDWARDS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Maryland (Ms. EDWARDS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 180, noes 249, not voting 4, as follows:

[Roll No. 401]

AYES—180

Adams
Aguilar
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)

Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sherman
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—249

Abraham
Aderholt
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Sewell (AL)
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1456

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 13 OFFERED BY MRS. LAWRENCE

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Michigan (Mrs. LAWRENCE) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 179, noes 250, not voting 4, as follows:

[Roll No. 402]

AYES—179

Adams
Aguilar
Bass
Beatty
Becerra
Bera
Beyer
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—250

Abraham
Aderholt
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (GA)
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Green, Gene
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen

Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Vela
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1459

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. POLIS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Colorado (Mr. POLIS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 192, noes 237, not voting 4, as follows:

[Roll No. 403]

AYES—192

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Fortenberry
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meehan
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Ribble
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Zeldin
Zinke

NOES—237

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1503

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MS. TSONGAS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Massachusetts (Ms. TSONGAS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 186, noes 243, not voting 4, as follows:

[Roll No. 404]

AYES—186

Adams
Aguilar
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Buchanan
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)

Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meehan
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wasserman Schultz
Waters, Maxine
Watson Coleman
Wilson (FL)
Yarmuth

NOES—243

Abraham
Aderholt
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Cuellar
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nolan
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Walz
Weber (TX)
Webster (FL)
Welch
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1506

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. WELCH. Mr. Chair, I would like to include an extension of the record indicating that I inadvertently voted "no" on rollcall 404. I intended to vote "aye."

AMENDMENT OFFERED BY MR. GRIJALVA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Arizona (Mr. GRIJALVA) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 183, noes 244, not voting 6, as follows:

[Roll No. 405]

AYES—183

Adams
Aguilar
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Buchanan
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Grayson
Green, Al
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
King (NY)
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roskam
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Whitfield
Wilson (FL)
Yarmuth

NOES—244

Abraham
Aderholt
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cooper
Costa
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Dent
DeSantis
DesJarlais
Diaz-Balart
Duffy
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Green, Gene
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson

Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (CA)
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Walz
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—6

Culberson
Denham
Deutch
Duncan (SC)
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1509

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated against:

Mr. BISHOP of Georgia. Mr. Chair, during rollcall vote No. 405, I mistakenly voted "yes" when I should have voted "no."

Mr. CUELLAR. Mr. Chair, during rollcall vote No. 405 on H.R. 2822, I mistakenly recorded my vote as "yea" when I should have voted "nay."

Mr. BISHOP of Georgia. Mr. Chair, during rollcall vote No. 405 on H.R. 2822, I mistakenly recorded my vote as "yea" when I should have voted "nay."

AMENDMENT OFFERED BY MR. BEYER

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Virginia (Mr. BEYER) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 189, noes 237, not voting 7, as follows:

[Roll No. 406]

AYES—189

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Dold
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meehan
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Reichert
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Speier
Stefanik
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—237

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Cuellar
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—7

Carson (IN)
Carter (GA)
Culberson
Deutch
Harris
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1512

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. CARSON of Indiana. Mr. Chair, on rollcall No. 406, had I been present, I would have voted "yes."

Stated against:

Mr. CARTER of Georgia. Mr. Chair, on rollcall No. 406 I was unavoidably detained. Had I been present, I would have voted "no."

AMENDMENT NO. 6 OFFERED BY MRS. BLACKBURN

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Tennessee (Mrs. BLACKBURN) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 168, noes 258, not voting 7, as follows:

[Roll No. 407]

AYES—168

Allen
Amash
Babin
Barr
Barton
Bilirakis
Bishop (MI)
Black
Blackburn
Blum
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Collins (GA)
Collins (NY)
Conaway
Cook
Cooper
Crawford
DeSantis
DesJarlais
Duncan (SC)
Duncan (TN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Foxx
Franks (AZ)
Garrett
Gibbs
Gohmert
Goodlatte

Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Johnson (OH)
Johnson, Sam
Jones
Jordan
Kelly (MS)
King (IA)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
Marchant
Massie
McCarthy
McCaul
McClintock
McHenry
McMorris Rodgers
Meadows
Messer
Mica
Miller (MI)
Moolenaar
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Olson
Palazzo
Palmer
Paulsen
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Ribble
Rice (SC)
Roe (TN)
Rogers (AL)
Rohrabacher
Rokita
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shuster
Smith (MO)
Smith (NE)
Smith (TX)
Stewart
Stutzman
Thornberry
Tiberi
Tipton
Upton
Wagner
Walberg
Walker
Walorski
Walters, Mimi
Weber (TX)
Wenstrup
Westerman
Williams
Wilson (SC)
Wittman
Woodall
Yoder
Yoho
Young (IA)
Young (IN)
Zinke

NOES—258

Abraham
Adams
Aderholt
Aguilar
Amodei
Ashford
Barletta
Bass
Beatty
Becerra
Benishek
Bera
Beyer
Bishop (GA)
Bishop (UT)
Blumenauer
Bonamici
Bost
Boustany
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Calvert
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Cole
Comstock
Connolly
Conyers
Costa
Costello (PA)
Courtney
Crenshaw
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
Dent
DeSaulnier
Diaz-Balart
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Duffy
Edwards
Ellison
Ellmers (NC)
Emmer (MN)
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Fortenberry
Foster
Frankel (FL)
Frelinghuysen
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (NV)
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Jenkins (WV)
Johnson (GA)
Johnson, E. B.
Jolly
Joyce
Kaptur
Katko
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
King (NY)
Kinzinger (IL)
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
MacArthur
Maloney, Carolyn
Maloney, Sean
Marino
Matsui
McCollum
McDermott
McGovern
McKinley
McNerney
McSally
Meehan
Meeks
Meng
Mooney (WV)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Newhouse
Noem
Nolan
Norcross
Nugent
Nunes
O'Rourke
Pallone
Payne
Pearce
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Reed
Reichert
Renacci
Rice (NY)
Richmond
Rigell
Roby
Rogers (KY)
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Shimkus
Sinema
Sires
Slaughter
Smith (NJ)
Smith (WA)
Speier
Stefanik
Stivers
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Thompson (PA)
Titus
Tonko
Torres
Trott
Tsongas
Turner
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walden
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Webster (FL)
Welch
Westmoreland
Whitfield
Wilson (FL)
Womack
Yarmuth
Young (AK)
Zeldin

NOT VOTING—7

Cramer
Culberson
Deutch
Lofgren
Miller (FL)
Pascrell
Simpson

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1515

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated against:

Mr. PASCRELL. Mr. Chair, on rollcall No. 407, had I been present, I would have voted "no."

AMENDMENT OFFERED BY MR. PEARCE

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from New Mexico (Mr. PEARCE) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 231, noes 198, not voting 4, as follows:

[Roll No. 408]

AYES—231

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sinema
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—198

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Buchanan
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Ellmers (NC)
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Fortenberry
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Kaptur

Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Palmer
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Reed
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOT VOTING—4

Culberson
Deutch
Lofgren
Miller (FL)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1518

So the amendment was agreed to.

The result of the vote was announced as above recorded.

AMENDMENT OFFERED BY MR. HARDY

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Nevada (Mr. HARDY) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 222, noes 206, not voting 5, as follows:

[Roll No. 409]

AYES—222

Abraham
Aderholt
Allen
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Denham
DeSantis
DesJarlais
Diaz-Balart
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
Kline
Knight
LaMalfa
Lamborn
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (TX)
Stewart
Stivers
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zinke

NOES—206

Adams
Aguilar
Amash
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Dent
DeSaulnier
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Fortenberry
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
King (NY)
Kinzinger (IL)
Kirkpatrick
Kuster
Labrador
Lance
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meehan
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Paulsen
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (NJ)
Smith (WA)
Speier
Stefanik
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Zeldin

NOT VOTING—5

Culberson
Deutch
Lofgren
Miller (FL)
Stutzman

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1522

So the amendment was agreed to.

The result of the vote was announced as above recorded.

PERSONAL EXPLANATION

Mr. MILLER of Florida. Mr. Chair, due to being unavoidably detained, I missed the following rollcall votes: No. 392–No. 409 on July 8, 2015 (today).

If present, I would have voted: rollcall vote No. 392—On Agreeing to the Resolution, Providing for further consideration of H.R. 5, the Student Success Act and H.R. 2647, the Resilient Federal Forests Act of 2015, "aye;" rollcall vote No. 393—On Agreeing to the Amendment, First Garamendi of California Amendment to H.R. 2822, "nay;" rollcall vote No. 394—On Agreeing to the Amendment, Capps of California Amendment to H.R. 2822, "nay;" rollcall vote No. 395—On Agreeing to the Amendment, Sablan of Northern Mariana Islands Amendment to H.R. 2822, "nay;" rollcall vote No. 396—On Agreeing to the Amendment, Castor of Florida Amendment to H.R. 2822, "nay;" rollcall vote No. 397—On Agreeing to the Amendment, First Grijalva of Arizona Amendment to H.R. 2822, "nay;" rollcall vote No. 398—On agreeing to the Amendment, First Tsongas of Massachusetts Amendment to H.R. 2822, "nay;" rollcall vote No. 399—On Agreeing to the Amendment, Second Grijalva of Arizona Amendment to H.R. 2822, "nay;" rollcall vote No. 400—On Agreeing to the Amendment, First Polis of Colorado Amendment to H.R. 2822, "nay;" rollcall vote No. 401—On Agreeing to the Amendment, Edwards of Maryland Amendment to H.R. 2822, "nay;" rollcall No. 402—On agreeing to the Amendment, Lawrence of Michigan Amendment No. 13 to H.R. 2822, "nay;" rollcall vote No. 403—On Agreeing to the Amendment, Second Polis of Colorado Amendment to H.R. 2822, "nay;" rollcall vote No. 404—On Agreeing to the Amendment, Second Tsongas of Massachusetts Amendment to H.R. 2822, "nay;" rollcall vote No. 405—On Agreeing to

the Amendment, Third Grijalva of Arizona Amendment to H.R. 2822, "nay;" rollcall vote No. 406—On Agreeing to the Amendment, Beyer of Virginia Amendment to H.R. 2822, "nay;" rollcall vote No. 407—On Agreeing to the Amendment, Blackburn of Tennessee Amendment No. 6 to H.R. 2822, "aye;" rollcall vote No. 408—On Agreeing to the Amendment, Pearce of New Mexico Amendment No. 13 to H.R. 2822, "aye;" rollcall vote No. 409—On Agreeing to the Amendment, Hardy of Nevada Amendment to H.R. 2822, "aye."

Mr. CALVERT. Mr. Chair, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mrs. BLACK) having assumed the chair, Mr. COLLINS of Georgia, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, had come to no resolution thereon.

MESSAGE FROM THE SENATE

A message from the Senate by Ms. Curtis, one of its clerks, announced that the Senate has passed a bill of the following title in which the concurrence of the House is requested:

S. 286. An act to amend the Indian Self-Determination and Education Assistance Act to provide further self-governance by Indian tribes, and for other purposes.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later.

CALLING FOR SUBSTANTIVE DIALOGUE TO ADDRESS TIBETAN GRIEVANCES AND SECURE NEGOTIATED AGREEMENT FOR TIBETAN PEOPLE

Mr. SMITH of New Jersey. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 337) calling for substantive dialogue, without preconditions, in order to address Tibetan grievances and secure a negotiated agreement for the Tibetan people, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 337

Whereas Tibet is the center of Tibetan Buddhism, and His Holiness the Dalai Lama is the most revered figure in Tibetan Buddhism worldwide;

Whereas the Chinese response to the Tibetan Uprising in 1959 led to the exile of Tenzin Gyatso, His Holiness the 14th Dalai Lama, Tibet's spiritual and temporal leader;

Whereas His Holiness the 14th Dalai Lama, who on July 6, 2015, celebrates his 80th birthday, has for over 50 years in exile significantly advanced greater understanding, tolerance, harmony and respect among the religious faiths of the world;

Whereas His Holiness the 14th Dalai Lama has led the effort to preserve the rich cultural, religious, historical and linguistic heritage of the Tibetan people while at the same time promoting the safeguarding of other endangered cultures throughout the world;

Whereas His Holiness the 14th Dalai Lama has personally promoted democratic self-government for Tibetans in exile and in 2011 turned over political authority to the democratically elected leadership of the Central Tibetan Administration;

Whereas His Holiness the 14th Dalai Lama has been greatly concerned by the state of the Tibetan environment and the exploitation of its natural resources, including fresh water—as rivers originating in the Tibetan plateau support one-third of the world's population—and has promoted environmental awareness in the region;

Whereas His Holiness the 14th Dalai Lama was awarded the Nobel Peace Prize in 1989 in recognition of his efforts to seek a peaceful resolution to the situation in Tibet, and to promote non-violent methods for resolving conflict;

Whereas His Holiness the 14th Dalai Lama was awarded the Congressional Gold Medal in 2007 in recognition of his promotion of democracy, freedom, and peace for the Tibetan people; his efforts to preserve the cultural, religious, and linguistic heritage of the Tibetan people; his promotion of non-violence; and his contributions to global religious understanding, human rights, and ecology;

Whereas His Holiness the 14th Dalai Lama, as the spiritual leader of Tibetan Buddhism, publicly presented in 2011 the religious process which Tibetan Buddhists should follow regarding his reincarnation;

Whereas the Chinese central government has attempted to interfere with the reincarnation process and the practice of Tibetan Buddhist religious traditions; and Chinese officials assert that the failure to secure Beijing's approval on the Dalai Lama's reincarnation would make the process ''illegal'';

Whereas in the words of Party official Zhu Weiqun, ''Decision-making power over the reincarnation of the Dalai Lama and over the end or survival of his lineage, resides with the central government of China.'';

Whereas the Department of State's International Religious Freedom Report for 2013 noted that in Tibetan areas of China ''[r]epression was severe and increased around politically sensitive events and religious anniversaries,'' and ''[o]fficial interference in the practice of Tibetan Buddhist religious traditions continued to generate profound grievances'';

Whereas the Department of State has designated China as a ''country of particular concern'' (CPC) for religious freedom since 1999, and in its 2013 human rights report details that ''under the banner of maintaining social stability and combating separatism, the [Chinese] government has engaged in the severe repression of Tibet's unique religious, cultural, and linguistic heritage by, among other means, strictly curtailing the civil rights of China's ethnic Tibetan population, including the freedoms of speech, religion, association, assembly, and movement'';

Whereas access to Tibetan areas of China for United States officials, journalists, and other United States citizens, is restricted by the Government of the People's Republic of China, obscuring the full impact of the Chinese Government's policies, including the disappearance of Tibetans who sought to share information about human rights abuses on the Tibetan Plateau;

Whereas the Department of State's 2014 Report on Tibet Negotiations noted that ''The Dalai Lama's representatives and Chinese officials have not met directly since the ninth round of dialogue in January 2010.'';

Whereas, on March 10, 2015, the elected Tibetan leader Sikyong Dr. Lobsang Sangay publicly stated ''The Envoys of His Holiness the Dalai Lama are ready to engage in dialogue with their Chinese counterpart any time and any place.'';

Whereas it is the objective of the United States Government, consistent across administrations of different political parties and as articulated in the Tibetan Policy Act of 2002 (subtitle B of title VI of Public Law 107–228; 22 U.S.C. 6901 note) to promote dialogue between the Government of the People's Republic of China and the Dalai Lama or his representatives to reach a negotiated agreement on Tibet;

Whereas China may be considering convening a Sixth Tibet Work Forum to set policy on Tibet for the next five years or so, with the last such work forum having been held in 2010; and

Whereas the American people have a long-held concern for and interest in the plight of the Tibetan people: Now, therefore, be it

Resolved, That the House of Representatives—

(1) calls on the United States Government to fully implement sections 613(a) and 621(c) of the Tibetan Policy Act of 2002 by strongly encouraging representatives of the Government of the People's Republic of China and His Holiness the Dalai Lama to hold substantive dialogue, in keeping with the Tibetan Policy Act of 2002 and without preconditions, in order to address Tibetan grievances and secure a negotiated agreement for the Tibetan people;

(2) calls on the United States Government to fully implement section 618 of the Tibetan Policy Act of 2002 in regard to the establishment of an office in Lhasa, Tibet, to monitor political, economic and cultural developments in Tibet, and to provide consular protection and citizen services;

(3) urges the United States Government—

(A) to consistently raise Tibetan human rights and political and religious freedom concerns at the United States-China Strategic and Economic Dialogue and other high-level bilateral meetings;

(B) and the Special Coordinator for Tibetan Issues to offer their assistance to China in its preparations for a potential future Sixth Tibet Work Form; and

(C) to call for the immediate and unconditional release of Tibetan political prisoners, including Gedhun Choekyi Nyima, the 11th Panchen Lama, who was taken into custody by the Chinese authorities and has been missing since 1995, Tenzin Delek Rinpoche, and Khenpo Kartse (Khenpo Karma Tsewang);

(4) calls on the United States Government to underscore that government interference in the Tibetan reincarnation process is a violation of the internationally recognized right to religious freedom and to highlight the fact that other countries besides China have long Tibetan Buddhist traditions, and that matters related to reincarnations in Tibetan Buddhism are of keen interest to Tibetan Buddhist populations worldwide;

(5) calls on the United States Government to recognize and increase global public awareness and monitoring of the upcoming electoral process through which the Tibetan

people in exile will choose the next democratically elected leader of the Central Tibetan Administration, the Sikyong;

(6) calls on the United States Government to fully implement section 616(b) of the Tibetan Policy Act of 2002 by using its voice and vote to encourage development organizations and agencies to design and implement development projects that fully comply with the Tibet Project Principles;

(7) calls on United States and international governments, organizations, and civil society to renew and reinforce initiatives to promote the preservation of the distinct religious, cultural, linguistic, and national identity of the Tibetan people;

(8) calls on the Government of the People's Republic of China to allow unrestricted access to the Tibetan areas of China to United States officials, journalists, and other United States citizens;

(9) affirms the Dalai Lama's desire for a negotiated agreement for the Tibetan people, and urges the Chinese government to enter into negotiations with the Dalai Lama and his representatives; and

(10) reaffirms the unwavering friendship between the people of the United States and the people of Tibet.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New Jersey (Mr. SMITH) and the gentleman from New York (Mr. ENGEL) each will control 20 minutes.

The Chair recognizes the gentleman from New Jersey.

GENERAL LEAVE

Mr. SMITH of New Jersey. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days to submit statements or extraneous materials for the RECORD on this measure.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New Jersey?

There was no objection.

Mr. SMITH of New Jersey. I yield myself such time as I may consume.

Madam Speaker, I rise in strong support of House Resolution 337, calling for substantive dialogue without preconditions to help secure a negotiated agreement for the Tibetan people. I want to thank the gentleman from New York (Mr. ENGEL), my friend and colleague, for his leadership in introducing this bipartisan resolution.

This week, Madam Speaker, when so many voices around the world are joined in wishing his holiness the Dalai Lama a happy 80th birthday, it is a fitting time to recommit ourselves to Congress' longstanding support for the fundamental rights of the people of Tibet, because the situation in Tibet has never been more bleak. Those basic rights involve fundamental and foundational rights of freedom of religion.

The recent State Department Human Rights Report offered a withering criticism of the Chinese Government's oversight of Tibet and Tibetan areas in China. It said:

The government engaged in severe repression of Tibet's religious, cultural, and religious heritage by, among other means, strictly curtailing the civil rights of China's Tibetan population, including the rights of the freedom of speech, religion, association, assembly, and movement.

Unfortunately, the regime's interference extends even to the most elemental aspects of Tibetan Buddhist practice. This year marks the 20th anniversary of the disappearance of the Panchen Lama, who was detained by Chinese Government officials back in 1995 when he was a young child. Zhu Weiqun, a top Communist official dealing with ethnic and religious affairs, has claimed, ''decisionmaking power over the reincarnation of the Dalai Lama and over the end or survival of his lineage resides with the central Government of China.''

Sadly, we know that Tibetans have used self-immolations as a protest against religious and political oversight by the Chinese Government. There have been 134 self-immolations since 2009. The numbers are decreasing because of heavy security and punishments that target family members and entire villages. It is difficult to fathom the despair and the desperation felt by Tibetans who take this last act of defiance. The Chinese Government has blamed the Dalai Lama and ''foreign forces'' for self-immolations instead of looking at how their own despicable policies created such deep grievances.

Madam Speaker, the Tibetan people want to be free to practice their unique faith and to live by the dictates of their faith. This freedom is denied to them. The Chinese Government expanded its efforts last year to transform Tibetan Buddhism into a state-managed institution. They sought to undermine the devotion of the Tibetan people to the Dalai Lama and control the process of selecting Buddhist leaders. The Chinese Government wants a Tibetan Buddhism that is attractive to tourists and which allows the Communist Party to manage its affairs.

□ 1530

The U.N. Special Rapporteur on religion recently criticized China's efforts to control Tibetan Buddhism and the process of selecting leaders. He said:

The Chinese Government is destroying the autonomy of religious communities . . . creating schisms and pitting people against each other in order to exercise control.

This is exactly what the Chinese Government has done to other religious groups, including Catholics, Protestants, Muslims, and the Falun Gong. When the faithful don't fall in line, they are jailed.

Madam Speaker, the Congressional-Executive Commission on China, of which I serve as chairman, has a prisoner database that contains records on 617 Tibetan political and religious prisoners. Forty-four percent of those detained are monks, nuns, and religious teachers. Almost all were imprisoned since 2008.

Unfortunately, our ability to get accurate information in real time about this situation in Tibet is complicated by restrictions on access to Tibetan areas by United States officials, journalists, and other U.S. citizens. This has frustrated U.S. consular officers' ability to provide services to American citizens.

In October 2013, the Chinese Government delayed access for over 48 hours during an emergency situation involving a bus accident that ultimately resulted in the deaths of three U.S. citizens and injuries to others.

As the Chinese Government pushes for new consulates and official facilities in the United States, our government must insist on an official presence in Lhasa, which is called for in section 618 of the Tibetan Policy Act, which became law in the year 2002.

The Dalai Lama is recognized internationally for his commitment to peaceful and nonviolent conflict resolution. The recipient of the 1989 Nobel Peace Prize and a Congressional Gold Medal winner in 2007, he has made clear his willingness to engage in dialogue with Chinese counterparts at any time, at any place, and without any preconditions.

Unfortunately, this commitment to peaceful dialogue is not reciprocal, and Chinese officials have not met directly with his representatives in over 5 years. This is the longest break since the dialogue—or so-called dialogue—started in 2002.

Indeed, a Chinese Government white paper on Tibet published this April states that China will ''only talk with private representatives of the Dalai Lama'' to discuss ''the future of the Dalai Lama'' and how he can ''gain the forgiveness of the central government and the Chinese people.''

That is outrageous. Instead of asking for the Dalai Lama's forgiveness for the decades of brutal repression, the Chinese Government demands that he ask the government of China for forgiveness.

This is unfortunate and highly counterproductive. If China's goal is to build a ''harmonious society'' in Tibet, which they love to tout, it cannot be done without the Dalai Lama. He is the spiritual leader of the Tibetan people. His views are widely shared throughout Tibetan society, and he can be a constructive partner with China in addressing continuing tensions and deep-seated grievances.

In light of this, the resolution before us calls for fuller implementation of existing U.S. law in support of direct dialogue between Chinese officials and the Dalai Lama; it calls for an official U.S. presence in Lhasa and urges our government to ensure that religious rights and religious freedom issues are consistently raised in the U.S.-China Strategic and Economic Dialogue and other high-level meetings.

It has many, many other provisions which I know the prime sponsor will elaborate.

Madam Speaker, I reserve the balance of my time.

Mr. ENGEL. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in strong support of H. Res. 337, and I yield 1 minute to the gentlewoman from California

(Ms. PELOSI), our leader and one of the greatest champions of Tibet's struggle for freedom.

Ms. PELOSI. Madam Speaker, I thank the gentleman for yielding, and I commend him for being a champion on human rights throughout the world.

I am pleased to associate myself with the remarks of Chairman SMITH, and I thank him for his courageous, long-term dedication to human rights throughout the world and the recognition that what is happening in Tibet is a challenge to the conscience of our country and to the world.

I thank him for enumerating some of the concerns that we have, and I know that our distinguished ranking member will talk about some of what is contained in the resolution. I thank them both for their leadership.

Madam Speaker, I rise today in support of the resolution and in celebration of the 80th birthday of His Holiness the Dalai Lama, whose spiritual wisdom and friendship have been inspiring and uplifting to many Tibetans, Americans, and people throughout the world.

His Holiness the Dalai Lama is a transcendent presence on the international stage. As a compassionate religious leader, astute diplomat, and an undaunted believer in the power of nonviolence, the Dalai Lama has earned the respect of people from many nations, many backgrounds, and many faith traditions.

American Presidents and the American people have been inspired by His Holiness, who describes himself as a simple monk, ''no more, no less.'' Those American Presidents began with Franklin Roosevelt, who sent His Holiness the Dalai Lama a watch with the phases of the Moon on it for his birthday when he was a little boy.

How prescient it was of President Roosevelt because His Holiness would not only be a religious figure, but one who related so positively to science and its mysteries.

To Tibetan Buddhists, His Holiness is the earthly manifestation of the living Buddha. To them and the international community, he is the spiritual leader of the Tibetan people. To millions of believers and admirers, he is a source of wisdom and compassion. To young people, His Holiness is a positive example of how to make the world a better place.

As our colleague mentioned, the Chinese Government has refused to meet with him. They are afraid to meet with him; they consider him a threat, and that is so unnecessary. They accuse him of being for independence when he has said for decades now that he is for autonomy for Tibet.

The Chinese Government has brutally repressed Tibet's unique religious, cultural, and linguistic heritage. The Chinese Government's oppression of the Tibetan people and the Chinese Communist Party's vitriolic campaign against the Dalai Lama continues, which, again, challenges us all to speak out.

Again, the situation in Tibet is a challenge to the conscience of the world. If freedom-loving people do not speak out against oppression in Tibet, then we have lost all moral authority to speak out on behalf of human rights anywhere in the world.

If it is a big country with whom we have big commercial interests, like China, it deters us from using our voices in support of human rights. How then can we turn to smaller, less economically significant countries and say, ''But for you, the standard is different''?

The Congress must continue to stand with the Tibetan people and stand with His Holiness the Dalai Lama to ensure that Tibetan children are free to learn their language, practice their faith, and honor their culture as they live in peace.

Perhaps one of the most remarkable achievements of His Holiness is his profound and unbreakable connection with the people of Tibet. He has won the Nobel Peace Prize, as was indicated; and we honored him with a Congressional Gold Medal in 2007. At that time, it was an honor for all of us that President George W. Bush and Mrs. Bush attended that gold medal ceremony.

An 80th birthday is a significant milestone in any culture, none more so than in Tibet. This is a moment to celebrate; yet on his birthday, July 6, Tibetans were still not even allowed to utter the Dalai Lama's name.

In the Dalai Lama's homeland, more than 140 Tibetans have self-immolated to protest oppression by the Chinese Government and the Chinese Communist Party's vitriolic campaign against the exiled Tibetan religious; yet the people of Tibet persevere. They persevere in peace. The nonviolent nature of the Tibetan struggle should serve as an inspiration to a world riven by conflict and devastating acts of violence.

During his long life, the Dalai Lama has shown that harmony between peoples is based on freedom of expression, the freedom and courage to speak the truth and treat others with mutual respect and dignity.

I just recall one incident when I was visiting His Holiness in India at Dharamsala. He had lamas come from all over to visit with our bipartisan congressional delegation who were visiting him there.

After people got up and talked about all the oppression and the campaign against the Tibetans that was happening at that time, I got up to speak following that, and I said that we, in Congress, must act; we must act in terms of legislation to support the people of Tibet.

I said so in a very forceful way because it was so sad to hear the stories of what was happening in Tibet, and I was so strong in my reaction to it. His Holiness followed me in the program, and he said: ''I pray that we can rid NANCY of her negative attitudes.''

Anyway, there is no better way to honor the Dalai Lama on his 80th birthday than by standing with him and the Tibetan people, vowing to keep their cause alive.

As we wish His Holiness a peaceful and joyous birthday, we must rededicate ourselves to the cause of peace in the world and peace in our lives.

Mr. SMITH of New Jersey. Madam Speaker, I reserve the balance of my time.

Mr. ENGEL. Madam Speaker, I yield myself such time as I may consume.

I rise in strong support of H. Res. 337. I am proud to have offered this resolution that calls for the Chinese Government to sit down with Tibet's leaders without preconditions, listen to their grievances, and work toward an agreement that guarantees the rights and security of the Tibetan people.

It also marks, as the Democratic leader pointed out, the 80th birthday of the spiritual leader of the Tibetan people, His Holiness, the 14th Dalai Lama.

I have had the privilege to meet His Holiness, who is truly a remarkable man, such a gentle spirit driven from within by incredible strength and courage, a person of such humor and kindness whose life has been marked by struggle and setback.

I first met him here in Washington many years ago. When you meet him, no matter your faith or background, you cannot help but feel the bond of common humanity and be drawn into his cause and the cause of the Tibetan people; indeed, many in Congress have gotten behind this effort.

Let me, again, especially thank Leader PELOSI. There has been no greater champion in Congress for the Tibetan struggle for freedom. For years, she has held a light to the challenges the Tibetan people face in preserving their unique culture, language, and religion. I am honored that she is cosponsoring this resolution.

Let me also thank Asia Subcommittee Chairman MATT SALMON, and co-chairmen of the Tom Lantos Human Rights Commission, Representative JIM MCGOVERN and Representative JOSEPH PITTS, for supporting this measure. I thank my friend Mr. SMITH of New Jersey as well.

Since 1951, the people of Tibet have lived under the shadow of the People's Republic of China, without guarantees of even the most basic rights and with no say in deciding Tibet's future. The Dalai Lama has described the cultural genocide the Tibetan people have endured, forced assimilation and loss of language and cultural identity.

Today, as human rights conditions for the Tibetan people deteriorate and continue to deteriorate, as more monasteries come under government control, as more people are arrested, the desperation of the Tibetan people grows.

Tragically, more than 140 Tibetans have burned themselves alive in protest of growing oppression; yet the Chinese authorities have not changed course. Despite talk of mutual respect and social harmony, the reality in Tibet tells a very, very different story.

Today, we look to the example set by the Dalai Lama and call for meaningful change for the Tibetan people. The Dalai Lama's life has been a peaceful journey toward a better future for his people. It is in that spirit that we call on the Chinese Government to negotiate without preconditions.

His Holiness has shown that democratic institutions can thrive alongside spiritual leadership. It is in that spirit that we urge the Chinese Government not to involve itself in the spiritual succession process for the next Dalai Lama, should there be one.

The Dalai Lama has championed freedom of expression and freedom of conscience to promote mutual understanding and harmony. It is in this spirit that this resolution calls on China to allow unrestricted access to officials, journalists, and other America citizens.

Let's not forget the United States has an obligation to hold up these freedoms as well. That is why this measure also calls on our own government to press the issues of human rights, political rights, and religious rights at the highest levels of the Chinese Government and to call for the immediate release of Tibetan political prisoners.

Throughout his life, the Dalai Lama has worked for a peaceful path forward for the Tibetan people. We are grateful for his example and his wisdom. With this resolution, we urge China's leaders to do the right thing for Tibet.

I enthusiastically support this resolution; I urge my colleagues to do the same, and I reserve the balance of my time.

□ 1545

Mr. SMITH of New Jersey. Madam Speaker, I continue to reserve the balance of my time.

Mr. ENGEL. Madam Speaker, it is now my pleasure to yield 4 minutes to the gentleman from Massachusetts (Mr. MCGOVERN), the co-chair of the Tom Lantos Human Rights Commission and a longtime supporter of the Dalai Lama and of Tibet.

Mr. MCGOVERN. Madam Speaker, I want to thank the gentleman from New York (Mr. ENGEL) for yielding me the time and for his leadership on this issue and on so many other issues.

I also want to thank Chairman ROYCE; Subcommittee Chairman SALMON; my friend and fellow co-chair of the Tom Lantos Human Rights Commission, Congressman JOE PITTS; as well as my colleague from New Jersey, Congressman SMITH, for working in such a bipartisan way to bring this resolution to the House floor during this week when we are all celebrating the 80th birthday of His Holiness, the Dalai Lama.

I especially want to thank Democratic Leader PELOSI for her many years of leadership and support of the Tibetan people. She is a true champion in the struggle to protect their basic human rights and autonomy.

We are all here because we care about the fundamental human rights of Tibetans, including the right to worship as they choose and to enjoy and protect their culture. But we may be running out of time to guarantee those rights.

As we celebrate the 80th birthday of Tenzin Gyatso, the 14th Dalai Lama, the Chinese Government has recently asserted its right to approve his successor. The very continuation of the ancient line of Tibetan spiritual leadership and reincarnation is in question.

Next Tuesday, on July 14, the Tom Lantos Human Rights Commission will hold a hearing on the situation in Tibet with the aim of identifying new, creative ideas to advance the basic human rights of Tibetans and to ensure Tibetan autonomy.

I share the concerns of my colleagues that the situation in Tibet is dire.

Since 2009, more than 130 Tibetans inside China have taken the unimaginable step of setting themselves on fire. At least 112 are believed to have died. Some chose self-immolation to protest Chinese Government policies, others, to call for the return of the Dalai Lama. In response, Chinese authorities have intensified official reprisals.

Surely the people of Tibet must wonder whether anyone is hearing their desperate cries. With this resolution, we are attempting to send a clear message back to Tibet that, yes, we hear you. You are not alone.

Regrettably, the human rights abuses in Tibet are neither new nor unknown. On the contrary, Tibet is a very sensitive issue in U.S.-China relations. U.S. policy is supposed to be guided by the Tibetan Policy Act of 2002, which encourages dialogue between the Chinese Government and representatives of the Dalai Lama, but Chinese intransigence has closed down dialogue since 2010.

China also severely restricts access to Tibet and Tibetan regions, especially for U.S. journalists, officials, and citizens, even though, I might add, Chinese citizens and officials enjoy unrestricted access here in the United States.

In April, the Chinese Government issued a new white paper on Tibet, with its own unbelievable version of history and an unprecedented demand that the Dalai Lama publicly state that Tibet has been an integral part of China since antiquity as a precondition for improving relations with China.

Madam Speaker, we need to be doing something different. We need to have the guts to take some action. Everyone in the world says how much they admire the Dalai Lama. Every head of state, every international organization all declare how much they care about Tibet and worry about Tibetan human rights abuses, but things have only gotten worse. We must all come together now to change the status quo, to change the game the Chinese Government has been playing for so many decades.

The situation is urgent. It can wait no longer. And shame on all of us if we stand by with empty words and continue to watch the people of Tibet suffer and their culture, religion, and way of life be exterminated day by day, year by year, until nothing is left.

So I thank my colleagues for bringing this urgent matter to the attention of Congress, and I urge all my colleagues to support H. Res. 337.

Mr. SMITH of New Jersey. Madam Speaker, I yield such time as he may consume to the distinguished gentleman from California (Mr. ROHRABACHER).

Mr. ROHRABACHER. What happens when the United States remains silent? What happens is repression and torture and the expansion of dictatorship, and, in the end, it makes the United States vulnerable.

We have sat back and permitted the Chinese to take whatever course they want to suppress the people of Tibet for over three decades now. And has it made Tibet any better, the people any freer that we haven't put any demands on the Communist Party in Beijing?

Has it made war less likely between the United States?

Has there been any more, because we have given them such elbow room, that the Chinese dictators in Beijing have decided to move on and treat their people a little bit better?

No. What has happened is there has been a growing repression and a growing chance of an altercation, an international altercation between China and its neighbors and, yes, the United States.

It is time we stand up for the people of the world who are fighting, struggling for their freedom, knowing that is what will make us secure, and nowhere is that more clear than in Tibet.

The people of Tibet are not Chinese people who are just reunited by the Communist Chinese with the motherland in China. It has been a distinct culture for centuries. And it wasn't until long after the Communist Chinese had taken over the rest of China that they invaded Tibet and subjugated its people.

The Dalai Lama is the spiritual leader, but also a symbolic force for freedom of religion and humanitarianism in this world.

We, as Americans, need to make sure that we are on the side of the Dalai Lama and the people of Tibet and in no way could our actions be interpreted, our silence be interpreted to be acquiescence to the repression that the people of Tibet have been experiencing these last three and four decades.

I rise in support of H. Res. 337, and I thank my colleagues for the leadership that they have provided on this issue. Let's make sure America stands tall, stands strong, and stands with the people of Tibet and other people seeking their freedom.

Mr. ENGEL. Madam Speaker, I yield myself such time as I may consume to close.

I urge my colleagues to support H. Res. 337. I think everyone who spoke

made excellent points, and we are all of one mind. This is the right thing to do.

We should support this resolution to honor the deep humility, respect, and peace that the Dalai Lama represents to us and to people around the world. We should support this resolution to underscore our friendship and commitment to the Tibetan people and to all people who are oppressed and deprived of their basic rights.

Let me say that again, and to all people who are oppressed and deprived of their basic rights.

And we should support this resolution on behalf of the Chinese people themselves, the growing number of people inside China who understand China itself will be more prosperous and more successful when their government chooses to be genuinely open and respectful of all peoples and cultures.

I urge my colleagues to support H. Res. 337, and I yield back the balance of my time.

Mr. SMITH of New Jersey. Madam Speaker, I yield myself the balance of my time. I want to again thank my good friend and colleague ELIOT ENGEL for his excellent resolution. It is a bipartisan resolution.

I want to also thank Leader PELOSI for her eloquence on the floor today and for her love and respect that she has conveyed for decades to the Dalai Lama and the people of Tibet.

This is a bipartisan resolution. It shows, I think, that we are absolutely united, and I think that is an important message to send at this critical juncture.

I also want to point out to my colleagues that China really is a place where much is never as it seems to be. People who take trips there, go on tours there, even Members of Congress who travel there come away with a Potemkin village viewpoint of what is happening, especially when torture and other degrading acts and cruelty is routinely visited upon and imposed upon people that the Chinese Government deems to be of lesser value.

We see it with the Falun Gong. We see it with underground Christians. We see it with the Uighurs. And we see it in Tibet, where there has been a systematic effort to eradicate the culture of Tibet. It is genocide. They even used forced abortion as a way of genocide to kill the children of Tibetan mothers.

Years ago I held a hearing in the mid-1990s, and it was on torture in the People's Republic of China. And let us not forget, Chinese law proscribes torture. It prohibits torture. It is all a nice paper promise. It doesn't mean anything.

They have also signed the convention against torture, the U.N. convention, and they love to ballyhoo that when they are at international fora and when their people travel here to the United States.

But let's not forget, as well, that China took out a reservation to the U.N. Convention Against Torture, Article 20, that exempts it from accepting any investigation about abuses. So the only one who will investigate China is the Chinese Government itself. They will not allow the International Committee of the Red Cross. They will not allow U.S. representatives and other bilateral or, I should say, multilateral organizations to come in and investigate allegations of torture.

Back in the early 1990s, again, I held this hearing, one of many. I have held 53 hearings on human rights abuses in China over the years. But this one we had six people, all of whom had been tortured with impunity by the Chinese Government.

Palden Gyatso, who is a Buddhist monk, came to the Rayburn Building, tried to go through the security there and was stopped. He was stopped because he brought with him some of the implements of torture that are used routinely by the Chinese Government—cattle prods and other hideous instruments that are put under the arms and elsewhere to cause horrific damage and pain to the victim—and he described in detail at the hearing what he personally went through.

Regrettably, that continues to this day. The State Department's report on human rights recently released reminds us that electric shocks, exposure to cold, and severe beatings, as well as extreme physical labor, are routinely used against Tibetans and Tibetan Buddhists, in particular, just like they were against Palden Gyatso years ago.

So it has not changed. It has actually gotten worse. And again, this resolution brings the light and scrutiny that is so necessary to these hideous practices.

So again, I urge my colleagues to support it, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. SMITH) that the House suspend the rules and agree to the resolution, H. Res. 337, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

EXPRESSING SENSE OF HOUSE REGARDING SREBRENICA

Mr. SMITH of New Jersey. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 310) expressing the sense of the House of Representatives regarding Srebrenica.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 310

Whereas July 2015 will mark 20 years since the genocide at Srebrenica in Bosnia and Herzegovina;

Whereas beginning in April 1992, aggression and ethnic cleansing perpetrated by Bosnian Serb forces resulted in a massive influx of Bosniaks seeking protection in Srebrenica and its environs, which the United Nations Security Council designated a ''safe area'' within the Srebrenica enclave in Resolution 819 on April 16, 1993, under the protection of the United Nations Protection Force (UNPROFOR);

Whereas the UNPROFOR presence in Srebrenica consisted of a Dutch peacekeeping battalion, with representatives of the United Nations High Commissioner for Refugees, the International Committee of the Red Cross, and the humanitarian medical aid agency Medecins Sans Frontieres (Doctors Without Borders) helping to provide humanitarian relief to the displaced population living in conditions of massive overcrowding, destitution, and disease;

Whereas early in 1995, an intensified blockade of the enclave by Bosnian Serb forces deprived the entire population of humanitarian aid and outside communication and contact, and effectively reduced the ability of the Dutch peacekeeping battalion to deter aggression or otherwise respond effectively to a deteriorating situation;

Whereas beginning on July 6, 1995, Bosnian Serb forces attacked UNPROFOR outposts, seized control of the isolated enclave, held captured Dutch soldiers hostage and, after skirmishes with local defenders, took control of the town of Srebrenica on July 11, 1995;

Whereas an estimated one-third of the population of Srebrenica at the time, including a relatively small number of soldiers, attempted to pass through the lines of Bosnian Serb forces to the relative safety of Bosnian-government controlled territory, but many were killed by patrols and ambushes;

Whereas the remaining population sought protection with the Dutch peacekeeping battalion at its headquarters in the village of Potocari north of Srebrenica, but many of these individuals were with seeming randomness seized by Bosnian Serb forces to be beaten, raped, or executed;

Whereas Bosnian Serb forces deported women, children, and the elderly in buses, but held over 8,000 primarily Bosniak men and boys at collection points and sites in northeastern Bosnia and Herzegovina under their control, and then summarily executed these captives and buried them in mass graves;

Whereas Bosnian Serb forces, hoping to conceal evidence of the massacre at Srebrenica, subsequently moved corpses from initial mass grave sites to many secondary sites scattered throughout parts of eastern Bosnia and Herzegovina under their control;

Whereas the International Commission for Missing Persons (ICMP) deserves recognition for its assistance to the relevant institutions in Bosnia and Herzegovina in accounting for close to 90 percent of those individuals reported missing from Srebrenica, despite active attempts to conceal evidence of the massacre, through the careful excavation of mass graves sites and subsequent DNA analysis which confirmed the true extent of the massacre;

Whereas the massacre at Srebrenica was among the worst of many atrocities to occur in the conflict in Bosnia and Herzegovina from April 1992 to November 1995, during which the policies of aggression and ethnic cleansing pursued by Bosnian Serb forces with the direct support of the Serbian regime of Slobodan Milosevic and its followers ultimately led to the displacement of more than 2,000,000 people, more than 100,000 killed, tens of thousands raped or otherwise tortured and abused, including at concentration camps in the Prijedor area, with the innocent civilians of Sarajevo and other urban

centers repeatedly subjected to traumatic shelling and sniper attacks;

Whereas in addition to being the primary victims at Srebrenica, individuals with Bosniak heritage comprise the vast majority of the victims during the conflict in Bosnia and Herzegovina as a whole, especially among the civilian population;

Whereas Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide defines genocide as ''any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: (a) killing members of the group; (b) causing serious bodily or mental harm to members of the group; (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) imposing measures intended to prevent births within the group; and (e) forcibly transferring children of the group to another group'';

Whereas, on May 25, 1993, the United Nations Security Council adopted Resolution 827 establishing the International Criminal Tribunal for the former Yugoslavia (ICTY), based in The Hague, the Netherlands, and charging the ICTY with responsibility for investigating and prosecuting individuals suspected of committing war crimes, genocide, crimes against humanity and grave breaches of the 1949 Geneva Conventions on the territory of the former Yugoslavia since 1991;

Whereas the ICTY, along with courts in Bosnia and Herzegovina as well as in Serbia, have indicted and in most cases convicted approximately three dozen individuals at various levels of responsibility for grave breaches of the 1949 Geneva Conventions, violations of the laws or customs of war, crimes against humanity, genocide, and complicity in genocide associated with the massacre at Srebrenica, most notably Radovan Karadzic and Ratko Mladic whose trials are ongoing;

Whereas both the ICTY and the International Court of Justice (ICJ) have ruled that the actions of Bosnian Serb forces in Srebrenica in July 1995 constitute genocide;

Whereas House Resolution 199, passed on June 27, 2005, expressed the sense of the House of Representatives that the aggression and ethnic cleansing committed by Serb forces in Bosnia and Herzegovina meets the terms defining genocide according to the 1949 Genocide Convention;

Whereas the United Nations has largely acknowledged its failure to fulfill its responsibility to take actions and make decisions that could have deterred the assault on Srebrenica and prevented the subsequent genocide from occurring;

Whereas some prominent Serbian and Bosnian Serb officials, among others, have denied or at least refused to acknowledge that the massacre at Srebrenica constituted a genocide, or have sought otherwise to trivialize the extent and importance of the massacre; and

Whereas the international community, including the United States, has continued to provide personnel and resources, including through direct military intervention, to prevent further aggression and ethnic cleansing, to negotiate the General Framework Agreement for Peace in Bosnia and Herzegovina (initialed in Dayton, Ohio, on November 21, 1995, and signed in Paris on December 14, 1995), and to help ensure its fullest implementation, including cooperation with the International Criminal Tribunal for the former Yugoslavia as well as reconciliation among all of Bosnia and Herzegovina's citizens: Now, therefore, be it

Resolved, That the House of Representatives—

(1) affirms that the policies of aggression and ethnic cleansing as implemented by Serb forces in Bosnia and Herzegovina from 1992 to 1995 meet the terms defining the crime of genocide in Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide;

(2) condemns statements that deny or question that the massacre at Srebrenica constituted a genocide;

(3) urges the Atrocities Prevention Board, a United States interagency committee established by the Administration in 2012, to study the lessons of Srebrenica and issue informed guidance on how to prevent similar incidents from recurring in the future, paying particular regard to troubled countries including but not limited to Syria, the Central African Republic and Burundi;

(4) encourages the United States to maintain and reaffirm its policy of supporting the independence and territorial integrity of Bosnia and Herzegovina, peace and stability in southeastern Europe as a whole, and the right of all people living in the region, regardless of national, racial, ethnic or religious background, to return to their homes and enjoy the benefits of democratic institutions, the rule of law, and economic opportunity, as well as to know the fate of missing relatives and friends;

(5) recognizes the achievement of the International Commission for Missing Persons (ICMP) in accounting for those missing in conflicts or natural disasters around the world and believes that the ICMP deserves justified recognition for its assistance to Bosnia and Herzegovina and its relevant institutions in accounting for approximately ninety percent of those reported missing after the Srebrenica massacre and seventy percent of those reported missing during the whole of the conflict in Bosnia and Herzegovina;

(6) welcomes the arrest and transfer to the International Criminal Tribunal for the former Yugoslavia (ICTY) of all persons indicted for war crimes, crimes against humanity, genocide and grave breaches of the 1949 Geneva Conventions, particularly those of Radovan Karadzic and Ratko Mladic, which has helped strengthen peace and encouraged reconciliation between the countries of the region and their citizens;

(7) asserts that it is in the national interest of the United States that those individuals who are responsible for these crimes and breaches should continue to be held accountable for their actions, and that the work of the ICTY therefore warrants continued support until all trials and appeals have been completed; and

(8) honors the thousands of innocent people killed or executed at Srebrenica in Bosnia and Herzegovina in July 1995, along with all individuals who were victimized during the conflict and genocide in Bosnia and Herzegovina from 1992 to 1995, as well as foreign nationals, including United States citizens, and those individuals in Serbia, Bosnia and Herzegovina, and other countries of the region who risked and in some cases lost their lives during their brave defense of human rights and fundamental freedoms, and advocacy of respect for ethnic identity without discrimination.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New Jersey (Mr. SMITH) and the gentleman from New York (Mr. ENGEL) each will control 20 minutes.

The Chair recognizes the gentleman from New Jersey.

GENERAL LEAVE

Mr. SMITH of New Jersey. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days to submit statements and extraneous materials for the RECORD on this measure.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from New Jersey?

There was no objection.

Mr. SMITH of New Jersey. I yield myself such time as I may consume.

Madam Speaker, this week, the world pauses to remember and reflect on the Srebrenica genocide, horrific acts of brutality, wanton cruelty, and mass murder committed in Srebrenica beginning July 11, 20 years ago.

This week, we pause to honor those brave Bosniaks who suffered and died, victims of genocide. This week, the people in the United States and men and women of goodwill throughout the world again extend our deepest condolences and respect to the mothers and surviving family members who have endured unspeakable sorrow and loss that time will never abate. And this week, the international community must recommit itself to justice, once and for all, for those who perpetrated these heinous crimes.

Today, Ratko Mladic and Radovan Karadzic are incarcerated, awaiting final disposition of their cases before the International Tribunal for the former Yugoslavia for multiple counts of genocide, crimes against humanity, and violations of laws and customs of war.

Twenty years ago, Madam Speaker, an estimated 8,000 people were systematically slaughtered by Bosnian Serb soldiers in the United Nations-designated ''safe haven'' area of Srebrenica. They killed Muslim women and children, but especially sought out and murdered adult males in that area.

□ 1600

These brutal killings were not committed in battle. They were committed against people who were unarmed and helpless and who had been repeatedly assured by Dutch peacekeepers that they would not be harmed if they surrendered.

The evidence is overwhelming that the executions were committed with the specific intention of destroying the Bosnian Muslim population of that area. This intention is the central element in the crime of genocide.

The U.N. peacekeeping forces in Srebrenica were charged with enforcing Security Council Resolution 836, which had pledged to defend the safe areas with ''all necessary means, including the use of force.''

But when the moment of truth came, the U.N. forces offered only token resistance to the Serb offensive. Their military and political commanders had redefined their primary mission not as the protection of the people of Srebrenica, but as the safety of the U.N. forces themselves.

When Bosnian Serb Commander Ratko Mladic threatened violence against the blue-helmeted soldiers,

here is the way one of those soldiers described the reaction. And I quote him: ''Everybody got a fright. You could easily get killed in such an operation. As far as I knew, we had not been sent to Srebrenica to defend the enclave, but, rather, as some kind of spruced-up observers.''

So that is what the peacekeepers became: observers to genocide. Soon they became something more than observers: enablers.

On July 13, the Dutch blue-helmet battalion handed Bosnian Muslims who had sought safety within the U.N. compound over to the Serbs. They watched as the men were separated from the women and children, a process which was already well known in Bosnia—it was at the time—as a sign that the men were in imminent danger of being executed. These men were never heard from again.

At one congressional hearing I chaired in March of 1998—and I had six of them—Hasan Nuhanovic, the indigenous translator working for the U.N. peacekeepers in Srebrenica, testified.

He was there in the room. Hasan lost his family in the genocide. He was there when Mladic and the commanders of the Dutch peacekeepers talked about the terms.

Here is what he told my panel, in part:

''On July 12, the day before the fall of Srebrenica, the Bosnian Serb Army commander, General Ratko Mladic, requested a meeting with the Dutchbat commander, Lieutenant Colonel Karemans, and local representatives of Srebrenica in the nearby town of Bratunac outside the enclave . . . During the meeting, Mladic assured the Dutch and local delegation that no harm would come to the refugees in Potocari . . .

''Upon returning to the camp, three local representatives are ordered by Dutchbat deputy commander, Major Franken, to prepare a list of all males, all men and boys between the ages of 16 and 65 among the refugees inside and outside the camp. The list of the males among the 6,000 inside the camp was completed the same day . . .

''On July 13, the Dutch ordered 6,000 refugees out of the Potocari camp. The Serbs were waiting at the gate, separating all males from the women and children. Major Franken stated that all the males whose names were on the list would be safe . . . I watched my parents and my brother being handed over to the Serbs at the gate. None of them have been seen since.

''I want to explain here that the people hoped that the Dutch were going to protect them, the U.N. peacekeeping troops and all other members of all other organization who were present in Srebrenica who were inside the camp, the people hoped that they would be protected, but the Dutch soldiers and officer gave no other option to the refugees but to leave. So the refugees inside were told to leave without any other choice. My family was told on the evening of 13 July that they should leave. About 6 p.m., there were no more refugees inside the camp.

''I don't know if this is the topic of the meeting or hearing, but the same night the Dutch soldiers had a party inside the camp because they received two or three trucks full of beer and cigarettes. They played music while I was sitting, not knowing what happened to my family.''

As he went on to say later, they had all been slaughtered.

In July of 2007, Madam Speaker, I visited Srebrenica, where, together with my good friends President Haris Silajdzic and the Grand Mufti of Bosnia, Reis Ceric, I spoke at a solemn memorial service and witnessed the internment of hundreds of wooden coffins of newly discovered victims of the genocide.

It was a deeply moving experience to see 12 years then after the genocide—now it is 20 years—families still grieving loved ones whose bodies were being identified, often miles from the killing sites, as Serb forces, trying to hide the evidence of their crimes, moved the bodies of their victims.

For the record, 10 years ago—in 2005—the House of Representatives overwhelmingly passed H. Res. 199, which I authored, which clearly and unambiguously condemned the Srebrenica massacre for what it was: genocide.

That resolution was a landmark in the recognition of the Srebrenica massacre as a genocide. Two years later the verdict of the International Court of Justice found the same, in confirming the ruling of the International Criminal Tribunal for the former Yugoslavia.

Today the international community is nearly unanimous when it proclaims that the Srebrenica massacre was a genocide. The resolution today, of course, supports that as well.

Astonishingly, Madam Speaker, there are some genocide deniers. That is why this resolution condemns statements that deny that the massacre at Srebrenica constituted genocide. Just last weekend Milorad Dodik, the president of Republika Srpska, asserted that the Srebrenica genocide is a lie.

Madam Speaker, just as it is doing in Ukraine, Russia is utilizing misinformation and historical revisionism in an attempt to destabilize Bosnia and the Balkan region. Today Russia vetoed a British U.N. Security Council resolution that reaffirms that Srebrenica was a genocide.

Russia has encouraged Serbia itself to protest the resolution and emboldened genocide denialism in the Republika Srpska, one of Bosnia's two constituent entities.

Madam Speaker, this resolution also encourages the administration to fulfill other neglected responsibilities. In particular, it urges the Atrocities Prevention Board to study the lessons of Srebrenica and issue informed guidance on how to prevent similar incidents from recurring in the future.

As you may know, the Atrocities Prevention Board is a U.S. interagency committee established by the administration in 2012 to flag potential atrocities. However, since its creation, the board has been marked by inaction and a complete lack of transparency.

This is unacceptable, especially as conflicts with disturbing parallels to Bosnia before the genocide continue to fester in Syria, the Central African Republic, Burma, and in Burundi.

Africa, in particular, would stand to benefit from a more active board. The conflict in Burundi is currently at a tipping point, and it absolutely needs attention.

Madam Speaker, despite the need for much greater atrocities prevention in U.S. policy, there have been many promising developments in the Balkan region, and this needs to be underscored.

In particular, I would note that Serbia today is not the Serbia of the Slobodan Milosevic era. That era was marked by nationalist aggression against neighboring countries and peoples, as well as considerable repression at home.

One of those who testified at one of my hearings on Serbia, Curuvija, a great young leader, was murdered on the second day after our bombing began by Serbian people. And the persons who did that have now been held to account. So what has happened there—thankfully, there have now been significant changes in Serbia.

I want to thank my colleagues. I do hope we will have a strong show of support for this resolution.

I reserve the balance of my time.

Mr. ENGEL. Madam Speaker, I yield myself such time as I may consume.

I rise in support of H. Res. 310.

I am the lead sponsor of this resolution. And I remember 20 years ago being in this Chamber when that massacre happened. It is hard to believe that it has been 20 years since the Srebrenica genocide, and it certainly was a genocide.

During the Bosnian war, the United Nations declared the area around this small town a safe zone. On the eve of the massacre, tens of thousands of displaced Bosniak civilians had gathered under the protection of the U.N. in what they thought was a safe zone.

They all rushed to that place, only to be slaughtered a little while later. But the 400 U.N. peacekeepers could put up scarce resistance to the army of the Republika Srpska, whose leaders were bent on wiping out the Bosniak population.

Over the next few days, men and boys were lined up and mowed down by machine guns. Children were murdered in front of their mothers. Women and girls were raped and beaten, as onlookers stood powerless to intervene. Bulldozers piled bodies into mass graves.

I remember that happened in our lifetime. It is hard to believe.

When the killing had ended, more than 8,000 Bosniaks—mostly men and

boys—had lost their lives in one of the bloodiest episodes on European soil since World War II.

This resolution tells their tragic story. It praises the efforts to hold the guilty accountable. It demands that those efforts continue. It underscores solidarity with the victims and calls for a reconciliation that will one day see the lies, hatred, and violence of the past replaced by true friendship and community.

This resolution tells the truth about what happened because telling the truth—however painful—is the starting point for healing to begin.

We remember the Srebrenica genocide to honor the victims and to remind ourselves of the costs of indifference, of what can happen when we say, well, that is somebody else's problem.

As this region of Europe heals—I have just come back from the Balkans—and charts a course toward a brighter future, I hope the lessons of this tragedy will be a guide for the United States and for countries around the world fighting against tyranny and oppression.

Today there was a disgrace that happened at the United Nations. Unfortunately, there are many disgraces that happen at the United Nations.

Two international courts have called the slaughter of Bosnian Serbs of some 8,000 Muslim men and boys who had sought refuge in what was supposed to be a U.N.-protected site genocide.

Now, what happened today at the U.N.? Russia vetoed a U.N. resolution calling Srebrenica a genocide. It passed the Security Council. Russia vetoed it.

You would think that a veto would be used for something of substance, not a resolution. This resolution has substance, but you would not think that Russia or any country would veto it.

Let me see what this defeated resolution stated. It stated that acceptance of ''the tragic events at Srebrenica as genocide is a prerequisite for reconciliation'' and ''condemns denial of this genocide as hindering efforts towards reconciliation.''

The vote was ten countries in favor; Russia casting a veto; and four abstentions: China, Nigeria, Angola, and Venezuela.

The British Ambassador after the vote said that Britain was outraged by Russia's veto. And he said Russia's actions tarnish the memory of all those who died in the Srebrenica genocide. Russia will have to justify its behavior to the families of over 8,000 people murdered in the worst atrocity in Europe since the second World War.

''This is a defeat of justice,'' said Camil Durakovic, the mayor of Srebrenica. He added that the veto means that the U.N. is not recognizing a decision by its own judicial branch, the International Court of Justice, which has declared the tragedy a genocide. ''The world has lost. The world, and especially Serbia, will have to face the truth sooner or later.''

Our Ambassador Samantha Powell, who was a 24-year-old journalist in Bosnia at the time of the Srebrenica massacre, told the Council that, ''For all of the brutality of a horrific war, this was a singular horror. It was genocide, a fact now proven again and again by international tribunals.''

''Today's vote mattered,'' Power said. ''It mattered hugely to the families of the victims of the Srebrenica genocide. Russia's veto is heartbreaking for those families, and it is a further stain on this Council's record.''

I read that into the RECORD because I think it is important to notice the actions of Russia. We see their actions in Ukraine. We see their actions at the U.N. And we see the actions of the U.N., itself. And it really is a shame.

So, again, we remember this genocide to honor its victims. It is not somebody else's problem. It is all of our problems.

□ 1615

In order to prevent it from happening in the future, we have to accurately recall what happened in the past.

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

Mr. SMITH of New Jersey. Mr. Speaker, I yield such time as he may consume to the gentleman from California (Mr. ROYCE), the distinguished chairman of the full Foreign Affairs Committee and a great leader on human rights.

Mr. ROYCE. Mr. Speaker, I appreciate Mr. SMITH of New Jersey for bringing this bill up and keeping this atrocity and the lessons that it means for us today in front of this body, and as always, I appreciate Mr. ENGEL's cooperation in seeing this resolution move to the floor.

I appreciate the powerful stories that were shared by Mr. ENGEL and by Mr. SMITH today in terms of what happened on that day 20 years ago this month as Bosnian Serb forces transformed what was supposed to be a U.N. safe haven for refugees into what became an extermination camp.

On that July day, 8,000 men and boys were massacred. As they shared with you, Serb forces compiled detailed lists of those targeted for killing. They separated families, and they drove those young Muslim men to various fields where they were summarily executed.

The International Criminal Tribunal for the former Yugoslavia ruled that this act was an act of genocide—and rightly so. We do not know the names of many of these victims, as these killers took extensive measures to cover their crimes. As a result, families have never found their missing relatives, and experts continue to uncover and identify remains at the scenes of these mass killings.

Former United Nations Secretary-General Kofi Annan has said that this tragedy will ''haunt the United Nations forever.'' Although it occurred 20 years ago, this massacre continues to hinder progress towards peace in this troubled region. For while Serbia's President has apologized for crimes committed, he and other Serbian officials still refuse to admit the true extent of the brutality.

Mr. Speaker, today's resolution encourages Serbian authorities to publicly acknowledge the genocide that occurred, which would constitute a major step forward in restoring relations with its neighbor.

This resolution also reaffirms U.S. policy to oppose mass atrocities in the strongest terms whenever and wherever they occur; but of course, the Srebrenica genocide, along with others in Rwanda, Cambodia, and Darfur, are stark reminders that simply saying ''never again'' will never be enough. Action is needed, and it is demanded as, around the world, violent conflicts threaten to erupt once more into genocidal campaigns.

I will name some right now. Ongoing abuses against the Rohingya Muslim population in Burma have caused human rights advocates to sound the alarm over a ''grave risk of additional mass atrocities and even genocide.'' Unable to claim citizenship in Burma or elsewhere and under constant threat of violence, many have called the Rohingya Muslims ''the most persecuted minority in the world,'' leading thousands upon thousands to flee their homes in overloaded boats. That is why I helped lead the effort last Congress to pass H. Res. 418, calling for an end to the persecution of the Rohingya people.

In Sri Lanka, anti-Muslim riots broke out last June killing four and injuring dozens more. Acting with impunity under the Rajapaksa government, extremist forces destroyed mosques and Muslim businesses, displacing thousands.

Under the Sirisena government, however, we have an opportunity to press for positive change and inclusivity in the newly elected government there in Sri Lanka.

Extremist groups are similarly targeting minority communities in Syria, the Central African Republic, and Burundi. While we absolutely must remember past atrocities, we are charged with doing all we can to stop today's violence. I don't want future Congresses having to memorialize atrocities from our era now.

Again, Mr. Speaker, I thank the gentleman from New Jersey, Mr. CHRIS SMITH, for introducing this timely and important resolution; and, again, I thank Mr. ENGEL.

I encourage my colleagues to join me in supporting this.

Mr. ENGEL. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, I commend my friend from New Jersey (Mr. SMITH) for his leadership on this important resolution, and I am gratified that we held this timely debate ahead of the solemn commemorations that will take place in Srebrenica and around the world this weekend.

I thank our chairman for his leadership, Chairman ROYCE, as usual. It

shows that we worked again together on the Foreign Affairs Committee in a very bipartisan manner. This transcends everything. This is genocide, and these resolutions are very, very important.

Now, Mr. Speaker, let's think about this. The chairman said something that really jostled my mind. I pointed out where a U.N. resolution was vetoed today by Russia. These men who were massacred in a genocide went to what they were told was a United Nations safe haven.

For this to happen under the auspices of the United Nations and then for Russia to veto a United Nations resolution commemorating solemn, solemn 20 years, it is just an absolute disgrace and irony; and it is one of the reasons that the United Nations has trouble because of the hypocrisy, once again, that we see in that body.

By passing this resolution, we put the House solidly on record honoring the thousands of innocent people killed at Srebrenica and all those who suffered during the Bosnian war. We stand alongside those who risked and continued to risk life and limb to defend the human rights of all people.

Mr. Speaker, I urge my colleagues to support this resolution unanimously, and I yield back the balance of my time.

Mr. SMITH of New Jersey. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I just want to finally say a very special thanks to Majority Leader KEVIN MCCARTHY for arranging for this bill to come to the floor and of course to the Speaker, to ED ROYCE, our distinguished chairman, and the ranking member for their strong support and cosponsorship of this resolution. It is bipartisan, and I think we are sending a clear and unambiguous message to the world, again, that Srebrenica was a genocide.

We must hold those to account who committed these atrocities. At least two of the major perpetrators, hopefully, will soon get justice, one at the end of this year and Mladic probably by 2017. The wheels of justice do turn slowly, but they are jailed right now. Above all, I think we need to pray for the victims.

Mr. Speaker, we need to pray for the loved ones who continue to suffer unspeakable agony. I do hope the American people and all of us in the House and in this town will—especially as this remembrance comes around beginning on July 11—keep these people who have suffered so much in our prayers.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in support of H. Res. 310, expressing the sense of the House of Representatives regarding Srebrenica. As a co-chair of the Congressional Caucus on Bosnia, I believe it is crucial to distinguish the Srebrenica massacres as genocide while honoring the thousands of innocent people who were killed in July twenty years ago.

In the early 1990s, following Bosnia and Herzegovina's declaration of national sovereignty, Bosnian Serb forces attacked Eastern Bosnia in order to unify and secure Serb territory. During this struggle for control, those Bosnian Serb forces, also called the Army of Republika Srpska committed crimes of ethnic cleansing of the non-Serb population. Approximately 8,000 Bosnian men and boys were systematically executed in 1995.

The situation in Bosnia and Herzegovina during this time was a failure on behalf of the international community. In 1999, UN Secretary-General Kofi Annan acknowledged that the global community needed to accept responsibility for the ethnic cleansing campaign in Bosnia and Herzegovina that killed thousands of unarmed civilians in a town designated as a "safe area."

For many years now, I have called on the United Nations to recognize Srebrenica as a genocide. Yesterday, I learned that Russia blocked the latest effort by the United Kingdom to recognize the Srebrenica massacres as a genocide, calling it "not constructive, confrontational, and politically-motivated." I am disappointed that the UN is unable to formally recognize Europe's worst atrocity since World War II.

Although the global community cannot and will not distinguish Srebrenica as genocide, I applaud my fellow Bosnia Caucus co-chair, Congressman CHRIS SMITH, for introducing this important resolution. While the UN's hands are tied, I am proud that the United States continues to be Bosnia and Herzegovina's greatest friend and ally. I urge my colleagues to support Bosnia and Herzegovina by voting in favor of this resolution.

The SPEAKER pro tempore (Mr. WALKER). The question is on the motion offered by the gentleman from New Jersey (Mr. SMITH) that the House suspend the rules and agree to the resolution, H. Res. 310.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

STUDENT SUCCESS ACT

GENERAL LEAVE

Mr. KLINE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Minnesota?

There was no objection.

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

Will the gentleman from Kansas (Mr. YODER) kindly take the chair.

□ 1624

IN THE COMMITTEE OF THE WHOLE

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

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose on Friday, February 27, 2015, a request for a recorded vote on amendment No. 44 printed in part B of House Report 114–29 offered by the gentleman from Virginia (Mr. SCOTT) had been postponed.

Pursuant to House Resolution 347, it shall be in order to consider the further amendments printed in part A of House Report 114–192 as if such amendments had been printed in part B of House Report 114–29. Each such amendment may be offered only in the order printed in the report, by a Member designated in the report, shall be considered read, shall be debatable for the time specified in the report, equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENT NO. 45 OFFERED BY MR. ROKITA

The Acting CHAIR. It is now in order to consider amendment No. 45 printed in part A of House Report 114–192.

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

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 5, lines 4, 7, 16, 20, and 24, strike "2021" and insert "2019".

Page 6, lines 4, 10, 16, 21, and 25, strike "2021" and insert "2019".

Page 7, line 4, strike "2021" and insert "2019".

Page 94, line 18, strike "2021" and insert "2019".

Page 450, line 19 and 23, strike "2021" and insert "2019".

Page 461, line 17, strike "2021" and insert "2019".

Page 484, line 11, strike "2021" and insert "2019".

Page 619, line 7, strike "2021" and insert "2019".

The Acting CHAIR. Pursuant to House Resolution 347, the gentleman from Indiana (Mr. ROKITA) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Indiana.

Mr. ROKITA. Mr. Chairman, my amendment is simple. It shortens authorization of the act from 6 years to 4 years. I am very thankful for the leadership of the gentleman from Wisconsin (Mr. GROTHMAN) for his work in leading this effort.

Mr. Chairman, it is the role of Congress to conduct oversight of Federal programs and regularly revisit the results of taxpayer investments. We began a process to replace No Child Left Behind 4 years ago, and our goal

from the beginning has always been to roll back the Federal Government's authority over K–12 schools and return to State and local education leaders the responsibility and opportunity to deliver a quality education to their students.

Now, the Student Success Act is a strong conservative proposal that reflects our shared principles for reducing the Federal role, restoring local control, and empowering individuals, not government bureaucrats. Reducing the authorization to 4 years will give Congress and the next administration a chance to ensure that these bold reforms are actually working as intended.

Mr. Chairman, I encourage my colleagues to support this commonsense amendment to the underlying bill, and I reserve the balance of my time.

Mr. POLIS. Mr. Chairman, I claim the time in opposition.

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

Mr. POLIS. Mr. Chairman, I had the opportunity to serve on our State Board of Education in Colorado from 2001 to 2007, so this was during the implementation phase of No Child Left Behind.

Now, we knew at the time many of the flaws we are hoping to address through ESEA reauthorization today, but it took several years just to get up to the point where we had the tests, we had the standards, and we complied with it.

Education is a major public enterprise. In fact, it is the largest public enterprise at the State and local level. One of the frustrations that I have heard a lot of in the last few years—and it has really amplified the frustration about testing—is the fact that the ball has been moving, the testing has been changed.

My State of Colorado, which is fairly typical, moved from one test, the CSAP, to a temporary test, the TCAP, and then finally a third test, all in a period of 4 years.

What we need to do—and this is something that we will hear from education stakeholders as varied as teachers, school boards, and principals—is stop moving the ball.

We know it is not going to be perfect. Let's give it a little bit of time to work. Now, this bill is far from perfect, which is why I oppose the underlying bill; but whatever set of rules you set in place, I feel it is important to allow the rulemaking, the State laws, to catch up, which takes a period of time, a period of years.

I think the longer reauthorization, through 2021, rather than reducing it to 4 years, is absolutely in the interests of ensuring that whatever law we come up with can be implemented more effectively at the State and local level.

Not only is it frustrating for districts and teachers to chase a constantly moving ball, it detracts from their most important effort, which is to educate the next generation of Americans.

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

Mr. ROKITA. Mr. Chairman, I yield 1 minute to the gentleman from Minnesota, Chairman KLINE, the chairman of the full Education and Workforce Committee. He has been a leader in the area of working on these issues for a lot more than 4 years.

Mr. KLINE. Mr. Chairman, I thank the gentleman for yielding.

Mr. Chairman, I just wanted to take literally a few seconds to say I understand the gentleman's purpose here. I think this improves the bill.

I support the amendment, and I urge my colleagues to vote for it.

Mr. POLIS. Mr. Chairman, I yield such time as he may consume to the gentleman from Virginia (Mr. SCOTT), the ranking member.

□ 1630

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

As the gentleman from Colorado has indicated, if you have a good bill, you should have as long an authorization as possible. It allows for better planning and the other things he mentioned.

But this is a bad bill. The funding formula takes from the poor and gives to the rich. It eliminates the responsibility to actually do something about the achievement gaps. I just believe the quicker we can get back to it, the better. So if you want to shorten the authorization so that the pain inflicted on this bill is shorter, I am for it.

Mr. ROKITA. Mr. Chairman, I thank the gentleman for supporting the amendment. The reasons he is supporting are completely wrong. We have increased Federal spending, as the gentleman knows, on education over 300 percent since the Federal Government has been involved. And guess what, Mr. Chairman, the results have been flatlined.

This bill does anything but take from the poor and give to the rich. In fact, it ensures that civil rights are protected and that children, whatever socioeconomic background, aren't left behind, but they have the opportunity to succeed in the 21st century and win.

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

The Acting CHAIR. The gentleman from Indiana has 3¼ minutes remaining.

Mr. ROKITA. I yield such time as he may consume to the gentleman from Wisconsin (Mr. GROTHMAN), who is new to this Congress but is already making this mark. He has coauthored this amendment with me.

Mr. GROTHMAN. Mr. Chairman, well, one of the many reasons that this is a good bill is that it recognizes that the Federal Government is taking too much control over education in this country.

One of the reasons the Federal Government should not get involved in many, many things is they are not very nimble. When they make a mistake, rather than turning something around—you know, if a school board makes a mistake, they may come back in a meeting 2 weeks later and undo the mistake they made. When the Federal Government makes a mistake, it can take 15 or 20 years, if ever, to admit they made a mistake.

Now, when the original No Child Left Behind bill passed, I used to meet with school superintendents a couple times a month. They knew within months that that bill was horribly flawed.

Chairman KLINE has worked very hard on this bill. It is a very good bill, but it is still a very big, complicated bill. And I am sure within months, years, a couple of years, local superintendents will report changes they want to have made.

I think this is a very good amendment because, even though it doesn't assure us that we are going to revisit this in 4 years any more than the original No Child Left Behind we were sure we were going to revisit in 7 years, I think it reminds Congress that at least in a 4-year period you ought to be looking at it, see what your local superintendents think, see what your local schoolteachers think, and see if it can be improved. And, of course, it is going to be able to be improved in 4 years. So that is the reason for the amendment.

I mean, if you told anybody back home we are passing a law and we don't anticipate even looking at it again for 4 years, I think they would think that is highly unusual. That defines one of the reasons why we shouldn't get the Federal Government involved in a wide variety of things.

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

Mr. POLIS. Mr. Chairman, of course you can look at a bill during its period of initial authorization. There are routinely cleanup bills that move through this body.

And I wish—I wish—the No Child Left Behind had a cleanup bill in 2002 or in 2003 or in 2004, all during its initial period of authorization, but President Bush closed the doors on even the changes that I think that we could have had broad consensus that we needed to pass.

But of course whatever comes out of this ESEA process, if we can agree on cleanup things and unintended consequences 2 years, 3 years out, let's do them.

Look, the answer is not to move the ball. It leads to the spinning of the wheels for a period of years. And rather than working on educating kids, people are working on complying with an ever-changing matrix of Federal, State, and local law.

There is a lot that happens after we pass a law in this body. It goes to Federal rulemaking, input from various constituencies, final rules. It goes to States who might change their policies, State Boards of Education, State commissioners. It goes down to districts, busy superintendents who are worried about bus schedules, who are

worried about opening new schools, have to worry about recommending to their boards the new policies that will comply with our new Federal law.

It takes a lot of time. It might take 2 years, 3 years before it finally reaches those policy implementation levels on the ground at a local level. And guess what, if this amendment becomes law and the authorization period is only 4 years, they might finally—finally—start complying with this law only to find that there is a future Congress, a future President that moves the ball once again and starts the whole cycle of spinning wheels all over again.

We need to make sure that whatever we do in this body, that we give time for a thoughtful implementation of it at the State and local level that doesn't detract from the core mission that the men and women who teach in our classrooms, the men and women who volunteer on school boards, the professionals who serve as superintendents commit their lives to in terms of educating kids.

So we need to move forward with a longer reauthorization. If there are cleanup matters that we can agree on during that authorization period, we should by no means preclude them from the discussion until the end of this authorization. That was one of the problems with No Child Left Behind, that this body never had a follow-up discussion.

I urge my colleagues to vote ''no,'' and I yield back the balance of my time.

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

The amendment was agreed to.

AMENDMENT NO. 46 OFFERED BY MR. WALKER

The Acting CHAIR. It is now in order to consider amendment No. 46 printed in part A of House Report 114–192.

Mr. WALKER. Mr. Chairman, I offer an amendment.

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 580, line 24, strike the closing quotation mark and second period.

Page 580, after line 24, insert the following:

''PART G—A PLUS ACT

''SECTION 6701. SHORT TITLE; PURPOSE; DEFINITIONS.

''(a) SHORT TITLE.—This part may be cited as the ''Academic Partnerships Lead Us to Success Act'' or the 'A PLUS Act'.

''(b) PURPOSE.—The purposes of this part are as follows:

''(1) To give States and local communities added flexibility to determine how to improve academic achievement and implement education reforms.

''(2) To reduce the administrative costs and compliance burden of Federal education programs in order to focus Federal resources on improving academic achievement.

''(3) To ensure that States and communities are accountable to the public for advancing the academic achievement of all students, especially disadvantaged children.

''(c) DEFINITIONS.—In this part:

''(1) ACCOUNTABILITY.—The term 'accountability' means that public schools are answerable to parents and other taxpayers for the use of public funds and shall report student progress to parents and taxpayers regularly.

''(2) DECLARATION OF INTENT.—The term 'declaration of intent' means a decision by a State, as determined by State Authorizing Officials or by referendum, to assume full management responsibility for the expenditure of Federal funds for certain eligible programs for the purpose of advancing, on a more comprehensive and effective basis, the educational policy of such State.

''(3) STATE.—The term 'State' has the meaning given such term in section 1122(e).

''(4) STATE AUTHORIZING OFFICIALS.—The term 'State Authorizing Officials' means the State officials who shall authorize the submission of a declaration of intent, and any amendments thereto, on behalf of the State. Such officials shall include not less than 2 of the following:

''(A) The governor of the State.

''(B) The highest elected education official of the State, if any.

''(C) The legislature of the State.

''(5) STATE DESIGNATED OFFICER.—The term 'State Designated Officer' means the person designated by the State Authorizing Officials to submit to the Secretary, on behalf of the State, a declaration of intent, and any amendments thereto, and to function as the point-of-contact for the State for the Secretary and others relating to any responsibilities arising under this part.

''SEC. 6702. DECLARATION OF INTENT.

''(a) IN GENERAL.—Each State is authorized to submit to the Secretary a declaration of intent permitting the State to receive Federal funds on a consolidated basis to manage the expenditure of such funds to advance the educational policy of the State.

''(b) PROGRAMS ELIGIBLE FOR CONSOLIDATION AND PERMISSIBLE USE OF FUNDS.—

''(1) SCOPE.—A State may choose to include within the scope of the State's declaration of intent any program for which Congress makes funds available to the State if the program is for a purpose described in this Act. A State may not include any program funded pursuant to the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

''(2) USES OF FUNDS.—Funds made available to a State pursuant to a declaration of intent under this part shall be used for any educational purpose permitted by State law of the State submitting a declaration of intent.

''(3) REMOVAL OF FISCAL AND ACCOUNTING BARRIERS.—Each State educational agency that operates under a declaration of intent under this part shall modify or eliminate State fiscal and accounting barriers that prevent local educational agencies and schools from easily consolidating funds from other Federal, State, and local sources in order to improve educational opportunities and reduce unnecessary fiscal and accounting requirements.

''(c) CONTENTS OF DECLARATION.—Each declaration of intent shall contain—

''(1) a list of eligible programs that are subject to the declaration of intent;

''(2) an assurance that the submission of the declaration of intent has been authorized by the State Authorizing Officials, specifying the identity of the State Designated Officer;

''(3) the duration of the declaration of intent;

''(4) an assurance that the State will use fiscal control and fund accounting procedures;

''(5) an assurance that the State will meet the requirements of applicable Federal civil rights laws in carrying out the declaration of intent and in consolidating and using the funds under the declaration of intent;

''(6) an assurance that in implementing the declaration of intent the State will seek to advance educational opportunities for the disadvantaged;

''(7) a description of the plan for maintaining direct accountability to parents and other citizens of the State; and

''(8) an assurance that in implementing the declaration of intent, the State will seek to use Federal funds to supplement, rather than supplant, State education funding.

''(d) DURATION.—The duration of the declaration of intent shall not exceed 5 years.

''(e) REVIEW AND RECOGNITION BY THE SECRETARY.—

''(1) IN GENERAL.—The Secretary shall review the declaration of intent received from the State Designated Officer not more than 60 days after the date of receipt of such declaration, and shall recognize such declaration of intent unless the declaration of intent fails to meet the requirements under subsection (c).

''(2) RECOGNITION BY OPERATION OF LAW.—If the Secretary fails to take action within the time specified in paragraph (1), the declaration of intent, as submitted, shall be deemed to be approved.

''(f) AMENDMENT TO DECLARATION OF INTENT.—

''(1) IN GENERAL.—The State Authorizing Officials may direct the State Designated Officer to submit amendments to a declaration of intent that is in effect. Such amendments shall be submitted to the Secretary and considered by the Secretary in accordance with subsection (e).

''(2) AMENDMENTS AUTHORIZED.—A declaration of intent that is in effect may be amended to—

''(A) expand the scope of such declaration of intent to encompass additional eligible programs;

''(B) reduce the scope of such declaration of intent by excluding coverage of a Federal program included in the original declaration of intent;

''(C) modify the duration of such declaration of intent; or

''(D) achieve such other modifications as the State Authorizing Officials deem appropriate.

''(3) EFFECTIVE DATE.—The amendment shall specify an effective date. Such effective date shall provide adequate time to assure full compliance with Federal program requirements relating to an eligible program that has been removed from the coverage of the declaration of intent by the proposed amendment.

''(4) TREATMENT OF PROGRAM FUNDS WITHDRAWN FROM DECLARATION OF INTENT.—Beginning on the effective date of an amendment executed under paragraph (2)(B), each program requirement of each program removed from the declaration of intent shall apply to the State's use of funds made available under the program.

''SEC. 6703. TRANSPARENCY FOR RESULTS OF PUBLIC EDUCATION.

''(a) IN GENERAL.—Each State operating under a declaration of intent under this part shall inform parents and the general public regarding the student achievement assessment system, demonstrating student progress relative to the State's determination of student proficiency, as described in paragraph (2), for the purpose of public accountability to parents and taxpayers.

''(b) ACCOUNTABILITY SYSTEM.—The State shall determine and establish an accountability system to ensure accountability under this part.

''(c) REPORT ON STUDENT PROGRESS.—Not later than 1 year after the effective date of the declaration of intent, and annually

thereafter, a State shall disseminate widely to parents and the general public a report that describes student progress. The report shall include—

''(1) student performance data disaggregated in the same manner as data are disaggregated under section 1111(b)(3)(A); and

''(2) a description of how the State has used Federal funds to improve academic achievement, reduce achievement disparities between various student groups, and improve educational opportunities for the disadvantaged.

''SEC. 6704. ADMINISTRATIVE EXPENSES.

''(a) IN GENERAL.—Except as provided in subsection (b), the amount that a State with a declaration of intent may expend for administrative expenses shall be limited to 1 percent of the aggregate amount of Federal funds made available to the State through the eligible programs included within the scope of such declaration of intent.

''(b) STATES NOT CONSOLIDATING FUNDS UNDER PART A OF TITLE I.—If the declaration of intent does not include within its scope part A of title I, the amount spent by the State on administrative expenses shall be limited to 3 percent of the aggregate amount of Federal funds made available to the State pursuant to such declaration of intent.

''SEC. 6705. EQUITABLE PARTICIPATION OF PRIVATE SCHOOLS.

''Each State consolidating and using funds pursuant to a declaration of intent under this part shall provide for the participation of private school children and teachers in the activities assisted under the declaration of intent in the same manner as participation is provided to private school children and teachers under section 9501.''.

The Acting CHAIR. Pursuant to House Resolution 347, the gentleman from North Carolina (Mr. WALKER) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from North Carolina.

Mr. WALKER. Mr. Chairman, I am introducing the Academic Partnerships Lead Us to Success, or the A-PLUS, Act.

When most of us come to Washington, one of the promises or one of the things that we try and do best is to return as much power or, should I say, decisionmaking back to the States and back to the people.

I believe the A-PLUS Act does that. It allows the States to opt out of as many as 80 different Federal programs, returning that opportunity. Some may say that No Child Left Behind, that it allows the opt out, and it does; but what it doesn't do, it doesn't allow the States to opt out of the mandates and still keep their Federal funding. That is why we believe this is a crucial amendment.

I yield such time as he may consume to the gentleman from Florida (Mr. DESANTIS), my distinguished friend.

Mr. DESANTIS. Mr. Chairman, I thank my friend from North Carolina.

I am happy to cosponsor this amendment. I think of this amendment in terms of Common Core because we have had a lot of controversy over Common Core. A lot of parents are upset about it, and they say: Look, this was the Federal Government getting involved in education, and people support it.

Congress said: Wait a minute. The Federal Government never mandated Common Core. That never happened.

And, you know, that is true.

But what did happen was the Federal Government had a huge amount of money under President Obama's race to the top, and they said: Hey, States—and this is during the recession and States needed the money—here is some money, but you have got to do what we want you to do.

And so they conditioned that funding and really coerced a lot of States into adopting something like Common Core.

And so I think what the A-PLUS does is it says: Okay. The Federal Government has gotten involved in K–12 education. I don't think it has been very successful from the very beginning, but if you are going to be providing money, at least give the State the ability to take that money and use it as they see fit to try and innovate and to try to do things that will improve the academic performance of their kids. But don't condition the funding on following specific formulas that Washington knows best.

I think this really empowers States. I think this is something that will empower local communities and, I think, ultimately will be better off as a matter of K–12 education. So I thank my friend from North Carolina for offering it.

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

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

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

The amendment would literally let States just take the money and run with no assurance that the billions of Federal dollars actually benefit the populations of students that ESEA was intended to serve: low-income, minority students who do not speak English, students with disabilities.

The original purpose of ESEA was to address the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs.

Subsequently, we added a requirement that you identify and address achievement gaps. That is the purpose of the law. If you just opt out and take it as a block grant, you don't have to address the problems that the money is designed to cure.

The underlying bill violates the original purpose of the original ESEA, and this amendment just makes it worse.

I reserve the balance of my time.

Mr. WALKER. Mr. Chairman, I request how much time is remaining.

The Acting CHAIR. The gentleman from North Carolina has 2¾ minutes remaining.

Mr. WALKER. Mr. Chairman, who better to address these problems than parents, States, and local school boards.

Let's talk about specifically what the A-PLUS Act does.

One, it restores education decisionmaking to State and local leaders who are better positioned to make informed decisions about the needs of their local school communities. It allows States to consolidate funding for any and all programs that are authorized under the ESEA, and it also reduces bureaucracy and increases transparency of student outcomes by redirecting accountability to parents and taxpayers, not Washington.

Fundamentally, I believe that government is more accountable, almost always, the more local, and it becomes more effective.

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

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

Mr. POLIS. Mr. Chairman, there is a great potential for cooperation between Democrats and Republicans, as has historically been, with regard to education; and that lies in, of course, enhancing flexibility in freeing teachers and principals and districts from some of the bureaucratic constraints that they have that distract from their ability to maximize education.

But along with that increased flexibility needs to come accountability; otherwise, we wind up with the worst of both worlds. And just like No Child Left Behind erred too far in the direction of not enough flexibility with too much in the wrong kind of accountability, so, too, must we be careful not to err in the direction of too much flexibility without accountability.

It is important to make sure that as we increase the ways and the manner that States and districts have to free up local innovation at the classroom level, at the school level, at the district level, we need to make sure and reiterate what our goals are here.

How do we make sure that all students are learning? How do we make sure that schools are serving students with disabilities under IDEA? How do we make sure that districts and States are committed to closing the achievement gap between students of color and White students, even in local jurisdictions that might not have that political will intrinsically? That is the Federal promise. That is the promise and the reason behind ESEA and our efforts to improve education across these United States.

To turn it over to the States effectively makes the referee a player on the field. We need to have an objective look. The same people who are concerned with deciding exactly how moneys are spent cannot objectively weigh whether it is working or whether it is not. That is just human nature.

We need to make sure that if States have additional flexibility in grants—something I think that we can certainly work together on—if they have

that flexibility, we need to make sure there is an objective standard under which what they are doing with that flexibility is determined to work or not to work. And if it doesn't work, we need to encourage those States to move in a different direction. If it does work, we can increase our efforts to support them.

So again, there is a general premise here that can be worked on, but the underlying amendment would be extremely detrimental to public education.

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

The Acting CHAIR. The gentleman has 2 minutes remaining.

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

The Acting CHAIR. The gentleman from North Carolina yielded back the balance of his time. Did the gentleman intend to reserve?

Mr. WALKER. Yes.

The Acting CHAIR. Does the gentleman ask for unanimous consent to reclaim his 2 minutes of time?

Mr. WALKER. He yielded back 2 minutes to me. Is that correct?

The Acting CHAIR. Does the gentleman ask for unanimous consent?

Mr. WALKER. Yes.

The Acting CHAIR. Without objection, the gentleman from North Carolina may reclaim his 2 minutes of time.

There was no objection.

PARLIAMENTARY INQUIRY

Mr. POLIS. Mr. Chairman, a point of parliamentary inquiry.

The Acting CHAIR. The gentleman will state his parliamentary inquiry.

Mr. POLIS. Mr. Chairman, to be clear, the gentleman was not yielded time from the gentleman from Virginia.

The Acting CHAIR. The gentleman is correct.

Mr. POLIS. The gentleman was granted his own time, which erroneously he had yielded back to the Chair.

The Acting CHAIR. The gentleman from Colorado is correct.

The Chair recognizes the gentleman from North Carolina

Mr. WALKER. Mr. Chairman, how much time do I have remaining?

The Acting CHAIR. The gentleman from North Carolina has 2 minutes remaining. The gentleman from Virginia has 2 minutes remaining.

Mr. WALKER. Mr. Chairman, a lot of this is talk. And with due respect to my friend from Colorado, I hear the point. But I would say a lot of that is we are hearing ''we, we this, we this, we the Federal, we this.'' It really should be ''we the people at the State,'' ''we the people at the local level.''

It is important that we get some of the power that we like to monger up here among us in this House to return it back to the States, to return it back to the individual school boards.

□ 1645

Who best knows to make these decisions other than these parents and these school boards? We talk about accountability. As Dr. Phil would say, ''How has that been working for us the last 40 years?''

We need to get the accountability back to where it goes, where it should have been from the very beginning, and that is to the State level and to the local people, to the parents and the school boards.

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

Mr. SCOTT of Virginia. Mr. Chairman, the ESEA passed in 1965 because States and localities were not equitably funding the schools. The ESEA required the money to be spent primarily in the areas with a concentration of low-income families. If this amendment passes, we can reasonably assume that they will go back to the way they were doing it.

This makes a bad bill even worse. So I would hope that we would defeat the amendment and keep the requirement that the States, in using the money, address the fiscal inequalities and achievement gaps.

With this amendment, there are no requirements that they do anything, and we can reasonably assume that they would go back to doing the things they were doing to begin with before the ESEA passed. I would hope we would defeat this amendment.

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

The Acting CHAIR. The question is on the amendment offered by the gentleman from North Carolina (Mr. WALKER).

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

Mr. SCOTT of Virginia. Mr. Chairman, I demand a recorded vote.

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

AMENDMENT NO. 47 OFFERED BY MR. SALMON

The Acting CHAIR. It is now in order to consider amendment No. 47 printed in part A of House Report 114–192.

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

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 31, line 3, strike ''(3)(B)(ii)(II)'' and insert ''(3)(B)(ii)(II), except that States shall allow the parent of a student to opt such student out of the assessments required under this paragraph for any reason and shall not include such students in calculating the participation rate under this clause''.

The Acting CHAIR. Pursuant to House Resolution 347, the gentleman from Arizona (Mr. SALMON) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Arizona.

Mr. SALMON. Mr. Chairman, I first want to thank Chairman KLINE and Representative ROKITA of the House Committee on Education and the Workforce for working with me on this important amendment, which is to ensure that parents have more authority and power over their children's educations.

My amendment is very, very simple. It would allow any parent to opt his child out of high-stakes testing, and it would protect schools from being punished by the Federal Department of Education if parents opted to take their children out of these tests.

Since the 2001 reauthorization of the Elementary and Secondary Education Act, called No Child Left Behind, the Federal Government has placed increasing importance on academic assessments in K–12 education.

Assessments are important and even necessary to understand and measure a child's academic progress. However, academic assessments have become an overutilized metric to evaluate everything from the quality of a teacher to the strength of a particular program.

Because of this frenzied obsession with high-stakes testing, more and more time is being usurped from actual classroom learning. It was reported that the testing for a student in the 11th grade could take up to 27 days, a total of 15 percent of the entire school year, and a lot of the teachers complain about having to teach to the test. In fact, I think that is why the NEA has come out in support of this amendment.

Parents are becoming increasingly fed up with such constant and onerous testing requirements, and so are the teachers. While some States currently allow parents to opt their students out of assessments, there exists a simultaneous obligation on schools of a 95 percent participation rate in school assessments.

If schools don't meet these requirements, they risk enforcement measures from the Department of Education, which, at worst, could include losing access to Federal funding. These factors create a strange environment of conflicting interests for students, parents, and schools.

My amendment would ease a school's fear of penalties by directing that opted-out students not be counted among the 95 percent participation requirement while giving parents due power over their children's educations.

I urge my colleagues to join me in supporting this important amendment, which returns the power back to where it should be, with the parents.

I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Chairman, I claim the time in opposition.

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

Mr. SCOTT of Virginia. Mr. Chairman, it is one thing to keep a light on problems like achievement gaps, as the underlying bill does, but it kind of sweeps everything under the rug.

Before the participation threshold of 95 percent, only one State actually assessed 95 percent of students with disabilities, and it was not unusual for

low-achieving students to suddenly have field trips on testing day. If you are not measuring the achievement gap, you can't deal with the achievement gap.

We need to make sure that enough students test, which is 95 percent, so that we can actually identify the achievement gaps and do something about it. Parents do have the right to opt out, but when the dust settles, at least 95 percent will have had to have taken the test.

We have situations now in which, if you eliminate that requirement, school systems can encourage people not to show up on testing day. They can have field trips on testing day and can manipulate the data so that, if only half of the students are taking the test and if you make sure that it is the good students who are taking the test, your scores all of a sudden will go up.

The requirement that 95 percent get tested means you have meaningful data so that you can find out what the problem is, and then you can deal with it.

I reserve the balance of my time.

Mr. SALMON. Mr. Chairman, I yield 1 minute to the gentleman from Minnesota (Mr. KLINE), the chairman of the full committee.

Mr. KLINE. I thank the gentleman for offering this amendment.

Mr. Chairman, the gentleman is expressing a concern here of parents, not of schoolteachers and principals who want to put together field trips. There is a great deal of anxiety on the part of some parents, and this is giving them some power.

I support the gentleman's amendment, and I encourage my colleagues to support it.

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

Mr. GRIJALVA. I thank the ranking member.

Mr. Chairman, I rise in opposition to the underlying legislation and to the Salmon amendment.

Once again, we are considering legislation that does nothing to improve equity in our public education system, assuring and ensuring that resources are focused on student populations that have been historically marginalized, primarily children of color, English language learners, children with disabilities, and poor kids. The lessons from No Child Left Behind are plentiful, some good that need improvement and some that need to be eliminated from a reauthorization.

This amendment, along with the underlying legislation, continues to dismantle and remove the ESEA's significant mission, to deal with the issue of poverty in this country, marginalized communities, and kids who are not achieving.

Mr. Chairman, I ask my colleagues to oppose H.R. 5 and this amendment. The current bill fails to provide all of our communities with equitable educations.

Portability eliminates a maintenance of effort, block grants don't address charter school accountability, and it eliminates provisions to protect English learners in this country. With this amendment, we eliminate the Nation's responsibility to be accountable and to ensure that all children get an education.

I am astounded by the historical amnesia that goes on when we have these discussions. The ESEA was formed for a purpose: to improve and to create equity and opportunity for children who didn't have it.

We have not reached a stage in this country when we can say that States can take care of this. We can go back to those vestiges, as the ranking member said, in which there was no equality, there was no opportunity, and tell the States, ''You can do what you want with this Federal money. And, by discretion, if you don't educate all of your children, that is okay. And if, by discretion, we can't hold anybody accountable for his lack of education, that is okay.''

That is the message we are going back to, and I urge a ''no'' vote.

Mr. SALMON. Mr. Chairman, I take serious umbrage with the arrogance that purveys this city in that we are the font of all knowledge. In fact, I lovingly joke with my constituents when I go back and say, ''I am from Washington, D.C., and I am here to help you.'' It always draws a loud amount of laughter because everybody knows that that is not the way things really are.

If we can't trust our parents, who have the biggest vested interest in whether or not their children succeed in education, if we can't trust the teachers, if we can't trust the local school boards, whose members also have to run for election, then we might as well just fold up and go home.

I have a lot more confidence in parents, in teachers, in our local school boards, than I do in some nameless, faceless bureaucrat here in Washington, D.C. I say we put the power back where it should be: in the hands of parents and teachers and local school boards.

I yield back the balance of my time.

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

The Acting CHAIR. The gentleman has 1½ minutes remaining.

Mr. SCOTT of Virginia. Mr. Chairman, I yield 1 minute to the gentleman from Colorado (Mr. POLIS).

Mr. POLIS. I thank the ranking member.

Mr. Chairman, one parent recently wrote me that she prefers that students with special needs be required to take tests. In her words, ''The tests gave us the data we needed to see where my son needed additional support.''

I rise in opposition to Mr. SALMON's amendment.

Before No Child Left Behind was passed, schools across the country would systemically excluded students from tests in an effort to inflate a school's overall performance and sweep deficiencies and discrimination under the rug.

This amendment, which would allow students to opt out of tests and allow those students to be omitted from the testing threshold, would make it easier to, once again, exclude historically marginalized students from accountability systems.

There would be almost no way of knowing which students truly opted out, which were pushed out, and which students stayed at home at their schools' suggestion or traveled on an optional field trip.

In my home State of Colorado, a similar provision was brought up in the State legislature, and over 400 business and community leaders strongly publicly opposed the bill and succeeded in defeating it.

In order to close achievement gaps, we need data on every student, regardless of race, background, or disability. This kind of policy allows the very data we need the most on the most needy kids to be swept under the rug.

For that reason, I strongly urge a ''no'' vote on this amendment.

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

If this amendment passes, school systems will have an incentive to address achievement gaps not by the hard work that it takes to close the achievement gaps, but by just manipulating the data. That is wrong, and this amendment ought to be defeated.

I yield back the balance of my time.

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

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

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

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

AMENDMENT NO. 48 OFFERED BY MR. POLIS

The Acting CHAIR. It is now in order to consider amendment No. 48 printed in part A of House Report 114–192.

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

The Acting CHAIR. The Clerk will designate the amendment.

The text of the amendment is as follows:

Strike section 112 and insert the following:

SEC. 112. STATE PLANS.

Section 1111 (20 U.S.C. 6311) is amended to read as follows:

''SEC. 1111. STATE PLANS.

''(a) PLANS REQUIRED.—

''(1) IN GENERAL.—For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with representatives of local educational agencies, teachers, school leaders, specialized instructional support personnel, early childhood education providers, parents, community organizations, communities representing underserved populations, and Indian tribes,

that satisfies the requirements of this section, and that is coordinated with other programs of this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

''(2) CONSOLIDATED PLAN.—A State plan submitted under paragraph (1) may be submitted as a part of a consolidated plan under section 9302.

''(b) COLLEGE AND CAREER READY CONTENT STANDARDS, ASSESSMENTS, AND ACHIEVEMENT STANDARDS.—

''(1) GENERAL REQUIREMENTS.—Each State plan shall include evidence that the State's college and career ready content standards, assessments, and achievement standards under this subsection are—

''(A) vertically aligned from kindergarten through grade 12; and

''(B) developed and implemented to ensure that proficiency in the content standards will signify that a student is on-track to graduate prepared for—

''(i) according to written affirmation from the State's public institutions of higher education, placement in credit-bearing, non-remedial courses at the 2-and 4-year public institutions of higher education in the State; and

''(ii) success on relevant State career and technical education standards.

''(2) COLLEGE AND CAREER READY CONTENT STANDARDS.—

''(A) IN GENERAL.—Each State plan shall demonstrate that, not later than the 2015–2016 school year the State educational agency will adopt and implement high-quality, college and career ready content standards that comply with this paragraph.

''(B) SUBJECTS.—The State educational agency shall have such high-quality, academic content standards for students in kindergarten through grade 12 for, at a minimum, English language arts, math, and science.

''(C) ELEMENTS.—College and career ready content standards under this paragraph shall—

''(i) be developed through participation in a State-led process that engages—

''(I) kindergarten through-grade-12 education experts (including teachers and educational leaders); and

''(II) representatives of institutions of higher education, the business community, and the early learning community;

''(ii) be rigorous, internationally benchmarked, and evidence-based, requiring students to demonstrate the ability to think critically, solve problems, and communicate effectively;

''(iii) be either—

''(I) validated, including through written affirmation from the State's public institutions of higher education, to ensure that proficiency in the content standards will signify that a student is on-track to graduate prepared for—

''(aa) placement in credit-bearing, non-remedial courses at the 2-and 4-year public institutions of higher education in the State; and

''(bb) success on relevant State career and technical education standards; or

''(II) State-developed and voluntarily adopted by a significant number of States;

''(iv) for standards from kindergarten through grade 3, reflect progression in how children develop and learn the requisite skills and content from earlier grades (including preschool) to later grades; and

''(v) apply to all schools and students in the State.

''(D) ENGLISH LANGUAGE PROFICIENCY STANDARDS.—Each State educational agency shall develop and implement statewide, high-quality English language proficiency standards that—

''(i) are aligned with the State's academic content standards;

''(ii) reflect the academic language that is required for success on the State educational agency's academic content assessments;

''(iii) predict success on the applicable grade level English language arts content assessment;

''(iv) ensure proficiency in each of the domains of speaking, listening, reading, and writing in the appropriate amount of time; and

''(v) address the different proficiency levels of English learners.

''(E) EARLY LEARNING STANDARDS.—The State educational agency shall, in collaboration with the State agencies responsible for overseeing early care and education programs and the State early care and education advisory council, develop and implement early learning standards across all major domains of development for preschoolers that—

''(i) demonstrate alignment with the State academic content standards;

''(ii) are implemented through dissemination, training, and other means to applicable early care and education programs;

''(iii) reflect research and evidence-based developmental and learning expectations;

''(iv) inform teaching practices and professional development and services; and

''(v) for preschool age children, appropriately assist in the transition to kindergarten.

''(F) ASSURANCE.—Each State plan shall include an assurance that the State has implemented the same content standards for all students in the same grade and does not have a policy of using different content standards for any student subgroup.

''(3) HIGH-QUALITY ASSESSMENTS.—

''(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency will adopt and implement high-quality assessments in English language arts, math, and science not later than the 2016–2017 school year that comply with this paragraph.

''(B) ELEMENTS.—Such assessments shall—

''(i) be valid, reliable, appropriate, and of adequate technical quality for each purpose required under this Act, and be consistent with relevant, nationally recognized professional and technical standards;

''(ii) measure the knowledge and skills necessary to demonstrate proficiency in the academic content standards under paragraph (2) for the grade in which the student is enrolled;

''(iii) be developed as part of a system of assessments providing data (including individual student achievement data and individual student growth data), that shall be used to improve teaching, learning, and program outcomes;

''(iv) be used in determining the performance of each local educational agency and school in the State in accordance with the State's accountability system under subsection (c);

''(v) provide an accurate measure of—

''(I) student achievement at all levels of student performance; and

''(II) student academic growth;

''(vi) allow for complex demonstrations or applications of knowledge and skills including the ability to think critically, solve problems, and communicate effectively;

''(vii) be accessible for all students, including students with disabilities and English learners, by—

''(I) incorporating principles of universal design as defined by section 3(a) of the Assistive Technology Act of 1998 (29 U.S.C. 3002(a)); and

''(II) being interoperable when using any digital assessment, such as computer-based and online assessments;

''(viii) provide for accommodations, including for computer-based and online assessments, for students with disabilities and English learners to provide a valid and reliable measure of such students' achievement;

''(ix) produce individual student interpretive, descriptive, and diagnostic reports that allow parents, teachers, and school leaders to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments, and that are provided to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and

''(x) may be partially delivered in the form of portfolios, projects, or extended performance tasks as long as such assessments meet the requirements of this subsection.

''(C) ADMINISTRATION.—Such assessments shall—

''(i) be administered to all students, including all subgroups described in subsection (c)(3)(A), in the same grade level for each content area assessed, except as provided under subparagraph (E), through—

''(I) a single summative assessment each school year; or

''(II) multiple statewide assessments over the course of the school year that result in a single summative score that provides valid, reliable, and transparent information on student achievement for each tested content area in each grade level;

''(ii) for English language arts and math—

''(I) be administered annually, at a minimum, for students in grade 3 through grade 8; and

''(II) be administered at least once, but not earlier than 11th grade for students in grades 9 through grade 12; and

''(iii) for science, be administered at least once during grades 3 through 5, grades 6 through 8, and grades 9 through 12.

''(D) NATIVE LANGUAGE ASSESSMENTS.—Each State educational agency with at least 10,000 English learners, at least 25 percent of which speak the same language that is not English, shall adopt and implement native language assessments for that language consistent with State law. Such assessments shall be for students—

''(i) for whom the academic assessment in the student's native language would likely yield more accurate and reliable information about such student's content knowledge;

''(ii) who are literate in the native language and have received formal education in such language; or

''(iii) who are enrolled in a bilingual or dual language program and the native language assessment is consistent with such program's language of instruction.

''(E) ALTERNATE ASSESSMENTS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—In the case of a State educational agency that adopts alternate achievement standards for students with the most significant cognitive disabilities described in paragraph (4)(D), the State shall adopt and implement high-quality statewide alternate assessments aligned to such alternate achievement standards that meet the requirements of subparagraphs (B) and (C), so long as the State ensures that in the State the total number of students in each grade level assessed in each subject does not exceed the cap established under subsection (c)(3)(E)(iii)(II).

''(F) ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS.—Each State educational agency

shall adopt and implement statewide English language proficiency assessments that—

''(i) are administered annually and aligned with the State's English language proficiency standards and academic content standards;

''(ii) are accessible, valid, and reliable;

''(iii) measure proficiency in reading, listening, speaking, and writing in English both individually and collectively;

''(iv) assess progress and growth on language and content acquisition; and

''(v) allow for the local educational agency to retest a student in the individual domain areas that the student did not pass, unless the student is newly entering a school in the State, or is in the third, fifth, or eighth grades.

''(G) SPECIAL RULE WITH RESPECT TO BUREAU FUNDED SCHOOLS.—In determining the assessments to be used by each school operated or funded by the Department of the Interior's Bureau of Indian Education receiving funds under this part, the following shall apply:

''(i) Each such school that is accredited by the State in which it is operating shall use the assessments the State has developed and implemented to meet the requirements of this section, or such other appropriate assessment as approved by the Secretary of the Interior.

''(ii) Each such school that is accredited by a regional accrediting organization shall adopt an appropriate assessment, in consultation with and with the approval of, the Secretary of the Interior and consistent with assessments adopted by other schools in the same State or region, that meets the requirements of this section.

''(iii) Each such school that is accredited by a tribal accrediting agency or tribal division of education shall use an assessment developed by such agency or division, except that the Secretary of the Interior shall ensure that such assessment meets the requirements of this section.

''(H) ASSURANCE.—Each State plan shall include an assurance that the State educational agency will take steps to ensure that the State assessment system, which includes all statewide assessments and local assessments is coordinated and streamlined to eliminate duplication of assessment purposes, practices, and use.

''(I) ACCOMMODATIONS.—Each State plan shall—

''(i) describe the accommodations for English learners and students with disabilities on the assessments used by the State which may include accommodations such as text-to-speech technology or read aloud, braille, large print, calculator, speech-to-text technology or scribe, extended time, and frequent breaks;

''(ii) include evidence of the effectiveness of such accommodations in maintaining valid results for the appropriate population; and

''(iii) include evidence that such accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores.

''(J) ADAPTIVE ASSESSMENTS.—In the case of a State educational agency that develops and administers computer adaptive assessments, such assessments shall meet the requirements of this paragraph, and must measure, at a minimum, each student's academic proficiency against the State's content standards as described in paragraph (2) for the grade in which the student is enrolled.

''(4) COLLEGE AND CAREER READY ACHIEVEMENT AND GROWTH STANDARDS.—

''(A) IN GENERAL.—Each State plan shall demonstrate that the State will adopt and implement college and career ready achievement standards in English language arts, math, and science by the 2015–2016 school year that comply with this paragraph.

''(B) ELEMENTS.—Such academic achievement standards shall establish at a minimum, 3 levels of student achievement that describe how well a student is demonstrating proficiency in the State's academic content standards that differentiate levels of performance to—

''(i) describe 2 levels of high achievement (on-target and advanced) that indicate, at a minimum, that a student is proficient in the academic content standards under paragraph (2) as measured by the performance on assessments under paragraph (3); and

''(ii) describe a third level of achievement (catch-up) that provides information about the progress of a student toward becoming proficient in the academic content standards under paragraph (2) as measured by the performance on assessments under paragraph (3).

''(C) VERTICAL ALIGNMENT.—Such achievement standards are vertically aligned to ensure a student who achieves at the on-target or advanced levels under subparagraph (B)(i) signifies that student is on-track to graduate prepared for—

''(i) placement in credit-bearing, non-remedial courses at the 2- and 4-year public institutions of higher education in the State; and

''(ii) success on relevant State career and technical education standards.

''(D) ALTERNATE ACHIEVEMENT STANDARDS.—If a State educational agency adopts alternate achievement standards for students with the most significant cognitive disabilities, such academic achievement standards shall establish, at a minimum, 3 levels of student achievement that describe how well a student is demonstrating proficiency in the State's academic content standards that—

''(i) are aligned to the State's college and career ready content standards under paragraph (2);

''(ii) are vertically aligned to ensure that a student who achieves at the on-target or advanced level under clause (v)(I) signifies that the student is on-track to access a postsecondary education or competitive integrated employment;

''(ii) reflect concepts and skills that students should know and understand for each grade;

''(iv) are supported by evidence-based learning progressions to age and grade-level performance; and

''(v) establish, at a minimum—

''(I) 2 levels of high achievement (on-target and advanced) that indicate, at a minimum, that a student with the most significant cognitive disabilities is proficient in the academic content standards under paragraph (2) as measured by the performance on assessments under paragraph (3)(E); and

''(II) a third level of achievement (catch-up) that provides information about the progress of a student with the most significant cognitive disabilities toward becoming proficient in the academic content standards under paragraph (2) as measured by the performance on assessments under paragraph (3)(E).

''(E) STUDENT GROWTH STANDARDS.—Each State plan shall demonstrate that the State will adopt and implement student growth standards for students in the assessed grades that comply with this subparagraph, as follows:

''(i) ON-TARGET AND ADVANCED LEVELS.—For a student who is achieving at the on-target or advanced level of achievement, the student growth standard is not less than the rate of academic growth necessary for the student to remain at that level of student achievement for not less than 3 years.

''(ii) CATCH-UP LEVEL.—For a student who is achieving at the catch-up level of achievement, the student growth standard is not less than the rate of academic growth necessary for the student to achieve an on-target level of achievement within 3 or 4 years, as determined by the State.

''(F) PROHIBITION.—A State may not establish alternate or modified achievement standards for any subgroup of students, except as provided under subparagraph (D).

''(5) RULE OF CONSTRUCTION.—Nothing in paragraph (3) shall be construed to prescribe the use of the academic assessments established pursuant to such paragraph for student promotion or graduation purposes.

''(c) ACCOUNTABILITY AND SCHOOL IMPROVEMENT SYSTEM.—The State plan shall demonstrate that not later than the 2016–2017 school year, the State educational agency, in consultation with representatives of local educational agencies, teachers, school leaders, parents, community organizations, communities representing underserved populations and Indian tribes, has developed a single statewide accountability and school improvement system (in this subsection known as the 'accountability system') that ensures all students have the knowledge and skills to successfully enter the workforce or postsecondary education without the need for remediation by complying with this subsection as follows:

''(1) ELEMENTS.—Each State accountability system shall, at a minimum—

''(A) annually measure academic achievement for all students, including each subgroup described in paragraph (3)(A), in each public school, including each charter school, in the State, including—

''(i) student academic achievement in accordance with the academic achievement standards described in subsection (b)(4);

''(ii) student growth in accordance with the student growth standards described in subsection (b)(4)(E); and

''(iii) graduation rates in diploma granting schools;

''(B) set clear performance and growth targets in accordance with paragraph (2) to improve the academic achievement of all students as measured under subparagraph (A) of this paragraph and to close achievement gaps so that all students graduate ready for postsecondary education and the workforce;

''(C) establish equity indicators to diagnose school challenges and measure school progress within the improvement system described in section 1116, including factors to measure, for all students and each subgroup described in paragraph (3)(A)—

''(i) academic learning, such as—

''(I) percentage of students successfully completing rigorous coursework that aligns with college and career ready standards described under subsection (b)(2) such as dual enrollment, Advanced Placement (AP) or International Baccalaureate (IB) courses;

''(II) percentage of students enrolled in arts courses;

''(III) student success on State or local educational agency end-of course examinations; and

''(IV) student success on performance-based assessments that are valid, reliable and comparable across a local educational agency and meet the requirements of paragraph (3)(B);

''(ii) student engagement, such as—

''(I) student attendance rates;

''(II) student discipline data, including suspension and expulsion rates;

''(III) incidents of bullying and harassment; and

''(IV) surveys of student engagement and satisfaction;

''(iii) student advancement, such as—

''(I) student on-time promotion rates;

''(II) on-time credit accumulation rates;

''(III) course failure rates; and

''(IV) post-secondary and workforce entry rates;

''(iv) student health and wellness;

''(v) student access to instructional quality, such as—

''(I) number of qualified teachers and paraprofessionals;

''(II) number of specialized instructional support personnel;

''(III) instructional personnel attendance, vacancies, and turnover; and

''(IV) rates of effective teachers and principals, as determined by the State or local educational agency;

''(vi) school climate and conditions for student success, such as—

''(I) the availability of up-to-date instructional materials, technology, and supplies;

''(II) measures of school safety; and

''(III) the condition of school facilities; including accounting for well-equipped instructional spaces; and

''(vii) family and community engagement in education;

''(D) annually differentiate performance and condition of schools based on—

''(i) the achievement measured under subparagraph (A);

''(ii) whether the school meets the performance and growth targets set under paragraph (2); and

''(iii) to a lesser extent, data on the State-established equity indicators, as described in subparagraph (C); and

''(E) identify using the differentiation described in subparagraph (D), for the purposes under section 1116—

''(i) high priority schools that—

''(I) according to the State-established parameters described in 1116(a)(2), have the lowest performance in the local educational agency and the State using current and prior year academic achievement, growth, and graduation rate data as described in subparagraph (A) and data on the state-established equity indicators described in subparagraph (C); or

''(II) as of the date of enactment of the Student Success Act, have been identified under 1003(g); and

''(ii) schools in need of support that have not met one or more of the performance targets set under paragraph (2) for any subgroup described in paragraph (3)(A) in the same grade level and subject, for two consecutive years; and

''(iii) reward schools that have—

''(I) the highest performance in the State for all students and student subgroups described in paragraph (3)(A); or

''(II) made the most progress over at least the most recent 2-year period in the State in increasing student academic achievement and graduation rates for all students and student subgroups described in paragraph (3)(A); and

''(III) made significant progress in overcoming school challenges identified using the State-established equity indicators, as described in subparagraph (C).

''(2) GOALS AND TARGETS.—

''(A) IN GENERAL.—Each State educational agency shall establish goals and targets for the State accountability and school improvement system that comply with this paragraph. Such targets shall be established separately for all elementary school and secondary school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners and expect accelerated academic gains from subgroups who are the farthest away from college and career-readiness as determined by annual academic achievement measures described in paragraph (1)(A).

''(B) ACHIEVEMENT GOALS.—Each State educational agency shall set multi-year goals that are consistent with the academic and growth achievement standards under subsection (b)(4) to ensure that all students graduate prepared to enter the workforce or postsecondary education without the need for remediation.

''(C) PERFORMANCE TARGETS.—Each State educational agency shall set ambitious, but achievable annual performance targets separately for each subgroup of students described in paragraph (3)(A), for local educational agencies and schools, for each grade level and in English language arts and math that reflect the progress required for all students and each subgroup of students described in paragraph (3)(A) to meet the State-determined goals as required under subparagraph (B), as approved by the Secretary.

''(D) GROWTH TARGETS.—Each State educational agency shall set ambitious but achievable growth targets that—

''(i) assist the State in achieving the academic achievement goals described in subparagraph (B); and

''(ii) include targets that ensure all students, including subgroups of students described in paragraph (3)(A), meet the growth standards described in subsection (b)(4)(E).

''(E) GRADUATION RATE GOALS AND TARGETS.—

''(i) GRADUATION RATE GOALS.—Each State educational agency shall set a graduation rate goal of not less than 90 percent.

''(ii) GRADUATION RATE TARGETS.—Each State educational agency shall establish graduation rate targets which shall not be less rigorous than the targets approved under section 200.19 of title 34, Code of Federal Regulations (or a successor regulation).

''(iii) EXTENDED-YEAR GRADUATION RATE TARGETS.—In the case of a State that chooses to use an extended year graduation rate in the accountability and school improvement system described under this subsection, the State shall set extended year graduation rate targets that are more rigorous than the targets set under clause (ii) and, if applicable, are not less rigorous than the targets approved under section 200.19 of title 34, Code of Federal Regulations (or a successor regulation).

''(3) FAIR ACCOUNTABILITY.—Each State educational agency shall establish fair and appropriate policies and practices, as a component of the accountability system established under this subsection, to measure school, local educational agency, and State performance under the accountability system that, at a minimum, comply with this paragraph as follows:

''(A) DISAGGREGATE.—Each State educational agency shall disaggregate student achievement data in a manner that complies with the State's group size requirements under subparagraph (B) for the school's, local educational agency's, and the State's performance on its goals and performance targets established under paragraph (2), by each content area and each grade level for which such goals and targets are established, and, if applicable, by improvement indicators described in paragraph (1)(D) for each of the following groups:

''(i) All public elementary and secondary school students.

''(ii) Economically disadvantaged students.

''(iii) Students from major racial and ethnic groups.

''(iv) Students with disabilities.

''(v) English learners.

''(B) SUBGROUP SIZE.—Each State educational agency shall establish group size requirements for performance measurement and reporting under the accountability system that—

''(i) is the same for all subgroups described in subparagraph (A);

''(ii) does not exceed 15 students;

''(iii) yields statistically reliable information; and

''(iv) does not reveal personally identifiable information about an individual student.

''(C) PARTICIPATION.—Each State educational agency shall ensure that—

''(i) not less than 95 percent of the students in each subgroup described subparagraph (A) take the State's assessments under subsection (b)(2); and

''(ii) any school or local educational agency that does not comply with the requirement described in clause (i) of this subparagraph may not be considered to have met its goals or performance targets under paragraph (2).

''(D) AVERAGING.—Each State educational agency may average achievement data with the year immediately preceding that school year for the purpose of determining whether schools, local educational agencies, and the State have met their performance targets under paragraph (2).

''(E) STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES.—

''(i) IN GENERAL.—In calculating the percentage of students scoring at the on-target levels of achievement and the graduation rate for the purpose of determining whether schools, local educational agencies, and the State have met their performance targets under paragraph (2), a State shall include all students with disabilities, even those students with the most significant cognitive disabilities, and—

''(I) may include the on-target and advanced scores of students with the most significant cognitive disabilities taking alternate assessments under subsection (b)(3)(E) provided that the number and percentage of such students who score at the on-target or advanced level on such alternate assessments at the local educational agency and the State levels, respectively, does not exceed the cap established by the Secretary under clause (iii) in the grades assessed and subjects used under the accountability system established under this subsection; and

''(II) may include students with the most significant cognitive disabilities, who are assessed using alternate assessments described in subsection (b)(3)(E) and who receive a State-defined standards-based alternate diploma aligned with alternate achievement standards described in subparagraph (4)(D) and with completion of the student's right to a free and appropriate public education under the Individuals with Disabilities Education Act, as graduating with a regular secondary school diploma, provided that the number and percentage of those students who receive a State-defined standards-based alternate diploma at the local educational agency and the State levels, respectively, does not exceed the cap established by the Secretary under clause (iii).

''(ii) STATE REQUIREMENTS.—If the number and percentage of students taking alternate assessments or receiving a State-defined standards-based alternate diploma exceeds the cap under clause (iii) at the local educational agency or State level, the State educational agency, in determining whether the local educational agency or State, respectively, has met its performance targets under paragraph (2), shall—

''(I) include all students with the most significant cognitive disabilities;

''(II) count at the catch-up level of achievement or as not graduating such students who exceed the cap;

''(III) include such students at the catch-up level of achievement or as not graduating in

each applicable subgroup at the school, local educational agency, and State level; and

''(IV) ensure that parents are informed of the actual academic achievement levels and graduation status of their children with the most significant cognitive disabilities.

''(iii) SECRETARIAL DUTIES.—The Secretary shall establish a cap for the purposes of this subparagraph which—

''(I) shall be based on the most recently available data on—

''(aa) the incidence of students with the most significant cognitive disabilities;

''(bb) the participation rates, including by disability category, on alternate assessments using alternate achievement standards pursuant to subsection (b)(3)(E);

''(cc) the percentage of students, including by disability category, scoring at each achievement level on such alternate assessments; and

''(dd) other factors the Secretary deems necessary; and

''(II) may not exceed 1 percent of all students in the combined grades assessed.

''(4) TRANSITION PROVISIONS.—

''(A) IN GENERAL.—The Secretary shall take such steps as necessary to provide for the orderly transition to the new accountability and school improvement systems required under this subsection from prior accountability and school improvement systems in existence on the day before the date of enactment of the Student Success Act.

''(B) TRANSITION.—To enable the successful transition described in this paragraph, each State educational agency receiving funds under this part shall—

''(i) administer assessments that were in existence on the day before the date of enactment of the Student Success Act and beginning not later than the 2014–2015 school year, administer high-quality assessments described in subsection (b)(3);

''(ii) report student performance on the assessments described in subparagraph (I), consistent with the requirements under this title;

''(iii) set a new baseline for performance targets, as described in paragraph (2)(C) and (2)(D), once new high-quality assessments described in subsection (b)(3) are implemented;

''(iv) implement the accountability and school improvement requirements of sections 1111 and 1116, except—

''(I) the State shall not be required to identify new persistently low achieving schools or schools in need of improvement under section 1116 for 1 year after high-quality assessments described in subsection (b)(3) have been implemented; and

''(II) shall continue to implement school improvement requirements of section 1116 in persistently low achieving schools and schools in need of improvement that were identified as such in the year prior to implementation of new high-quality assessments; and

''(v) assist local educational agencies in providing training and professional development on the implementation of new college and career ready standards and high-quality assessments.

''(C) END OF TRANSITION.—The transition described in this paragraph shall be completed by no later than 2 years from the date of enactment of the Student Success Act.

''(d) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING.—Each State plan shall contain the following:

''(1) DESCRIPTIONS.—A description of—

''(A) how the State educational agency will carry out the responsibilities of the State under section 1116;

''(B) a plan to identify and reduce inequities in the allocation of State and local resources, including personnel and nonpersonnel resources, between schools that are receiving funds under this title and schools that are not receiving such funds under this title, consistent with the requirements in section 1120A, including—

''(i) a description of how the State will support local educational agencies in meeting the requirements of section 1120A; and

''(ii) a description of how the State will support local educational agencies to align plans under subparagraph (A), efforts to improve educator supports and working conditions described in section 2112(b)(3), and efforts to improve the equitable distribution of teachers and principals described in section 2112(b)(5), with efforts to improve the equitable allocation of resources as described in this subsection;

''(C) how the State educational agency will ensure that the results of the State assessments described in subsection (b)(3) and the school identifications described in subsection (c)(1), respectively, will be provided to local educational agencies, schools, teachers, and parents promptly, but not later than before the beginning of the school year following the school year in which such assessments, other indicators, or evaluations are taken or completed, and in a manner that is clear and easy to understand;

''(D) how the State educational agency will meet the diverse learning needs of students by—

''(i) identifying and addressing State-level barriers to implementation of universal design for learning, as described in section 5429(b)(21), and multi-tier system of supports; and

''(ii) developing and making available to local educational agencies technical assistance for implementing universal design for learning, as described in section 5429(b)(21), and multi-tier system of supports;

''(E) for a State educational agency that adopts alternate achievement standards for students with the most significant cognitive disabilities under subsection (b)(4)(D)—

''(i) the clear and appropriate guidelines for individualized education program teams to apply in determining when a student's significant cognitive disability justifies alternate assessment based on alternate achievement standards, which shall include guidelines to ensure—

''(I) students with the most significant cognitive disabilities have access to the general education curriculum for the grade in which the student is enrolled;

''(II) participation in an alternate assessment does not influence a student's placement in the least restrictive environment;

''(III) determinations are made separately for each subject and are re-determined each year during the annual individualized education program team meeting;

''(IV) the student's mode of communication has been identified and accommodated to the extent possible; and

''(V) parents of such students give informed consent that—

''(aa) their child's achievement be based on alternate achievement standards; and

''(bb) if applicable, that participation in such assessments precludes the student from completing the requirements for a regular secondary school diploma; and

''(ii) the procedures the State educational agency will use to ensure and monitor that individualized education program teams implement the requirements of clause (i); and

''(iii) the plan to disseminate information on and promote use of appropriate accommodations to increase the number of students with the most significant cognitive disabilities who are assessed using achievement standards described in subparagraphs (B) and (C) of subsection (b)(4);

''(F) how the State educational agency will meet the needs of English learners, including—

''(i) the method for identifying an English learner that shall be used by all local educational agencies in the State;

''(ii) the entrance and exit requirements for students enrolled in limited English proficient classes, which shall—

''(I) be based on rigorous English language standards; and

''(II) prepare such students to successfully complete the State's assessments; and

''(iii) timelines and targets for moving students from the lowest levels of English language proficiency to the State-defined English proficient level, including an assurance that—

''(I) such targets will be based on student's initial language proficiency level when first identified as limited English proficient and grade; and

''(II) such timelines will ensure students achieve English proficiency by 18 years of age, unless the State has obtained prior approval by the Secretary;

''(G) how the State educational agency will assist local educational agencies in improving instruction in all core academic subjects;

''(H) how the State educational agency will develop and improve the capacity of local educational agencies to use technology to improve instruction; and

''(I) how any State educational agency with a charter school law will support high-quality public charter schools that receive funds under this title by—

''(i) ensuring the quality of the authorized public chartering agencies in the State by establishing—

''(I) a system of periodic evaluation and certification of public chartering agencies using nationally-recognized professional standards; or

''(II) a statewide, independent chartering agency that meets nationally-recognized professional standards;

''(ii) including in the procedure established pursuant to clause (i) requirements for—

''(I) the annual filing and public reporting of independently audited financial statements including disclosure of amount and duration of any nonpublic financial and in-kind contributions of support, by each public chartering agency, for each school authorized by such agency, and by each local educational agency and the State;

''(II) the adoption and enforcement of school employee compensation and conflict of interest guidelines for all schools authorized, which shall include disclosure of executive pay and affiliated parties with financial interest in the management operations, or contractual obligations of the school;

''(III) a legally binding charter or performance contract between each charter school and the school's authorized public chartering agency that—

''(aa) describes the rights, duties, and remedies of the school and the public chartering agency; and

''(bb) bases charter renewal and revocation decisions on an agreed-to school accountability plan which includes financial and organizational indicators, with significant weight given to the student achievement on the achievement goals, performance targets, and growth targets established pursuant to subparagraphs (B), (C), and (D) of subsection (c)(2), respectively, for each student subgroup described in subsection (c)(3)(A), as well as

''(iii) developing and implementing, in consultation and coordination with local educational agencies, a system of intervention, revocation, or closure for charter schools and public chartering agencies failing to

meet the requirements and standards described in clauses (i) and (ii), which, at a minimum provides for—

''(I) initial and regular review, no less than once every 3 years, of each public chartering agency; and

''(II) intervention, revocation, or closure of any charter school identified for school improvement under section 1116.

''(2) ASSURANCES.—Assurances that—

''(A) the State educational agency will participate in biennial State academic assessments of 4th, 8th, and 12th grade reading, mathematics, and science under the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act, if the Secretary pays the costs of administering such assessments;

''(B) the State educational agency will—

''(i) notify local educational agencies and the public of the content and student academic achievement standards and academic assessments developed under this section, and of the authority to operate schoolwide programs; and

''(ii) fulfill the State educational agency's responsibilities regarding local educational agency and school improvement under section 1116;

''(C) the State educational agency will encourage local educational agencies to consolidate funds from other Federal, State, and local sources for school improvement activities under 1116 and for schoolwide programs under section 1114;

''(D) the State educational agency has modified or eliminated State fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under section 1114;

''(E) that State educational agency will coordinate data collection efforts to fulfill the requirements of this Act and reduce the duplication of data collection to the extent practicable;

''(F) the State educational agency will provide the least restrictive and burdensome regulations for local educational agencies and individual schools participating in a program assisted under this part;

''(G) the State educational agency will inform local educational agencies in the State of the local educational agency's authority—

''(i) to transfer funds under title VI;

''(ii) to obtain waivers under part D of title IX; and

''(iii) if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

''(H) the State educational agency will work with other agencies, including educational service agencies or other local consortia and comprehensive centers established under the Educational Technical Assistance Act of 2002, and institutions to provide professional development and technical assistance to local educational agencies and schools;

''(I) the State educational agency will ensure that local educational agencies in the State comply with the requirements of subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11117); and

''(J) the State educational agency has engaged in timely and meaningful consultation with representatives of Indian tribes located in the State in the development of the State plan to serve local educational agencies under its jurisdiction in order to—

''(i) improve the coordination of activities under this Act;

''(ii) meet the purpose of this title; and

''(iii) meet the unique cultural, language, and educational needs of Indian students.

''(e) FAMILY ENGAGEMENT.—Each State plan shall include a plan for strengthening family engagement in education. Each such plan shall, at a minimum, include—

''(1) a description of the State's criteria and schedule for review and approval of local educational agency engagement policies and practices pursuant to section 1112(e)(3);

''(2) a description of the State's system and process for assessing local educational agency implementation of section 1118 responsibilities;

''(3) a description of the State's criteria for identifying local educational agencies that would benefit from training and support related to family engagement in education;

''(4) a description of the State's statewide system of capacity-building and technical assistance for local educational agencies and schools on effectively implementing family engagement in education practices and policies to increase student achievement;

''(5) an assurance that the State will refer to Statewide Family Engagement Centers, as described in section 5702, those local educational agencies that would benefit from training and support related to family engagement in education; and

''(6) a description of the relationship between the State educational agency and Statewide Family Engagement Centers, parent training and information centers, and community parent resource centers in the State established under sections 671 and 672 of the Individuals with Disabilities Education Act.

''(f) PEER REVIEW AND SECRETARIAL APPROVAL.—

''(1) SECRETARIAL DUTIES.—The Secretary shall—

''(A) establish a peer-review process to assist in the review of State plans;

''(B) appoint individuals to the peer-review process who are representative of parents, teachers, State educational agencies, local educational agencies, and experts and who are familiar with educational standards, assessments, accountability, the needs of low-performing schools, and other educational needs of students;

''(C) approve a State plan within 120 days of its submission unless the Secretary determines that the plan does not meet the requirements of this section;

''(D) if the Secretary determines that the State plan does not meet the requirements of this section immediately notify the State of such determination and the reasons for such determination;

''(E) not decline to approve a State's plan before—

''(i) offering the State an opportunity to revise its plan;

''(ii) providing technical assistance in order to assist the State to meet the requirements of this section; and

''(iii) providing a hearing; and

''(F) have the authority to disapprove a State plan for not meeting the requirements of this part, but shall not have the authority to require a State, as a condition of approval of the State plan, to include in, or delete from, such plan one or more specific elements of the State's academic content standards or to use specific academic assessment instruments or items.

''(2) STATE REVISIONS.—A State plan shall be revised by the State educational agency if the revision is necessary to satisfy the requirements of this section.

''(3) PUBLIC REVIEW.—Notifications under this subsection shall be made available to the public through the website of the Department, including—

''(A) State plans submitted or resubmitted by a State;

''(B) peer review comments;

''(C) State plan determinations by the Secretary, including approvals or disapprovals;

''(D) amendments or changes to State plans; and

''(E) hearings.

''(g) DURATION OF THE PLAN.—

''(1) IN GENERAL.—Each State plan shall—

''(A) remain in effect for the duration of the State's participation under this part or 4 years, whichever is shorter; and

''(B) be periodically reviewed and revised as necessary by the State educational agency to reflect changes in the State's strategies and programs under this part, including information on the progress the State has made in fulfilling the requirements of this section.

''(2) RENEWAL.—A State educational agency that desires to continue participation under this part shall submit a renewed plan every 4 years, including information on progress the State has made in—

''(A) implementing college- and career-ready content and achievement standards and high-quality assessments described in paragraph (b);

''(B) meeting its goals and performance targets described in subsection (c)(2); and

''(C) improving the capacity and skills of teachers and principals as described in section 2112.

''(2) ADDITIONAL INFORMATION.—If significant changes are made to a State's plan, such as the adoption of new State academic content standards and State student achievement standards, new academic assessments, or new performance goals or target, growth goals or targets, or graduation rate goals or targets, such information shall be submitted to the Secretary for approval.

''(h) FAILURE TO MEET REQUIREMENTS.—If a State fails to meet any of the requirements of this section, the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements.

''(i) REPORTS.—

''(1) ANNUAL STATE REPORT CARD.—

''(A) IN GENERAL.—A State that receives assistance under this part shall prepare and disseminate an annual State report card. Such dissemination shall include, at a minimum, publicly posting the report card on the home page of the State educational agency's website.

''(B) IMPLEMENTATION.—The State report card shall be—

''(i) concise; and

''(ii) presented in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

''(C) REQUIRED INFORMATION.—The State shall include in its annual State report card—

''(i) information, in the aggregate, and disaggregated and cross-tabulated by the same major groups as the decennial census of the population, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation and cross-tabulation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student on—

''(I) student achievement at each achievement level on the State academic assessments described in subsection (b)(3), including the most recent 2-year trend;

''(II) student growth on the State academic assessments described in subsection (b)(3), including the most-recent 2-year trend;

''(III) the four-year adjusted cohort rate, the extended-year graduation rate (where applicable), and the graduation rate by type of diploma, including the most recent 2-year trend;

''(IV) the State established equity indicators under subsection (c)(1)(C);

''(V) the percentage of students who did not take the State assessments; and

''(VI) the most recent 2-year trend in student achievement and student growth in each subject area and for each grade level, for which assessments under this section are required;

''(ii) information that provides a comparison between the actual achievement levels and growth of each group of students described in subsection (c)(3)(A) and the performance targets and growth targets in subsection (c)(2) for each such group of students on each of the academic assessments and for graduation rates required under this part;

''(iii) if a State adopts alternate achievement standards for students with the most significant cognitive disabilities, the number and percentage of students taking the alternate assessments and information on student achievement at each achievement level and student growth, by grade and subject;

''(iv) the number of students who are English learners, and the performance of such students, on the State's English language proficiency assessments, including the students' attainment of, and progress toward, higher levels of English language proficiency;

''(v) information on the performance of local educational agencies in the State regarding school improvement, including the number and names of each school identified for school improvement under section 1116 and information on the outcomes of the equity indicators outlined in section 1111(c)(1)(C);

''(vi) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State;

''(vii) information on teacher effectiveness, as determined by the State, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State;

''(viii) a clear and concise description of the State's accountability system, including a description of the criteria by which the State educational agency evaluates school performance, and the criteria that the State educational agency has established, consistent with subsection (c), to determine the status of schools with respect to school improvement; and

''(ix) outcomes related to quality charter authorizing standards as described in subsection (d)(1)(I), including, at a minimum, annual filing as described in subsection (d)(1)(I)(ii)(I).

''(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.—

''(A) REPORT CARDS.—A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card.

''(B) MINIMUM REQUIREMENTS.—The State educational agency shall ensure that each local educational agency collects appropriate data and includes in the local educational agency's annual report the information described in paragraph (1)(C) as applied to the local educational agency and each school served by the local educational agency, and—

''(i) in the case of a local educational agency—

''(I) the number and percentage of schools identified for school improvement under section 1116 and how long the schools have been so identified; and

''(II) information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole;

''(III) per-pupil expenditures from Federal, State, and local sources, including personnel and nonpersonnel resources, for each school in the local educational agency, consistent with the requirements under section 1120A;

''(IV) the number and percentage of secondary school students who have been removed from the 4-year adjusted cohort by leaver code, and the number and percentage of students from each adjusted cohort that have been enrolled in high school for more than 4 years but have not graduated with a regular diploma; and

''(V) information on the number of military-connected students (students who are a dependent of a member of the Armed Forces, including reserve components thereof) served by the local educational agency and how such military-dependent students achieved on the statewide academic assessment compared to all students served by the local educational agency; and

''(ii) in the case of a school—

''(I) whether the school has been identified for school improvement; and

''(II) information that shows how the school's students achievement on the statewide academic assessments and other improvement indicators compared to students in the local educational agency and the State as a whole.

''(C) OTHER INFORMATION.—A local educational agency may include in its annual local educational agency report card any other appropriate information, whether or not such information is included in the annual State report card.

''(D) DATA.—A local educational agency or school shall only include in its annual local educational agency report card data that are sufficient to yield statistically reliable information, as determined by the State, and that do not reveal personally identifiable information about an individual student.

''(E) PUBLIC DISSEMINATION.—The local educational agency shall publicly disseminate the report cards described in this paragraph to all schools in the school district served by the local educational agency and to all parents of students attending those schools in an accessible, understandable, and uniform format and, to the extent practicable, provided in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies.

''(3) PREEXISTING REPORT CARDS.—A State educational agency or local educational agency that was providing public report cards on the performance of students, schools, local educational agencies, or the State prior to the date of enactment of the Student Success Act may use those report cards for the purpose of this subsection, so long as any such report card is modified, as may be needed, to contain the information required by this subsection.

''(4) COST REDUCTION.—Each State educational agency and local educational agency receiving assistance under this part shall, wherever possible, take steps to reduce data collection costs and duplication of effort by obtaining the information required under this subsection through existing data collection efforts.

''(5) ANNUAL STATE REPORT TO THE SECRETARY.—Each State educational agency receiving assistance under this part shall report annually to the Secretary, and make widely available within the State—

''(A) information on the State's progress in developing and implementing

''(i) the college and career ready standards described in subsection (b)(2);

''(ii) the academic assessments described in subsection (b)(3); and

''(iii) the accountability and school improvement system described in subsection (c); and

''(B) the annual State report card under paragraph (1).

''(6) REPORT TO CONGRESS.—The Secretary shall transmit annually to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report that provides national and State-level data on the information collected under paragraph (5).

''(7) PARENTS RIGHT-TO-KNOW.—

''(A) ACHIEVEMENT INFORMATION.—At the beginning of each school year, a school that receives funds under this subpart shall provide to each individual parent—

''(i) information on the level of achievement and growth of the parent's child on each of the State academic assessments and, as appropriate, other improvement indicators adopted in accordance with this subpart; and

''(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not qualified or has been found to be ineffective, as determined by the State or local educational agency.

''(B) QUALIFICATIONS.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

''(i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

''(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

''(iii) Whether the teacher is currently enrolled in an alternative certification program.

''(iv) Whether the child is provided services by paraprofessionals or specialized instructional support personnel and, if so, their qualifications.

''(C) FORMAT.—The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

''(j) PRIVACY.—Information collected under this section shall be collected and disseminated in a manner that protects the privacy of individuals.

''(k) TECHNICAL ASSISTANCE.—The Secretary shall provide a State educational agency, at the State educational agency's request, technical assistance in meeting the requirements of this section, including the provision of advice by experts in the development of college and career ready standards, high-quality academic assessments, and goals and targets that are valid and reliable, and other relevant areas.

''(l) VOLUNTARY PARTNERSHIPS.—A State may enter into a voluntary partnership with another State to develop and implement the academic assessments and standards required under this section.

''(m) DEFINITIONS.—In this section:

''(1) ADJUSTED COHORT; EXTENDED-YEAR; ENTERING COHORT; TRANSFERRED INTO; TRANSFERRED OUT.—

''(A) ADJUSTED COHORT.—Subject to subparagraph (D)(ii) through (G), the term 'adjusted cohort' means the difference of—

''(i) the sum of—

''(I) the entering cohort; plus

''(II) any students that transferred into the cohort in any of grades 9 through 12; minus

''(ii) any students that are removed from the cohort as described in subparagraph (E).

''(B) EXTENDED YEAR.—The term 'extended year' when used with respect to a graduation rate, means the fifth or sixth year after the school year in which the entering cohort, as described in subparagraph (C), is established for the purpose of calculating the adjusted cohort.

''(C) ENTERING COHORT.—The term 'entering cohort' means the number of first-time 9th graders enrolled in a secondary school 1 month after the start of the secondary school's academic year.

''(D) TRANSFERRED INTO.—The term 'transferred into' when used with respect to a secondary school student, means a student who—

''(i) was a first-time 9th grader during the same school year as the entering cohort; and

''(ii) enrolls after the entering cohort is calculated as described in subparagraph (B).

''(E) TRANSFERRED OUT.—

''(i) IN GENERAL.—The term 'transferred out' when used with respect to a secondary school student, means a student who the secondary school or local educational agency has confirmed has transferred to another—

''(I) school from which the student is expected to receive a regular secondary school diploma; or

''(II) educational program from which the student is expected to receive a regular secondary school diploma.

''(ii) CONFIRMATION REQUIREMENTS.—

''(I) DOCUMENTATION REQUIRED.—The confirmation of a student's transfer to another school or educational program described in clause (i) requires documentation from the receiving school or program that the student enrolled in the receiving school or program.

''(II) LACK OF CONFIRMATION.—A student who was enrolled, but for whom there is no confirmation of the student having transferred out, shall remain in the cohort as a non-graduate for reporting and accountability purposes under this section.

''(iii) PROGRAMS NOT PROVIDING CREDIT.—A student enrolled in a GED or other alternative educational program that does not issue or provide credit toward the issuance of a regular secondary school diploma shall not be considered transferred out.

''(F) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation to confirm that the student has transferred out, emigrated to another country, or is deceased.

''(G) TREATMENT OF OTHER LEAVERS AND WITHDRAWALS.—A student who was retained in a grade, enrolled in a GED program, aged-out of a secondary school or secondary school program, or left secondary school for any other reason, including expulsion, shall not be considered transferred out, and shall remain in the adjusted cohort.

''(H) SPECIAL RULE.—For those secondary schools that start after grade 9, the entering cohort shall be calculated 1 month after the start of the secondary school's academic year in the earliest secondary school grade at the secondary school.

''(2) 4-YEAR ADJUSTED COHORT GRADUATION RATE.—The term '4-year adjusted cohort graduation rate' means the percent obtained by calculating the product of—

''(A) the result of—

''(i) the number of students who—

''(I) formed the adjusted cohort 4 years earlier; and

''(II) graduate in 4 years or less with a regular secondary school diploma; divided by

''(ii) the number of students who formed the adjusted cohort for that year's graduating class 4 years earlier; multiplied by

''(B) 100.

''(3) EXTENDED-YEAR GRADUATION RATE.—The term 'extended-year graduation rate' for a school year is defined as the percent obtained by calculating the product of the result of—

''(A) the sum of—

''(i) the number of students who—

''(I) form the adjusted cohort for that year's graduating class; and

''(II) graduate in an extended year with a regular secondary school diploma; or

''(III) graduate before exceeding the age for eligibility for a free appropriate public education (as defined in section 602 of the Individuals with Disabilities Education Act) under State law; divided by

''(ii) the result of—

''(I) the number of students who form the adjusted cohort for that year's graduating class; plus

''(II) the number of students who transferred in during the extended year defined in paragraph (1)(B), minus

''(III) students who transferred out, emigrated, or died during the extended year defined in paragraph (1)(B); multiplied by

''(B) 100.

''(4) LEAVER CODE.—The term 'leaver code' means a number or series of numbers and letters assigned to a categorical reason for why a student left the high school from which she or he is enrolled without having earned a regular high school diploma, except that—

''(A) an individual student with either a duplicative code or whom has not been assigned a leaver code shall not be removed from the cohort assigned for the purpose of calculating the adjusted cohort graduation rate; and

''(B) the number of students with either a duplicative leaver code or who have not been assigned a leaver code shall be included in reporting requirements for the leaver code.

''(5) MULTI-TIER SYSTEM OF SUPPORTS.—The term 'multi-tier system of supports' means a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessment, and research-based interventions matched to student needs, and educational decision-making using student outcome data.

''(6) GRADUATION RATE.—The term 'graduation rate' means a 4-year adjusted cohort graduation rate and the extended-year graduation rate.

''(7) REGULAR SECONDARY SCHOOL DIPLOMA.—

''(A) The term 'regular secondary school diploma' means standard secondary school diploma awarded to the preponderance of students in the State that is fully aligned with the State's college and career ready achievement standards as described under subsection (b)(4), or a higher diploma. Such term shall not include GED's, certificates of attendance, or any lesser diploma awards.

''(B) If a State adopts different paths to the regular secondary school diploma, such different paths shall—

''(i) be available to all students in the State;

''(ii) be equally rigorous in their requirements; and

''(iii) signify that a student is prepared for college or a career without the need for remediation.''.

Strike section 117 and insert the following:

SEC. 117. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT; SCHOOL SUPPORT AND RECOGNITION.

Section 1116 (20 U.S.C. 6316) is amended to read as follows:

''SEC. 1116. SCHOOL IMPROVEMENT.

''(a) LOCAL REVIEW.—

''(1) IN GENERAL.—Each local educational agency receiving funds under this part shall—

''(A) use the State academic assessments, including measures of student growth and graduation rates, and data on the state-established equity indicators described in section 1111(c)(1)(C) to review, annually, the progress of each school served under this part, and consistent with the parameters described in paragraph (2), to determine whether the school is—

''(i) meeting performance targets, growth targets, and graduation rate targets established under section 1111(c)(2); and

''(ii) making progress to address school challenges identified using the state- established equity indicators described in section 1111(c)(1)(C);

''(B) based on the review conducted under subparagraph (A), determine whether a school served under this part is—

''(i) in need of support as described under section 1111(c)(1)(E)(ii); or

''(ii) a high priority school that meets the State-established paraments under paragraph (2);

''(C) publicize and disseminate the results of the local annual review described in subparagraph (A) to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the college and career ready achievement standards established under section 1111(b); and

''(D) use the equity indicators established under section 1111(c)(1)(C) to diagnose school challenges and measure school progress in carrying out the school improvement activities under this section.

''(2) HIGH PRIORITY SCHOOLS.—The State educational agency shall establish parameters, consistent with section 1111(c)(1)(E)(i), to assist local educational agencies in identifying high priority schools within the local educational agency that—

''(A) for elementary schools—

''(i) shall use student achievement on the assessments required under section 1111(b)(3), including prior year data;

''(ii) shall use student growth data on the assessments under section 1111(b)(3), including prior year data; and

''(iii) shall use, to a lesser extent than each of the parameters established in clauses (i) and (ii), data on the equity indicators established under section 1111(c)(1)(C); and

''(B) for secondary schools—

''(i) shall use student achievement on the assessments required under section 1111(b)(3), including prior year data;

''(ii) shall use student growth data on the assessments under section 1111(b)(3), including prior year data;

''(iii) shall use graduation rate data, including prior year data; and

''(iv) shall use, to a lesser extent than each of the parameters established in clauses (i) through clause (iii), data on the equity indicators established under section 1111(c)(1)(C); or

''(v) shall include schools with 4-year adjusted cohort graduation rates below 67 percent as high priority schools.

''(b) SCHOOL IMPROVEMENT.—

''(1) IN GENERAL.—Each school served under this part determined to be a school in need of

support pursuant to section 1111(c)(1)(C)(ii) or a high-priority school pursuant to 1111(c)(1)(C)(i), shall form a school improvement team described in paragraph (2) to develop and implement a school improvement plan described in paragraph (3) to improve educational outcomes for all students and address existing resource inequities.

''(2) SCHOOL IMPROVEMENT TEAM.—

''(A) IN GENERAL.—Each school described in paragraph (1) shall form a school improvement team, which shall include school leaders, teachers, parents, community members, and specialized instructional support personnel.

''(B) SCHOOLS IN NEED OF SUPPORT.—Each school improvement team for a school in need of support may include an external partner and representatives of the local educational agency and the State educational agency.

''(C) HIGH-PRIORITY SCHOOLS.—Each school improvement team for a high-priority school shall include an external partner and representatives of the local educational agency and the State educational agency.

''(3) SCHOOL IMPROVEMENT PLAN.—

''(A) IN GENERAL.—A school improvement team shall develop, implement, and make publicly available a school improvement plan that uses information available under the accountability and school improvement system established under section 1111(c), data available under the early warning indicator system established under subsection (c)(5), data on the improvement indicators established under section 1111(c)(1)(D), and other relevant data to identify—

''(i) each area in which the school needs support for improvement;

''(ii) the type of support required;

''(iii) how the school plans to use comprehensive, evidence-based strategies to address such needs;

''(iv) how the school will measure progress in addressing such needs using the goals and targets and improvement indicators established under paragraphs (2) and (1)(D) of section 1111(c), respectively, and identify which of the goals and targets are not currently being met by the school; and

''(v) how the school will review its progress and make adjustments and corrections to ensure continuous improvement.

''(B) PLANNING PERIOD.—The school improvement team may use a planning period, which shall not be longer than one school year to develop and prepare to implement the school improvement plan.

''(C) PLAN REQUIREMENTS.—Each school improvement plan shall describe the following:

''(i) PLANNING AND PREPARATION.—The activities during the planning period, including—

''(I) the preparation activities conducted to effectively implement the budgeting, staffing, curriculum, and instruction changes described in the plan; and

''(II) how the school improvement team engaged parents and community organizations.

''(ii) TARGETS.—The performance, growth, and graduation rate targets that contributed to the school's status as a school in need of support or high-priority school, and the school challenges identified by the school improvement indicators under section 1111(c)(1)(D).

''(iii) EVIDENCE-BASED, SCHOOL IMPROVEMENT STRATEGIES.—Evidence-based, school improvement strategies to address the factors and challenges described in clause (ii), to improve instruction, including in all core academic subjects, to improve the achievement of all students and address the needs of students identified at the catch-up level of achievement.

''(iv) NEEDS AND CAPACITY ANALYSIS.—A description and analysis of the school's ability and the resources necessary to implement the evidence-based, school improvement strategies identified under clause (iii), including an analysis of—

''(I) staffing resources, such as the number, experience, training level, effectiveness as determined by the State or local educational agency, responsibilities, and stability of existing administrative, instructional, and non-instructional staff;

''(II) budget resources, including how Federal, State, and local funds are being spent for instruction and operations to determine how existing resources can be aligned and used to support improvement;

''(III) the school curriculum;

''(IV) the use of time, such as the school's schedule and use of additional learning time; and

''(V) any additional resources and staff necessary to effectively implement the school improvement activities identified in the school improvement plan.

''(v) IDENTIFYING ROLES.—The roles and responsibilities of the State educational agency, the local educational agency, the school and, if applicable, the external partner in the school improvement activities, including providing interventions, support, and resources necessary to implement improvements.

''(vi) PLAN FOR EVALUATION.—The plan for continuous evaluation of the evidence-based, school improvement strategies, including implementation of and fidelity to the school improvement plan, that includes at least quarterly reviews of the effectiveness of such activities.

''(D) ADDITIONAL REQUIREMENTS FOR HIGH-PRIORITY SCHOOLS.—For a persistently-low achieving school, the school improvement plan shall, in addition to the requirements described in subparagraph (B), describe how the school will—

''(i) address school-wide factors to improve student achievement, including—

''(I) establishing high expectations for all students, which at a minimum, align with the achievement standards and growth standards under section 1111(b)(4);

''(II) improving school climate, including student attendance and school discipline, through the use of school-wide positive behavioral supports and interventions and other evidence based approaches to improving school climate;

''(III) ensuring that the staff charged with implementing the school improvement plan are engaged in the plan and the school turnaround effort;

''(IV) establishing clear—

''(aa) benchmarks for implementation of the plan; and

''(bb) targets for improvement on the equity indicators under section 1111(c)(1)(C);

''(ii) organize the school to improve teaching and learning, including through—

''(I) strategic use of time, such as—

''(aa) establishing common planning time for teachers and interdisciplinary teams who share common groups of students;

''(bb) redesigning the school calendar year or day, such as through block scheduling, summer learning programs, or increasing the number of hours or days, in order to create additional learning time; or

''(cc) creating a flexible school period to address specific student academic needs and interests such as credit recovery, electives, enrichment activities, or service learning; and

''(II) alignment of resources to improvement goals, such as through ensuring that students in transition grades are taught by teachers prepared to meet their specific learning needs;

''(iii) increase teacher and school leader effectiveness, as determined by the State or local educational agency, including through—

''(I) demonstrating the principal has the skills, capacity, and record of success to significantly improve student achievement and lead a school turnaround, which may include replacing the principal;

''(II) screening all existing staff at the school, with the leadership team, through a process that ensures a rigorous and fair review of their applications;

''(III) improving the recruitment and retention of qualified and effective teachers and principals, as determined by the State or local educational agency, to work in the school;

''(IV) professional development activities that respond to student and school-wide needs aligned with the school improvement plan, such as—

''(aa) training teachers, leaders, and administrators together with staff from schools making achievement goals and performance targets under the accountability system under section 1111(c) that serve similar populations and in such schools;

''(bb) establishing peer learning and coaching among teachers; or

''(cc) facilitating collaboration, including through professional communities across subject area and interdisciplinary groups and similar schools;

''(V) appropriately identifying teachers for each grade and course; and

''(VI) the development of effective leadership structures, supports, and clear decision making processes, such as through developing distributive leadership and leadership teams;

''(iv) improve curriculum and instruction, including through—

''(I) demonstrating the relevance of the curriculum and learning for all students, including instruction in all core academic subjects, and may include the use of online course-work as long as such course-work meets standards of quality and best practices for online education;

''(II) increasing access to rigorous and advanced course-work, including adoption and implementation of a college- and career-ready curriculum, and evidence-based, engaging instructional materials aligned with such a curriculum, for all students;

''(III) increasing access to contextualized learning opportunities aligned with readiness for postsecondary education and the workforce, such as providing—

''(aa) work-based, project-based, and service-learning opportunities; or

''(bb) a high-quality, college preparatory curriculum in the context of a rigorous career and technical education core;

''(IV) regularly collecting and using data to inform instruction, such as—

''(aa) through use of formative assessments;

''(bb) creating and using common grading rubrics; or

''(cc) identifying effective instructional approaches to meet student needs; and

''(V) emphasizing core skills instruction, such as literacy, across content areas;

''(v) provide students with academic and social support to address individual student learning needs, including through—

''(I) ensuring access to services and expertise of specialized instructional support personnel;

''(II) supporting students at the catch-up level of achievement who need intensive intervention;

''(III) increasing personalization of the school experience through learning structures that facilitate the development of student and staff relationships;

''(IV) offering extended-learning, credit recovery, mentoring, or tutoring options of sufficient scale to meet student needs;

''(V) providing evidence-based, accelerated learning for students with academic skill levels below grade level;

''(VI) coordinating and increasing access to integrated services, such as providing specialized instructional support personnel;

''(VII) providing transitional support between grade-spans, including postsecondary planning.

''(VIII) meeting the diverse learning needs of all students through strategies such as a multi-tier system of supports and universal design for learning, as described in section 5429(b)(21); and

''(IX) engaging families and community partners, including community-based organizations, organizations representing underserved populations, Indian tribes (as appropriate), organizations assisting parent involvement, institutions of higher education, and businesses, in school improvement activities through evidence-based strategies.

''(E) SUBMISSION AND APPROVAL.—The school improvement team shall submit the school improvement plan to the local educational agency or the State educational agency, as determined by the State educational agency based on the local educational agency's ability to effectively monitor and support the school improvement activities. Upon receiving the plan, the local educational agency or the State educational agency, as appropriate, shall—

''(i) establish a peer review process to assist with review of the school improvement plan; and

''(ii) promptly review the plan, work with the school improvement team as necessary, and approve the plan if the plan meets the requirements of this paragraph.

''(F) REVISION OF PLAN.—A school improvement team may revise the school improvement plan as additional information and data is available.

''(G) IMPLEMENTATION.—A school with the support and assistance of the local educational agency shall implement the school improvement plan expeditiously, but not later than the beginning of the next full school year after identification for improvement.

''(4) EVALUATION OF SCHOOL IMPROVEMENT.—

''(A) IN GENERAL.—

''(i) REVIEW.—The State educational agency or local educational agency, as determined by the State in accordance with paragraph (3)(D) shall, annually, review data with respect to each school in need of support and each high-priority school to set clear benchmarks for progress, to guide adjustments and corrections, to evaluate whether the supports and interventions identified within the school improvement plan are effective and the school is meeting the targets for improvement established under its such plan, and to specify what actions ensue for schools not making progress.

''(ii) DATA.—In carrying out the annual review under clause (i), the school, the local educational agency, or State educational agency shall measure progress on—

''(I) student achievement, student growth, and graduation rates against the goals and targets established under section 1111(c)(2); and

''(II) improvement indicators as established under section 1111(c)(1)(D).

''(B) SCHOOLS IN NEED OF SUPPORT.—If, after 3 years of implementing its school improvement plan, a school in need of support does not meet the goals and targets under section 1111(c)(2) that were identified under the school improvement plan as not being met by the school and the improvement indicators established under section 1111(c)(1)(D), then—

''(i) the local educational agency shall evaluate school performance and other data, and provide intensive assistance to that school in order to improve the effectiveness of the interventions; and

''(ii) the State educational agency or the local educational agency, as determined by the State, shall determine whether the school shall partner with an external partner—

''(I) to revise the school improvement plan; and

''(II) to improve, and as appropriate, revise, school improvement strategies that meet the requirements of paragraph (3)(B)(iii).

''(C) HIGH-PRIORITY SCHOOLS.—If, after 3 years of implementing its school improvement plan, a high-priority school does not demonstrate progress on the goals and targets under section 1111(c)(2) that were identified under the school improvement plan as not being met by the school or the equity indicators established under section 1111(c)(1)(C), then—

''(i) the local educational agency, in collaboration with the State educational agency, shall determine actionable next steps which may include school closure, replacement, or State take-over of such school, shall provide all students enrolled with new high-quality educational options;

''(ii) the local educational agency, and as appropriate the State educational agency, shall develop and implement a plan to assist with any resulting transition of the school under clause (i) that—

''(I) is developed in consultation with parents and the community;

''(II) addresses the needs of the students at the school by considering strategies such as—

''(aa) opening a new school;

''(bb) graduating out current students and closing the school in stages; and

''(cc) enrolling the students who attended the school in other schools in the local educational agency that are higher achieving, provided the other schools are within reasonable proximity to the closed school and ensures receiving schools have the capacity to enroll incoming students; and

''(III) provides information about high-quality educational options and transition and support services to students who attended that school and their parents.

''(D) PERSISTENTLY LOW ACHIEVING SCHOOL.—If, after 5 years of implementing its school improvement plan, a persistently low achieving school does not demonstrate progress on the goals and targets under section 1111(c)(2) that were identified under the school improvement plan, then the local educational agency, in collaboration with the State educational agency, shall determine actionable next steps, which may include school closure, replacement, or State take-over of such school, and shall provide all students with enrolled new high-quality educational options, as described in subparagraph (C).

''(c) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES.—A local educational agency served by this part, in supporting the schools identified as a school in need of support or a high-priority school served by the agency, shall—

''(1) address resource inequities to improve student achievement by—

''(A) targeting resources and support to those schools identified as high priority or as in need of support, including additional resources and staff necessary to implement the school improvement plan, as described in subsection (b)(3)(C)(iv)(V), and

''(B) ensuring the local educational agency budget calendar is aligned with school staff and budgeting needs;

''(2) address local educational agency-wide factors to improve student achievement by—

''(A) supporting the use of data to improve teaching and learning through—

''(i) improving longitudinal data systems;

''(ii) regularly analyzing and disseminating usable data to educators, parents, and students;

''(iii) building the data and assessment literacy of teachers and principals; and

''(iv) evaluating at kindergarten entry the kindergarten readiness of children and addressing the educational and development needs determined by such evaluation;

''(B) addressing school transition needs of the local educational agency by—

''(i) using kindergarten readiness data to consider improving access to high-quality early education opportunities; and

''(ii) providing targeted research-based interventions to middle schools that feed into high schools identified for school improvement under this section;

''(C) supporting human capital systems that ensure there is a sufficient pool of qualified and effective teachers and school leaders, as determined by the State or local educational agency, to work in schools served by the local educational agency;

''(D) developing support for school improvement plans among key stakeholders such as parents and families, community groups representing underserved populations, Indian tribes (as appropriate), educators, and teachers;

''(E) carrying out administrative duties under this section, including evaluation for school improvement and technical assistance for schools; and

''(F) coordinating activities under this section with other relevant State and local agencies, as appropriate;

''(3) supporting professional development activities for teachers, school leaders, and specialized instructional support personnel aligned to school improvement activities;

''(4) address curriculum and instruction factors to improve student achievement by—

''(A) ensuring curriculum alignment with the State's early learning standards and postsecondary education programs;

''(B) providing academically rigorous education options such as—

''(i) effective dropout prevention, credit and dropout recovery and recuperative education programs for disconnected youth and students who are not making sufficient progress to graduate high school in the standard number of years or who have dropped out of high school;

''(ii) providing students with postsecondary learning opportunities, such as through access to a relevant curriculum or course of study that enables a student to earn a secondary school diploma and—

''(I) an associate's degree; or

''(II) not more than 2 years of transferable credit toward a postsecondary degree or credential;

''(iii) integrating rigorous academic education with career training, including training that leads to postsecondary credentials for students;

''(iv) increasing access to Advanced Placement or International Baccalaureate courses and examinations; or

''(v) developing and utilizing innovative, high quality distance learning strategies to improve student academic achievement; and

''(C) considering how technology can be used to support school improvement activities;

''(5) address student support factors to improve student achievement by—

''(A) establishing an early warning indicator system to identify students who are at risk of dropping out of high school and to guide preventive and recuperative school improvement strategies, including—

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

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

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

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

''(B) identifying and implementing strategies for pairing academic support with integrated student services and case-managed interventions for students requiring intensive supports which may include partnerships with other external partners;

''(6) promote family outreach and engagement in school improvement activities, including those required by section 1118, to improve student achievement;

''(7) for each school identified for school improvement, ensure the provision of technical assistance as the school develops and implements the school improvement plan throughout the plan's duration; and

''(8) identify school improvement strategies that are consistently improving student outcomes and disseminate those strategies so that all schools can implement them.

''(d) STATE EDUCATIONAL AGENCY RESPONSIBILITIES.—A State educational agency served by this part, in supporting schools identified as a school in need of support or a high-priority school and the local educational agencies serving such schools, shall—

''(1) assess and address local capacity constraints to ensure that its local educational agencies can meet the requirements of this section;

''(2) target resources and support to those schools in the State that are identified as a school in need of support or a high-priority school and to local educational agencies serving such schools, including additional resources necessary to implement the school improvement plan as described in subsection (b)(3)(C)(iv)(V);

''(3) provide support and technical assistance, including assistance to school leaders, teachers, and other staff, to assist local educational agencies and schools in using data to support school equity and in addressing the equity indicators described in section 1111(c)(1)(C);

''(4) identify school improvement strategies that are consistently improving student outcomes and disseminate those strategies so that all schools can implement them;

''(5) leverage resources from other funding sources, such as school improvement funds, technology funds, and professional development funds to support school improvement activities;

''(6) provide a statewide system of support, including regional support services, to improve teaching, learning, and student outcomes;

''(7) assist local educational agencies in developing early warning indicator systems;

''(8) with respect to schools that will work with external partners to improve student achievement—

''(A) develop and apply objective criteria to potential external partners that are based on a demonstrated record of effectiveness in school improvement;

''(B) maintain an updated list of approved external partners across the State;

''(C) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved external partners, and for withdrawing approval from external partners that fail to improve high-priority schools; and

''(D) may identify external partners as approved, consistent with the requirements under paragraph (7), who agree to provide services on the basis of receiving payments only when student achievement has increased at an appropriate level as determined by the State educational agency and school improvement team under subsection (b)(2); and

''(9) carry out administrative duties under this section, including providing monitoring and technical assistance to local educational agencies and schools.

''(e) RULES OF CONSTRUCTION.—Nothing in this section shall be construed—

''(1) to alter or otherwise affect the rights, remedies, and procedures afforded school or local educational agency employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers;

''(2) to require a child to participate in an early learning program; or

''(3) to deny entry to kindergarten for any individual if the individual is legally eligible, as defined by State or local law.

''(f) DEFINITION.—In this section, the term 'external partner' means an entity—

''(1) that is an organization such as a nonprofit organization, community-based organization, local education fund, service organization, educational service agency, or institution of higher education; and

''(2) that has demonstrated expertise, effectiveness, and a record of success in providing evidence-based strategies and targeted support such as data analysis, professional development, or provision of nonacademic support and integrated student services to local educational agencies, schools, or students that leads to improved teaching, learning, and outcomes for students.''.

The Acting CHAIR. Pursuant to House Resolution 347, the gentleman from Colorado (Mr. POLIS) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. POLIS. Mr. Chairman, No Child Left Behind's metrics are outdated and rigid. On that we agree. But H.R. 5 in its current form abandons provisions that are crucial to ensuring equal educational opportunities for all of our Nation's students.

My amendment advances a more comprehensive and effective vision of accountability at the school district and State levels.

This new language expects States to set college- and career-ready standards rather than to allow them to dumb down their standards in order to inflate their results.

It also requires States to set performance growth and graduation rate targets that ensure that schools improve every year for all subgroups, including for students with disabilities.

One of the major deficiencies in H.R. 5 and one of the reasons that all of the advocacy groups for students with learning disabilities oppose the bill is it effectively removes the accountability we have for students with disabilities to ensure that they continue to learn.

There is currently a 1 percent cap on the students with the most severe disabilities who are not tested. H.R. 5 would eliminate the 1 percent cap on alternative assessments based on alternative achievement standards and would remove it altogether, allowing, ultimately, schools and States to decide not to have any accountability for those students who need programs that meet their learning needs the most.

□ 1700

The Democratic substitute amendment upholds our Nation's civil rights and equity responsibilities to ensure that all students receive a high-quality education.

It reinstates the 1 percent cap on alternative assessments for students with disabilities. It makes sure that accountability is a meaningful word and takes meaningful steps toward getting accountability right, rather than allowing discrimination and bad choices to continue to result in an increasing achievement gap across our country.

This amendment is also reflected in the Democratic substitute and would make sure that we have an accountability system that prepares our students for the jobs and the workforce of the 21st century and to move on to higher education.

Absent including this language or the Democratic substitute in the final passage of the bill, the bill in its current form would be a step backward, a step to lower standards, a step to reduce accountability, and a step to allow deficiencies to be swept under the rug, as they once were.

I reserve the balance of my time.

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

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

Mr. KLINE. Mr. Chairman, I yield 2 minutes to the gentleman from New York (Mr. ZELDIN).

Mr. ZELDIN. Mr. Chairman, I rise in opposition to this amendment.

My daughters just completed third grade, and I strongly support higher standards for them and their generation, but we need to set up our children to succeed, not fail. We need to stop federally mandated overtesting in our schools.

This amendment would be a giant leap backwards for education reform. Rather than reforming the failed policies of No Child Left Behind, this amendment embraces the most problematic portions, continuing to obsess over federally mandated performance standards and using that to measure teacher performance.

What is most insulting is that this proposal is so flawed that the sponsor needs to leverage Federal money to lure cash-strapped States to buy in because the proposal doesn't stand on its own merits.

Our schools need greater flexibility and local control. This amendment would do the exact opposite, which is why I strongly oppose its passage and encourage all my colleagues to do the same.

Mr. POLIS. Mr. Chairman, I yield 1 minute to the gentleman from Virginia (Mr. SCOTT), the ranking member on the committee.

Mr. SCOTT of Virginia. Mr. Chairman, the present law only requires that States identify achievement gaps and prescribes exactly what has to be done to address the achievement gaps.

Unfortunately, the one-size-fits-all prescription has often failed to effectively address the achievement gaps. The underlying bill goes overboard by eliminating any requirement that something gets done. The gentleman's amendment reinstates the requirement that something be done, but directs the States to develop their own locally tailored response to achievement gaps. This approach is much more likely to be effective and will be part of the Democratic substitute that will be voted on shortly.

Mr. Chairman, before we leave the bill, I would like to thank many members of our staff that have worked on this bill since January. They have spent days and nights and weekends working on the bill, and I would like to acknowledge them and their work today.

Denise Forte, Jacque Chevalier, Christian Haines, Ashlyn Holeyfield, Arika Trim, Tina Hone, Tylease Alli, Kiara Pesante, and Brian Kennedy all worked very hard on this bill and deserve significant recognition.

Mr. KLINE. Mr. Chairman, I yield 1 minute to the gentlewoman from Utah (Mrs. LOVE).

Mrs. LOVE. Mr. Chairman, I rise in opposition to this amendment. As a mayor and mainly as a mother—I have three children in public schools—I have found that the best solutions are found at the most local level.

This amendment puts a larger footprint in the hands of the Federal Government and gives more power to the Federal Government, instead of our local agencies. I believe that the best people to teach our students are the people at the local level. I trust teachers and parents to make decisions for students.

I made a promise that I was going to do everything I can to put the decision-making back into the hands of people, not into the hands of the Federal Government. I believe that this amendment actually puts it into the hands of the Federal Government and gives us a big step backwards.

I believe that we, as people, when we are given more options, we can make better decisions; and when we make better decisions, we can do that at a local level and not at a Federal level. I ask that we vote against this amendment. I stand in opposition of this amendment.

Mr. POLIS. Mr. Chair, I would like to inquire as to how much time remains.

The Acting CHAIR. The gentleman from Colorado has 1¾ minutes remaining. The gentleman from Minnesota has 2¾ minutes remaining.

Mr. POLIS. Mr. Chairman, the gentlewoman from Utah talked about decisions and implementation at the local level. On that, we agree. What this amendment is about is accountability metrics under whether we look at those decisions that are made locally and driven locally and by the State work or don't work.

We want to allow the flexibility to get things right and close the achievement gap but not the flexibility to continue to ignore persistent gaps in our education system that continue to poorly serve too many low-income students and minority students.

Given that my amendment is included in its entirety in the Democratic substitute upon which we will be voting, I ask unanimous consent to withdraw my amendment.

The Acting CHAIR. Is there objection to the request of the gentleman from Colorado?

There was no objection.

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments printed in part B of House Report 114–29 and part A of House Report 114–192 on which further proceedings were postponed, in the following order:

Amendments printed in part B of House Report 114–29:

Amendment No. 30 by Mr. ZELDIN of New York.

Amendment No. 31 by Mr. HURD of Texas.

Amendment No. 32 by Mr. GRAYSON of Florida.

Amendment No. 33 by Ms. WILSON of Florida.

Amendment No. 35 by Mr. CARSON of Indiana.

Amendment No. 39 by Ms. BROWNLEY of California.

Amendment No. 40 by Mr. LOEBSACK of Iowa.

Amendment No. 41 by Mr. POLIS of Colorado.

Amendment No. 43 by Mr. THOMPSON of Mississippi.

Amendments printed in part A of House Report 114–192:

Amendment No. 46 by Mr. WALKER of North Carolina.

Amendment No. 47 by Mr. SALMON of Arizona.

And amendment No. 44 printed in part B of House Report 114–29 by Mr. SCOTT of Virginia.

The Chair will reduce to 2 minutes the minimum time for any electronic vote after the first vote in this series.

AMENDMENT NO. 30 OFFERED BY MR. ZELDIN

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from New York (Mr. ZELDIN) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 373, noes 57, not voting 3, as follows:

[Roll No. 410]

AYES—373

Abraham
Adams
Aderholt
Aguilar
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Bass
Beatty
Becerra
Benishek
Bera
Bilirakis
Bishop (GA)
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bonamici
Bost
Boustany
Boyle, Brendan F.
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Buck
Bucshon
Burgess
Bustos
Butterfield
Byrne
Calvert
Capuano
Cárdenas
Carney
Carter (GA)
Carter (TX)
Cartwright
Castor (FL)
Castro (TX)
Chabot
Chaffetz
Cicilline
Clarke (NY)
Clawson (FL)
Clyburn
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Connolly
Cook
Cooper
Costa
Costello (PA)
Courtney
Cramer
Crawford
Crenshaw
Crowley
Cuellar
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Engel
Eshoo
Esty
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Frankel (FL)
Franks (AZ)
Frelinghuysen
Fudge
Gabbard
Garamendi
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffith
Grothman
Guinta
Guthrie
Hahn
Hanna
Hardy
Harper
Harris
Hartzler
Hastings
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Hice, Jody B.
Higgins
Hill
Holding
Hoyer
Hudson
Huelskamp
Huffman
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Israel
Issa
Jackson Lee
Jeffries
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kaptur
Katko
Keating
Kelly (IL)
Kelly (MS)
Kelly (PA)
Kennedy
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Langevin
Larsen (WA)
Larson (CT)
Latta
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Long
Loudermilk
Love
Lowey
Lucas
Luetkemeyer
Luján, Ben Ray (NM)
Lummis
Lynch
MacArthur
Maloney, Carolyn
Maloney, Sean
Marchant
Marino
Massie
Matsui
McCarthy
McCaul

McClintock
McGovern
McHenry
McKinley
McMorris Rodgers
McNerney
McSally
Meadows
Meehan
Meeks
Meng
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Moore
Moulton
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Nadler
Neugebauer
Newhouse
Noem
Norcross
Nugent
Nunes
Olson
Palazzo
Pallone
Palmer
Paulsen
Pearce
Pelosi
Perlmutter
Perry
Peters
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Polis
Pompeo
Posey
Price, Tom
Quigley
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (NY)
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Roybal-Allard
Royce
Ruppersberger
Russell
Ryan (WI)
Salmon
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Scalise
Schakowsky
Schiff
Schweikert
Scott (VA)
Scott, Austin
Scott, David
Sensenbrenner
Serrano
Sessions
Sewell (AL)
Shimkus
Shuster
Simpson
Slaughter
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Smith (WA)
Speier
Stefanik
Stewart
Stivers
Stutzman
Swalwell (CA)
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiberi
Tipton
Titus
Tonko
Trott
Tsongas
Turner
Upton
Valadao
Vargas
Veasey
Vela
Velázquez
Visclosky
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Waters, Maxine
Watson Coleman
Weber (TX)
Webster (FL)
Welch
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (FL)
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—57

Beyer
Blumenauer
Brady (PA)
Capps
Carson (IN)
Chu, Judy
Clark (MA)
Clay
Cleaver
Cohen
Conyers
Cummings
DeSaulnier
Dingell
Edwards
Ellison
Farr
Fattah
Foster
Gallego
Grijalva
Gutiérrez
Himes
Hinojosa
Honda
Johnson (GA)
Kildee
Kuster
Lowenthal
Lujan Grisham (NM)
McCollum
McDermott
Napolitano
Neal
Nolan
O'Rourke
Pascrell
Payne
Pingree
Pocan
Price (NC)
Rangel
Ruiz
Rush
Ryan (OH)
Sarbanes
Schrader
Sherman
Sinema
Sires
Takai
Takano
Torres
Van Hollen
Walz
Wasserman Schultz
Yarmuth

NOT VOTING—3

Culberson
Deutch
Lofgren

□ 1743

Messrs. GRIJALVA, McDERMOTT, CUMMINGS, NEAL, TAKAI, and COHEN changed their vote from ''aye'' to ''no.''

Ms. FUDGE, Messrs. GOHMERT, KEATING, HIGGINS, LABRADOR, AGUILAR, SWALWELL of California, Mlles. ESHOO, BASS, Messrs. CICILLINE, LANGEVIN, LEVIN, LEWIS, BERA, Mlles. MAXINE WATERS of California, VELÁZQUEZ, Mr. SERRANO, Mrs. BEATTY, Messrs. CROWLEY, NORCROSS, VARGAS, SCHAKOWSKY, CUELLAR, McGOVERN, BECERRA, TONKO, Mlles. SLAUGHTER, DUCKWORTH, and Mr. CONNOLLY changed their vote from ''no'' to ''aye.''

So the amendment was agreed to.

The result of the vote was announced as above recorded.

AMENDMENT NO. 31 OFFERED BY MR. HURD

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Texas (Mr. HURD) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 424, noes 2, not voting 7, as follows:

[Roll No. 411]

AYES—424

Abraham
Adams
Aderholt
Aguilar
Allen
Amash
Amodei
Ashford
Babin
Barletta
Barr
Barton
Bass
Beatty
Becerra
Benishek
Bera
Beyer
Bilirakis
Bishop (GA)
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Blumenauer
Bonamici
Bost
Boustany
Boyle, Brendan F.
Brady (PA)
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Brown (FL)
Brownley (CA)
Buchanan
Bucshon
Burgess
Bustos
Butterfield
Byrne
Calvert
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Carter (GA)
Carter (TX)
Cartwright
Castor (FL)
Castro (TX)
Chabot
Chaffetz
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clawson (FL)
Clay
Cleaver
Clyburn
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Connolly
Cook
Cooper
Costa
Costello (PA)
Courtney
Cramer
Crawford
Crenshaw
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
Dent
DeSantis
DeSaulnier
DesJarlais
Diaz-Balart
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Duffy
Duncan (SC)
Duncan (TN)
Edwards
Ellison
Ellmers (NC)
Emmer (MN)
Engel
Eshoo
Esty
Farenthold
Farr
Fattah
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foster
Foxx
Frankel (FL)
Franks (AZ)
Frelinghuysen
Fudge
Gabbard
Gallego
Garamendi
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Grothman
Guinta
Guthrie
Gutiérrez
Hahn
Hanna
Hardy
Harper
Harris
Hartzler
Hastings
Heck (NV)
Heck (WA)
Hensarling
Herrera Beutler
Hice, Jody B.
Higgins
Hill
Himes
Hinojosa
Holding
Honda
Hoyer
Hudson
Huelskamp
Huffman
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Israel
Issa
Jackson Lee
Jeffries
Jenkins (KS)
Jenkins (WV)
Johnson (GA)
Johnson (OH)
Johnson, E. B.
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kaptur
Katko
Keating
Kelly (IL)
Kelly (MS)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Kuster
Labrador
LaMalfa
Lamborn
Lance
Langevin
Larsen (WA)
Larson (CT)
Latta
Lawrence
Lee
Levin
Lewis
Lipinski
LoBiondo
Loebsack
Long
Loudermilk
Love
Lowenthal
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
Lynch
MacArthur
Maloney, Carolyn
Maloney, Sean
Marchant
Marino
Massie
Matsui
McCarthy
McCaul
McClintock
McCollum
McDermott
McGovern
McHenry
McKinley
McMorris Rodgers
McNerney
McSally
Meadows
Meehan
Meeks
Meng
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Moore
Moulton
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Nadler
Napolitano
Neal
Neugebauer
Newhouse
Noem
Nolan
Norcross
Nugent
Nunes
O'Rourke
Olson
Palazzo
Pallone
Palmer
Pascrell
Paulsen
Payne
Pearce
Pelosi
Perlmutter
Perry
Peters
Peterson
Pingree
Pittenger
Pitts
Pocan
Poe (TX)
Poliquin
Polis
Pompeo
Posey
Price (NC)
Price, Tom
Quigley
Rangel
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (NY)
Rice (SC)
Richmond
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Roybal-Allard
Royce
Ruiz
Ruppersberger
Rush
Russell
Ryan (OH)
Ryan (WI)
Salmon
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Scalise
Schakowsky
Schiff
Schrader
Schweikert
Scott (VA)
Scott, Austin
Scott, David
Sensenbrenner
Serrano
Sessions
Sewell (AL)
Sherman
Shimkus
Shuster
Simpson
Sinema
Sires
Slaughter
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Smith (WA)
Speier
Stefanik
Stewart
Stivers
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Thompson (PA)
Thornberry
Tiberi
Tipton
Titus
Tonko
Torres
Trott
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Weber (TX)
Webster (FL)
Welch
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yarmuth
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—2

Conyers
Wilson (FL)

NOT VOTING—7

Buck
Culberson
Davis, Rodney
Deutch
Lieu, Ted
Lofgren
Stutzman

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1743

So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for:

Mr. RODNEY DAVIS of Illinois. Mr. Chair, on rollcall No. 411, I was unavoidably detained. Had I been present, I would have voted "yes."

Ms. WILSON of Florida. Mr. Chair, during rollcall vote No. 411 on H.R. 5, I mistakenly recorded my vote as "no" when I should have voted "yes."

AMENDMENT NO. 32 OFFERED BY MR. GRAYSON

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Florida (Mr. GRAYSON) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 199, noes 228, not voting 6, as follows:

[Roll No. 412]

AYES—199

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Bishop (UT)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
Dent
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Ellmers (NC)
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Garrett
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Lance
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
MacArthur
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Miller (MI)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Rogers (AL)
Ros-Lehtinen
Ross
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Young (AK)

NOES—228

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
Lynch
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Payne
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schrader
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Smith (WA)
Stefanik
Stewart
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—6

Culberson
Deutch
Griffith
Lofgren
Rogers (KY)
Stivers

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1746

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 33 OFFERED BY MS. WILSON OF FLORIDA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Florida (Ms. WILSON) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 192, noes 237, not voting 4, as follows:

[Roll No. 413]

AYES—192

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
McSally
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Simpson

Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—237

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Buck
Culberson
Deutch
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1750

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 35 OFFERED BY MR. CARSON OF INDIANA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Indiana (Mr. CARSON) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 186, noes 245, not voting 2, as follows:

[Roll No. 414]

AYES—186

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—245

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—2

Culberson
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1754

Mr. COSTELLO of Pennsylvania changed his vote from ''aye'' to ''no.''

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 39 OFFERED BY MS. BROWNLEY OF CALIFORNIA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from California (Ms. BROWNLEY) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 191, noes 239, not voting 3, as follows:

[Roll No. 415]

AYES—191

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Marchant
Matsui
McCollum
McDermott
McGovern
McNerney
McSally
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—239

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—3

Culberson
Lofgren
Westmoreland

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1757

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 40 OFFERED BY MR. LOEBSACK

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Iowa (Mr. LOEBSACK) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 218, noes 213, not voting 2, as follows:

[Roll No. 416]

AYES—218

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blum
Blumenauer
Bonamici
Bost
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Burgess
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Dent
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Graves (MO)
Grayson
Green, Al
Green, Gene
Griffith
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Jenkins (WV)
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lucas
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Marino
Matsui
McCollum
McDermott
McGovern
McKinley
McNerney
McSally
Meeks
Meng
Mooney (WV)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pearce
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Reichert
Rice (NY)
Richmond
Rooney (FL)
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman

Simpson
Sinema
Sires
Slaughter
Smith (WA)
Speier
Stefanik
Stivers
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Thompson (PA)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Whitfield
Wilson (FL)
Yarmuth
Young (AK)
Young (IA)
Zinke

NOES—213

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Curbelo (FL)
Denham
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Luetkemeyer
Lummis
MacArthur
Marchant
Massie
McCarthy
McCaul
McClintock
McHenry
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stewart
Stutzman
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (IN)
Zeldin

NOT VOTING—2

Culberson
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1801

Mr. YOUNG of Iowa changed his vote from ''no'' to ''aye.''

So the amendment was agreed to.

The result of the vote was announced as above recorded.

AMENDMENT NO. 41 OFFERED BY MR. POLIS

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Colorado (Mr. POLIS) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 205, noes 224, not voting 4, as follows:

[Roll No. 417]

AYES—205

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Dent
DeSaulnier
Deutch
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Jenkins (WV)
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
King (NY)
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McKinley
McNerney
McSally
Meeks
Meng
Miller (MI)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Simpson
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth
Zeldin

NOES—224

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
Denham
DeSantis
DesJarlais
Diaz-Balart
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Issa
Jenkins (KS)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McMorris Rodgers
Meadows
Meehan
Messer
Mica
Miller (FL)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zinke

NOT VOTING—4

Culberson
Huelskamp
Hurt (VA)
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1804

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 43 OFFERED BY MR. THOMPSON OF MISSISSIPPI

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Mississippi (Mr. THOMPSON) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 189, noes 241, not voting 3, as follows:

[Roll No. 418]

AYES—189

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Bishop (MI)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—241

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—3

Culberson
Lofgren
Stivers

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1808

So the amendment was rejected.

The result of the vote was announced as above recorded.

AMENDMENT NO. 46 OFFERED BY MR. WALKER

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from North Carolina (Mr. WALKER) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 195, noes 235, not voting 3, as follows:

[Roll No. 419]

AYES—195

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Cramer
Crawford
Crenshaw
DeSantis
DesJarlais
Diaz-Balart
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Griffith
Grothman
Guinta
Guthrie
Harper
Harris
Hartzler
Hensarling
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Kelly (MS)
Kelly (PA)
King (IA)
Kinzinger (IL)
Labrador
LaMalfa
Lamborn
Latta
Long
Loudermilk
Love
Luetkemeyer
Lummis
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McMorris Rodgers
McSally
Meadows
Messer
Mica
Miller (FL)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Pompeo
Posey
Price, Tom
Ratcliffe
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rohrabacher
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stewart
Stivers
Stutzman
Thornberry
Tiberi
Tipton
Trott
Wagner
Walberg
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Williams
Wittman
Womack
Woodall
Yoder
Yoho
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—235

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Benishek
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici

Bost
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Buchanan
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Cole
Connolly
Conyers
Cooper
Costa
Costello (PA)
Courtney
Crowley
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
Davis, Rodney
DeFazio
DeGette
Delaney
DeLauro
DelBene
Denham
Dent
DeSaulnier
Deutch
Dingell
Doggett
Dold
Donovan
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fitzpatrick
Foster
Foxx
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Graham
Graves (MO)
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hanna
Hardy
Hastings
Heck (NV)
Heck (WA)
Herrera Beutler
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Katko
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
King (NY)
Kirkpatrick
Kline
Knight
Kuster
Lance
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lucas
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
MacArthur
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McKinley
McNerney
Meehan
Meeks
Meng
Miller (MI)
Moore
Moulton
Murphy (FL)
Murphy (PA)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Poliquin
Polis
Price (NC)
Quigley
Rangel
Reed
Reichert
Rice (NY)
Richmond
Rogers (KY)
Rokita
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Russell
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Shuster
Simpson
Sinema
Sires
Slaughter
Smith (WA)
Speier
Stefanik
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Thompson (PA)
Titus
Tonko
Torres
Tsongas
Turner
Upton
Valadao
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walden
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Whitfield
Wilson (FL)
Wilson (SC)
Yarmuth
Young (AK)

NOT VOTING—3

Cuellar
Culberson
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1811

So the amendment was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. POLIQUIN. Mr. Chair, on rollcall No. 419, I mistakenly voted "no" on the Walker Amendment. I should have and would have voted "yes."

Mr. CUELLAR. Mr. Chair, on rollcall No. 419, had I been present, I would have voted "yes."

AMENDMENT NO. 47 OFFERED BY MR. SALMON

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Arizona (Mr. SALMON) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This will be a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 251, noes 178, not voting 4, as follows:

[Roll No. 420]

AYES—251

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Capuano
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cohen
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Davis, Rodney
DeFazio
DeLauro
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellison
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Graham
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Grayson
Grothman
Guinta
Guthrie
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
King (IA)
King (NY)
Kinzinger (IL)
Kirkpatrick
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lowey
Lucas
Luetkemeyer
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lummis
Maloney, Sean
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McCollum
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (FL)
Murphy (PA)
Neugebauer
Newhouse
Noem
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Peterson
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (NY)
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (OH)
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Sires
Smith (MO)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Waters, Maxine
Weber (TX)
Webster (FL)
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—178

Adams
Aguilar
Ashford
Barletta
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Curbelo (FL)
Davis (CA)
Davis, Danny
DeGette
Delaney
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellmers (NC)
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Green, Al
Green, Gene
Griffith
Grijalva
Gutiérrez
Hahn
Hanna
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kelly (PA)
Kennedy
Kildee
Kilmer
Kind
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lynch
MacArthur
Maloney, Carolyn
Matsui
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Nadler
Napolitano
Neal
Nolan
Norcross
Nugent
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Richmond
Ros-Lehtinen
Roybal-Allard
Ruiz
Ruppersberger
Rush
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Turner
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Watson Coleman
Welch
Wenstrup
Wilson (FL)
Yarmuth

NOT VOTING—4

Culberson
Israel
Lofgren
Smith (NE)

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1814

So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for:

Mr. WENSTRUP. Mr. Chair, on rollcall No. 420, I mistakenly voted "no" on the Salmon Amendment. I meant to vote "yes."

AMENDMENT NO. 44 OFFERED BY MR. SCOTT OF VIRGINIA

The Acting CHAIR. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Virginia (Mr. SCOTT) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIR. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIR. This is a 2-minute vote.

The vote was taken by electronic device, and there were—ayes 187, noes 244, not voting 2, as follows:

[Roll No. 421]

AYES—187

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sherman
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman SchultzWaters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—244

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—2

Culberson
Lofgren

ANNOUNCEMENT BY THE ACTING CHAIR

The Acting CHAIR (during the vote). There is 1 minute remaining.

□ 1819

So the amendment was rejected.

The result of the vote was announced as above recorded.

The Acting CHAIR. There being no further amendments under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. WOMACK) having assumed the chair, Mr. YODER, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes, and, pursuant to House Resolution 125, he reported the bill, as amended by that resolution, back to the House with sundry further amendments adopted in the Committee of the Whole.

The SPEAKER pro tempore. Under the rule, the previous question is ordered.

Is a separate vote demanded on any further amendment reported from the Committee of the Whole? If not, the Chair will put them en gros.

The amendments were agreed to.

The SPEAKER pro tempore. The question is on the engrossment and third reading of the bill.

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

MOTION TO RECOMMIT

Ms. ESTY. Mr. Speaker, I have a motion to recommit at the desk.

The SPEAKER pro tempore. Is the gentlewoman opposed to the bill?

Ms. ESTY. I am in its current form.

The SPEAKER pro tempore. The Clerk will report the motion to recommit.

The Clerk read as follows:

Ms. Esty moves to recommit the bill H.R. 5 to the Committee on Education and the Workforce with instructions to report the same back to the House forthwith with the following amendment:

Page 25, after line 14, insert the following:

''(F) GUARANTEEING EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH DISABILITIES, INCLUDING STUDENTS WITH AUTISM, DOWN SYNDROME, AND OTHER DISABILITIES.—Each State plan shall demonstrate that the development and adoption of the academic content standards and academic achievement standards under this paragraph does not—

''(i) result in lower academic standards for children with disabilities than the standards adopted for students without disabilities;

''(ii) deny students with disabilities, including students with the most significant cognitive disabilities, access to a regular secondary school diploma;

''(iii) deny any parent the right to give informed consent before determining whether to apply alternate achievement standards to the assessment of his or her child or any relevant information needed to make such determination;

''(iv) otherwise lower expectations or academic achievement for students with disabilities, including students with the most significant cognitive disabilities; or

''(v) deny educational opportunities for students or any subgroup of students described in section 1111(b)(3)(B)(ii)(II), including racial and ethnic minority students who are identified for special education services at a rate disproportionately higher than their peers.''.

Add at the end the following:

SEC. 802. PROTECTING CHILDREN WITH DISABILITIES FROM ABUSIVE SECLUSION AND RESTRAINT PRACTICES.

(a) PURPOSE.— The purpose of this section is to ensure a safe learning environment and to protect each elementary and secondary school student from physical or mental abuse, aversive behavioral interventions that compromise student health and safety, or any physical restraint or seclusion when there is no imminent threat of physical injury or in a manner otherwise inconsistent with the purposes of the Elementary and Secondary Education Act of 1965 (21 U.S.C. 6301 et seq.).

(b) REGULATION.—Not later than 180 days after the date of the enactment of this Act, the Secretary of Education shall promulgate regulations providing, at minimum, that school personnel shall be prohibited from imposing on any elementary or secondary school student the following:

(1) Mechanical restraints.

(2) Chemical restraints.

(3) Physical restraint or physical escort that restricts breathing.

(4) Aversive behavioral interventions that compromise health and safety such as excessive pain, use of heat or cold, spraying bleach infused water in faces, and depriving students of food and bathroom access for hours on end.

Ms. ESTY (during the reading). Mr. Speaker, I ask unanimous consent to dispense with the reading.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Connecticut?

There was no objection.

Mr. KLINE. Mr. Speaker, I reserve a point of order.

The SPEAKER pro tempore. A point of order is reserved.

The gentlewoman from Connecticut is recognized for 5 minutes.

Ms. ESTY. Mr. Speaker, this is the final amendment to the bill which will not kill the bill or send it back to committee. If adopted, the bill will immediately proceed to final passage as amended.

Mr. Speaker, I rise today with serious concerns.

Today, we are voting on a bill that guts education funding; fails to provide adequate support for our hard-working teachers; and turns our back on our schools, our communities, and our children.

Mr. Speaker, today, we are not fixing No Child Left Behind, which has long needed to be fixed, but instead, we are moving in the wrong direction. As a room parent, as a PTA mom, I strongly believe that every child deserves the opportunity for a quality education, and every child deserves to be treated with dignity and respect.

The amendment I am offering today provides us the opportunity to live up to those goals. My amendment would guarantee continued funding for the Individuals with Disabilities Education Act, known as IDEA.

Just today, I met with school superintendents from Connecticut who emphasize the critical role of Federal funding for IDEA, which provides important support for students with autism and cognitive disabilities, and my amendment would protect children with disabilities from abusive seclusion and restraint practices.

Last year, I met with a group of students from the FOCUS Center for Autism in Canton, Connecticut, in my district. They were incredible students, who bravely advocated for themselves and bluntly talked about the challenges they face in the classroom.

According to the Centers for Disease Control, 1 in 68 American children is now on the autism spectrum, a tenfold increase in the last 40 years. In Connecticut, too many students, particularly students who are on the autism spectrum, face unnecessary and dangerous seclusion and restraint.

According to the Connecticut State Department of Education and the Office of the Child Advocate, there were 35,000 incidents of children being restrained or placed in seclusion last school year. Over 80 percent of these children were boys; the majority of them children of color, many of them were in elementary school—even as young as preschool—and many of them were on the autism spectrum.

Earlier this year, the Office of the Child Advocate in Connecticut released a report showing that, in the last 3 years, more than 1,300 Connecticut schoolchildren were injured during such restraint or seclusion. Nationwide, the nonpartisan Government Accountability Office found hundreds of cases of alleged child abuse, including at least 20, that is 20 deaths of children related to the use of these harmful methods during the last two decades.

These stories are truly horrific: a 7-year-old dying after being held face down for hours by school staff, 5-year-olds with broken arms and bloody noses after being tied to chairs with bungee cords and duct tape by their teacher, and a 13-year-old who hung himself in the seclusion room after prolonged confinement.

This is absolutely unacceptable. While Congress surely should not micromanage discipline in local schools, we should—we should—step up to set standards to ensure that all our children are safe, and we should fully fund IDEA to ensure support for all children with disabilities.

Now, let me be clear. Many teachers do an outstanding job in what can often be a challenging classroom environment. Having children with disabilities in the classroom can be a rewarding experience for the child and for their classmates.

Children with learning disabilities will learn and excel with the right support. It is just not acceptable to say that we don't have enough time or enough money to provide that support.

Today, let's fully fund IDEA, support special education and services for all children with disabilities, and restrict the dangerous practices of seclusion and restraint. We can do better; we must do better for our children.

I ask all House Members to join me to vote for this amendment, and I yield back the balance of my time.

Mr. KLINE. Mr. Speaker, I withdraw my reservation of a point of order.

The SPEAKER pro tempore. The reservation of the point of order is withdrawn.

Mr. KLINE. Mr. Speaker, I rise in opposition to the motion to recommit.

The SPEAKER pro tempore. The gentleman from Minnesota is recognized for 5 minutes.

Mr. KLINE. Mr. Speaker, we know this is a procedural attempt, a usual procedural attempt, at the eleventh hour to derail this legislation. It is unfortunate because the American people have waited long enough for Congress to fix the problems plaguing our elementary and secondary education system.

My colleagues, because it has been months since we have debated the underlying bill and the challenge we face, I want to remind my colleagues of what is at stake here.

It has been more than 7 years since No Child Left Behind expired—7 years. That means, for 7 years, this Congress has failed to meet its basic responsibility to replace the law. Each year we fail to act is another year States are tied to flawed policies and students are trapped in failing schools. No Child Left Behind continues as the law.

Education is a deeply personal issue for many Americans. It is a topic discussed around kitchen tables, whether it is a child's report card, a change taking place in a local school district, or perhaps even policy changes being debated by Federal officials.

We were reminded of this reality just a few months ago.

□ 1830

In February, we were making progress in advancing the Student Success Act, and we witnessed just how frustrated the American people are with the Federal role in K–12 education and how that frustration has grown worse under this administration.

Rather than work with Congress to replace the law, the Obama administration has spent years imposing its agenda on schools through pet projects and conditional waivers.

Just listen to the national debate raging over Common Core and you will quickly learn about the backlash against the Federal Government that has taken place under this administration.

Because of this administration's unprecedented overreach, public anxiety and opposition to Federal intrusion is greater than it has ever been. The simple fact that Congress was considering changes to the law led countless individuals to speak out and raise concerns.

Unfortunately, some of those concerns were based on misinformation, but they ultimately stem from a strong skepticism about the Federal role in education, a skepticism that I and many others share.

Teachers, principals, parents, and education leaders desperately want

Congress to replace No Child Left Behind, but they are not just concerned with getting rid of a bad law, they also deeply care about what replaces it. The public response we witnessed earlier this year made that clear. We are here today because we are listening to the American people.

The Student Success Act is a strong proposal to replace No Child Left Behind. It would eliminate dozens of ineffective and duplicative programs, repeal Federal mandates dictating State spending, teacher quality, accountability, and school improvement, and provide parents vital support to hold schools accountable and rescue children from underperforming schools.

Throughout this legislative process, we have adopted bipartisan improvements to the bill, thanks to the work of both Republican and Democrat Members. Now it is time to move forward.

We have an urgent responsibility to replace a flawed law with bold solutions that will help provide every child in every school an excellent education. That responsibility grows more urgent each day.

I urge my colleagues to vote ''no'' on the motion to recommit and to vote ''yes'' on the Student Success Act.

I yield back the balance of my time.

The SPEAKER pro tempore. Without objection, the previous question is ordered on the motion to recommit.

There was no objection.

The SPEAKER pro tempore. The question is on the motion to recommit.

The question was taken; and the Speaker pro tempore announced that the noes appeared to have it.

RECORDED VOTE

Ms. ESTY. Mr. Speaker, I demand a recorded vote.

A recorded vote was ordered.

The SPEAKER pro tempore. Pursuant to clause 8 and clause 9 of rule XX, this 5-minute vote on the motion to recommit will be followed by 5-minute votes on the passage of the bill, if ordered, and agreeing to the Speaker's approval of the Journal, if ordered.

The vote was taken by electronic device, and there were—ayes 185, noes 244, not voting 4, as follows:

[Roll No. 422]

AYES—185

Adams
Aguilar
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brown (FL)
Brownley (CA)
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSaulnier
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Graham
Grayson
Green, Al
Green, Gene
Grijalva
Hahn
Hastings
Heck (WA)
Higgins
Himes
Hinojosa
Honda
Hoyer
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Matsui
McCollum
McDermott
McGovern
McNerney
Meeks
Meng
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Serrano
Sewell (AL)
Sinema
Sires
Slaughter
Smith (WA)
Speier
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wilson (FL)
Yarmuth

NOES—244

Abraham
Aderholt
Allen
Amash
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (AL)
Brooks (IN)
Buchanan
Buck
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Clawson (FL)
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
DeSantis
DesJarlais
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Fleming
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Gibson
Gohmert
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Graves (LA)
Graves (MO)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hice, Jody B.
Hill
Holding
Hudson
Huelskamp
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Jones
Jordan
Joyce
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)
Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
LoBiondo
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
Massie
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meadows
Meehan
Messer
Mica
Miller (FL)
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rohrabacher
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rothfus
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Sanford
Scalise
Schweikert
Scott, Austin
Sensenbrenner
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Stutzman
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Wenstrup
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Yoho
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOT VOTING—4

Culberson
Gutiérrez
Lofgren
Sherman

□ 1838

So the motion to recommit was rejected.

The result of the vote was announced as above recorded.

Stated for:

Mr. SHERMAN. Mr. Speaker, on rollcall No. 422, had I been present, I would have voted "yes."

The SPEAKER pro tempore. The question is on the passage of the bill.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

RECORDED VOTE

Mr. SCOTT of Virginia. Mr. Speaker, I demand a recorded vote.

A recorded vote was ordered.

The SPEAKER pro tempore. This is a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 218, noes 213, not voting 3, as follows:

[Roll No. 423]

AYES—218

Abraham
Aderholt
Allen
Amodei
Babin
Barletta
Barr
Barton
Benishek
Bilirakis
Bishop (MI)
Bishop (UT)
Black
Blackburn
Blum
Boehner
Bost
Boustany
Brady (TX)
Brat
Bridenstine
Brooks (IN)
Buchanan
Bucshon
Burgess
Byrne
Calvert
Carter (GA)
Carter (TX)
Chabot
Chaffetz
Coffman
Cole
Collins (GA)
Collins (NY)
Comstock
Conaway
Cook
Costello (PA)
Cramer
Crawford
Crenshaw
Curbelo (FL)
Davis, Rodney
Denham
Dent
Diaz-Balart
Dold
Donovan
Duffy
Duncan (SC)
Duncan (TN)
Ellmers (NC)
Emmer (MN)
Farenthold
Fincher
Fitzpatrick
Fleischmann
Flores
Forbes
Fortenberry
Foxx
Franks (AZ)
Frelinghuysen
Garrett
Gibbs
Goodlatte
Gosar
Gowdy
Granger
Graves (GA)
Griffith
Grothman
Guinta
Guthrie
Hanna
Hardy
Harper
Harris
Hartzler
Heck (NV)
Hensarling
Herrera Beutler
Hill
Holding
Hudson
Huizenga (MI)
Hultgren
Hunter
Hurd (TX)
Hurt (VA)
Issa
Jenkins (KS)
Jenkins (WV)
Johnson (OH)
Johnson, Sam
Jolly
Katko
Kelly (MS)
Kelly (PA)
King (IA)
King (NY)

Kinzinger (IL)
Kline
Knight
Labrador
LaMalfa
Lamborn
Lance
Latta
Long
Loudermilk
Love
Lucas
Luetkemeyer
Lummis
MacArthur
Marchant
Marino
McCarthy
McCaul
McClintock
McHenry
McKinley
McMorris Rodgers
McSally
Meehan
Messer
Mica
Miller (MI)
Moolenaar
Mooney (WV)
Mullin
Mulvaney
Murphy (PA)
Neugebauer
Newhouse
Noem
Nugent
Nunes
Olson
Palazzo
Palmer
Paulsen
Pearce
Perry
Pittenger
Pitts
Poe (TX)
Poliquin
Pompeo
Posey
Price, Tom
Ratcliffe
Reed
Reichert
Renacci
Ribble
Rice (SC)
Rigell
Roby
Roe (TN)
Rogers (AL)
Rogers (KY)
Rokita
Rooney (FL)
Ros-Lehtinen
Roskam
Ross
Rouzer
Royce
Russell
Ryan (WI)
Salmon
Scalise
Schweikert
Scott, Austin
Sessions
Shimkus
Shuster
Simpson
Smith (MO)
Smith (NE)
Smith (NJ)
Smith (TX)
Stefanik
Stewart
Stivers
Thompson (PA)
Thornberry
Tiberi
Tipton
Trott
Turner
Upton
Valadao
Wagner
Walberg
Walden
Walker
Walorski
Walters, Mimi
Weber (TX)
Webster (FL)
Westerman
Westmoreland
Whitfield
Williams
Wilson (SC)
Wittman
Womack
Woodall
Yoder
Young (AK)
Young (IA)
Young (IN)
Zeldin
Zinke

NOES—213

Adams
Aguilar
Amash
Ashford
Bass
Beatty
Becerra
Bera
Beyer
Bishop (GA)
Blumenauer
Bonamici
Boyle, Brendan F.
Brady (PA)
Brooks (AL)
Brown (FL)
Brownley (CA)
Buck
Bustos
Butterfield
Capps
Capuano
Cárdenas
Carney
Carson (IN)
Cartwright
Castor (FL)
Castro (TX)
Chu, Judy
Cicilline
Clark (MA)
Clarke (NY)
Clawson (FL)
Clay
Cleaver
Clyburn
Cohen
Connolly
Conyers
Cooper
Costa
Courtney
Crowley
Cuellar
Cummings
Davis (CA)
Davis, Danny
DeFazio
DeGette
Delaney
DeLauro
DelBene
DeSantis
DeSaulnier
DesJarlais
Deutch
Dingell
Doggett
Doyle, Michael F.
Duckworth
Edwards
Ellison
Engel
Eshoo
Esty
Farr
Fattah
Fleming
Foster
Frankel (FL)
Fudge
Gabbard
Gallego
Garamendi
Gibson
Gohmert
Graham
Graves (LA)
Graves (MO)
Grayson
Green, Al
Green, Gene
Grijalva
Gutiérrez
Hahn
Hastings
Heck (WA)
Hice, Jody B.
Higgins
Himes
Hinojosa
Honda
Hoyer
Huelskamp
Huffman
Israel
Jackson Lee
Jeffries
Johnson (GA)
Johnson, E. B.
Jones
Jordan
Joyce
Kaptur
Keating
Kelly (IL)
Kennedy
Kildee
Kilmer
Kind
Kirkpatrick
Kuster
Langevin
Larsen (WA)
Larson (CT)
Lawrence
Lee
Levin
Lewis
Lieu, Ted
Lipinski
LoBiondo
Loebsack
Lowenthal
Lowey
Lujan Grisham (NM)
Luján, Ben Ray (NM)
Lynch
Maloney, Carolyn
Maloney, Sean
Massie
Matsui
McCollum
McDermott
McGovern
McNerney
Meadows
Meeks
Meng
Miller (FL)
Moore
Moulton
Murphy (FL)
Nadler
Napolitano
Neal
Nolan
Norcross
O'Rourke
Pallone
Pascrell
Payne
Pelosi
Perlmutter
Peters
Peterson
Pingree
Pocan
Polis
Price (NC)
Quigley
Rangel
Rice (NY)
Richmond
Rohrabacher
Rothfus
Roybal-Allard
Ruiz
Ruppersberger
Rush
Ryan (OH)
Sánchez, Linda T.
Sanchez, Loretta
Sanford
Sarbanes
Schakowsky
Schiff
Schrader
Scott (VA)
Scott, David
Sensenbrenner
Serrano
Sewell (AL)
Sinema
Sires
Slaughter
Smith (WA)
Speier
Stutzman
Swalwell (CA)
Takai
Takano
Thompson (CA)
Thompson (MS)
Titus
Tonko
Torres
Tsongas
Van Hollen
Vargas
Veasey
Vela
Velázquez
Visclosky
Walz
Wasserman Schultz
Waters, Maxine
Watson Coleman
Welch
Wenstrup
Wilson (FL)
Yarmuth
Yoho

NOT VOTING—3

Culberson
Lofgren
Sherman

□ 1848

Mr. ROGERS of Alabama changed his vote from ''no'' to ''aye.''

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated against:

Mr. SHERMAN. Mr. Speaker, on rollcall No. 423, had I been present, I would have voted "no."

THE JOURNAL

The SPEAKER pro tempore. The unfinished business is the question on agreeing to the Speaker's approval of the Journal, which the Chair will put de novo.

The question is on the Speaker's approval of the Journal.

Pursuant to clause 1, rule I, the Journal stands approved.

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2016

GENERAL LEAVE

Mr. CALVERT. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to include extraneous material on H.R. 2822.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

The SPEAKER pro tempore. Pursuant to House Resolution 333 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the further consideration of the bill, H.R. 2822.

Will the gentleman from Illinois (Mr. HULTGREN) kindly take the chair.

□ 1855

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, with Mr. HULTGREN (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose earlier today, an amendment offered by the gentleman from Nevada (Mr. HARDY) had been disposed of, and the bill had been read through page 132, line 24.

AMENDMENT OFFERED BY MR. ELLISON

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. None of the funds made available in this Act may be used to enter into a contract with any person whose disclosures of a proceeding with a disposition listed in section 2313(c)(1) of title 41, United States Code, in the Federal Awardee Performance and Integrity Information System include the term ''Fair Labor Standards Act'' and such disposition is listed as ''willful'' or ''repeated''.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Minnesota and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Minnesota.

Mr. ELLISON. Mr. Chairman, before I discuss my amendment, which is to prevent wage theft from violators who commit acts that are repeated and willful and to stop such actors from partaking of Federal procurement in this bill, I would like to set the table just a little bit.

In 1980, Mr. Chair, CEO-to-worker pay ratio for Fortune 500 companies was 20 to 1. Today it is 204 to 1, according to Bloomberg. At the same time, the buying power of the minimum wage is now less than it was in the 1960s.

The Economic Policy Institute found that, in total, the average low-wage worker loses a stunning $2,634 per year in unpaid wages, representing about 15 percent of their earned income. It is particularly egregious in the fast-food sector. A recent study by Hart Research of fast-food workers found that about 89 percent reported some form of wage theft.

Lastly, in this case, I would like to point out, Mr. Chair, that the recent report by the Committee on Health, Education, Labor, and Pensions of the U.S. Senate revealed that 32 percent of the largest Department of Labor penalties for wage theft were levied against Federal contractors.

As I bring this amendment before the body today, Mr. Chairman, it is simply to recognize that the hard work and the work that workers do who work for Federal contractors must be recognized. We are not debating today over increasing or decreasing the minimum wage. We are just saying the people who work hard ought to get the money that they earned.

I would hope that everyone in this body would be willing to say wage theft is not okay. No hard-working American should ever have to worry that her employer will refuse to pay her when she works overtime or take money out of her paycheck, especially if she works for a Federal contractor.

This practice, as I mentioned already, is called wage theft. Right now, Federal contractors who violate the Fair Labor Standards Act are still allowed to apply for Federal contracts.

□ 1900

This amendment seeks to ensure that funds may not be used to enter into a contract with a government contractor that willfully or repeatedly violates the Fair Labor Standards Act—willfully or repeatedly.

It is important, Mr. Chairman, to point out that it is not easy to get a violation. You have got to work at it.

There is a database called the FAPISS database, to begin with, in which contractors have to report all their violations. Just because a wage and hour complaint comes to your door, it doesn't necessarily mean you get a violation. In order to get a violation in the database, you have to have a criminal conviction, a civil proceeding with a finding of fault, or an administrative proceeding with a finding of fault or a penalty of $5,000 or more or damages of $100,000 or more. You have got to really work at it. In other words, if you are found to owe back wages and you agree to pay them, there is not going to be a case for you to have to report.

This amendment ensures that those in violation of the law do not get taxpayer support. And we should reward good actors.

I reserve the balance of my time.

Mr. CALVERT. Mr. Chairman, I rise in opposition to the gentleman's amendment.

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

Mr. CALVERT. The amendment doesn't recognize the suspension and debarment process that is already in place for Federal contractors. It does not provide exceptions for critical, urgent, or compelling needs or allow for the consideration of mitigating factors.

I am concerned that this amendment would impose strict legal triggers and take away the ability for Federal agencies to investigate and determine appropriate remedies. I am also concerned that it would deny the due process that the current suspension and debarment system provides. And finally, this is an issue that should be thoroughly vetted through the authorization process, not through the appropriation process.

I would urge a ''no'' vote on this amendment, and I reserve the balance of my time.

Mr. ELLISON. I yield 1 minute to the gentlewoman from Minnesota (Ms. MCCOLLUM).

Ms. MCCOLLUM. Mr. Chair, I rise in support of the amendment from the gentleman from Minnesota.

Every worker is entitled to receive pay for the hours they work; however, there are employers that refuse to pay for overtime, make their employees work off the clock, or refuse to pay minimum wage. At the very least, we should take steps to ensure that these employers don't receive new Federal contracts.

This amendment would ensure that lawbreaking contractors don't get rewarded for stealing from their employees.

I support this amendment, and I ask for an ''aye'' vote.

Mr. CALVERT. I would just, again, oppose this amendment. I urge my colleagues to vote ''no'' on this amendment, and I yield back the balance of my time.

Mr. ELLISON. Members, this has nothing to do with debarment. Debarment is a quasi-judicial process in which evidence is gathered and findings are made. This is saying that, after somebody has been found to engage in repeated and willful violations of the Fair Labor Standards Act, such persons are not the kind of people we want to reward through our procurement system. This is totally different from debarment.

What it is really saying is it reflects our values as a body and reflects our value of the dignity of work and that a dollar earned is a dollar that must be paid. And we should never be the kind of body that says: ''Commit willful violations all you want; take workers' money away; you can still get another contract if you please.'' That is not the kind of body that we are, and I urge a ''yes'' vote on the amendment.

I yield back the balance of my time.

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

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

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

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

AMENDMENT OFFERED BY MR. BUCK

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

STUDY

SEC. ____. Of the amounts made available by this Act to pay retention bonuses to Senior Executive Service personnel at the Environmental Protection Agency, not more than $50,000 shall be made available to be used by the Department of the Interior to conduct a study on whether *Agricola Americus* should be classified as an endangered species.

Mr. CALVERT. Mr. Chairman, I reserve a point of order on the gentleman's amendment.

The Acting CHAIR. A point of order is reserved.

Pursuant to House Resolution 333, the gentleman from Colorado and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. BUCK. Mr. Chair, my amendment appropriates up to $50,000 from the retention bonuses of Senior Executive Service personnel at the EPA to conduct a study of whether Agricola Americus, the American farmer, should be classified as an endangered species.

This money should be used to determine whether there is crucial habitat that is essential for the conservation of the species and acting in accordance with 16 U.S.C. chapter 35 if such a finding is made.

The Federal Government is no stranger to using its regulatory powers to interfere in important national issues, so it came as a surprise when I discovered that the Federal Government had overlooked the most endangered species in America.

The Fish and Wildlife Service has been so thorough in designating animals as endangered all around farms, but for some reason hasn't seen the plight of the American farmer.

Paul Harvey recognized, in 1978, that God made Agricola Americus with a unique set of characteristics essential to our Nation, so I am troubled that the number of farmers in America has steadily declined over the last six decades.

Not only has the number of American farmers shrunk, but so has the number of farms. Those lost have mainly been family farms, passed down through generations of hard work and built up with years of sweat equity. They have faced numerous manmade obstacles that interfere with their environment and encroach on their natural territory. They have been subject to the ravages of wolves released by the very agency that should be tasked with protecting this essential American species.

Yet the Department of the Interior does not have a monopoly on society's invasion of the American farmer and the habitat. Family farms have been destroyed by the death tax, regulated out of business by FDA and EPA mandates, and forced to dump crops by outdated government programs that even now are being struck down by the Supreme Court.

How much more of this regulatory onslaught can the Agricola Americus take before we recognize the harm of our actions and work to make sure that we are not complicit in its disappearance? We cannot leave the farmer alone in the eye of this regulatory storm.

I reserve the balance of my time.

POINT OF ORDER

Mr. CALVERT. Mr. Chairman, I make a point of order against the amendment because it provides an appropriation for an unauthorized program and, therefore, violates clause 2 of rule XXI. Clause 2 of rule XXI states in pertinent part:

''An appropriation may not be in order as an amendment for an expenditure not previously authorized by law.''

Mr. Chairman, the amendment proposes to appropriate funds. The amendment, therefore, violates clause 2 of rule XXI.

I ask for a ruling from the Chair.

The Acting CHAIR. Does any other Member wish to be heard on the point of order?

Mr. BUCK. Mr. Chairman, I ask unanimous consent to withdraw the amendment.

The Acting CHAIR. Is there objection to the request of the gentleman from Colorado?

There was no objection.

AMENDMENT OFFERED BY MR. BUCK

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. None of the funds made available in this Act may be used to pay the salaries and expenses of personnel or any other entity to negotiate or conclude a settlement with the Federal Government that includes terms requiring the defendant to donate or contribute funds to an organization or individual.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Colorado and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. BUCK. Mr. Chair, my amendment bars the EPA and the Department of the Interior and any of its agencies from requiring mandatory donations to third-party groups as part of any settlement agreements the agencies enter into.

In agencies across the government, settlement funds are being funneled to third-party groups, contravening congressional budget authority. A recent investigation by the House Judiciary and Financial Services Committees found as much as half a billion dollars had been diverted by the Department of Justice to third parties as a result of these settlements in the past year. This is inexcusable, and it is not unique to the Department of Justice.

The Department of the Interior, the Environmental Protection Agency, and the U.S. Fish and Wildlife Service routinely sue and then enter into settlements with businesses and individuals who are then forced to make donations to third-party groups.

This is all made possible because community service is expressly allowed as a condition of probation by the United States Criminal Code. In addition, the United States sentencing guidelines allow community service where it is reasonably designed to repair the harm caused by the offense. This results in settlement funds being directed to supposed ''community service'' groups. This is a practice that must be brought to an end.

As Thomas Jefferson once wrote:

To compel a man to furnish contributions of money for the propagation of opinions which he disbelieves and abhors is sinful and tyrannical.

In this case, businesses and individuals are being sued by the government for violating environmental regulations, and then as part of the settlement, they have to make payments to the environmental organizations that engage in advocacy supporting the regulations. This power grab is abhorrent.

Please support my amendment and stop these agencies from funneling court settlement funds to radical environmentalists.

I reserve the balance of my time.

Ms. McCOLLUM. Mr. Chairman, I rise in opposition to the amendment.

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

Ms. McCOLLUM. The fact is that this is a very broadly written amendment that would prevent the Federal Government from requiring polluters to pay for cleanup costs. Specifically, I would point out that the EPA is involved in numerous consent decree negotiations that result in payments to the Federal Government by responsible parties.

The ability of the Federal Government to recoup these funds from polluters is an essential part of maintaining good environmental policy and protecting public health and protecting taxpayers, not polluters. For example, some Superfund sites that the EPA may spend Superfund trust moneys up front to initiate the cleanup of a potential responsible party are not yet identified or the cleanup order or settlement agreement with the identified parties is not yet finalized.

In the event that the EPA does expend Superfund moneys at a site with veritable parties, reimbursements may be included in the terms of any settlement agreement that may be entered into with the parties. However, this amendment would prevent the EPA from receiving such reimbursements from the responsible parties in such an instance.

There are also times when defendants in settlement negotiations seek payments to third parties rather than the Federal Government. One such example is the settlement negotiations that followed the catastrophe at the Deepwater Horizon spill in the Gulf of Mexico.

As part of the criminal settlements that BP and Transocean reached with the Federal Government, the National Fish and Wildlife Foundation, a congressionally chartered nonprofit, received the funds to undertake the projects to help remedy the harm that occurred in the Gulf of Mexico—something I would agree all needed to happen—yet under this amendment, those payments would have been prohibited. It would be completely irresponsible.

This amendment is bad for the taxpayer, bad for public policy, and very bad for the environment.

I reserve the balance of my time.

Mr. BUCK. I yield back the balance of my time.

Ms. McCOLLUM. Mr. Chair, once again, voting for this amendment and having it move forward would be completely irresponsible. This amendment is bad public policy, bad for environment, and it is bad for the taxpayer. I urge defeat of this amendment, and I yield back the balance of my time.

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

The amendment was agreed to.

AMENDMENT OFFERED BY MR. BUCK

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. None of the funds made available by this Act may be used to pay a Federal employee for any period of time during which such employee is using official time under section 7131 of title 5, United States Code.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Colorado and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. BUCK. Mr. Chair, my amendment would prohibit paying any Federal employee for the time spent not working for the taxpayers but working for a third party, a labor union. This practice is known as ''official time.''

□ 1915

Unlike any other type of third-party organization, labor unions have been granted the privilege of being able to have taxpayer-funded employees do their business on duty time, instead of doing the taxpayers' work.

Like any other type of private entity, labor unions should pay for their own employees to work for them. The taxpayers should not be picking up the tab for this practice.

According to the U.S. Office of Personnel Management, this practice costs taxpayers approximately $156 million per year. That is assuming that the agencies are correctly reporting the amounts spent, and there have been indications that this number actually underreports the total cost.

In some instances, we are not talking about just a few minutes here and there for an agency employee who is a union official to confer with management about a workplace issue. Sometimes, the agency employee is actually working full time for the labor union, all the while being paid by the taxpayers for this union work.

For instance, the IRS has more than 200 employees working full time for labor unions; the VA has over 250 employees working full time for labor unions—this at a time when there is a significant backlog of cases to be processed.

One of these employees doesn't even work in a VA facility but, instead, works remotely from a private office in D.C.

The EPA, while not having as many personnel on full-time official time as some agencies, still pays over $1.6 million just for those personnel who are working full time for their union.

Some agencies, such as the Department of Transportation, have numerous employees making over $170,000 per year, while working full time for the union. This is more than almost all Federal employees make, higher than the salaries of many Senate-confirmed Assistant Secretaries.

My amendment would not prohibit this practice, but would make certain that the right party pays for this work, the labor union. It is not right to force our taxpayers to pay the bill to subsidize these private organizations any more than it would be right to force them to subsidize other private organizations such as the National Rifle Association or the Sierra Club.

Like any business, labor unions should pay the cost for their own employees, not taxpayers.

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

Ms. MCCOLLUM. Mr. Chair, I rise in strong opposition to this amendment.

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

Ms. MCCOLLUM. Mr. Chairman, this amendment clearly would serve no purpose but to erode collective bargaining rights for civil service employees and may violate collective bargaining agreements negotiated between workers and these agencies.

Federal unions are legally required to provide representation to all members of bargaining units, whether or not those workers elect to pay voluntary union dues. Representation for employees working their way through the administrative procedures is a cost-effective process for administrating and adjudicating agency policies.

The alternative for official time is for the government agencies to pay for costly third-party attorney and arbitration fees. Eliminating official time would increase costs, and it would increase more time and effort for agencies to work out any conflicts with employees. That drives up the cost for taxpayers.

Official time is essential to maintaining workplace safety. Union representation uses official time to set procedures to protect employees from on-the-job hazards. Official time is used to allow employees to participate in work groups with management teams to improve the process and improve performance outcomes.

Under current law, official time may not be used to solicit membership, may not be used to conduct internal union meetings, may not be used to elect union officers, may not be used to engage in any partisan activities, and the notion that official time is used for any of these purposes is false.

I urge a ''no'' vote on the amendment, and I reserve the balance of my time.

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

Ms. MCCOLLUM. Mr. Chair, once again, this amendment would serve no purpose but to erode the collective bargaining rights of civil service Federal employees, hard-working Americans.

For that reason, I urge a ''no'' vote, and I yield back the balance of my time.

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

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

Ms. MCCOLLUM. Mr. Chairman, I demand a recorded vote.

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

Mr. CALVERT. Mr. Chairman, I move to strike the last word.

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

Mr. CALVERT. Mr. Chairman, I yield to the gentlewoman from American Samoa (Mrs. RADEWAGEN) for the purpose of a colloquy.

Mrs. RADEWAGEN. Mr. Chair, I would like to commend Chairman CALVERT, Ranking Member MCCOLLUM, and the Appropriations Committee staff for their efforts in bringing this important bill to the floor.

I would also like to congratulate Chairman CALVERT on his leadership in overseeing this measure and his continued success as chairman of the subcommittee.

I want to take this opportunity to highlight just a small portion of the needs and shortfalls that the territories are facing. In particular, I want to bring to your attention some of the funding issues facing American Samoa.

Each year, the Office of Insular Affairs provides grant funds to American Samoa for the operation of local government, including the judiciary, Department of Education, and the local hospital. The purpose of this program is to fund the difference between budget needs and local revenues.

Mr. Chairman, the world has changed much since the inception of this program to assist American Samoa government operations, and additional needs have arisen.

Local revenues have remained relatively constant; the infrastructure has become dated and in disrepair, and outside influences, particularly China, have begun to make inroads into the region with the development of a port in the neighboring independent Samoa and future plans for a naval base in the same area.

We have also seen a dramatic spike in world conflict since the inception of the program. This increased military activity by both friendly and hostile nations has simultaneously created the need for increased border security, an element severely lacking in American Samoa and one not funded under the current parameters of the program.

American Samoa is also facing severe infrastructure deficiency, which has caused undue hardship to both our people and businesses that rely upon our roads, airport, and port.

In fact, the recent decision by the NOAA National Weather Service to terminate weather observation service in American Samoa, which our local airport relies upon for flight operations, has prompted the need for the construction of a tower at Pago Pago International Airport. This facility would serve as a standard control tower and would also contain the weather monitoring service after NOAA ceases operations in American Samoa.

Mr. Chairman, my home district was devastated by a tsunami on September 29, 2009, that killed many of our people. I was there at the time. If it hadn't been for the fact that I had a scheduled meeting at that very time and was already awake, I could have been killed by the wave. We lost our tuna cannery the day after the tsunami, which was half of our private sector employment.

We also are suffering from the prolonged recession here in the States and suffered another setback with the recent longshoremen's strike that exposed just how dependent we are on outside resources.

Chairman CALVERT, I encourage the committee that, when considering funding levels for the territories, to keep in mind our economic and geographic isolation and the extreme disparity in opportunities for growth between these regions and the States.

Mr. Chairman, I look forward to working with the committee to increase funding for the territories which will help alleviate the many issues we are facing.

Mr. CALVERT. As someone who has always had the utmost respect for our fellow countrymen from the territories, I look forward to working with the gentlewoman from American Samoa, and I want to thank her for her efforts to inform the committee on the issues of the insular areas.

I am well aware of just how dedicated to our country the people of American Samoa are, as displayed by their extremely high rate of enlistment in our Nation's Armed Forces.

Your membership in this body is highly valued, and the appointment as vice chairman of the Indian, Insular, and Alaska Native Affairs Subcommittee as a first-term member is a testament to the perspective and leadership you bring to Congress.

Through your leadership, your people are well respected and have found themselves a champion for their cause.

Mrs. RADEWAGEN. At a time when we are faced with the need to reduce funding in many areas of government, I thank the committee for preserving the budgetary assistance to American Samoa.

I want to thank the chairman for his kind words and continued leadership,

and I look forward to working with him to ensure that the territories are given the same opportunity as the States.

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

AMENDMENT OFFERED BY MR. GROTHMAN

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. None of the funds made available by this act may be used to regulate the location of the placement of a monitor of pollutants under the clean air act in any county provided such county has at least one monitor.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Wisconsin and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Wisconsin.

Mr. GROTHMAN. Mr. Chairman, right now, the Environmental Protection Agency makes the determination whether a county is what they call a nonattainment zone based on readings, the amount of ozone that various monitors come up with. If you are a nonattainment zone, it results in problems for both individuals and business.

Individuals in counties in my area have two problems. First of all, if you are nonattainment, you might have to have gasoline that is probably a little bit inferior in quality, as well as more expensive.

I always think the price of gasoline is an important thing because it doesn't matter; either wealthy or poor, it is something you have to be able to afford. If you are knocking up your price of gasoline by 5 or 10 cents a year, that can be a very damaging thing for someone who doesn't have that great a salary.

Secondly, if you are a nonattainment zone, every car has to be checked for emissions. Maybe there are some wealthy environmentalists that it is no big deal—if their car fails the emissions test, they can afford to spend another $900 on a catalytic converter or something wildly more expensive. For somebody not well off, it maybe puts you in a position which you have to buy a whole new car.

It is another problem for businesses. Manufacturing is very important to this country. If you crack down on a business and say that you have to do different things to affect the amount of ozone that may be emitted from your factory, it can be very cost prohibitive and put American business at a competitive disadvantage.

These determinations are made by air monitors. In every county, the amount of ozone that is detected by these monitors may vary greatly from one part of the county to another part of the county.

It is our opinion that sometimes in the past, in my district, if you put an air monitor right on Lake Michigan, due to the effect the sun has on the water, you might get disproportionately high readings and wind up having to put your individuals and businesses in a situation which they are in nonattainment.

This is particularly onerous because, sometimes, whether or not you have a high ozone rating or not has nothing whatsoever to do with anything that is going on within your county.

My district, for example, is maybe 70 miles from Chicago, where most of the pollutants come from; so here you are, stuck trying to make your air cleaner and cleaner, and there is very little you can do to affect it anyway.

In any event, it seems fair that you should be able to put an air monitor anywhere within that county. You shouldn't have a situation in which, in the past, an air monitor was placed at an area where you got a disproportionately high reading.

The purpose of this amendment is to say that the Environmental Protection Agency, that I am sure has a budget tight as a drum, should not have to waste any time worrying about where that air monitor is and where we are determining whether or not we have an ozone problem in a county.

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

□ 1930

Ms. PINGREE. Mr. Chair, I claim the time in opposition to this amendment.

The Acting CHAIR. The gentlewoman from Maine is recognized for 5 minutes.

Ms. PINGREE. Mr. Chair, the amendment offered by the gentleman from Wisconsin would prohibit funds for regulating the location of air monitors in counties.

The Clean Air Act requires every State to establish a network of air monitoring stations for criteria pollutants, using criteria set by the EPA for their location and operation.

EPA's ambient air monitoring network assessment guidance provides States and counties with information about the assessment of technical aspects of ambient air monitoring networks. The guidance is designed to be flexible and expandable. It does not dictate specific locations for placement for air monitors.

The amendment would block EPA oversight of air quality monitoring, making possible a scenario in which counties could game the system by locating monitors in places that show the lowest amount of pollution rather than where they get the best representative data.

Let us look no further than today's paper to understand why we need to ensure the proper collection of air quality data.

A headline in the Wisconsin Ag Connection reads: Canadian Wildfires Prompt State to Issue Air Quality Notice.

The article reports that the Department of Natural Resources has issued an air quality notice for all 72 Wisconsin counties this week. State air quality monitors are recording elevated concentrations of fine particles at several locations around the State, particularly across northern and western Wisconsin.

And some sites are recording values in the ''unhealthy for sensitive'' category, which includes children, elderly people, individuals with respiratory and cardiac problems, and people engaged in strenuous activities for prolonged periods of time.

This amendment would stop a transparent, science-based process to locate monitors where they will provide the most useful information about air quality.

Mr. Chairman, I don't think it is appropriate to dictate a nationwide moratorium on air quality monitoring in response to what appears to be a local issue perhaps in the gentleman's State of Wisconsin.

This amendment is harmful to local governments that depend on EPA's technical expertise when determining the best location for an air monitor placement. I urge my colleagues to oppose the amendment.

I reserve the balance of my time.

Mr. GROTHMAN. Mr. Chair, first of all, the gentlewoman from Maine makes a point not about this amendment specifically, but about the overall program.

And that is you have a situation right now in which, apparently, the Department of Natural Resources is making a determination that we have unsafe air based upon fires that are hundreds of miles away that the local people can't do anything about.

Secondly, the gentlewoman says it is tying the hands of local units of government. That is not true. Under this amendment, the local units of government have more flexibility.

The question is can the Federal Government tie the hands of local units of government, which they shouldn't be able to do.

So it is a good amendment. I think it is something that is going to, in the long term, benefit American business and, even more, benefit American individuals, particularly poor people, who don't have a lot of extra money, are stuck spending a lot more money on their cars because of determinations made by Federal bureaucrats in faraway cities who probably have enough money to be able to afford to deal with these problems anyway.

I yield back the balance of my time.

Ms. PINGREE. Mr. Chair, I will just reiterate the points I made before and urge a ''no'' vote.

I yield back the balance of my time.

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

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

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

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

AMENDMENT OFFERED BY MR. SANFORD

Mr. SANFORD. Mr. Chair, I have an amendment at the desk.

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

LIMITATION ON USE OF FUNDS FOR OIL AND GAS LEASE SALE 260 IN LEASING PROGRAM

SEC. ____. None of the funds made available by this Act may be used for oil and gas lease sale 260 included in the Draft Proposed Outer Continental Shelf (OCS) Oil and Gas Leasing Program for 2017–2022 (DPP), or in any subsequent proposed or final iteration of such Program.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from South Carolina and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from South Carolina.

Mr. SANFORD. Mr. Chair, I rise in utter respect for my colleague from California and his colleagues and the Interior bill that they created and all the good that it does.

This is, in essence, just a very small refining amendment that, as was described in the reading, would simply prohibit the Department of the Interior from moving forward on sales within block 260. I think that this is important for a number of different reasons that I will enumerate.

But I want to be clear. This is not an amendment about a belief in there being dangers with regard to technology that is used and employed offshore. I have been quite impressed in all the studies I have done in the technological advancements that have taken place.

Nor is it an amendment about the belief that we shouldn't be using fossil fuels. I think that fossil fuels are very important in the mix with regard to energy independence in this country.

What this amendment is simply about is the age-old notion that Washington doesn't always know best, that the Founding Fathers were really deliberate in their belief in this notion of Federalism; that they divided power not only laterally, but vertically; that there was a Federal Government, but there was also a State and a local government; and those municipalities or those States should have a voice, too.

It is about recognizing that there is a difference between comment and control. And what municipalities, what people back home in South Carolina along the coast, are saying is: We want to have more than just a comment. We want to have control over our destiny in the way that the coast develops.

For that reason, nine communities in my district alone as well as 65 communities up and down the eastern seaboard have added comments, saying: We want to push the pause button here.

And, indeed, that is all this amendment does. It says: Let's pause so that we can do a cost-benefit analysis going forward. I think that this is important, given the large context.

You know, we are talking about 4 percent of the oil reserves within the Continental U.S. We are talking about a 5-month supply. These communities are saying a 5-month supply versus a lifetime impact in a place like Saint Helena Sound.

If you look at the ACE Basin, it has been nationally recognized as a treasure. It is about 250,000 acres on the coast of South Carolina. The Federal Government put a lot of money into preserving it, as did State and private interests.

And what people are saying is: Given the amount of industrialization that has to take place to support the offshore rigs, do you bring those pipes and that supply in through a place like Saint Helena Sound?

Again, what people have said along the coast of South Carolina is: Let's pause and reflect on that. And that is what this amendment does.

With that, I reserve the balance of my time.

Mr. CALVERT. Mr. Chair, I must rise in reluctant opposition to this amendment.

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

Mr. CALVERT. Mr. Chairman, this amendment is the mirror opposite, as the gentleman knows, of the Hudson amendment that is currently pending via a rollcall vote.

The Hudson amendment would allow lease 260 to move forward under the Department of the Interior's next 5-year offshore leasing plan for 2017 through 2022.

The Sanford amendment would prevent lease 260 from moving forward under the next 5-year plan. And given the competing amendments, I must oppose this amendment, since we accepted the other amendment last night.

So I would ask for a ''no'' vote on this amendment.

I reserve the balance of my time.

Mr. SANFORD. Mr. Chair, again, I respect the Solomon's wisdom that would be required by the chairman and others on the committee in dividing the different interests, and that is why I think the Founding Fathers had it right.

They said that, ultimately, nobody in Washington can have Solomon's wisdom when you talk about local perspective and local interests, that there was a real value to local voice, those nine communities.

If you think about Saint Helena Sound as the example that I just cited, the little town south of there, Beaufort, drew up a resolution, and the county and the city council moved forward, saying: We don't want to move forward with this.

The little town to the east, Edisto Beach, moved forward with the resolution citing the same. The larger town to the north, Charleston, did the same.

Those local inputs, those local people, have said: We have seen what might or might not come here. We think it is worthy of a pause. Again, that is all this amendment does.

It doesn't say: We will forever not have offshore drilling in sale 260.

What it says is: For the next 5 years, why don't we allow for more public input and more voice, given the fact that there are lifetime impacts and really long-lasting impacts in certain pristine and/or developed areas along the coast of South Carolina or other coastal areas along the block of 260.

I reserve the balance of my time.

Mr. CALVERT. Mr. Chair, I will just restate my opposition to this amendment. And I would hope that the gentleman could work with his colleagues in South Carolina and work all this out. But I must oppose the amendment.

I yield back the balance of my time.

Ms. PINGREE. Will the gentleman yield?

Mr. SANFORD. I yield to the gentlewoman from Maine.

Ms. PINGREE. Mr. Chair, I just wanted to rise in support of the amendment offered by the gentleman from South Carolina.

I was here last night and had a chance to speak against the Hudson amendment for the very reasons that he is articulating.

Coming from Maine and being from a State where people take very seriously our waterfronts, our fisheries, our livelihood that we make on the water, there are deep concerns about the challenges that might come up with oil and gas leases.

And I think everyone in many coastal States wants to just make sure we go through the most thorough process possible. So I heartily support the concerns that he is raising, and I support this amendment.

Mr. SANFORD. I yield back the balance of my time.

The Acting CHAIR. The question is on the amendment offered by the gentleman from South Carolina (Mr. SANFORD).

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

Mr. SANFORD. Mr. Chair, I demand a recorded vote.

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

Ms. MCCOLLUM. Mr. Chair, I move to strike the last word.

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

Ms. MCCOLLUM. Mr. Chair, there are many of us here in Congress who want to build a better America, a stronger America, a healthier America. And there are many of us here who are willing to work and fight to move our country in that direction forward,

which is the direction the American people want to go.

For most Americans, for families and communities all across this country, protecting the air we breathe and the water we drink is an essential role of government. The American people expect Congress to protect the public's health from polluters who are all too willing to reap larger and larger profits as they pump poison into our air and water.

We hear all too often the cries of ''burdensome regulation'' from those who defend the polluters. But rarely do we hear the cries of ''burdensome asthma'' or ''burdensome cancer'' from average Americans who all too often suffer in silence when they are sick because the air, water, or land they need has been poisoned.

My Republican colleagues are very content to cut funding and place riders on the enforcement of environmental standards to make life easier for the polluters.

But what about the families and the communities put at risk? What about the children who are at risk because avoiding environmental regulations to pump up profits is more important than public health?

The role of the Environmental Protection Agency is to protect the public, to protect our health, to protect our water, to protect our air, to protect our land from polluters who are all too willing to cut corners, enabling them to reap larger profits.

Investing in environmental regulation to protect the American people is a government function that is not burdensome. It is essential.

□ 1945

We should all want to protect the public's health and the vital role that the Environmental Protection Agency plays on behalf of the American people, but this bill fails to protect the American people. It fails to protect the public's health, and it fails to provide the tools necessary to hold polluters accountable for poisoning our air, our water, and our land. If this bill ever finds its way to the President's desk, President Obama will veto it.

Mr. Chairman, this is an important bill, and the investments we make together in this Interior-Environmental Appropriations bill speak to our values as a nation. We are the stewards of a bounty of resources, the inheritors of a nation of natural treasures; and there are 300 million Americans who depend on this Congress to ensure those resources, including our clean air and clean water, are protected.

Sadly, Mr. Chairman, very sadly, this bill lets them down. So I will urge my colleagues at the end of the day to vote against final passage, and I yield back the balance of my time.

AMENDMENT OFFERED BY MR. PALMER

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. (a) LIMITATION ON USE OF FUNDS.—None of the funds made available by this Act may be used for grants under title VII, subtitle G of the Energy Policy Act of 2005.

(b) CORRESPONDING REDUCTION IN FUNDS.—The aggregate amount otherwise provided by this Act for ''Environmental Protection Agency–State and Tribal Assistance Grants'', and the amount provided under such heading for grants under title VII, subtitle G of the Energy Policy Act of 2005, are each hereby reduced by $50,000,000.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Alabama and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Alabama.

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

Mr. Chairman, my amendment limits the funding of the EPA's Diesel Emissions Reduction Program. The Diesel Emissions Reduction Program is part of the National Clean Diesel Campaign. This grant program was created in 2005 as a short-term effort to assist States and local government to meet new diesel emissions standards for older diesel engines.

According to the Obama administration, the overall impact of the program has been marginal. Currently, there are 14 grant and loan programs at the Department of Energy, the Department of Transportation, and the U.S. Environmental Protection Agency, plus three tax activities that have as a goal reducing mobile source diesel emissions. In addition, each of the 14 programs, according to the GAO, overlaps with at least one other program in the specific activities they fund, the program goals, or the eligible recipients of funding.

GAO also identified several instances of duplication where more than one program provided grant funding to the same recipient for the same type of activities. One example identified by GAO showed a nonprofit organization received $1.1 million from EPA's Diesel Emissions Reduction Act program to install emission reduction and idle reduction technologies on 1,700 trucks, as well as $5.6 million from a State infrastructure bank established under DOT's program to equip trucks and truck fleets with emissions control and idle reduction devices—essentially the same thing.

Mr. Chairman, the Federal Government has become so large, it is impossible to grasp its true size and scope to pay for its cost. With the country facing unprecedented levels of debt, taxpayers expect the Federal Government to run more efficiently, guarding against careless waste of precious resources. It is essential that Congress, the administration, and Federal agencies do everything in their power to cut spending, reduce duplication, and rein in waste, fraud, and abuse. My amendment does just that, and it would have an annual savings of $50 million.

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

Mr. CALVERT. Mr. Chairman, I rise in opposition to the gentleman's amendment.

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

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

Mr. Chairman, I know a lot about the DERA program, obviously, from southern California, probably the most controlled air quality area in the United States, and there are a lot of things in EPA that don't work. There are a lot of things that EPA does to regulate, to create paperwork, and to create headaches for small- and large-business people. We have included a great number of policy provisions to address this EPA regulatory overreach in this bill. We have cut the EPA budget dramatically, as the gentlewoman just referred to. However, I believe this specific amendment targets a program that actually yields great benefits.

Many counties across the Nation are currently in nonattainment with EPA's existing standards for the particulate matter and ozone. We are not talking about the standards that are being talked about. We are talking about the standards that were put in place in 2008.

In many instances, these counties have been in nonattainment for years, and those communities need help to improve their air quality. The Diesel Emission Reduction Program, or DERA, is a proven, cost-effective program that provides grants to States to retrofit old diesel engines. So it is a program that supports manufacturing jobs while reducing pollution.

Another benefit is that these grants are highly leveraged, producing $13 of economic benefit for every Federal grant dollar. Today's newer engines produce 90 percent—let me say that again—90 percent less toxic emissions than the older diesel engines. Remember, I have experience with trucks, and these independent truck drivers, those who have those trucks, get a lot of miles out of those trucks, sometimes well over a million miles off a truck. However, only 30 percent of the trucks and heavy-duty vehicles have transitioned to cleaner technologies, typically because especially these small truck companies just can't afford to get this new technology. We need to follow the science and accelerate the replacement of older engines with these new, clean engines, which, by the way, get better mileage and, at the same time, clean up the air considerably.

This is a program that is actually working. We have seen significant—I know the Obama administration doesn't like this program. They don't like programs that actually work. They want to get rid of the programs that work and have money be put into these esoteric climate change studies and so forth and so on, and I can tell

the gentleman, from experience, that this had significant impacts in the South Coast Air Quality District where I live in, an area that has probably been impacted with all the problems of air quality more than any other region in the United States of America.

Mr. Chairman, I strongly urge Members to vote ''no'' on the gentleman's amendment, and I reserve the balance of my time.

Mr. PALMER. Mr. Chairman, I thank my distinguished colleague from California for his remarks, and I yield myself such time as I may consume.

Mr. Chairman, since 1984, the EPA has lowered the amount of pollutants from diesel engines by more than 98 percent. Since 1980, despite the fact that the gross domestic product has grown by over 460 percent, vehicle miles have increased by 94 percent, the population has grown 38 percent, energy production 32 percent, emissions have gone down 50 percent. In regard to the impact of these programs, you have 14 programs that the GAO has identified as overlapping. It will do little harm to the overall effort for air quality to eliminate one program that is clearly a duplication in several instances identified by the GAO.

In addition, Mr. Chairman, in regard to air quality, while air quality has improved dramatically—emissions are down 50 percent since 1980—respiratory illnesses such as asthma have gone up, and that is largely a byproduct of income. So I would commend to you that we need to reduce the number of regulations, the cost of regulations, to allow more economic activity and provide better job opportunities for people, which will have a direct impact on their overall welfare, including their health.

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

Mr. CALVERT. Mr. Chairman, I yield myself such time as I may consume, and I thank the gentleman.

Again, Mr. Chairman, I think this is a program that has worked, continues to work, and has had significant improvement in my area in California and, I know, throughout the United States, where we have a program that actually does work.

Mr. Chairman, I yield such time as she may consume to the gentlewoman from Minnesota (Ms. MCCOLLUM), my ranking member, who has a couple of comments.

Ms. MCCOLLUM. Mr. Chairman, I rise in support of the gentleman from California's opposition to this amendment.

It has been used in my State and States all over to improve air quality, and, yes, pollutants have been cut. But as I just pointed out, Mr. Chairman, we still have a long way to go before we can turn to our children and say that we did everything we could to make sure that respiratory illness is decreased and that the air quality in this country is better.

So I strongly oppose this amendment, and I thank the gentleman from California for his opposition to it as well.

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

Mr. Chairman, I have one point because asthma has been brought up.

When I was chairman of the Environment Committee a number of years ago, we had done significant studies on the increase in asthma. The gentleman is correct on income levels.

The lower income folks are suffering from asthma at greater numbers primarily because of indoor pollution. One of the reasons, if we can get into the specifics of why that has occurred, is because we have carpets now and drapes and we don't use linoleum and so forth that we used to have, and so we have the growth of indoor air pollution, and kids don't get outside as much as they used to.

So I think we sometimes blame other factors for asthma, and sometimes the other factors are more to blame. But this program, DERA, is a program that works, continues to work; and I know it has in my area, and I know it has in other areas throughout the United States.

So, Mr. Chairman, I oppose this amendment, and I yield back the balance of my time.

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

Mr. Chairman, I would just like to again point out that it was a study from the University of California, Los Angeles that pointed out that children from low-income households suffer disproportionately from asthma, and as we continue to overregulate our economy and reduce the economic opportunities for people, we are going to continue to see these high rates of respiratory illnesses.

My final point is that we are not eliminating this clean diesel program. We are eliminating one program out of 14.

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

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

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

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

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

AMENDMENT OFFERED BY MR. PALMER

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC. ____. None of the funds made available by this Act may be used by the Environmental Protection Agency to carry out the powers granted under section 3063 of title 18, United States Code.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from Alabama and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Alabama.

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

Mr. Chairman, the Environmental Protection Agency spends more than $45 million a year to fund a criminal enforcement division that employs almost 200 armed Federal agents. These agents have been involved in a number of troubling raids in Alaska, Idaho, Wyoming, Montana, Massachusetts, North Carolina, and in my own State of Alabama.

In Alaska, EPA agents wearing flak jackets and carrying M–16s showed up to review paperwork at a family-owned mining operation. In North Carolina, armed EPA agents visited Larry Keller after he sent an email to the regional administrator. In my home State of Alabama, armed EPA agents took over two waste treatment facilities in Dothan, Alabama. These agents were posted at each entrance to the plant and recorded identification information of all those going in and going out.

Mr. Chairman, more than 70 Federal departments now employ armed personnel, most of which most Americans would never associate with law enforcement. These agencies include the EPA, the National Oceanic and Atmospheric Administration, the Federal Reserve Board, and the National Institutes of Health.

Mr. Chairman, my amendment would prohibit funding for these activities at EPA. I urge my colleagues to support it, and I reserve the balance of my time.

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

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

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

Mr. Chairman, I understand that we have taken a lot of shots at the EPA for their overreach, and I am one of them; however, this amendment reaches just a little too far. We may not always agree on where it is appropriate to draw the line on environmental laws and regulations. Some think standards are too stringent; others will say they are not tough enough. That is a fair policy debate, and we have it.

Back in 1968 when the Environmental Protection Agency was created, we had rivers that would light on fire. We had air that was so thick, back when I played football, you couldn't see the other goalposts on the other end of the football field. So we have made a lot of gains.

□ 2000

At the same time, as it has been discussed, I think the EPA has gone way too far. We get to the point where we start regulating smaller and smaller

numbers and making it very difficult; for instance, when we start talking about 70 parts per billion versus 60 parts per billion, we have gone a long ways.

However, we do know that no matter where the line is ultimately drawn, there are individuals out there that are willingly and knowingly trying to find ways around the law. As such, EPA needs to have the ability to look into criminal activity, whether it is illegal dumping of waste, which unfortunately happens; negligent dumping of toxics or oil, which unfortunately happens; and the illegal transportation or importation of products from other countries by those who would choose to ignore U.S. law.

We can debate the laws and what is appropriate, but we can't give criminals a free pass to ignore the law or the laws that are on the books.

Again, I'm sorry. I must oppose the amendment and strongly urge my colleagues to do the same.

I reserve the balance of my time.

Mr. PALMER. Mr. Chairman, with all due respect to my colleague from California, no one is in favor of allowing criminals to commit crimes at any level of the Federal Government or any part of the country.

I do think it should be troubling to every Member of this body that we have gone over the line in regard to becoming what could be viewed as a police state.

In regard to the raid on the Dothan wastewater treatment facility, that is a city facility; that is the Federal Government sending armed agents in full body armor with weapons to a municipal facility. I would beg the question: What was the threat assessment?

This is going on in other parts of the country as well, and I think we have a responsibility to draw a line where law enforcement is involved. If there is a threat assessment that would indicate the need to have armed officers assist the EPA in an investigation or a raid, there is ample law enforcement available to do that.

In that regard, I think this is an area where the EPA has overreached in respect to their responsibilities as regulators of the environment.

I reserve the balance of my time.

Mr. CALVERT. Mr. Chairman, this is an important debate. I recognize that we have had Federal agencies that have had overreach and have done things that go beyond their training and possibly should be done by other agencies. I won't disagree with that; but doing this in an appropriation bill is not the right place to do this.

The authorizers should have this debate, and we shouldn't be making these determinations with an appropriations bill which just broadly states that we are going to get rid of a whole swath of law enforcement, whether they are good or bad. It doesn't determine that because we can't do that in this type of legislative process.

Mr. Chairman, I yield to the gentlewoman from Minnesota (Ms. MCCOLLUM).

Ms. MCCOLLUM. Mr. Chair, if I may inquire how much time is remaining so I don't consume all the gentleman's time?

The Acting CHAIR. The gentleman from California has 45 seconds remaining.

Ms. MCCOLLUM. Mr. Chairman, I will just be short and sweet. I support the gentleman from California's strong objection to this amendment and would encourage people not to vote for it.

Let me conclude with this: an EPA law enforcement official deserves the right to come home to their families safe at night, and so they should have the tools that they need in order to do that.

Mr. CALVERT. Mr. Chair, I oppose this amendment.

I yield back the balance of my time.

Mr. PALMER. Mr. Chairman, how much time do I have remaining?

The Acting CHAIR. The gentleman from Alabama has 2¼ minutes remaining.

Mr. PALMER. Mr. Chairman, I appreciate the gentlewoman from Minnesota's response. I, too, agree that every Federal official deserves to be able to go home safe and sound to their family.

That, though, does not address the specific issue here in regard to what is going on with the EPA. If there is a need for armed intervention with a business or, in this case, with a municipality, there should be a clear threat assessment. There isn't any. There was no reason for anyone to think that they needed to go in, in full body armor, with weapons drawn.

I think that that is part of what is going on here that a lot of American citizens are concerned about, is the overreach of the government and particularly in regard to 70 Federal agencies having armed agents in their employment.

I agree with the gentleman from California; this needs to be a broader discussion. In that regard, I think we should have that.

In respect to my amendment, I think we need to divert this funding away from this armed agency that the EPA is deploying, I think, without proper course.

In that regard, I urge my colleagues to vote ''yes'' on this.

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

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

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

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

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

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

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. RODNEY DAVIS of Illinois) having assumed the chair, Mr. HULTGREN, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, had come to no resolution thereon.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 6, 21ST CENTURY CURES ACT

Mr. BURGESS, from the Committee on Rules, submitted a privileged report (Rept. No. 114–193) on the resolution (H. Res. 350) providing for consideration of the bill (H.R. 6) to accelerate the discovery, development, and delivery of 21st century cures, and for other purposes, which was referred to the House Calendar and ordered to be printed.

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2016

The SPEAKER pro tempore. Pursuant to House Resolution 333 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the further consideration of the bill, H.R. 2822.

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

□ 2009

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, with Mr. HULTGREN (Acting Chair) in the chair.

The Clerk read the title of the bill.

The Acting CHAIR. When the Committee of the Whole rose earlier today, a request for a recorded vote on an amendment offered by the gentleman from Alabama (Mr. PALMER) had been postponed, and the bill had been read through page 132, line 24.

Mr. CALVERT. Mr. Chairman, I move to strike the last word.

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

Mr. CALVERT. Mr. Chairman, I want to thank Chairman ROGERS for his leadership and support. Under his guidance, the Appropriations Committee is again setting the standard for getting things done in the House. This is the seventh of the appropriation bills that have come to the floor that we, hopefully, will be able to pass tomorrow.

I also want to thank my good friend and Ranking Member MCCOLLUM for

her partnership and work on this bill. Finally, I want to thank each of our committee members for their efforts and their collegiality. It continues to be the hallmark of our subcommittee's deliberations.

Even though we may have differences of opinion within this bill, I greatly appreciate the members' constructive contributions, and I mean that sincerely. The committee has made some very difficult choices in preparing this bill.

As reported by the Appropriations Committee, the fiscal year 2016 Interior Appropriations bill is funded at $30.17 billion, which is $246 million below the fiscal year 2015 enacted level and $3 billion below the budget request. We have made a sincere effort to prioritize the needs within our 302(b) allocation.

I would like to point out some of the highlights of the bill. Again, this year, the committee has provided robust wildland fire funding, fire suppression accounts. The Department of the Interior and Forest Service are fully funded at the 10-year average level. The hazardous fuel program was increased by $75 million to $526 million in fiscal year 2015 enacted, and that increase has been maintained in this bill.

The bill also continues critical investments in Indian Country, a nonpartisan priority of this committee. Building upon the bipartisan work, former subcommittee chairman MIKE SIMPSON, Jim Moran, Norm Dicks, and, certainly, my friend Ms. MCCOLLUM, the bill continues to make investments in education, public safety, and health programs in Indian Country.

Overall funding for the Indian Health Service has increased by $145 million or 3 percent, while funding for the Bureau of Indian Affairs and Bureau of Indian Education is increased by $165 million or 6 percent from fiscal year 2015 levels, the largest percentage increase in this bill.

The bill provides full funding for fiscal year 2016 for payments in lieu of taxes, or the PILT program. PILT payments are made to 49 of the 50 States, as well as the District of Columbia, Guam, the U.S. Virgin Islands, and the commonwealth of Puerto Rico.

The bill provides $2.7 billion for the National Park Service, included more than $60 million in new funding relating to the centennial of the National Park Service.

We have also addressed a number of priorities within the Fish and Wildlife Service accounts. The bill funds popular cost-shared grant programs above fiscal year 2015 enacted levels. It also provides for additional funds to combat international wildlife trafficking, protects fish hatcheries from cuts and closures, continues funding to fight invasive species, and reduces the backlog of species that are recovered but not yet delisted.

The bill provides $248 million for the land and water conservation fund, programs that enjoy broad bipartisan support. Some Members would prefer more funding; others would prefer less funding for LWCF. We have attempted to forge a middle ground that begins to return an emphasis of the LWCF to its original intent of recreation in the States and local acquisitions.

Overall, funding for EPA was reduced by $718 million or 9 percent from fiscal year 2015 enacted levels.

Members of the Great Lakes region will be pleased to know that the Great Lakes restoration initiative is maintained at fiscal year 2015 enacted level of $300 million. Rural water technical assistance grants and many categorical grants, including radon grants, are level funded at the fiscal year 2015 enacted level.

Again, this year, there is a great deal of concern over a number of regulatory actions being pursued by EPA, which we have discussed over the last day and the absence of legislation without clear congressional direction.

For this reason, the bill includes a number of provisions to stop unnecessary and damaging regulatory overreach by the agency.

□ 2015

I would like to address the Endangered Species Act. We have had a number of amendments over the last day about this subject. Certainly, this committee has no interest in interfering with science or in letting any species go extinct, but we are concerned about Federal regulatory actions lacking in basic fairness and common sense. The provisions in this bill address problems created by the ESA—not by science but by court orders—that drain limited agency resources and force departments to cut corners to meet arbitrary deadlines.

Nowhere is this more evident than with the sage-grouse. States are rightfully concerned that a listing or unnecessary restricted Federal land use plans will jeopardize existing conservation partnerships with States and private landowners. These partnerships are necessary to save both sagebrush ecosystems and local economies. So long as sage-grouse are not under imminent threat of extinction, cooperative conservation must be given a chance to work.

The Acting CHAIR. The time of the gentleman has expired.

Mr. CALVERT. Mr. Chairman, I move to strike the last word.

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

Mr. CALVERT. Mr. Chairman, as I mentioned, so long as sage-grouse are not under imminent threat of extinction, cooperative conservation must be given a chance to work. That is why this bill maintains a 1-year delay in any decision to list the sage-grouse along with full funding to implement conservation efforts.

House consideration of this bill is the next step in a long legislative process. I hope, over the coming months, we will come together, as we do each year, to find common ground. In that spirit, I look forward to continuing to work with Ms. MCCOLLUM and Members of the House on both sides of the aisle. As this bill moves forward, hopefully, the Senate will act on a bill soon, and we will be able to get back to regular order, which is, I think, the hope for both sides.

In closing, I want to thank the staffs on both sides for their hard work on this bill. On the minority side, I would like to thank Rick Healy, Rita Culp, Joe Carlile, as well as Rebecca Taylor. They played an integral role in the process, and their efforts are very much appreciated. On the majority side, I would like to thank subcommittee staff Kristin Richmond, Jackie Kilroy, Betsy Bina, Jason Gray, Darren Benjamin, and Dave LesStrang. On my personal staff, I would also like to thank Ian Foley, Rebecca Keightley, Alexandra Berenter, and Tricia Evans for their great work.

Mr. Chairman, this is a good bill, and I have enjoyed the debate over the last couple of days.

One thing I also want to talk about under my 5 minutes is on the wildfire and hazardous fuel management program. It was mentioned earlier in the debate that we are attempting to work out an agreement on both sides so that we can move Mr. SIMPSON's language forward in his hazardous wildfire bill, H.R. 167. We are looking for cosponsors of the bill, and we hope to get more support for that bill as we move this process forward.

As I mentioned earlier, we did fund the bill to the 10-year average, but this is still not going to be sufficient if we have the significant wildfire year that we expect. A catastrophic fire can literally burn through any amounts of money that we may have set aside, and it causes disruptions within the Department of the Interior and the Department of Forestry in how they manage those accounts, which we also discussed, which is not good management on our part. So I would hope we can move ahead with Mr. SIMPSON's bill as quickly as possible.

We also discussed the Endangered Species Act, and we continue to talk about the States and the difficulties that they are having in working with the Fish and Wildlife Service and with other agencies in trying to work out their State plans that deal with these significant issues. As we look at our sage-grouse strategy, we have 11 States involved in this program. We are doing everything we can to have a cooperative program with private landowners, the State land, and the Federal land to make sure that we continue to have sage-grouse. We want to make sure that the sage-grouse persists, and that is why we funded both the BLM and the Fish and Wildlife Service to the requested amounts in order to make sure that we have the resources available to do that.

Mr. Chairman, I yield to the gentleman from Illinois (Mr. RODNEY DAVIS).

Mr. RODNEY DAVIS of Illinois. Mr. Chairman, I want to congratulate the chairman of the subcommittee, who has done a yeoman's job of shepherding this appropriations bill through this House.

I would like to thank the ranking member, Ms. MCCOLLUM, for her efforts.

I sat in that chair last night where you are, Mr. Chairman, and presided over many different amendments. There was much discussion on a wide variety of issues, but it is what we came here to do in this institution—to debate the issues and to work in a process that I call our constitutional appropriations process. If we are to regain the power of the purse here in the House, we ought to be able to work through the appropriations process that so many hard-working colleagues of mine, like Chairman CALVERT, have put so much effort into.

The Acting CHAIR. The time of the gentleman has expired.

Mr. CALVERT. Mr. Chairman, I move to strike the last word.

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

Mr. CALVERT. I yield to the gentleman from Illinois (Mr. RODNEY DAVIS).

Mr. RODNEY DAVIS of Illinois. Mr. Chairman, this is an opportunity for us to begin the process, once again, of prioritizing how Washington spends money, which I remember not too long ago was the way Washington spent money, Mr. Chairman, when Washington was not nearly as broken. We have an opportunity to come here to the floor to debate the issues and to get an up-or-down vote. When our amendments may not pass, that doesn't mean that we shouldn't regain the power that Congress has been given in our Constitution, and that is by supporting great bills like this.

I congratulate the chairman. I look forward to supporting his bill. I had a great time in presiding over the debate yesterday, and I look forward to continuing to work with the chairman in the future.

Mr. CALVERT. I thank the gentleman.

Mr. Chairman, next week, we will be having other bills in front of us. We are looking forward to having the Financial Services bill on the floor next week, and I believe we will have other appropriations bills for the balance of the month. As we get back to regular order, we want to have all 12 bills brought to the floor and debated. The chairman has done a great job of moving this committee back to its historic importance in this institution, and we appreciate your continued support in that process.

As I mentioned on the Forest Service funding allocations, we are continuing to work to make sure that moneys are available to fund Forest Service research and development and to make sure that the analysis and inventory program continues to be funded. The forests, we recognize, are a renewable resource. Domestically produced timber supports local communities and the U.S. industry, especially in the West. It also helps reduce fuel loads in our national forests. This is greatly needed, especially now, because these fires are burning hotter, fire seasons are growing longer, and more communities are at risk.

Our forests need to be managed, Mr. Chairman. The Forest Service estimates that up to 2 million acres of land need to be actively managed. In the Rocky Mountains alone, 45 million acres have been affected by the bark beetle. We have seen results of the bark beetle back in my area of southern California where thousands of acres have been devastated by this beetle that attacks weakened trees, which certainly exposes a problem to wildfire conditions. Once those wildfires start, then those fires quickly become catastrophic as we have seen just recently in a fire in the San Bernardino National Forest.

We were fortunate that the 2014 fire season was well below the normal with just 87 percent of the 10-year average. We are praying that that is going to occur in the 2015 fire season, but we can't be sure. Most people believe that that is not going to occur and that, because of the drought, especially in the West, we could have catastrophic conditions and that we could have wildfires that can certainly grow out of control.

Mr. Chairman, 2 percent of the wildfires cost more money than the other 98 percent, so that is why we need to continue to invest resources wisely and to make sure that we get rid of hazardous materials, that we manage our forests properly in order for us not to have these catastrophic fires. These figures are combined with the fact that California, my home State, suffers through this exceptional drought. Other parts of the country, including Minnesota, have the potential for above normal wildfire activity in the next few months, and that is extremely, extremely worrisome.

I would like to talk a little bit about the Land and Water Conservation Fund. I know we would have liked to have appropriated more money for the Land and Water Conservation Fund, but we are acting under these allocations, and we were just restricted on what we could do. Yet what we wanted to do was to focus back to the original intent of the Land and Water Conservation Fund, which was recreation and State and local acquisitions. In this bill, the administration is directed to prioritize limited Federal acquisitions in which opportunities for recreation and local and State congressional support are the strongest.

The Acting CHAIR. The time of the gentleman has expired.

Mr. CALVERT. Mr. Chairman, I move to strike the last word.

The Acting CHAIR (Mr. RODNEY DAVIS of Illinois). The gentleman from California is recognized for 5 minutes.

Mr. CALVERT. Mr. Chairman, we extend the authority of recreation fee programs; we prohibit the Interior from administratively creating new wilderness areas; we provide the full funding of $452 million for payments in lieu of taxes, which is extremely important to almost every State in the Union; and we increase the forest products account by $16 million so that the Forest Service can increase timber harvests.

We lost a lot of the timber operations in the West after the issue with the spotted owl. After that 20-year experiment that most people realize was a failure, we now have forests that have become overgrown, especially in the West, and we have poorly managed some of those forests. We need to go back and thin those forests out. There are two ways to thin a forest, Mr. Chairman. Either God does it, or we allow for good timbering operations that are done in a new scientific manner that help clear out that forest in a healthy way, that bring back animals that sometimes have abandoned the region because of overgrowth—operations that make for a healthier forest in the long run.

These are good goals. We want to work with the Department of Forestry to make sure that they continue to make progress on this, and we will continue to do that.

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

AMENDMENT OFFERED BY MR. CALVERT

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

The Acting CHAIR. The Clerk will report the amendment.

The Clerk read as follows:

At the end of the bill (before the short title), insert the following:

SEC.____. Notwithstanding any other provision of this Act, none of the funds made available by this Act may be used to prohibit the display of the flag of the United States or the POW/MIA flag, or the decoration of graves with flags in the National Park Service national cemeteries as provided in National Park Service Director's Order No. 61 or to contravene the National Park Service memorandum dated June 24, 2015, with the subject line containing the words ''Immediate Action Required, No Reply Needed'' with respect to sales items.

The Acting CHAIR. Pursuant to House Resolution 333, the gentleman from California and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from California.

□ 2030

Mr. CALVERT. This amendment will codify existing National Park Service policy and directives with regard to the declaration of cemeteries and concession sales. I urge adoption of my amendment.

Ms. MCCOLLUM. Mr. Chair, I rise in opposition to the gentleman's amendment.

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

Ms. MCCOLLUM. Mr. Chair, I rise in strong opposition to this amendment. I am actually quite surprised that we find ourselves here tonight attempting to overturn the National Park Service recent policy changes to stop allowing the Confederate flag to be displayed or sold in national parks.

Mr. Chair, just yesterday, this House passed amendment after amendment supporting the removal of the symbol of racism from our national parks, which are visited every day by Americans and foreign visitors of every race.

We have read about the divisive tactics happening in the South Carolina statehouse as they debate the removal of the Confederate flag after the murder of nine Black parishioners.

I never thought that the U.S. House of Representatives would join those who would want to see this flag flown by passing an amendment to ensure the continuing flying of the Confederate flag. I strongly urge every Member to stand with the citizens of all races and to remove this symbol of hatred from our National Park Service.

I reserve the balance of my time.

Mr. CALVERT. Mr. Chair, I urge adoption of the amendment.

I yield back the balance of my time.

Ms. MCCOLLUM. Mr. Chair, I want to restate: On June 25 when National Park Service Director Jon Jarvis requested that Confederate flag sales be removed from national park bookstores and gift shops, he also followed a decision by several large national retailers—Walmart, Amazon, and Sears—to stop selling items with Confederate flags on them, and I agreed with these decisions. I commend those for their prompt action.

While in certain and very limited circumstances, it might be appropriate in a national park to display the image of the Confederate flag in a historical context—and I say that as a social studies teacher—the general display or sale of Confederate flag items is inappropriate and divisive. I support limiting their use.

I strongly oppose this amendment, which is an attempt to negate amendments which were approved yesterday without any opposition to limit the displaying of the Confederate flag, and so we should make sure that we uphold what this House stood for yesterday, which is to say no to racism, which is to say no to hate speech.

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

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

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

Ms. MCCOLLUM. Mr. Chair, I demand a recorded vote.

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

Ms. MCCOLLUM. Mr. Chair, I move to strike the last word.

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

Ms. MCCOLLUM. Mr. Chair, as we prepare to finish consideration of H.R. 2822, I want to take this opportunity to congratulate my subcommittee chairman, KEN CALVERT, for getting this bill to this point.

It has not been an easy process, as we just realized a few moments ago. We have had to consider nearly twice as many amendments as any other appropriations bill taken up in the House this year.

While I have not agreed with a considerable number of the amendments that have been made to the bill, I do appreciate that the chairman and I have been able to disagree when necessary without ever being disagreeable. My working relationship with Chairman CALVERT has been first rate. I appreciate the hard work and effort he has put into the bill.

Let me also express my sincere thanks to the committee staff on both sides of the aisle, as well as the personal staff in both of our respective offices for their work on the bill. They put in long hours to smooth a way for consideration of this bill, and I appreciate their efforts.

Once again, I want to say that we have had a good working relationship, Mr. Chair, but I cannot hide my surprise and my outrage that we find ourselves here tonight attempting to overturn the National Park Service recent policy change to stop allowing the Confederate flag to be displayed or sold at our national parks.

Mr. CALVERT. Will the gentlewoman yield?

Ms. MCCOLLUM. I yield to the gentleman from California.

Mr. CALVERT. Mr. Chair, I just want to say that I enjoyed and continue to enjoy working with the gentlewoman as we move this process forward and appreciate her courtesy and kindness.

As I say, we will continue to work at this process as we move ahead.

Ms. MCCOLLUM. Mr. Chair, I yield back the balance of my time.

The Acting CHAIR. The Clerk will read.

The Clerk read as follows:

This Act may be cited as the ''Department of the Interior, Environment, and Related Agencies Appropriations Act, 2016''.

Mr. CALVERT. Mr. Chair, I move that the Committee do now rise.

The motion was agreed to.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. POLIQUIN) having assumed the chair, Mr. RODNEY DAVIS of Illinois, Acting Chair of the Committee of the Whole House on the state of the Union, reported that that Committee, having had under consideration the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes, had come to no resolution thereon.

AUTHORIZING THE CLERK TO MAKE CORRECTIONS IN ENGROSSMENT OF H.R. 5, STUDENT SUCCESS ACT

Mr. CURBELO of Florida. Mr. Speaker, I ask unanimous consent that the Clerk be authorized to make technical corrections in the engrossment of H.R. 5, to include corrections in section numbers, section headings, cross references, punctuation, and indentation, and to make any other technical and conforming change necessary to reflect the actions of the House.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

NUCLEAR NEGOTIATIONS WITH IRAN

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 2015, the gentlewoman from Florida (Ms. ROS-LEHTINEN) is recognized for 60 minutes as the designee of the majority leader.

GENERAL LEAVE

Ms. ROS-LEHTINEN. I ask unanimous consent, Mr. Speaker, that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous materials on the topic of our Special Order.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Florida?

There was no objection.

Ms. ROS-LEHTINEN. Mr. Speaker, I would like to thank all of my colleagues who are here tonight at this late hour to talk about the weak negotiations that are taking place in Vienna on the nuclear deal with Iran.

We have a number of distinguished speakers tonight who will address this looming topic that is of great urgency.

Let me begin by yielding to the gentleman from Ohio (Mr. JOHNSON).

Mr. JOHNSON of Ohio. Mr. Speaker, I thank my colleague for yielding.

Trusting that Iran, the world's largest state sponsor of terrorism, has suddenly had a change of heart in its decades-long quest to obtain a nuclear weapon is just simply naive at best.

Legislation that was signed into law in May would allow Congress to review and vote on any deal that the administration makes with Iran. Those I represent believe Congress should have the final say on any deal, and I couldn't agree more.

America's national security, as well as global security, will be jeopardized if the administration gets this wrong. We must ensure it doesn't. The stakes are simply too high.

If Iran is actually serious about reengaging with the global community,

they cannot continue to hold American citizens as political prisoners or harass and provoke U.S. Navy ships in international waters.

Iran should stop provoking direct military confrontation, immediately release all detained U.S. citizens, and provide any information it possesses regarding any U.S. citizens that have disappeared within its borders.

The fact that the Iranian regime won't even do these basic actions indicates to me that counting on them to honor commitments they make around a negotiating table can't be taken seriously.

Ms. ROS-LEHTINEN. Mr. Chair, I thank Mr. JOHNSON for his comments. I think he highlighted the basic problems that we have in dealing with a rogue regime like Iran that cannot be trusted, that has not been dealing with us in a straight manner. I thank the gentleman very much for his leadership on this issue.

Mr. Speaker, at this time, I yield to the gentleman from Illinois (Mr. RODNEY DAVIS) to address this threat as well.

Mr. RODNEY DAVIS of Illinois. Mr. Speaker, I rise today to voice my concerns over the potential deal regarding Iran's nuclear program, and I stand here thanking my colleague from the great State of Florida for putting this Special Order together on such a very important and timely issue.

I want to read a quote:

> They will freeze and then dismantle their nuclear program. Our other allies will be better protected. The entire world will be safer as we slow the spread of nuclear weapons. The United States and international inspectors will carefully monitor them to make sure it keeps its commitments.

Sound familiar, Mr. Speaker? That is what President Clinton told the American people about the North Korean nuclear deal in 1994. Today, North Korea has anywhere from 10 to 20 nuclear weapons in their arsenal, and that number is expected to grow to 50 in the next 5 years.

Now, we are hearing this same type of posturing from this administration about the Iran negotiations. The United States seems destined to repeat history, unwilling to hold their ground, and granting Iran extension after extension and concession after concession.

As a strong supporter of increasing sanctions against Iran, which brought Iran to the negotiating table in the first place, it is common sense that additional sanctions could even put more pressure on them when they are already hurting from the low price of their most prized commodity, oil.

Nobody believes Iran when they say their nuclear infrastructure is in place for peaceful purposes. If that were the case, they would have no need to enrich uranium past 3.5 percent. Iran has a record filled with lies, deceit, sponsored terrorism, human rights violations, and the list goes on and on.

Just as North Korea couldn't be trusted two decades ago, neither should Iran today. Mr. Speaker, a nuclear Iran is not only a grave danger to American interests, but to Israel—our strongest ally in the Middle East—and our many allies throughout the world.

Of course, the world would be a much safer place if Iran were to neutralize their nuclear production facilities, if they would allow inspections at anytime, if they would disclose all military implications of their nuclear program, or if Iran were to demonstrate a better record on human rights.

□ 2045

Unfortunately, these are just whatifs that have failed to happen today and I am afraid will never happen under this proposed deal.

Mr. Speaker, this is a bad deal.

Ms. ROS-LEHTINEN. Mr. DAVIS, I quite agree with you.

The more we know about this deal, Mr. Speaker, the more we know it is a weak, dangerous, bad deal.

Thank you, Mr. DAVIS, for sharing your insight with us.

I yield to Mr. LANCE of New Jersey, who has long been speaking about the dangers of a nuclear Iran.

Mr. LANCE. Mr. Speaker, I congratulate the distinguished gentlewoman from Florida for her magnificent service regarding the foreign policy of this country and her continued expertise that is of benefit to the entire Nation.

In the coming days, the American people and those of us in Congress will be able to scrutinize an anticipated agreement between Iran and the P5+1 countries and Iran's nuclear weapons program.

Congress will debate and consider the administration's proposal, and I will be looking to ensure that any agreement achieves the paramount goal that Iran will never get nuclear weapons.

A nuclear Iran would fundamentally change the international dynamic and put the United States and our allies, including Israel, in extreme peril. The balance of power in the world would slip away from those who have given blood and treasure in the fight for freedom and justice, while rewarding the perpetrators of some of the most heinous crimes against humanity.

The principle of peace through deterrence would be compromised and the Nuclear Nonproliferation Treaty would be a footnote in history as rival and regional powers race to acquire their own nuclear weapons. A nuclear arms race will be yet another element of unpredictability in the world's most volatile region.

I do not oppose any agreement; I oppose a bad agreement. Sanctions brought Iran to the table, and sanctions will keep Iran there. Any deal that needlessly surrenders that valuable leverage in the name of taking Iran's word is a bad agreement. There is simply not the trust that state sponsors of terror will suddenly and uncharacteristically prove to be honest.

As Ronald Reagan famously said, ''Trust, but verify.'' That was true then; it is as true now as then. It is certainly true regarding Iran.

A successful nuclear agreement must include tangible Iranian concessions. Steps to dismantle its nuclear infrastructure, a commitment to a robust inspections regime, and a cease to its dubious terror-related activities must be included in any agreement.

The entire world will be watching, not only the 315 million people of this country, but certainly the people in the Middle East, which is extremely dangerous.

This matter of great consequence will have far-reaching ramifications, and certainly, I hope that the President, the Secretary of State, and the administration will heed the bipartisan concerns that exist here in Congress.

The President reluctantly signed the legislation that reached his desk. That was an expression of the will of the American people through elected Representatives here and in the other House of Congress, overwhelming in its nature; and certainly, I hope that the President and Secretary of State and the administration will recognize that the American people are deeply concerned about what appears to be the parameters of an agreement.

There is still time to reach a better agreement. Let me repeat, no agreement is superior to a bad agreement, as Prime Minister Netanyahu stated in this Chamber this spring.

I hope that Iran will come meaningfully to the table. I hope that Iran will cease its terrorist activities across the globe. I hope Iran will recognize that, if it were to achieve nuclear weapons, it would be the beginning of a situation with unintended consequences for the Middle East, the most dangerous part of the world; terrible consequences for our friend and ally, a country that believes in democracy, Israel; terrible consequences for other Arab nations, including Saudi Arabia, Egypt, and places beyond that; and that we want to live in peace with the Iranian people.

The Iranian people are a great people, a talented people, a well-educated people; and certainly, I hope that the people of Iran recognize that it is not in their best interest that their leaders develop nuclear weapons.

Again, I commend with every breath I take the superb work of the gentlewoman from Florida. I am pleased to be able to join with her and with others this evening to caution that we must ensure a strong agreement and, if that is not possible, then no agreement at all.

Ms. ROS-LEHTINEN. Thank you very much, Mr. LANCE. May it be so; from your words to God's ears, may we get this strong deal that can truly be verified.

Mr. Speaker, I yield to the gentleman from Florida (Mr. CURBELO), my colleague, a man with whom I have had the honor of talking about this issue, the danger that a nuclear Iran imposes for the stability of the world, not just

for Israel, not just for the neighborhood, and not just for the United States.

Thank you, Mr. CURBELO, for your leadership on this issue.

Mr. CURBELO of Florida. Mr. Speaker, I want to begin by thanking my colleague for her steadfast leadership on this issue, but really on all issues having to do with foreign relations in this Chamber for so many years. She has set the example and a very high bar for all of us who serve in this Chamber.

Mr. Speaker, I want to start by reiterating just how serious the security threat Iran is to the United States and to our allies.

As my colleagues have expressed here, Iran can never attain nuclear capabilities. Any deal reached must ensure that the Iranian regime completely abandons its nuclear ambitions and dismantles its nuclear infrastructure.

It is absolutely critical that the Obama administration be unyielding when dealing with Iran. Additional concessions are simply not an option. A weak deal that gives the regime an opening to obtain nuclear weapons down the road is not good for the United States or its allies, especially Israel. It isn't good for the entire world.

Even while nuclear negotiations between the P5+1 and Iran took place, Supreme Leader Ayatollah Khamenei openly supported the destruction of Israel and supported Hamas' attacks against Israel from Gaza. He also boasted Iranian technology was being used by Hamas to attack Israel and openly called for all Palestinians in the West Bank to join Hamas in Gaza in an armed rebellion against Israel, promising to arm those who participated.

We cannot continue to view Iran's nuclear program as existing in a vacuum. It would be irresponsible to ignore the regime's continued support for terrorism, its pursuit of ballistic missiles, and its failure to comply with the International Atomic Energy Agency.

Moving forward, several things must be present in an acceptable deal, including a robust inspection regime and the resolution of issues of past and present concern. Only then could a deal even begin to be considered as acceptable.

Snapback sanctions relief could be difficult to implement and is not in the best interests of the United States. We must protect the sanctions infrastructure that this body put in place rather than rely on reactive tactics if the Iranian regime does not comply with the terms of the agreement.

Mr. Speaker, when it comes to an agreement with Iran, we need to ask ourselves: Does this agreement prevent Iran from achieving nuclear capabilities and keep the United States and its allies safe? Anything other than that is totally unacceptable.

The central question here, Mr. Speaker, is: What kind of a world do we want to live in? What kind of a world do we want for our children, for our grandchildren, for our families?

A world in which the most radical terrorist regime acquires nuclear weapons—whether it is in 2 years, in 5 years, in 10 years, or in 15 years—is totally unacceptable. This is a government that, again, has pledged to annihilate the only democracy in the Middle East, our best ally in the world, the country that stands with us no matter what, our friends in Israel.

Some in this administration have unjustly criticized Prime Minister Netanyahu. For what? It is for simply wanting his country to survive and his people to live in peace and security.

This is the same government that when the Ayatollah sent their representative—then Mr. Ahmadinejad—to Cuba in 2007, he pledged that, together with Cuba's dictators and the rest of their rogue allies throughout the world, they would bring the United States to its knees. I know my colleague recalls that.

What kind of a world do we want to live in? It is still not too late to walk away from this table and to tell the mullahs that they will never acquire nuclear weapons as long as the United States is the greatest superpower in the world and a beacon for democracy, for peace, and for opportunity for all people.

I, once again, thank my colleague for this special opportunity to highlight an issue that is of vital importance for the entire Nation and for the entire world.

Ms. ROS-LEHTINEN. Mr. CURBELO, you certainly have been a leader in this fight.

It is interesting that you should bring up the dangerous clown, Khamenei, because he has been replaced by an equally murderous, sadistic thug, Rouhani; but now, the international community likes to call him the ''moderate'' leader, where they have had more executions in Iran under the so-called moderate then ever.

The ''Death to America,'' ''Death to Israel'' chants continue, just as they continued during Ahmadinejad's time. Whether it is Ahmadinejad, whether it is a moderate Rouhani, it is a Supreme Leader who calls the shots.

Nothing in Iran, sadly, has changed. They are calling for the destruction of our ally, and they are calling for destruction of this great country.

Mr. Speaker, I yield to the gentleman from Georgia (Mr. COLLINS).

Mr. COLLINS of Georgia. Mr. Speaker, I want to thank Ms. ROS-LEHTINEN, who was chairwoman when I was on the Foreign Affairs Committee. She has stepped up and always been a voice, especially in this area. I also want to thank Mr. CURBELO and also Mr. DAVIS.

For a moment, I want to just stop here, and let's put some things in perspective. It has been said over and over—but we are going to talk about this—a bad deal is worse than no deal. I am going to say it again. A bad deal is worse than no deal.

A deal the U.S. and the rest of the international community can accept should be one in which Iran is no longer a nuclear threat. At what point did we forget this, Mr. President? At what point did we lay down and decide that a nuclear Iran, if it is 20 years from now, is better than what a nuclear Iran is now? Mr. President, you have got to listen to what you are saying.

Israeli Prime Minister Netanyahu explained to President Obama that the Joint Comprehensive Plan of Action ''threatens the survival of the State of Israel.'' It threatens the survival of the State of Israel.

I believe that Congress should not be party to any agreement that fails to protect the vital interest of Israel and other allies in the region. That is why I voted ''no'' on the Iran Nuclear Agreement Review Act.

I am not in disagreement with Congress providing oversight of a final comprehensive deal, but a horrible deal isn't something Congress should even have to consider.

I have previously stated and will say again that I have always made the security of our strongest ally in the Middle East a priority and will not support any deal that allows Iran the opportunity to develop a nuclear weapon.

Though a final deal has not been yet announced, we know, based off the details of the JCPOA announced in April, of the potential for a bad deal. Under the framework announced in April, Iran will be able to maintain over 6,000 centrifuges they possess. Of the 6,000 centrifuges, 5,000 of those will continue to enrich uranium.

□ 2100

Five thousand, what part of not having a nuclear Iran are we kidding ourselves here with?

And then his wonderful snap back provisions. I am one of those that said we shouldn't have a snap back. They should have never gone away in the process.

Why are we talking about snap back provisions when this body has clearly spoken that the sanctions should stay and, if anything, they should get tighter? But we are now talking about snap back provisions. What a world we live in.

If they don't fulfill their commitment, sanctions will magically snap back. When I read that, it just amazes me, Mr. Speaker, that if they don't keep their commitments—why do we believe they are going to keep any commitments?

This is just an amazing thought to me. It took several years of U.S. pressuring for our European allies before they started seriously enforcing the U.N. Security Council sanctions currently in place.

While a U.S. President can unilaterally reinstitute sanctions that were previously waived, the European Union has to receive support from all 28 members for reimposition of former sanctions. Think about that. That is something we ought to talk about.

A similar scenario could be observed at the U.N. Security Council. A unanimous vote by all 15 U.S. Security Council members in the affirmative would be needed for sanctions to be put back in place.

How many of us in this room tonight, and how many of you who may be thinking about this, actually believe that will actually happen? Do you believe that would? I don't.

China and Russia, both permanent members of the U.N. Security Council, have the most to gain from having unfettered access to Iranian markets. It has been widely reported that Russia is moving forward with the selling of S–300s, the antiaircraft weapon, to Iran. Such a weapon system makes the potential for Israeli or American airstrikes against Iranian nukes just that much more difficult to carry out.

Russia, whose own economy is hurting as a result of the sanctions, is looking to diversify its investments in other economies that show strong potential for growth. China is always looking for new sources of energy, and with the elimination of international sanctions, Iran will have the ability to sell more oil on the international market.

Then there is the issue of possible military dimensions. To receive an accurate picture of Iran's nuclear capabilities, it is imperative to know how close they got to developing or have gotten to developing a nuclear weapon. It is only after we can determine if Iran ever developed a nuclear warhead or triggering mechanism that the international community can actually know Iran's breakout time. Iran's PMDs must be made known to the international community prior—prior—to any permanent sanction relief being instituted.

You know, this pending bad deal makes the region and the greater national community worse off.

What I have heard in this Chamber tonight is very disturbing. What I have heard from leaders in this administration is even more disturbing. They have willingly determined, in my mind, to throw Israel under the bus and, I believe, maybe for a peace prize.

Mr. Kerry, maybe you didn't make a mark in the Senate. Mr. Kerry, maybe you didn't make a mark as Secretary of State. Maybe you are looking for a peace prize. Your peace prize should be come home now and walk away from a bad deal. If you want to be recognized in the world for standing up for what is right, then walk away from a bad deal.

No one wants Iran to have a nuclear weapon. They are not capable of handling one. They are the biggest suppliers to terrorism around the world. And yet we are talking about talking to a country that says just recently, just in the last 2 days, their leader has said it is now time for us to spout hatred at the Zionists.

And we are negotiating with them?

They don't want to say Israel has even a right to exist, and we are sitting at the table with them? We want to let 5,000 centrifuges keep spinning and keep spinning and keep spinning and keep spinning, and we are going to negotiate with them?

You do not negotiate with unstable people, Mr. Speaker. You negotiate with people who want to live in the bonds of a civil society, in a civil world, and Iran's leadership is not that person.

We are fooling ourselves. This administration has become just completely tunnel-visioned toward legacy. When you have a domestic agenda that has been as terrible as this administration, I don't blame you for looking overseas. But your domestic agenda is no comparison to the failure of a foreign policy, when world leaders ask what is America's role because they don't even know.

Tonight I hope the crescendo of voices in this Chamber reaches across the ocean to Vienna. The last words I would like Secretary Kerry to hear before he sits down with the Iranians are ''a bad deal is worse than no deal.''

''Death to America,'' not shouted on the streets here in Washington, not shouted on the streets in New York City or San Francisco or Atlanta. It was shouted in the Parliament of Iran just recently, when they said we are not going to allow inspections. And we are sitting down to negotiate with them?

''Death to America''? And we are sitting down negotiating with them as if they are reasonable people?

Have we lost our focus? Have we lost our vision of being the shining light to the world for freedom and hope, and decided that it is much better off, maybe for our political world, or maybe our personal achievements, to sit down with a government that says Israel should not even have the right to exist, and if we could, we would annihilate them tomorrow?

We are going to continue funding those who have lobbed bombs on innocent men and women in Israel and who will sit down at a negotiating table and say: We are not going to allow you to inspect wherever you want; we are going to keep what we want to keep.

And, by the way, even the administration's own belief is we are going to keep 5,000 spinning, centrifuges spinning, 5,000 spinning.

You know what? Some have said time is Iran's friend. I agree. As long as they can keep our Secretary of State at that table, those centrifuges spin. As long as they keep us tied up debating this in this administration, the centrifuges spin. As long as we keep doing this, the centrifuges spin.

It is time to put sanctions back in place because they are spinning. It is time to tighten the screws on Iran because those centrifuges are spinning. It is time for us not to let up because the centrifuges are spinning.

And I do not want to see a world in which my children grow up and the people in Israel grow up knowing that Iran has a bomb when they are ready to take them out in a certain notice.

Tonight is important. Tonight is important.

Mr. President, I pray that you listen. I don't think you will.

Mr. Secretary, maybe you are looking for a peace prize. How about winning a prize in the hearts of the freedom-loving people all across the world and walking away from a bad deal?

The SPEAKER pro tempore. Members are reminded to address their remarks to the Chair.

Ms. ROS-LEHTINEN. Thank you very much, Mr. COLLINS. I think you laid it out in a thoughtful manner. No deal is better than a bad deal.

Mr. Speaker, I yield to the gentleman from New York (Mr. ZELDIN).

Mr. ZELDIN. Mr. Speaker, I thank the gentlewoman from Florida for her leadership on this important issue, your leadership with America's foreign policy. I know that my constituents all the way up in New York are more secure and free due to your work through the years here in the Halls of Congress. I thank you for your leadership.

This past weekend we celebrated the Fourth of July, 239 years since America declared its independence. What makes America great is what we stand for: freedom and liberty.

And then there is Iran, the world's largest state sponsor of terror, a nation overthrowing foreign governments, unjustly imprisoning United States citizens, including a United States Marine.

Iran blows up mock U.S. warships, develops ICBMs. They pledge to wipe Israel off the map. And in their streets, in their halls, they are chanting, ''Death to America.''

And none of what I just described is even part of the negotiations. Think about that.

The President says the only alternative to whatever deal he presents us with is war. I reject that. The deal the President is finalizing may actually pave the path to more instability in the Middle East and a nuclear arms race triggered in the region.

Will the agreement be accurately translated between both languages?

If the President presents Americans with a version in English and the Iranians are interpreting any different terms refuting our interpretation of that agreement in English, then there is no agreement. There is no meeting of the minds.

Will Iran continue spinning centrifuges, enriching uranium and maintaining any of their nuclear infrastructure?

Will weapons inspectors have unfettered access to Iran's nuclear infrastructure? Honestly, I doubt it.

I believe that we are propping up the wrong regime in Iran.

Six years ago, the Green Revolution, millions of Iranians took to the streets protesting after an undemocratic election. The economy in Iran was doing better at that time than it is today. Oil, twice the value as today.

The President said that what was going on in Iran was none of our business, and look where we are today.

I unapologetically love my country, and I am proud to be an American. As elected officials who took an oath to protect and defend our Constitution, we have a responsibility to protect our country.

We must fight on behalf of our great Nation, which generations before us have fought and sacrificed so much to protect. And that is how we celebrate another 239 years of American exceptionalism.

The President, when sitting down at the negotiating table, inherits the goodwill of generations, centuries of men and women who have come before them that sacrificed so much to make America the greatest Nation in the world. When someone says they want to run to be President of the United States, with that, you inherit all of that goodwill, all of that American exceptionalism.

And when sitting at the table, you have no business trying to equalize yourself with the person you are negotiating with. That isn't your goodwill to expend.

It is important for American greatness to grow. And I am concerned that we are on pace to enter into a bad deal with Iran.

Here, with the leadership of colleagues like the gentlewoman from Florida, who I am very grateful for putting together this Special Order tonight, and other colleagues, like the gentleman from Florida, who will be speaking right after me, there is so much passion amongst my colleagues for wanting to do the right thing to protect our Nation, understanding that it is a fundamental basic that the United States strengthens our relationships with our allies and treats our enemies for exactly who they are.

I used the analogy a couple of weeks ago of playing Texas Hold'em, and the President inherits pocket aces every time he sits down at the table. The Iranians may inherit the 7–2 off suit, the worst hand that you could possibly have in poker.

The President, for whatever reason, as a negotiating style, will offer to switch hands. We saw it in Cuba, where dozens of good-faith concessions were made asking for nothing in return. Why is that?

For one, the President isn't a very good negotiator. He still has a year and a half left on his second term in office, and I want him to strengthen his hand. He has it. He inherits it. That is what comes with being the President of the United States. That is what he signed up for.

And what did we sign up for here in the Halls of Congress? To hold this President's feet to the fire if he chooses to sign a bad deal with Iran.

I thank, again, the gentlewoman from Florida for her leadership. I am looking forward to hearing Mr. YOHO and his passionate words to follow.

And I would encourage the President and Secretary Kerry, the leaders of the Obama administration, to do the right thing. Take a walk, strengthen your hand, and don't sell out America's goodwill.

Ms. ROS-LEHTINEN. Thank you so much to the gentleman from New York.

Mr. Speaker, I yield to my colleague from Florida, Dr. YOHO.

□ 2115

Mr. YOHO. Mr. Speaker, I appreciate my very dear colleague from Florida for bringing this very important topic to light. This is something the American people need to weigh in on; and this is something, as you heard the passion tonight, the people talking about how this is not a good deal. This is not a good deal for anybody but Iran.

I would like to do a chronological anthology of Iran's nuclear weapons program. If you go back 30 years ago, they were working on gaining the technology and the material to develop nuclear weapons.

John Bolton, in his book ''Surrender is Not an Option,'' talked about the cat-and-mouse game that Iran had played over the last 30 years of saying, No, we are not developing nuclear weapons; and they wouldn't allow the inspectors in.

The U.N. had resolutions and sanctions, and eventually, the IAEA inspectors—the International Atomic Energy Agency—was allowed to come in. They caught Iran redhanded, developing nuclear weapons.

They apologized. They said: I am sorry. You are right. We were bad. We are not going to do it again.

Then it started over again and then over again and over again. For 30 years, we have been playing the cat-and-mouse game. It hasn't gone away. Their mission is to get nuclear weapons.

When I look at George Bush, when he put sanctions in the 2000s on Iran to say enough is enough, the sanctions were in place, and they started. To President Obama's credit, he tightened them up, and it put more pressure on Iran, and then it brought them to the negotiation table.

When you negotiate on a deal—any deal—there should be mutual benefits to both sides. At the end of this, you will see there is no benefit to America, to the Middle East, and to world peace because, when those negotiations started, as my colleague from New York (Mr. ZELDIN) brought up, there was no negotiation to release our four American hostages.

If you think that the sanctions were bad enough to put Iran in this great economic tragedy or pressure that was just crippling Iran and they couldn't do anything and they came to the table to release the sanctions so that they could move on, but during that time period—this is what the American people need to know—during that time period, Iran was extending their arm and their reach into the Western Hemisphere through Bolivia, through Venezuela; and they were funding their terrorist arm, Hezbollah, that caused two terrorist attacks in Argentina in the nineties that was responsible for over 100 deaths and over 300 injured people—Iran was doing this at the time when the sanctions were on them, and they were supposed to be under this great economic stress—but they were doing that because they were funneling money through Venezuela and getting money for fuel plus armaments that they were selling. During this time, when we think our sanctions are working, Iran is working against us.

I have been here in the House for 2½ years, and I sit on the Committee on Foreign Affairs. During those 2½ years, we have had experts come in, over and over again, telling us about the threat of Iran creating new clear weapons.

Over and over again, they said that Iran would have enough nuclear-enriched material to have enough material within 6 months to a year to have five to six atomic bombs. That was over 2 years ago, so one could only reasonably expect that Iran has enough material for five to six nuclear bombs.

This was backed up by Henry Kissinger and George Shultz in The Wall Street Journal editorial about 3 months ago, that they claim that Iran was about 2½ months to 3 months from having nuclear material.

Then we moved down to the negotiation. The negotiation was started—if people will go back and research the news—from the administration, from John Kerry. He said negotiations have started and that the whole purpose was Iran cannot and will not be permitted to have a nuclear weapon. Now, we are just going to delay them for 10 years.

As my colleague from Georgia (Mr. COLLINS) brought up, the snapback, if they break any part of this deal, there is going to be snapback. I mean, you have got to be from another planet to think that that is going to happen because we are going to rely on China and Russia to say: Yes, we are with you.

Russia has already sold $800 million worth of antimissile defense systems. In addition, during this period, when Iran had all these tough sanctions blocking their economy, Iran has been developing an ICBM program.

An ICBM program stands for an intercontinental ballistic missile system. That is not for their neighbors. That is for Europe. That is for the United States. It is for people way outside of Iran. They have done this with the economic sanctions.

In addition, there is evidence that they have detonated a trigger device for a nuclear weapon. They have gone through expensive remediation, covering up the site, covering up the soil, paving it, and not allowing our inspectors to go in there and inspect that—the IAEA inspectors that we are supposed to depend on to prove that what they are doing is for peaceful purposes.

Then I look at what Iran has done over the years, when we have been in the Middle East, with our brave young men and women in the Middle East, fighting for security for this country and for the neighbors in the Middle East. Seventy percent of the wounds to our soldiers have come from IEDs. Ninety percent of those IEDs were created by Iran.

Then, as we talked about in this nuclear negotiation, Iran has got to be limited to the amount of centrifuges for their peaceful nuclear program.

Now, get this, for a peaceful nuclear program, you need tens of thousands of centrifuges to produce nuclear material to run nuclear reactors; yet, in this deal, we are only limiting them to 5,000 centrifuges. You only need a few thousand centrifuges to create nuclear weapons. It just doesn't match up.

As we talked about, in a negotiation, there should be a mutual benefit. I see no benefit for America.

Again, talking to the experts in Foreign Affairs, I asked them this question: With our negotiation with Iran, where we have given into everything and we have got nothing—keep in mind, we are supposedly the lone superpower of the world—when you go into a negotiation like this and you are operating from a level of weakness and not strength, how does that affect us around the world community?

The experts told me that it has weakened America's standing in the world. It has weakened our negotiation power in the world. It has weakened and threatened our security in the Western Hemisphere.

I agree with Mr. COLLINS. I hope the President is listening, but I am sure he is not; I hope Mr. Kerry is listening, but I am sure he is not, but I hope this message gets to them—that, if they are going to negotiate for America, they should negotiate from a point of strength, a point for what is right, not just for our country, but for the Middle East and for the rest of the world because, if America is not strong and if we do not stand strong, there is not a secure world.

I thank my colleague from Florida for bringing this up because this is a debate the American people need to hear. I hope they put pressure on the people in charge of this and bring this negotiation—as they have said over and over again, a bad deal they will not stand for—this is a bad deal, and this is something they need to walk away from.

We, in the House of Representatives, need to block this in any way that we can. I will not, I shall not, and I cannot support this because what I see is we are trying to prevent that which we can't, instead of preparing for that which will be.

Ms. ROS-LEHTINEN. I thank you, Dr. YOHO, and I think you laid out the chronology of the long timetable of the deceit that Iran has been dealing with in terms of their nuclear program.

I thank all of my colleagues, Mr. Speaker, who joined tonight's Special Order to discuss Iran's nuclear negotiations that are going on in Vienna as we speak. After missing deadline after deadline and allowing for extension after extension, we are now hearing that these negotiations may be open-ended.

It is our job in Congress to conduct proper oversight on any proposed deal and to reject any deal that is not in the best interests of our national security or the security and stability of the entire region.

As current law stipulates, if a deal is submitted for congressional review before tomorrow, then Congress only has a 30-day review period. However, if this deal is submitted after tomorrow, we will have 60 days to review the terms of the agreement.

Why should the administration fear an additional 30 days of review? If this deal is so good, as the administration keeps telling us, then it should be strong enough to stand up to congressional review and congressional scrutiny; but the administration knows just how weak this deal will be.

Mr. Speaker, let's review, as my colleagues have done, how far back we have slid from conditions that we placed on Iran when we started and how much the P5+1 countries have caved through its concessions to this rogue and dangerous regime.

Let's start with this: there are six United Nations Security Council resolutions against Iran and its nuclear program. Each one of those resolutions puts restrictions on Iran and calls for a complete stop on uranium enrichment, a complete stop.

The Supreme Leader argued that it had a right to enrich under the nonproliferation treaty, the NPT, to which it is a signatory, but of course, all of these alleged rights should have been forfeited once it was discovered that Iran had been in violation of the nonproliferation treaty and other international obligations for decades because it has been operating a covert nuclear program; yet the P5+1 countries inexplicably ceded the so-called right to Iran.

In fact, in 2009, the President clearly stated: ''Iran must comply with U.N. Security Council resolutions and make clear it is willing to meet its responsibilities as a member of the community of nations.''

That ended up not being true, as the President has caved on that commitment. The President has repeatedly stated in the past that Iran doesn't need to have a fortified underground facility in Fordo, a heavy water reactor in Arak, or some of the other advanced centrifuges that they currently possess in order to have a peaceful nuclear program; yet where are we now?

Well, Iran will maintain Fordo and its capacity to produce and store heavy water while continuing to not just operate advanced centrifuges, Mr. Speaker, but to also test and conduct research and development on them as well—how far we have moved those goalposts.

There is also a serious and dangerous issue of the possible military dimensions, PMD, and Iran's past nuclear activity.

Just 3 weeks ago, Secretary Kerry confirmed what we long suspected, that disclosure of past nuclear activity is no longer a must-have for this administration in this nuclear deal.

How would any agreement that doesn't demand that Iran at least come clean about the extent of its program going to be a good deal, Mr. Speaker? Don't forget that the Supreme Leader has also repeatedly stated that Iran's military sites would not be accessible to international inspectors.

Let's not forget one of the most important things here, the ultimate gift we have given Iran. This deal will help legitimize this rogue regime that will not only allow Iran to be viewed as a responsible nation, but it is no longer going to be the pariah state. We are going to say it is a trusted member of the international community, and we have done that. We have granted that legitimacy with these conversations.

Also, the reports indicate—and I don't hear any words to the contrary—that Iran may receive a $50 billion signing bonus, as if this is the NFL draft, a signing bonus which it will then use to support terror, which it will use to foment instability, which it will use to stoke sectarian tensions, which it will use to continue to threaten Israel, which it will continue to undermine U.S. national security interests.

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Mr. Speaker, that is what their signing bonus will do. That is what sanctions relief will do. If the United States is willing to overlook all of these transgressions, all of these crimes, and negotiate a deal with Iran without pressing for changes in its actions, then it will be seen as an endorsement of those actions.

Mr. Speaker, we have every indication that we are not going to get what any of us would remotely consider to be even a halfway good deal. The requirements for a good deal went out the window when the negotiators allowed Iran to maintain its entire nuclear infrastructure and continue to enrich uranium.

It is our obligation, then, to conduct our proper oversight and review and reject any nuclear deal that we feel is not in the best interests of our U.S. national security. If we do that, we must move swiftly to reimpose any sanctions that have been suspended, any sanctions that have been waived against the regime, and to ensure that all sanctions are fully and vigorously enforced. Then we must move to enact additional sanctions on the regime until it meets its international obligations and abandons its pursuit of an illicit nuclear weapons program. Once upon a time, that was the goal.

From the very beginning, Mr. Speaker, I have been saying that Iran is following the North Korean playbook: offering to negotiate in return for concessions but never delivering on anything tangible, only to break off when they no longer need what we have been giving them.

I wrote this op-ed on October 19, 2012, ''Ros-Lehtinen: Obama Still Trying to Sweet-Talk Iran Out of Building the Bomb,'' and I was talking about the North Korea deal and how that dovetails with the Iranian deal. I wrote of the dangers of the Obama administration's naive view that if we keep talking, if we keep engaging with this rogue regime, then Iran will stop its drive for nuclear capability.

I stated then, and I believe now, that this is what we are witnessing today, Mr. Speaker, that the Iranians will give the impression that a deal will be likely only to then pull away, that Iran benefits from dragging out the negotiations as long as possible because, as Mr. COLLINS of Georgia said, the centrifuges are still spinning, and they want to provide its nuclear program extra time in order to convince the world that an agreement is possible, leaving the administration and the EU to quietly ease sanctions enough to revive the stagnant Iranian economy that had been on the brink of collapse thanks to the sanctions that Congress placed on them; because that was the intent and the purpose and the objective of the sanctions, not to get them to negotiate, but to collapse their economy so that they could not pour money into their terrorist activities and their covert nuclear program.

But what we are seeing now is the administration and other P5+1 countries will allow the terms of the JPOA and, thus, the easing of sanctions to continue to be in place despite having overextended several deadlines. Iran never had any intention of coming to a real agreement, and we would be foolhardy to believe that it does now, not when it is already getting everything it wants. Why should they concede anything now?

Mr. Speaker, the only way that Iran will say yes to a deal is if it is so bad and so weak that Iran would be stupid and silly to walk away from it. Yet that is precisely what we are looking at right now, Mr. Speaker. Either Iran keeps dangling an agreement in front of the P5+1 and continues to get more sanctions relief, or the P5+1 completely and utterly capitulates to Iranian demands.

So it is incumbent upon us, Mr. Speaker, to reject any deal that we view to be weak, any deal that we perceive to be a bad deal, any deal that is not in the interests of our U.S. national security interests.

We must also continue to push back on this false binary notion that tells you that it is either this deal—no matter how bad it is—or going to war. That has been a fundamental misunderstanding of the purpose of the Iranian sanctions themselves. The fact that some believe that Iranian sanctions were designed only to get Iran to the negotiation table could not be further from the truth. The Iranian sanctions were designed to force the region to abandon completely its nuclear weapons ambitions, to give up its enrichment, and to dismantle its nuclear program.

I should know, Mr. Speaker, because I am the author of several Iran sanctions bills, including the toughest set of sanctions against this terrible regime that are currently on the books right now. Sanctions, I might remind my colleagues and the American people, that the Obama administration fought us every step of the way or until it was clear that the administration could not stop our sanctions from becoming law, and then they said, Okay, we will accept them. So there is an alternative to these misguided talks.

That is how I am going to conclude my Special Order tonight, Mr. Speaker. We must abandon these talks that are just patently a farce. We immediately reinstate all sanctions against Iran that have been eased, that have been waived, that have been lifted, and that have been ignored by the Obama administration and enact even tougher sanctions on the regime.

We were on the brink until Iran received the lifeline that it needed. We gave it to them, and now we are the ones dangling on it as Iran's economy is being brought back to life because of sanctions relief, and the regime has been gaining concession after concession while never once making any change that would substantially and significantly set back its nuclear ambitions.

So, Mr. Speaker, in the end, I will conclude with this: Reinstating and strengthening these sanctions, coupled with the credible threat that all options are on the table, including the military option, could act as the deterrent, but only if Iran recognizes that we are in a position of strength. That is why it is important that this body speak up. That is why it is important that we reject any deal we find to be insufficient, but we must also not let billions of dollars flow to the Iranian regime. We must start passing legislation that would impose tougher sanctions.

This is a matter of utmost concern to our national security. I urge my colleagues to remain engaged on this issue.

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

LEAVE OF ABSENCE

By unanimous consent, leave of absence was granted to:

Mr. CULBERSON (at the request of Mr. MCCARTHY) for July 7 and today on account of a family obligation.

ENROLLED BILL SIGNED

Karen L. Haas, Clerk of the House, reported and found truly enrolled a bill of the House of the following title, which was thereupon signed by the Speaker:

H.R. 91. An act to amend title 38, United States Code, to direct the Secretary of Veterans Affairs to issue, upon request, veteran identification cards to certain veterans.

ADJOURNMENT

Ms. ROS-LEHTINEN. Mr. Speaker, I move that the House do now adjourn.

The motion was agreed to; accordingly (at 9 o'clock and 37 minutes p.m.), under its previous order, the House adjourned until tomorrow, Thursday, July 9, 2015, at 10 a.m. for morning-hour debate.

EXECUTIVE COMMUNICATIONS, ETC.

Under clause 2 of rule XIV, executive communications were taken from the Speaker's table and referred as follows:

2062. A letter from the Congressional Review Coordinator, Animal and Plant Health Inspection Service, Department of Agriculture, transmitting the Department's final rule — Importation of Beef From a Region in Argentina [Docket No.: APHIS-2014-0032] (RIN: 0579-AD92) received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Agriculture.

2063. A letter from the Congressional Review Coordinator, Animal and Plant Health Inspection Service, Department of Agriculture, transmitting the Department's final rule — Importation of Beef From a Region in Brazil [Docket No.: APHIS-2009-0017] (RIN: 0579-AD41) received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Agriculture.

2064. A letter from the Program Manager, BioPreferred Program, Office of Procurement and Property Management, Department of Agriculture, transmitting the Department's final rule — Guidelines for Designating Biobased Products for Federal Procurement (RIN: 0599-AA23) received July 1, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Agriculture.

2065. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Prohibition on Contracting with Inverted Domestic Corporations — Representation and Notification [FAC 2005-83; FAR Case 2015-006; Item II; Docket No.: 2015-0006, Sequence No.: 1] (RIN: 9000-AM85) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Armed Services.

2066. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Prohibition on Contracting with Inverted Domestic Corporations [FAC 2005-83; FAR Case 2014-017; Item V; ; Docket No.: 2014-0017, Sequence No.: 1] (RIN: 9000-AM70) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Armed Services.

2067. A letter from the Counsel, Legal Division, Bureau of Consumer Financial Protection, transmitting the Bureau's final rule — Defining Larger Participants of the Automobile Financing Market and Defining Certain Automobile Leasing Activity as a Financial Product or Service [Docket No.:

CFPB-2014-0024] (RIN: 3170-AA46) received July 1, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Financial Services.

2068. A letter from the Chief Counsel, FEMA, Department of Homeland Security, transmitting the Department's final rule — Suspension of Community Eligibility; Maine: Alna, Town of Lincoln County [Docket ID: FEMA-2015-0001] [Internal Agency Docket No.: FEMA-8387] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Financial Services.

2069. A letter from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting the 35th Annual Report to Congress on the Implementation of the Age Discrimination Act of 1975 (the Age Act) for Fiscal Year 2014, pursuant to Sec. 308(b) of the Age Act; to the Committee on Education and the Workforce.

2070. A letter from the General Counsel, Pension Benefit Guaranty Corporation, transmitting the Corporation's final rule — Allocation of Assets in Single-Employer Plans; Benefits Payable in Terminated Single-Employer Plans; Interest Assumptions for Valuing and Paying Benefits received July 1, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Education and the Workforce.

2071. A letter from the Assistant General Counsel for Legislation, Regulation and Energy Efficiency, Office of the General Counsel, Department of Energy, transmitting the Department's final rule — Energy Conservation Program: Test Procedures for Conventional Ovens [Docket No.: EERE-2012-BT-TP-0013] (RIN: 1904-AC71) received July 6, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2072. A letter from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting a report entitled ''Review of Federal Drug Regulations with Regard to Medical Gases'', pursuant to Sec. 1112(a)(2) of the Food and Drug Administration Safety and Innovation Act of 2012, Pub. L. 112-144; to the Committee on Energy and Commerce.

2073. A letter from the Director, Regulations Policy and Management Staff, FDA, Department of Health and Human Services, transmitting the Department's final rule — Revocation of General Safety Test Regulations That Are Duplicative of Requirements in Biologics License Applications [Docket No.: FDA-2014-N-1110] received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2074. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — Polychlorinated Biphenyls (PCBs): Revisions to Manifesting Regulations; Item Number [EPA-HQ-RCRA-2011-0524; FRL-9929-92-OSWER] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2075. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — Modification of Significant New Uses of Certain Chemical Substances [EPA-HQ-OPPT-2014-0649; FRL-9928-93] (RIN: 2070-AB27) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2076. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's direct final rule — Revisions to the California State Implementation Plan, Feather River Air Quality Management District [EPA-R09-OAR-2015-0164; FRL-9927-76-Region 9] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2077. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — Revisions to the California State Implementation Plan, Butte County Air Quality Management District [EPA-R09-OAR-2015-0037; FRL-9928-50-Region 9] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2078. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — S-metolachlor; Pesticide Tolerances [EPA-HQ-OPP-2014-0284; FRL-9927-85] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2079. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — Approval and Promulgation of Air Quality Implementation Plans; Nebraska; Update to Materials Incorporated by Reference [EPA-R07-OAR-2015-0106; FRL-9926-49-Region 7] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2080. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — Approval and Promulgation of Air Quality Implementation Plans; Kansas; Update to Materials Incorporated by Reference [EPA-R07-OAR-2015-0104; FRL-9926-48-Region 7] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2081. A letter from the Director, Regulatory Management Division, Environmental Protection Agency, transmitting the Agency's final rule — National Emissions Standards for Hazardous Air Pollutants for Mineral Wool Production and Wool Fiberglass Manufacturing [EPA-HQ-OAR-2010-1041 and EPA-HQ-OAR-2010-1042; FRL-9928-71-OAR] (RIN: 2060-AQ90) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2082. A letter from the General Counsel, Federal Energy Regulatory Commission, transmitting the Commission's final rule — Revised Exhibit Submission Requirements for Commission Hearings [Docket No.: RM15-5-000; Order No.: 811] received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Energy and Commerce.

2083. A letter from the Director, International Cooperation, Acquisition, Technology, and Logistics, Office of the Under Secretary of Defense, Department of Defense, transmitting notification of the Department of Defense's intent to sign the agreement between the Department of Defense of the United States of America and the Ministry of Defense of the Kingdom of Spain for Research, Development, Test, Evaluation, and Prototyping Projects, pursuant to Sec. 27(f) of the Arms Export Control Act and Executive Order 13637, Transmittal No. 01-15; to the Committee on Foreign Affairs.

2084. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting a letter regarding commitments in the Joint Plan of Action, pursuant to the National Defense Authorization Act for Fiscal Year 2012 Secs. 1245(d)(5) and 1245(d)(1); to the Committee on Foreign Affairs.

2085. A letter from the Assistant Secretary, Legislative Affairs, Department of State, transmitting a certification, pursuant to Sec. 36(c) of the Arms Export Control Act, Transmittal No.: DDTC 14-114; to the Committee on Foreign Affairs.

2086. A letter from the Assistant Director for Regulatory Affairs, Office of Foreign Assets Control, Department of the Treasury, transmitting the Department's final rule — Venezuela Sanctions Regulations received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Foreign Affairs.

2087. A letter from the Senior Vice President and Chief Financial Officer, Federal Home Loan Bank of Dallas, transmitting the Federal Home Loan Bank of Dallas 2014 management report and financial statements, pursuant to 31 U.S.C. 9106; to the Committee on Oversight and Government Reform.

2088. A letter from the Human Resources Specialist, Drug Enforcement Administration, Department of Justice, transmitting three reports pursuant to the Federal Vacancies Reform Act of 1998, Pub. L. 105-277; to the Committee on Oversight and Government Reform.

2089. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's small entity compliance guide — Federal Acquisition Regulation; Federal Acquisition Circular 2005-83; Small Entity Compliance Guide [Docket No.: FAR 2015-0051; Sequence No.: 3] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2090. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Technical Amendments [FAC 2005-83; Item VII; Docket No.: 2015-0052, Sequence No.: 2] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2091. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Permanent Authority for Use of Simplified Acquisition Procedures for Certain Commercial Items [FAC 2005-83; FAR Case 2015-010; Item VI; Docket No.: 2015-0010, Sequence No.: 1] (RIN: 9000-AN06) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2092. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Clarification on Justification for Urgent Noncompetitive Awards Exceeding One Year [FAC 2005-83; FAR Case 2014-020; Item IV; Docket No.: 2014-0020, Sequence No.: 1] (RIN: 9000-AM86) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2093. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Update to Product and Service Codes [FAC 2005-83; FAR Case 2015-008; Item III; Docket No.: 2015-0008, Sequence No.: 1] (RIN: 9000-AN08) received July

2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2094. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's summary presentation of final rules — Federal Acquisition Regulation; Federal Acquisition Circular 2005-83; Introduction [Docket No.: FAR 2015-0051; Sequence No.: 3] received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2095. A letter from the Senior Procurement Executive, Office of Acquisition Policy, General Services Administration, transmitting the Administration's final rule — Federal Acquisition Regulation; Inflation Adjustment of Acquisition-Related Thresholds [FAC 2005-83; FAR Case 2014-022; Item I; Docket No.: 2014-0022, Sequence No.: 1] (RIN: 9000-AM80) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Oversight and Government Reform.

2096. A letter from the Director, Office of Personnel Management, transmitting the Office's report on Federal agencies' use of the physicians' comparability allowance program, pursuant to 5 U.S.C. 5948(j) and Executive Order 12109; to the Committee on Oversight and Government Reform.

2097. A letter from the Chairwoman, Vice Chair, and Commissioner, United States Election Assistance Commission, transmitting the 2014 Election Assistance Commission's (EAC) Election Administration and Voting Survey (EAVS) Comprehensive Report; to the Committee on House Administration.

2098. A letter from the Assistant Administrator for Procurement, Office of Procurement, National Aeronautics and Space Administration, transmitting the Administration's final rule — NASA FAR Supplement Regulatory Review No. 3 (RIN: 2700-AE19) received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Science, Space, and Technology.

2099. A letter from the Chief, Publications and Regulations Branch, Internal Revenue Service, transmitting the Service's IRB only rule — Clarifications to the Requirement in the Treasury Regulations Under Sec. 501(r)(4) that a Hospital Facility's Financial Assistance Policy Include a List of Providers [Notice 2015-46] received July 7, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Ways and Means.

2100. A letter from the Director, Office of Regulations and Reports Clearance, Social Security Administration, transmitting the Administration's final rule — Extension of Effective Date for Temporary Pilot Program Setting the Time and Place for a Hearing Before an Administrative Law Judge [Docket No.: SSA-2015-0010] (RIN: 0960-AH75) received July 2, 2015, pursuant to 5 U.S.C. 801(a)(1)(A); Added by Public Law 104-121, Sec. 251; to the Committee on Ways and Means.

2101. A letter from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting a report entitled ''Plan for Expanding Data in the Annual Comprehensive Error Rate Testing (CERT) Report'', pursuant to Sec. 517 of the Medicare Access and CHIP Reauthorization Act of 2015, Pub. L. 114-10; jointly to the Committees on Energy and Commerce and Ways and Means.

2102. A letter from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting a report entitled ''The Medicare Secondary Payer Commercial Repayment Center in Fiscal Year 2014'', pursuant to Sec. 1893(h) of the Social Security Act; jointly to the Committees on Energy and Commerce and Ways and Means.

REPORTS OF COMMITTEES ON PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XIII, reports of committees were delivered to the Clerk for printing and reference to the proper calendar, as follows:

Mr. BURGESS: Committee on Rules. House Resolution 350. Resolution providing for consideration of the bill (H.R. 6) to accelerate the discovery, development, and delivery of 21st century cures, and for other purposes (Rept. 114–193). Referred to the House Calendar.

PUBLIC BILLS AND RESOLUTIONS

Under clause 2 of rule XII, public bills and resolutions of the following titles were introduced and severally referred, as follows:

By Mr. SCOTT of Virginia (for himself, Mr. HINOJOSA, Mr. CLYBURN, Mr. BUTTERFIELD, Ms. JUDY CHU of California, Ms. LINDA T. SÁNCHEZ of California, Ms. ADAMS, Mr. MOULTON, Mr. TAKANO, Mr. GRIJALVA, Mr. RICHMOND, Ms. BROWN of Florida, Mr. DANNY K. DAVIS of Illinois, Mr. BLUMENAUER, Ms. BONAMICI, Ms. BORDALLO, Mr. BRENDAN F. BOYLE of Pennsylvania, Mrs. CAPPS, Mr. CICILLINE, Ms. CLARK of Massachusetts, Mr. CONYERS, Mr. DESAULNIER, Ms. EDWARDS, Ms. ESHOO, Mr. FATTAH, Ms. FUDGE, Mr. AL GREEN of Texas, Mr. GENE GREEN of Texas, Mr. GUTIÉRREZ, Ms. HAHN, Mr. HONDA, Mr. JEFFRIES, Mr. KENNEDY, Mr. KILMER, Mr. KIND, Mr. LARSON of Connecticut, Ms. LEE, Mr. LEVIN, Mr. LEWIS, Mr. TED LIEU of California, Mr. BEN RAY LUJÁN of New Mexico, Mr. MCDERMOTT, Mr. MCGOVERN, Ms. MOORE, Mrs. NAPOLITANO, Mr. NORCROSS, Ms. NORTON, Ms. PLASKETT, Mr. POCAN, Mr. RANGEL, Ms. ROYBAL-ALLARD, Mr. RUSH, Mr. SABLAN, Ms. LORETTA SANCHEZ of California, Mr. SCHIFF, Mr. SERRANO, Mr. SWALWELL of California, Mr. TAKAI, Mrs. TORRES, Mr. VAN HOLLEN, Ms. WILSON of Florida, Mr. YARMUTH, Mr. BEYER, Mr. PASCRELL, Mr. DELANEY, and Mr. KEATING):

H.R. 2962. A bill to provide greater access to higher education for America's students; to the Committee on Education and the Workforce.

By Mr. PASCRELL (for himself, Mr. LARSON of Connecticut, Mr. NEAL, Mr. BECERRA, Mr. KIND, Mr. ISRAEL, Ms. BROWNLEY of California, Mr. TAKANO, Mr. CARTWRIGHT, Ms. ESTY, Mr. SWALWELL of California, Ms. NORTON, Mr. HIGGINS, and Mr. BRADY of Pennsylvania):

H.R. 2963. A bill to amend the Internal Revenue Code of 1986 to encourage domestic insourcing and discourage foreign outsourcing; to the Committee on Ways and Means.

By Mrs. BLACKBURN:

H.R. 2964. A bill to provide for enhanced Federal, State, and local assistance in the enforcement of the immigration laws, to amend the Immigration and Nationality Act, to authorize appropriations to carry out the State Criminal Alien Assistance Program, and for other purposes; to the Committee on the Judiciary.

By Mr. WALBERG (for himself, Mr. MOOLENAAR, Mr. RIBBLE, Mr. BENISHEK, and Mr. BISHOP of Michigan):

H.R. 2965. A bill to amend the Individuals with Disabilities Education Act to provide certain exceptions to the maintenance of effort requirement for local educational agencies, and for other purposes; to the Committee on Education and the Workforce.

By Mr. SMITH of Missouri (for himself and Mrs. NOEM):

H.R. 2966. A bill to amend the purposes of TANF to include reducing poverty by increasing employment entry, retention, and advancement; to the Committee on Ways and Means.

By Mr. YOUNG of Indiana:

H.R. 2967. A bill to develop a database of projects that are proven or promising in terms of moving welfare recipients into work; to the Committee on Ways and Means.

By Mr. YOUNG of Indiana:

H.R. 2968. A bill to provide for the conduct of demonstration projects to provide coordinated case management services for TANF recipients; to the Committee on Ways and Means.

By Mr. HOLDING:

H.R. 2969. A bill to eliminate the separate participation rate for 2-parent families receiving TANF assistance; to the Committee on Ways and Means, and in addition to the Committee on Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. KIND (for himself, Mr. NEAL, Mr. RANGEL, Mr. PASCRELL, Mr. LARSON of Connecticut, Mr. MCDERMOTT, Mr. DANNY K. DAVIS of Illinois, and Mr. LEVIN):

H.R. 2970. A bill to amend the Internal Revenue Code of 1986 to reduce the rate of tax on domestic manufacturing income to 20 percent; to the Committee on Ways and Means.

By Mr. RICE of South Carolina:

H.R. 2971. A bill to amend the Internal Revenue Code of 1986 to bring certainty to the funding of the Highway Trust Fund, and for other purposes; to the Committee on Ways and Means.

By Ms. LEE (for herself, Ms. SCHAKOWSKY, Ms. DEGETTE, Ms. SLAUGHTER, Ms. NORTON, Ms. MOORE, Ms. WASSERMAN SCHULTZ, Mr. GRIJALVA, Ms. JUDY CHU of California, Mr. ELLISON, Mr. HONDA, Mr. FARR, Mr. CONYERS, Mr. QUIGLEY, Mr. GALLEGO, Ms. CLARKE of New York, Mr. BLUMENAUER, Mr. MCDERMOTT, Mr. CÁRDENAS, Mr. TED LIEU of California, Mr. NADLER, Ms. DELAURO, Ms. JACKSON LEE, Mr. JOHNSON of Georgia, Mr. SWALWELL of California, Mrs. WATSON COLEMAN, Ms. BROWN of Florida, Ms. MCCOLLUM, Mr. BEYER, Mr. DEUTCH, Ms. LINDA T. SÁNCHEZ of California, Ms. FUDGE, Ms. BONAMICI, Ms. EDDIE BERNICE JOHNSON of Texas, Mr. KENNEDY, Ms. CLARK of Massachusetts, Mrs. LAWRENCE, Mr. RYAN of Ohio, Ms. CASTOR of Florida, Mr. DESAULNIER, Mr. GUTIÉRREZ, Mr. ISRAEL, Ms. KELLY of Illinois, Ms. FRANKEL of Florida, Mrs. LOWEY, Ms. PINGREE, Mr. RANGEL, Mr. TONKO, Mr. ENGEL, Mr. CAPUANO, Ms. BASS, Mr. CUMMINGS, Ms. WILSON of Florida, Mr. VAN HOLLEN, Mrs. CAROLYN B. MALONEY of New York, Mr. PRICE of North Carolina, Mr. SERRANO, Mr. POCAN, Mr. CONNOLLY, Ms. EDWARDS, Mr. SCHIFF, Ms. SPEIER, Mr. O'ROURKE, Mr. PALLONE, Ms. ADAMS, Mr. WELCH, Mr. NORCROSS, Mr. COHEN, Ms. BROWNLEY of California,

Mr. KILMER, and Ms. MICHELLE LUJAN GRISHAM of New Mexico):

H.R. 2972. A bill to ensure affordable abortion coverage and care for every woman, and for other purposes; to the Committee on Energy and Commerce, and in addition to the Committees on Ways and Means, and Oversight and Government Reform, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mrs. BLACK:

H.R. 2973. A bill to amend the Internal Revenue Code of 1986 to require for purposes of education tax credit that the student be lawfully present and that the taxpayer provide the social security number of the student and the employer identification number of the educational institution, and for other purposes; to the Committee on Ways and Means.

By Ms. BROWNLEY of California (for herself and Mr. BENISHEK):

H.R. 2974. A bill to amend the Veterans Access, Choice, and Accountability Act of 2014 to increase the duration of follow-up care provided under the Veterans Choice Program; to the Committee on Veterans' Affairs.

By Ms. BROWNLEY of California (for herself and Mr. DESAULNIER):

H.R. 2975. A bill to amend title 38, United States Code, to ensure that the Secretary of Veterans Affairs repays the misused benefits of veterans with fiduciaries; to the Committee on Veterans' Affairs.

By Mrs. CAPPS (for herself, Mr. BEYER, Ms. DELBENE, Ms. EDWARDS, Mr. FARR, Mr. HINOJOSA, Ms. JACKSON LEE, Ms. LEE, Mr. LOWENTHAL, Ms. MCCOLLUM, Mr. MURPHY of Florida, Ms. NORTON, Mr. SMITH of Washington, Mr. LARSEN of Washington, Mr. LEVIN, Mr. POCAN, Mr. THOMPSON of California, Ms. TSONGAS, Mr. BERA, Mr. GRAYSON, Mr. DESAULNIER, Mr. GRIJALVA, Ms. PINGREE, Mr. ENGEL, and Mr. HONDA):

H.R. 2976. A bill to replace references to ''wives'' and ''husbands'' in Federal law with references to ''spouses'', and for other purposes; to the Committee on the Judiciary.

By Mr. CICILLINE (for himself, Mr. NADLER, Mr. CONYERS, Mr. TAKANO, Ms. JUDY CHU of California, Ms. JACKSON LEE, Mr. CARSON of Indiana, Mr. CAPUANO, Mr. JOHNSON of Georgia, Mr. GARAMENDI, Mr. DESAULNIER, and Mr. GRAYSON):

H.R. 2977. A bill to ensure the privacy and security of sensitive personal information, to prevent and mitigate identity theft, to provide notice of security breaches involving sensitive personal information, and to enhance law enforcement assistance and other protections against security breaches, fraudulent access, and misuse of personal information; to the Committee on the Judiciary, and in addition to the Committees on Energy and Commerce, Financial Services, and the Budget, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. DANNY K. DAVIS of Illinois (for himself, Mr. SHIMKUS, Ms. BASS, Mrs. BEATTY, Mr. BISHOP of Georgia, Ms. BORDALLO, Mr. BRADY of Pennsylvania, Ms. BROWN of Florida, Mr. BUTTERFIELD, Mr. CÁRDENAS, Mr. CARSON of Indiana, Mr. CARTWRIGHT, Ms. CLARKE of New York, Mr. CLAY, Mr. CLEAVER, Mr. COHEN, Mr. CONYERS, Mr. CROWLEY, Mr. CUMMINGS, Mrs. DAVIS of California, Ms. EDWARDS, Mr. ELLISON, Mr. FARR, Mr. FATTAH, Mr. AL GREEN of Texas, Mr. GRIJALVA, Mr. GUTIÉRREZ, Mr. HASTINGS, Mr. HIGGINS, Mr. HINOJOSA, Mr. HONDA, Ms. JENKINS of Kansas, Mr. JOHNSON of Georgia, Mr. KEATING, Mrs. KIRKPATRICK, Ms. KUSTER, Mr. LANGEVIN, Mrs. LAWRENCE, Mr. LEWIS, Mr. LIPINSKI, Ms. MICHELLE LUJAN GRISHAM of New Mexico, Mr. LYNCH, Mr. MCDERMOTT, Mr. MCGOVERN, Mr. MEEKS, Ms. MOORE, Mr. NADLER, Ms. NORTON, Mr. POCAN, Mr. QUIGLEY, Mr. RANGEL, Mr. ROYCE, Mr. RUSH, Mr. SCOTT of Virginia, Mr. SMITH of Washington, Mr. THOMPSON of Mississippi, Mr. THOMPSON of California, Mrs. WATSON COLEMAN, Mr. WELCH, and Mrs. BUSTOS):

H.R. 2978. A bill to require the Treasury to mint coins in commemoration of the Sesquicentennial Anniversary of the adoption of the Thirteenth Amendment to the United States Constitution, which officially marked the abolishment of slavery in the United States; to the Committee on Financial Services, and in addition to the Committee on the Budget, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Ms. DUCKWORTH (for herself, Mr. ELLISON, Mrs. LAWRENCE, Mr. ISRAEL, Mr. TAKAI, Mr. HINOJOSA, Ms. NORTON, Ms. SLAUGHTER, Mr. CAPUANO, Mr. CICILLINE, Ms. KELLY of Illinois, Mr. KILDEE, Ms. JUDY CHU of California, and Ms. MICHELLE LUJAN GRISHAM of New Mexico):

H.R. 2979. A bill to allow the Bureau of Consumer Financial Protection to provide greater protection to servicemembers; to the Committee on Financial Services.

By Mr. FOSTER (for himself and Mr. CRAMER):

H.R. 2980. A bill to require the Secretary of the Treasury to mint coins in commemoration of the 400th anniversary of arrival of the Pilgrims; to the Committee on Financial Services.

By Mr. HUELSKAMP:

H.R. 2981. A bill to amend title 38, United States Code, to provide that congressional testimony by Department of Veterans Affairs employees is official duty, and for other purposes; to the Committee on Veterans' Affairs.

By Mr. HUFFMAN (for himself and Mr. HECK of Washington):

H.R. 2982. A bill to amend title I of the National Housing Act to modify premium charges and the dollar amount limitation on loans for financing alterations, repairs, and improvements to, or conversion of, existing structures, including energy efficiency or water conserving home improvements, and for other purposes; to the Committee on Financial Services.

By Mr. HUFFMAN (for himself, Mr. FARR, Mr. MCNERNEY, Mr. DESAULNIER, Mr. THOMPSON of California, Mr. HONDA, Mr. LOWENTHAL, Ms. ESHOO, Mr. GARAMENDI, Mr. TAKAI, Mr. DEFAZIO, Mr. CÁRDENAS, Mrs. CAPPS, Mr. PETERS, Mr. SWALWELL of California, Ms. LOFGREN, Ms. SPEIER, Mr. O'ROURKE, Ms. LEE, Mr. BERA, Mrs. TORRES, Ms. LINDA T. SÁNCHEZ of California, Mr. GRIJALVA, Ms. LORETTA SANCHEZ of California, Mr. BLUMENAUER, Ms. PINGREE, Mr. PERLMUTTER, Ms. TITUS, Ms. MATSUI, Mrs. NAPOLITANO, Mr. RUIZ, Mrs. DAVIS of California, and Ms. BROWNLEY of California):

H.R. 2983. A bill to provide drought assistance and improved water supply reliability to the State of California, other western States, and the Nation; to the Committee on Natural Resources, and in addition to the Committees on the Budget, Science, Space, and Technology, Transportation and Infrastructure, Energy and Commerce, the Judiciary, Ways and Means, and Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. KENNEDY (for himself, Mr. NEAL, Mr. MULLIN, Mr. KINZINGER of Illinois, Mr. LANGEVIN, Mr. MOULTON, Mr. KEATING, Mr. LYNCH, Ms. CLARK of Massachusetts, Mr. WELCH, Ms. KUSTER, Ms. PINGREE, Mr. CICILLINE, Mr. MCGOVERN, Mr. CAPUANO, and Ms. TSONGAS):

H.R. 2984. A bill to amend the Federal Power Act to provide that any inaction by the Federal Energy Regulatory Commission that allows a rate change to go into effect shall be treated as an order by the Commission for purposes of rehearing and court review; to the Committee on Energy and Commerce.

By Mr. LYNCH:

H.R. 2985. A bill to require Federal law enforcement agencies to report to Congress serious crimes, authorized as well as unauthorized, committed by their confidential informants; to the Committee on the Judiciary.

By Mr. LYNCH:

H.R. 2986. A bill to amend title 28, United States Code, with respect to certain tort claims arising out of the criminal misconduct of confidential informants, and for other purposes; to the Committee on the Judiciary.

By Mr. MEEKS (for himself, Mr. KING of New York, Mrs. CAROLYN B. MALONEY of New York, and Mr. LUETKEMEYER):

H.R. 2987. A bill to amend the Financial Stability Act of 2010 to clarify the treatment of certain debt and equity instruments of smaller institutions for purposes of capital requirements, and for other purposes; to the Committee on Financial Services.

By Ms. MOORE (for herself, Mr. PRICE of North Carolina, Ms. LEE, Mr. GRIJALVA, and Mr. POCAN):

H.R. 2988. A bill to amend the Elementary and Secondary Education Act of 1965 to establish a grant program to fund additional school social workers and retain school social workers already employed in high-need local educational agencies; to the Committee on Education and the Workforce.

By Mr. ROONEY of Florida (for himself, Mr. CAPUANO, Mr. MCCAUL, Ms. LEE, and Mr. FORTENBERRY):

H.R. 2989. A bill to encourage the warring parties of South Sudan to resolve their conflict peacefully, and for other purposes; to the Committee on Foreign Affairs, and in addition to the Committee on the Judiciary, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned.

By Mr. THOMPSON of Pennsylvania (for himself and Mr. LANGEVIN):

H. Res. 349. A resolution supporting the goals and ideals of Family, Career and Community Leaders of America; to the Committee on Education and the Workforce.

By Ms. HERRERA BEUTLER (for herself, Mr. LARSEN of Washington, Mr. NEWHOUSE, Mr. REICHERT, and Mrs. MCMORRIS RODGERS):

H. Res. 351. A resolution expressing the sense of the House of Representatives regarding hydroelectric power; to the Committee on Energy and Commerce.

By Mr. PITTS (for himself and Mr. MCGOVERN):

H. Res. 352. A resolution expressing support for the designation of a ''Prisoners of Conscience Day''; to the Committee on Foreign Affairs.

By Mr. TAKANO (for himself, Mrs. NAPOLITANO, Mr. SHERMAN, Mr. SWALWELL of California, Mr. DESAULNIER, Mr. THOMPSON of California, Mr. SCHIFF, Mr. CÁRDENAS, Ms. LOFGREN, Mr. HONDA, Mrs. TORRES, Mr. AGUILAR, Mr. LANGEVIN, Mr. LOWENTHAL, Mr. FARR, Mr. RUIZ, and Mr. MCGOVERN):

H. Res. 353. A resolution honoring the accomplishments and legacy of Juan Felipe Herrera; to the Committee on House Administration.

CONSTITUTIONAL AUTHORITY STATEMENT

Pursuant to clause 7 of rule XII of the Rules of the House of Representatives, the following statements are submitted regarding the specific powers granted to Congress in the Constitution to enact the accompanying bill or joint resolution.

By Mr. SCOTT of Virginia:

H.R. 2962.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8 of the U.S. Constitution

By Mr. PASCRELL:

H.R. 2963.

Congress has the power to enact this legislation pursuant to the following:

Congress has the power to enact this legislation pursuant to Article I, Section 8, Clause 1 of the United States Constitution.

By Mrs. BLACKBURN:

H.R. 2964.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8 ''necessary and proper'' clause.

By Mr. WALBERG:

H.R. 2965.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8.

Clause 3: To regulate Commerce with foreign Nations, and among the several States, and with the Indian tribes;

Clause 18: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

By Mr. SMITH of Missouri:

H.R. 2966.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1 of the United States Constitution, to ''provide for the common Defense and general Welfare of the United States.''

By Mr. YOUNG of Indiana:

H.R. 2967.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1 of the United States Constitution, to ''provide for the common Defence and general Welfare of the United States.''

By Mr. YOUNG of Indiana:

H.R. 2968.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1 of the United States Constitution, to ''provide for the common Defence and general Welfare of the United States.''

By Mr. HOLDING:

H.R. 2969.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1 of the United States Constitution, to ''provide for the common Defence and general Welfare of the United States.''

By Mr. KIND:

H.R. 2970.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 7, Clause 1

''All Bills for raising Revenue shall orginate in the House of Representatives''

By Mr. RICE of South Carolina:

H.R. 2971.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1: The Congress shall have the Power To lay and collect Taxes, Duties, Imposts, and Excises, to pay the Debts and provide for the common

By Ms. LEE:

H.R. 2972.

Congress has the power to enact this legislation pursuant to the following:

This bill is enacted pursuant to the power granted to Congress under Article I of the United States Constitution and its subsequent amendments, and further clarified and interpreted by the Supreme Court of the United States.

By Mrs. BLACK:

H.R. 2973.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1

The Congress shall have the Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States.

By Ms. BROWNLEY of California:

H.R. 2974.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8

By Ms. BROWNLEY of California:

H.R. 2975.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8

By Mrs. CAPPS:

H.R. 2976.

Congress has the power to enact this legislation pursuant to the following:

Clause 18 of section 8 of article I of the Constitution and section 5 of Amendment XIV to the Constitution.

By Mr. CICILLINE:

H.R. 2977.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8

By Mr. DANNY K. DAVIS of Illinois:

H.R. 2978.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 5

The Congress shall have Power to coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures.

By Ms. DUCKWORTH:

H.R. 2979.

Congress has the power to enact this legislation pursuant to the following:

''The constitutional authority of Congress to enact this legislation is provided by Article I, section 8, clause 18 of the United States Constitution which gives Congress the authority to ''make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.''

By Mr. FOSTER:

H.R. 2980.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8. ''The Congress shall have the power . . . to coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;''

By Mr. HUELSKAMP:

H.R. 2981.

Congress has the power to enact this legislation pursuant to the following:

Article I, section 8 of the Constitution of the United States.

By Mr. HUFFMAN:

H.R. 2982.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8 Clause 18: To make all Laws which shall be necessary and proper for carrying into Excution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or office thereof.

By Mr. HUFFMAN:

H.R. 2983.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 1: The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States.

Article I, Section 8, Clause 3: To regulate commerce with foreign nations, and among the several states, and with the Indian tribes

Article I, Section 8, Clause 18: To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof

Article I, Section 9, Clause 7: No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

By Mr. KENNEDY:

H.R. 2984.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8—to provide for the general welfare, and to regulate commerce among the states.

By Mr. LYNCH:

H.R. 2985.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 18

By Mr. LYNCH:

H.R. 2986.

Congress has the power to enact this legislation pursuant to the following:

Article I, Section 8, Clause 18

By Mr. MEEKS:

H.R. 2987.

Congress has the power to enact this legislation pursuant to the following:

According to Aricle I Section 8 of the U.S. Constitution, ''The Congress shall have Power To . . . make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Governance of the United States, or in any Department or Office thereof.'' Under Article 1 Section 8 clauses 2 and 5 of the Constitution, Congress possesses the authority to ''borrow Money on the credit of the United States,'' and ''coin money, regulate the value thereof, and of foreign coin, and fix the standards of weights and measures''. Given the Congressional authorities enumerated above, I submit the attached legislation.

By Ms. MOORE:

H.R. 2988.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8

By Mr. ROONEY of Florida:

H.R. 2989.

Congress has the power to enact this legislation pursuant to the following:

Article 1, Section 8—to regulate commerce with foreign nations, & among the several states, and with indian tribes; to make all laws which shall be necessary & proper for carrying into execution the foregoing powers—

ADDITIONAL SPONSORS

Under clause 7 of rule XII, sponsors were added to public bills and resolutions, as follows:

H.R. 167: Mr. COURTNEY and Mr. MOULTON.
H.R. 169: Mr. COHEN.
H.R. 210: Mr. ALLEN.
H.R. 213: Mr. MICHAEL F. DOYLE of Pennsylvania.
H.R. 251: Mr. CICILLINE.
H.R. 291: Mr. CARTWRIGHT.
H.R. 318: Ms. ROYBAL-ALLARD.
H.R. 320: Mr. HONDA.
H.R. 348: Mr. MESSER.
H.R. 353: Mr. PERRY and Mr. KIND.
H.R. 423: Mr. STIVERS.
H.R. 456: Mr. WALKER.
H.R. 465: Mr. BURGESS, Mr. SMITH of Nebraska, and Mr. HARRIS.
H.R. 508: Ms. PINGREE.
H.R. 510: Mr. KELLY of Pennsylvania.
H.R. 540: Mr. RUSSELL and Mr. LUCAS.
H.R. 556: Ms. TSONGAS and Ms. BROWNLEY of California.
H.R. 602: Ms. JENKINS of Kansas and Mr. LAMBORN.
H.R. 625: Ms. KUSTER.
H.R. 680: Mr. THOMPSON of California.
H.R. 692: Mrs. WAGNER, Mr. COLLINS of Georgia, Mr. GOSAR, Mr. ROSKAM, Mr. KELLY of Pennsylvania, Mr. LATTA, Mr. NEUGEBAUER, Mr. LUETKEMEYER, and Mr. WALBERG.
H.R. 699: Mr. AL GREEN of Texas.
H.R. 700: Mr. VEASEY and Mr. LARSEN of Washington.
H.R. 703: Mr. CHABOT, Mr. BROOKS of Alabama, Mr. CULBERSON, and Mr. WILLIAMS.
H.R. 704: Mr. JONES.
H.R. 748: Mr. BILIRAKIS.
H.R. 767: Mr. THOMPSON of Mississippi.
H.R. 768: Mr. VEASEY.
H.R. 771: Mr. JEFFRIES.
H.R. 785: Mr. MCGOVERN.
H.R. 799: Mr. COLLINS of New York.
H.R. 824: Mr. HARRIS.
H.R. 840: Ms. CLARKE of New York.
H.R. 842: Ms. MICHELLE LUJAN GRISHAM of New Mexico.
H.R. 879: Mr. ROE of Tennessee.
H.R. 885: Mr. LARSON of Connecticut.
H.R. 953: Mr. CICILLINE and Mr. LANCE.
H.R. 969: Mr. SMITH of New Jersey.
H.R. 985: Mrs. CAPPS, Mr. CARTER of Texas, and Mr. PETERS
H.R. 986: Mr. TOM PRICE of Georgia.
H.R. 997: Mr. BILIRAKIS.
H.R. 1002: Mr. EMMER of Minnesota, Mr. HASTINGS, Ms. GRAHAM, Mr. MOOLENAAR, and Mr. RENACCI.
H.R. 1027: Mr. COHEN and Ms. VELÁZQUEZ.
H.R. 1086: Mrs. BLACKBURN.
H.R. 1087: Mr. LARSON of Connecticut.
H.R. 1089: Mr. POCAN.
H.R. 1094: Mr. MURPHY of Pennsylvania, Mr. LAMALFA, Mr. BABIN, Mr. MULLIN, Mr. MEADOWS, Mr. PEARCE, Mr. WALKER, Mr. BROOKS of Alabama, Mr. BARLETTA, Mr. DOLD, Mr. ABRAHAM, Mr. YODER, Mr. ROE of Tennessee, Mr. STUTZMAN, Mr. RODNEY DAVIS of Illinois, Mr. ROKITA, and Mr. SAM JOHNSON of Texas.
H.R. 1100: Mr. WALKER, Mr. CARSON of Indiana, Mr. WILSON of South Carolina, and Mr. KATKO.
H.R. 1112: Ms. SCHAKOWSKY, Mr. LYNCH, and Mr. NOLAN.
H.R. 1130: Mr. HONDA and Miss RICE of New York.
H.R. 1148: Mr. YODER.
H.R. 1174: Mr. AUSTIN SCOTT of Georgia, Mr. YOUNG of Iowa, Mr. GENE GREEN of Texas, and Mr. PIERLUISI.
H.R. 1178: Mr. WELCH, Mr. TONKO, and Mr. LANCE.
H.R. 1197: Mr. O'ROURKE.
H.R. 1215: Mr. BYRNE.
H.R. 1270: Mr. ROE of Tennessee, Mr. GRAVES of Missouri, Mr. JONES, Mr. ROTHFUS, Mr. FLORES, Mr. KELLY of Pennsylvania, and Mr. RENACCI.
H.R. 1288: Mr. RUPPERSBERGER, Mr. ROSS, Mr. WALKER, Mr. GOWDY, Mr. DEUTCH, Mr. PETERSON, Ms. BROWN of Florida, Mr. LARSEN of Washington, Mr. YOUNG of Alaska, Mr. FARENTHOLD, Mr. TAKAI, Mr. VARGAS, Mr. MASSIE, Mr. TED LIEU of California, and Ms. ADAMS.
H.R. 1299: Mr. MEADOWS.
H.R. 1301: Mr. KLINE.
H.R. 1378: Mr. HONDA.
H.R. 1427: Mr. VEASEY, Ms. TSONGAS, Mrs. BEATTY, Mr. ASHFORD, Mr. ROONEY of Florida, and Ms. MICHELLE LUJAN GRISHAM of New Mexico.
H.R. 1448: Ms. BROWN of Florida.
H.R. 1475: Mr. GIBSON and Ms. KUSTER.
H.R. 1478: Mr. CRAMER.
H.R. 1479: Mr. SMITH of Nebraska.
H.R. 1528: Mr. BOST.
H.R. 1559: Mr. VEASEY, Mr. VALADAO, and Mr. SENSENBRENNER.
H.R. 1600: Mrs. NAPOLITANO.
H.R. 1604: Mr. MURPHY of Pennsylvania.
H.R. 1610: Mr. MOULTON.
H.R. 1625: Mr. LANCE.
H.R. 1627: Mrs. BLACKBURN.
H.R. 1655: Mr. YOUNG of Iowa and Mrs. BEATTY.
H.R. 1671: Mr. TOM PRICE of Georgia.
H.R. 1683: Ms. WILSON of Florida.
H.R. 1684: Mr. ZELDIN.
H.R. 1686: Mr. LANGEVIN.
H.R. 1688: Mr. KILDEE and Mrs. BUSTOS.
H.R. 1717: Mr. NADLER, Mrs. DINGELL, and Ms. MICHELLE LUJAN GRISHAM of New Mexico.
H.R. 1733: Ms. SLAUGHTER and Mrs. NAPOLITANO.
H.R. 1737: Mr. PETERSON, Mrs. TORRES, and Ms. WASSERMAN SCHULTZ.
H.R. 1814: Mr. AGUILAR, Mr. SIRES, Mr. DEFAZIO, Ms. ESTY, Ms. WILSON of Florida, Mrs. TORRES, and Mr. BERA.
H.R. 1836: Mr. WILSON of South Carolina.
H.R. 1853: Ms. DELBENE, Mr. QUIGLEY, Mr. HARRIS, Mr. MILLER of Florida, Ms. JUDY CHU of California, and Mr. RUSSELL.
H.R. 1861: Mr. HULTGREN.
H.R. 1884: Mr. DONOVAN.
H.R. 1921: Mr. TROTT.
H.R. 1926: Ms. MCCOLLUM.
H.R. 1942: Mr. SANFORD and Mr. ZELDIN.
H.R. 1969: Mrs. BUSTOS and Ms. SINEMA.
H.R. 1977: Ms. ADAMS.
H.R. 1986: Mr. WESTERMAN.
H.R. 2005: Ms. TITUS.
H.R. 2009: Mr. FRANKS of Arizona.
H.R. 2016: Mr. TED LIEU of California.
H.R. 2030: Mr. RANGEL.
H.R. 2041: Mrs. BROOKS of Indiana.
H.R. 2083: Ms. CLARKE of New York and Mr. CARSON of Indiana.
H.R. 2110: Mr. PETERS.
H.R. 2130: Mr. RATCLIFFE.
H.R. 2138: Mrs. WAGNER.
H.R. 2221: Mr. HULTGREN.
H.R. 2259: Mr. RATCLIFFE.
H.R. 2285: Mr. KATKO.
H.R. 2287: Mrs. BUSTOS.
H.R. 2293: Mr. CURBELO of Florida, Ms. SLAUGHTER, Mrs. NAPOLITANO, Ms. MOORE, and Mr. TAKANO.
H.R. 2302: Mr. AL GREEN of Texas.
H.R. 2304: Mr. PETERS.
H.R. 2315: Mr. CARTER of Georgia, Mr. LANCE, and Ms. HERRERA BEUTLER.
H.R. 2335: Ms. CLARK of Massachusetts.
H.R. 2342: Mr. HECK of Washington.
H.R. 2355: Mr. LEVIN and Ms. TITUS.
H.R. 2361: Mr. PETERS.
H.R. 2398: Mr. SENSENBRENNER.
H.R. 2403: Ms. SEWELL of Alabama.
H.R. 2404: Mr. COHEN.
H.R. 2407: Mr. COLLINS of New York, Mr. BARR, and Mr. ROONEY of Florida.
H.R. 2410: Ms. ADAMS and Mrs. CAPPS.
H.R. 2429: Ms. LEE, Ms. BONAMICI, and Mr. COHEN.
H.R. 2441: Ms. KUSTER.
H.R. 2449: Mr. KEATING, Mr. DESAULNIER, Mr. ISRAEL, Ms. LOFGREN, Mr. SMITH of Washington, Mr. LANGEVIN, Mr. LARSEN of Washington, Mr. HIMES, Mr. LARSON of Connecticut, and Ms. MOORE.
H.R. 2450: Mr. MURPHY of Florida.
H.R. 2466: Mr. DESANTIS and Mr. BILIRAKIS.
H.R. 2500: Mr. PERLMUTTER.
H.R. 2520: Mr. HARRIS.
H.R. 2521: Ms. LOFGREN, Mr. JEFFRIES, and Mr. BLUMENAUER.
H.R. 2526: Mr. BENISHEK.
H.R. 2551: Mr. TROTT.
H.R. 2557: Mr. MCKINLEY.
H.R. 2590: Mr. ZELDIN, Mr. TONKO, and Mr. SEAN PATRICK MALONEY of New York.
H.R. 2604: Mr. CICILLINE.
H.R. 2606: Mr. HURT of Virginia.
H.R. 2610: Ms. KUSTER.
H.R. 2646: Mr. LOWENTHAL, Mr. MULLIN, Mr. BERA, Mr. LAMALFA, and Mr. COLLINS of New York.
H.R. 2653: Mr. MEADOWS, Mr. HARPER, and Ms. FOXX.
H.R. 2654: Ms. JUDY CHU of California, Mr. O'ROURKE, and Mr. NORCROSS.
H.R. 2658: Mr. ISRAEL.
H.R. 2659: Mr. PERLMUTTER.
H.R. 2675: Mr. GROTHMAN and Mr. BUCK.
H.R. 2698: Mr. SHIMKUS and Mr. KING of Iowa.
H.R. 2713: Mr. GRIJALVA, Mr. CAPUANO, Mrs. TORRES, Mr. RANGEL, and Mr. CONYERS.
H.R. 2742: Mr. POCAN and Mr. BEYER.
H.R. 2749: Mr. GOSAR.
H.R. 2752: Mrs. BUSTOS.
H.R. 2769: Mr. HILL.
H.R. 2799: Mr. COLLINS of New York.
H.R. 2800: Mrs. WAGNER.
H.R. 2802: Mr. LAMALFA, Mr. WESTERMAN, Mr. BRADY of Texas, Mr. BARTON, Mr. BISHOP of Michigan, Mr. TOM PRICE of Georgia, Mr. PERRY, Mr. WALKER, Mr. MOOLENAAR, Mrs. ROBY, and Mr. GOODLATTE.
H.R. 2805: Mr. CARNEY and Miss RICE of New York.
H.R. 2811: Mr. KILMER.
H.R. 2815: Mr. GRAYSON.
H.R. 2817: Mr. FORTENBERRY.
H.R. 2824: Mr. HASTINGS and Mr. GRIJALVA.
H.R. 2849: Ms. SLAUGHTER and Ms. BROWNLEY of California.
H.R. 2850: Mr. CARSON of Indiana, Mr. POCAN, Mr. DOLD, and Mr. HIMES.
H.R. 2863: Ms. FRANKEL of Florida and Mr. DEUTCH.
H.R. 2866: Ms. FRANKEL of Florida, Mr. VEASEY, and Ms. TITUS.
H.R. 2867: Mr. POLIS, Mr. SERRANO, and Ms. DELBENE.
H.R. 2878: Mr. HUELSKAMP.
H.R. 2903: Mr. NOLAN.
H.R. 2905: Mr. SANFORD, Mr. PEARCE, Mr. GOHMERT, Mr. FLEMING, Mr. BROOKS of Alabama, Mr. HUNTER, Mr. POSEY, Mr. PITTS, Mr. SALMON, Mr. JODY B. HICE of Georgia, Mr. BYRNE, and Mr. MESSER.

H.R. 2909: Ms. BROWNLEY of California.

H.R. 2920: Mr. DEFAZIO, Ms. SPEIER, Ms. DELBENE, Mr. TONKO, Mr. COHEN, Ms. EDWARDS, Mr. LANCE, Mr. MCGOVERN, Mr. LANGEVIN, and Ms. BORDALLO.

H.R. 2937: Mr. KATKO, Mr. BARLETTA, and Mr. KLINE.

H.R. 2941: Mr. ABRAHAM.

H.J. Res. 9: Mr. KING of Iowa and Mr. BOUSTANY.

H.J. Res. 14: Mr. BRAT.

H.J. Res. 22: Mr. NEAL and Mr. POLIS.

H.J. Res. 55: Mr. GUTHRIE and Mr. GRIFFITH.

H. Con. Res. 17: Mr. WEBER of Texas.

H. Con. Res. 40: Mr. CONNOLLY, Ms. BASS, Mr. COOPER, Ms. EDDIE BERNICE JOHNSON of Texas, Mrs. NAPOLITANO, Mr. SABLAN, Mr. CÁRDENAS, Mr. TAKANO, Mr. DEUTCH, Mr. CAPUANO, Mr. KELLY of Pennsylvania, Ms. JUDY CHU of California, and Ms. FRANKEL of Florida.

H. Con. Res. 50: Ms. GABBARD and Mr. MCGOVERN.

H. Con. Res. 57: Ms. ESTY.

H. Res. 24: Mr. JOHNSON of Ohio.

H. Res. 112: Mrs. BUSTOS.

H. Res. 235: Mr. JEFFRIES.

H. Res. 282: Mr. VEASEY.

H. Res. 293: Mr. DESANTIS.

H. Res. 294: Mr. SIRES, Ms. CLARK of Massachusetts, Ms. BROWN of Florida, Mr. QUIGLEY, Ms. SCHAKOWSKY, Ms. CLARKE of New York, and Mr. VARGAS.

H. Res. 310: Ms. ROS-LEHTINEN and Mr. TED LIEU of California.

H. Res. 337: Ms. FRANKEL of Florida.

H. Res. 344: Mr. VAN HOLLEN.

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Congressional Record

PROCEEDINGS AND DEBATES OF THE 114th CONGRESS, FIRST SESSION

Vol. 161 WASHINGTON, WEDNESDAY, JULY 8, 2015 No. 105

Senate

The Senate met at 10 a.m. and was called to order by the President pro tempore (Mr. HATCH).

PRAYER

The Chaplain, Dr. Barry C. Black, offered the following prayer:

Let us pray.

Eternal God, Your mercies endure forever. You continue to protect us with Your loving kindness, putting our enemies to shame. Be a shield for our Senators, preparing them for every challenge and fortifying them for every adversity. Lord, use them to show forth all Your marvelous works, continuing to be their high tower in troubled times. May they not forget to serve all the people, including the oppressed, the marginalized, the lost, the lonely, the last, and the least. Inspire them to live lives that show Your goodness to our Nation and world.

We pray in Your great Name. Amen.

PLEDGE OF ALLEGIANCE

The President pro tempore led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

RECOGNITION OF THE MAJORITY LEADER

The PRESIDING OFFICER (Mr. COATS). The majority leader is recognized.

EVERY CHILD ACHIEVES ACT

Mr. MCCONNELL. Mr. President, Republicans and Democrats have long agreed that the No Child Left Behind law is broken and needs to be fixed, but the Senate didn't do anything about it for 7 long years, missing its deadlines repeatedly.

The new majority in Congress thought it was time to change that dynamic. We thought it was time for bipartisan action instead. That is why we are taking up the Every Child Achieves Act today. It is bipartisan legislation drafted by a Republican former Education Secretary, Senator ALEXANDER, and a Democratic former preschool teacher, Senator MURRAY. It passed through committee with the support of every single Democrat and every single Republican.

Just think about it. From third rail to unanimous bipartisan support, now that is an impressive achievement. It shows how a functioning committee process and a functioning Senate can, with hard work from Senators such as ALEXANDER and MURRAY, break through the gridlock. It is another encouraging sign for Americans who like what they are seeing from a new Congress that is back to work and back on their side.

The American people know education is an issue that touches almost every single person in our country. They know how critical it is to our children's future and many are upset with an education system in desperate need of reform.

Although No Child Left Behind was well intentioned and laid the ground work for important reform to our education system, it is now clear that some of its requirements have become unachievable. For instance, basically every school is now considered failing under the law, and because the law has become so broken, the administration has found ways to effectively dictate education policy from the executive branch. That is not the right approach for our kids. The White House shouldn't be trying to run your local school board.

The Every Child Achieves Act would put an end to that kind of control from thousands of miles away. It would do so by eliminating onerous Federal mandates and reining in the power of the executive branch so States cannot be coerced into adopting measures such as Common Core.

Instead of more Federal control, the bipartisan Every Child Achieves Act aims to empower teachers, parents, and students to improve education where they live. It would restore responsibility and accountability to States and local school districts. It would give them increased flexibility to design and implement their own education standards and programs. This bipartisan bill would also allow States to develop their own accountability models to include other measures beyond testing to determine student achievement and school quality and to determine the best ways to turn around underperforming schools.

Nothing out of Washington could ever solve all of our education challenges overnight, but the Every Child Achieves Act takes positive steps forward. It recognizes that your local school board shouldn't, in effect, be run from hundreds or even thousands of miles away. It recognizes that States and parents are going to know far more about the needs of their schools and their students than some detached bureaucrat in Washington. There are ideas both parties should support and, in fact, there are ideas both parties just did support unanimously in committee.

If Senators have changes they would like to see in the bill, now is the time for colleagues to work with the bill managers to get their amendments moving. We already have several lined up.

This is a good debate for the country, so let's continue working cooperatively across the aisle to empower States and parents, instead of Federal bureaucrats, to enact the education policies that actually work for their students.

RECOGNITION OF THE MINORITY LEADER

The PRESIDING OFFICER. The Democratic leader is recognized.

● This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

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DEADLINES IGNORED

Mr. REID. Mr. President, one of the legendary Senators who recently retired from the Senate after many years in the House and the Senate, Tom Harkin, if he were here, would be on the floor taking issue with what the Republican leader just said.

Tom Harkin tried very hard to have a reauthorization of the elementary and secondary education bill. Why didn't he get it? Because Republicans blocked us from doing it. So it is nice that my friend the Republican leader comes and talks about all the great things being done in Congress now, but the fact is it could have been done many years ago had we had a little bit of cooperation from the Republicans.

The new Republican majority has ignored upcoming deadlines and neglected to address urgent problems facing our great country. I am saying that—and that is just an understatement. Instead, they have governed through a series of last-minute, manufactured crises that increase uncertainty and impose unnecessary and wasteful costs on our country. In just a few minutes, we are going to debate the education matter, as we should.

But as important as that is, it is extremely important we don't take our eye off the prize. And what is that? Because in just a few months, the government is going to run out of money. Unless we can reach a bipartisan budget agreement, our Nation will be faced with yet another ridiculous and damaging government shutdown.

Now, my Republican colleagues understand what I just said because they are the ones who created the last government shutdown. It was a crushing blow to our economy. Sadly, the only reason we were able to reopen the government is because Democrats voted almost unanimously to reopen the government. Sadly, to just take one example, well over half of the Republicans, about two-thirds of the Republicans in the House, voted to keep the government closed. How about that.

So another government shutdown would be unacceptable. But remember, it has been done before—with joy—by my Republican colleagues. Sequestration is another thing they seem to like.

So having had that as a historical background, we ought to be able to get together, compromise, and reach a bipartisan solution for our country in a timely, responsible way. You would think so.

As happened here before we left for the July 4th recess, there was an effort made to move to the Defense appropriations bill, and that was stopped because we believe that what we need to fund more than defense is we need to fund the whole government. We stand ready to work with Republicans to reach a bipartisan solution. Unfortunately, it seems as if Republican leadership shows no interest in compromise. Democrats have urged them to come to the table now, and they have refused.

Unless we act now, we will be faced with another Republican-imposed crisis at the end of this fiscal year. This should be avoided, and it can be avoided. Don't just take my word for it. There are Republicans in the House who believe the time for games and brinkmanship should be over. The New York Times today reports that high-ranking Republicans in the House are calling for negotiations again now:

> Senior House Appropriations Committee members, including the panel's chairman, Representative Harold Rogers of Kentucky, have already told Republican leaders that the time to negotiate a way out of the impasse is now, not in the shadow of a papal visit or a government shutdown on October 1.

There is also in this same article, in the last paragraph, something that is quite important.

> ''The reality is we still live in a divided government,'' Mr. Cole said.

He is one of the senior Members of the House Republican caucus.

> ''It's not as if the Democrats can be shut out. . . .''

And we proved that with a vote on the Democratic response to the efforts to move to Defense appropriations. Continuing:

> ''It's not as if the Democrats can be shut out, but they can't dictate to us any more than we can dictate to them. It's time to sit down and see if we can make a deal.''

We can reach a deal.

So I urge Republicans to follow the leadership of Chairman ROGERS and long-time Representative COLE and work to get this process going now. Let's not wait yet another week. Certainly we shouldn't wait any longer. Let's move forward. Let's not wait until the last minute. Let's not risk another shutdown. Let's sit down and talk to each other and reach a bipartisan budget agreement on behalf of the American people. The President and his people would be happy to be engaged any time on this.

I certainly hope we can move forward and not have another repeat of what the Republicans did to this country just a short time ago and close it down.

RESERVATION OF LEADER TIME

The PRESIDING OFFICER. Under the previous order, the leadership time is reserved.

EVERY CHILD ACHIEVES ACT OF 2015

The PRESIDING OFFICER. Under the previous order, the Senate will resume consideration of S. 1177, which the clerk will now report.

The senior assistant legislative clerk read as follows:

> A bill (S. 1177) to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

Pending:

> Alexander/Murray amendment No. 2089, in the nature of a substitute.
>
> Alexander (for Fischer) amendment No. 2079 (to amendment No. 2089), to ensure local governance of education.
>
> Murray (for Peters) amendment No. 2095 (to amendment No. 2089), to allow local educational agencies to use parent and family engagement funds for financial literacy activities.
>
> Alexander (for Rounds/Udall) amendment No. 2078 (to amendment No. 2089), to require the Secretary of Education and the Secretary of the Interior to conduct a study regarding elementary and secondary education in rural or poverty areas of Indian country.
>
> Murray (for Reed/Cochran) amendment No. 2085 (to amendment No. 2089), to amend the Elementary and Secondary Education Act of 1965 regarding school librarians and effective school library programs.
>
> Murray (for Warner) amendment No. 2086 (to amendment No. 2089), to enable the use of certain State and local administrative funds for fiscal support teams.
>
> Toomey amendment No. 2094 (to amendment No. 2089), to protect our children from convicted pedophiles, child molesters, and other sex offenders infiltrating our schools and from schools ''passing the trash'' helping pedophiles obtain jobs at other schools.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, as the Democratic leader leaves the floor, I thank him again for his cooperation and that of Senator MURRAY of Washington in creating an environment in which we can move ahead on this bill. I greatly appreciate that and so do other Senators. That is demonstrated with the fact that we have had dozens of Senators who have come forward with amendments. Dozens of amendments have been agreed to, and Senator MURRAY and I will be recommending to the full Senate that we adopt those amendments soon.

I wish to take a moment to reflect on what we are doing in the Senate today. We spent a lot of time on national defense issues. The distinguished Senator who is presiding today is a member of our Intelligence Committee. He hears a great deal about ISIS, Iran, and the nuclear deal we might have and about what is going on in Syria and Lebanon, and we want to do our best to be strong militarily so we can defend ourselves in the world. We also want to be strong at home. We want to make sure we have a strong country.

Almost all of us agree that the single most important thing we can do to ensure our future is to make sure our children and our adults continue to develop their educational skills, that they learn what they need to know and be able to do.

I know in my home State of Tennessee we are trying to compete with the whole world. We are making cars, guns, trucks, all sorts of computers, and all sorts of manufactured goods that we sell not only in the United States, but we sell them around the world. You walk into the Nissan plant in Tennessee, which has 7,000 or 8,000 employees today, it is the largest auto plant in North America, the most efficient, and very important to our State. It has helped to raise our family incomes more than almost anything that

has happened there. But 30 or 40 years ago, it would have had 20,000 or 25,000 employees; now it has 7,000 or 8,000. Every one of those employees has to have considerable skills. They have to learn statistics and algebra and to speak English well. They have to learn to work with one another. In other words, they have to do well in schools, and they have to do well in postsecondary education, which is a separate discussion.

So we are talking today on the Senate floor—and the House is talking tomorrow—about what we can do as the Congress to create an environment in which our children can succeed in schools. That is not always on the front pages in Washington, DC, but I can guarantee it is on the front pages at home. It is on the front pages in the rural areas of New Mexico, Indiana, and in the cities of New York and Tennessee because parents care about it, students care about it, and it is about our future.

The Federal Government has a limited role in elementary and secondary education. The bill we are debating today is called the Elementary and Secondary Education Act. It funds only about 4 percent of what the Nation spends on kindergarten through 12th grade. The Federal Government funds another 4 or 5 percent through different programs, but States and local governments fund about 90 percent of what goes on in the schools.

Not only is most of the funding action local, but so is most of the real work—most of the real work. We have 100,000 public schools. We have 50 million children in those schools and 3.5 million teachers. No one is wise enough to know what to do about helping a third grader learn in a native village in Alaska, in the mountains of Tennessee, and in the center of Harlem at the same time. The ones who are closest to the children have the most chance to make a difference. Now, does that mean we have nothing to do here about it? No, I don't think it does. I think education is a national concern. But that doesn't mean it has to be a Federal concern run from Washington and the U.S. Department of Education.

The first President Bush, in 1989, called all the Governors together and established national education goals in math, science, English, history, and geography. But he didn't pass a law about that. He just created a consensus about that, and then he led the country in that direction, first through America 2000, which works State by State and community by community toward those goals. That was in the early 1990s.

That was when we worked together to create higher standards for States. If you are going to have goals, you have to have standards. Where do you get those? Well, Governors worked together to create them—voluntary national standards. Then tests were developed to see how you were doing on the standards—voluntary tests. Then came more choices for parents and then more charter schools, which are public schools in which teachers have more freedom to serve the needs of children presented to them and parents have the opportunity to choose those. Those were the directions the States were going. The States were going in the direction of better teaching, higher standards, and real accountability.

Mainly because of the advantage of age, I happened to have been in the middle of all that. I was Governor when ''A Nation at Risk'' came out in 1983 and Terrel Bell, President Reagan's Secretary of Education, said if a foreign country had done to our schools what we had done, we would consider it an act of war. So Governors went to work on that.

In the mid-1980s, Governors worked together for a whole year to try to get better results, and then throughout the 1990s and then on into the last 10 or 15 years. Now, what has been different about the last 10 or 15 years is that the Federal Government has gotten more involved. In 2001, there was No Child Left Behind. The major contribution of No Child Left Behind was to say that we would like to know how the children are doing—all 50 million of them. So they each were to take a test, two in each year—third grade through the eighth grade, for example, and then again in high school—in reading and math, and then they would take three science tests. Through their career, there were 17 tests.

The testimony before our education committee says those tests should take about 2 hours each. It is not a lot of time. That should be publicly reported, and then you disaggregate those tests by various groups so we can see if we are leaving children behind. Are we leaving the African-American kids behind? Are we leaving the White mountain kids behind? That is information that we need to know as a society.

The bipartisan legislation we are debating on the floor keeps those tests because we need to know those measures of achievement. But what our legislation does that is different is it says we are going to do something different about what we do about the results of those tests. We are going to restore that responsibility to the States, the classroom teachers, the school boards, and to the parents. That is where that belongs, and that has produced a remarkable consensus.

Newsweek magazine said this week that No Child Left Behind is the education law that everybody wants to fix—a remarkable consensus about that. And that is true. We hear it from everyone. But what is even more remarkable is that there is also a consensus about how to fix it. That emerged during our hearings this year, as Senator MURRAY, the Senator from Washington and the senior Democrat on our Senate committee that deals with education, looked at the last two Congresses—as I did—and she said: Well, you know, we haven't done so well. We have broken down the parts and differences. So why don't you and I write a bill—Senator MURRAY and I—and present it to our committee for consideration.

So we did that—a bipartisan bill. Now, our committee is not just any old committee, as the majority leader has said. It has on it some of the most liberal Democrats and some of the most conservative Republicans. So you would think we would have a hard time getting together, but we did pretty well. We listened to each other, and we adjusted our views. We considered a lot of amendments, and we adopted 29. When it came time to decide if we had done well enough to bring it to the floor, the vote was unanimous. Every single Senator voted for that.

So we are in a situation today where we have a chance to succeed. The House of Representatives, apparently, will vote tomorrow on No Child Left Behind—on their version of the bill. If things continue to proceed as they are today, we should finish our work next week. Senator MURRAY and I have stayed in touch with President Obama and Secretary Duncan, and we know that, in the end, if we get a result, we will need to have a Presidential signature. We want a result. We are not here to make a political statement. The lives of the children and the future of our country are too important for that. We are not here to play games. We can do that in other places. We are here to get a result and help move our country forward and do it together.

I see Senator MURRAY is here. So I will conclude my remarks and give her a chance to say whatever she might like to say. I will conclude with these thoughts. One of the questions we hear is: Are the States really prepared to accept this much responsibility?

Now, to a former Governor, such as I am, that is a strange question. I look up at Washington when I am home and I say: Are you prepared to accept all of this? I trust us. I trust the State much more than Washington. But it is a legitimate question. I would answer that, No. 1, States are better prepared today than they were 15 years ago.

I ask unanimous consent to have printed in the RECORD an op-ed from the Washington Post from last weekend written by Anne Holton, the Secretary of Education of Virginia.

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

[From the Washington Post, July 3, 2015]

REVISING—NOT ELIMINATING—TESTS TO MAKE VA. SCHOOLS BETTER

(By Anne Holton)

As the 12-year-old daughter of then-Gov. Linwood Holton Jr., I helped integrate our formerly racially divided public schools here in Virginia. I have spent much of my working life focused on children and families at the margin, with full appreciation of the crucial role education can and must play in helping young people escape poverty and become successful adults.

As Virginia's education secretary, I oversee one of the strongest public education systems in the nation. Our graduation rates are

well above average, and we outperform most other states on the Nation's Report Card. A significant factor in our success has been the Standards of Learning (SOL) accountability system Virginia implemented in the 1990s. The rest of the nation followed in Virginia's footsteps when No Child Left Behind was signed into law in 2001. Virginia led again when we moved several years ago from assessing for minimum competency to our current college- and career-readiness standards, complete with rigorous, high-stakes testing.

Our successes have come with challenges. Parents, educators and students resoundingly tell us that our kids are over-tested and over-stressed. Eight- and 10-year-olds suffer through multi-hour tests that measure their endurance more than their learning. Barely verbal special education students whose individualized education plans are focused on independent living skills are instead drilled incessantly on a handful of facts for a modified SOL exam. Teachers are teaching to the tests. Students' and teachers' love of learning and teaching are sapped.

Most troublesome, Virginia's persistent achievement gaps for low-income students have barely budged. We have done a good job of identifying challenges but have been less successful in addressing them. An unintended consequence of our high-stakes approach is that it is now even harder to recruit and retain strong educators in our high-poverty communities. Many of the best opt instead for schools where demographics guarantee better test scores; too often fine teachers leave the profession.

In Virginia, we are ready to lead the nation again. Last year, Gov. Terry McAuliffe (D) and our General Assembly took bipartisan action to reform the SOLs. We eliminated five end-of-course tests and created an SOL Innovation Committee to recommend further changes. This year—again with strong bipartisan support—we are moving to credit progress and growth more when we evaluate our schools.

The parents, educators, school board members, legislators and business leaders on the Innovation Committee are looking more broadly at what our graduates need for success as citizens and workers in the 21st century and at how we can best guide our schools toward those outcomes. Business leaders tell us they need students with skills such as oral communication, teamwork and problem-solving as much as substantive knowledge. As we work to grow and diversify our economy, our Innovation Committee is looking at how our schools can better meet those needs.

This approach will probably generate even bolder proposals. Strong accountability will continue to be a hallmark of our system, but we have faith that, as has been said, ''Responsibility and delight can coexist.''

Students need congressional leaders to follow Virginia's example of bipartisanship to enact common-sense changes to federal education laws now. Those changes should focus on enabling local and state educators to prepare every child for success as adults and inspire and encourage states. But they also should leave us sufficient flexibility to improve our accountability systems, reintroduce creativity into the classroom and better address persistent achievement gaps.

Thankfully, leaders on Capitol Hill are also hearing calls for reform. Sens. Lamar Alexander (R–Tenn.) and Patty Murray (D–Wash.) have co-sponsored legislation to reauthorize No Child Left Behind. Republicans and Democrats on the Senate Education Committee voted—unanimously—to send it to the full Senate for consideration; it is expected to be taken up soon. The same spirit of bipartisanship was demonstrated in the House recently when Reps. Bobby Scott (D–Va.) and Richard Hanna (R–N.Y.) introduced legislation to improve early learning. I encourage every member of Congress to set aside partisan concerns, find commonalities and take action this year to fix No Child Left Behind so that we can move all our children forward on the road to success.

Mr. ALEXANDER. Ms. Holton started out in a very prominent Republican family in Virginia, and she ended up in a very prominent Democratic family in Virginia. But as she points out in her remarks, their work in education is bipartisan. She makes the point about how much progress Virginia has made in terms of goals, standards, accountability, and testing. It is very impressive, and most States can say the same.

What has happened in the last 15 years is that Governors, school leaders, educators, and parents have worked together and created standards, tests, and now accountability systems. In other words, what do you do if things aren't working out the way they should?

Second, we have seen the limits of the Federal Government trying to do it. I think President George W. Bush and President Obama deserve credit for looking at our Nation and seeing this is an urgent problem and wanting to do more from here. That is an understandable impulse. But there are limits to what you can do from here. We have seen that in the backlash to common core—the academic standard which was incentivized or mandated from Washington. We have seen that in the backlash to teacher evaluation defined in Washington.

The truth is that too much Washington involvement in setting standards in States and evaluating teachers in cities sets back teacher evaluation and higher standards, which to me are the holy grail of K-through-12 education. The path to higher standards, the path to better teaching, the path to real accountability is not through Washington, DC. It is through the States.

We can create an environment, we can make sure there is not discrimination, and we can send some money that will help low-income children. All those things we can do. But then we need to show some humility and recognize, as Carol Burris, Principal of the Year from New York, said: Moms and pops, teachers, and school board members cherish their children in their own communities, and you don't really get that much wiser and smarter by flying to Washington and passing a law.

So this bill shows that humility. It shows a consensus. It is a good example of how the Senate can work together on an important issue. As I said, I am grateful to the majority leader for putting it on the floor. He had many choices, but he saw the importance of it. I am grateful to the Democratic leader for some work he has done behind the scenes to make it easier for us to succeed. I thank Senator REID for that. And I am especially grateful to Senator MURRAY for caring about children and her prestigious leadership on this.

We are moving well on amendments. I would encourage any Senator with another amendment to come to the floor quickly and let us know about it, because other Senators have—and Senator MURRAY and I have agreed on—a large number of amendments already that we are going to recommend the Senate adopt by consent. We will have a vote probably around noon. We will vote again this afternoon and again tomorrow morning. We want to finish as quickly as possible.

Hopefully, the House will succeed, and we will put our bills together and present the President with a bill he can sign, and we will fix No Child Left Behind, which is the bill Newsweek magazine said is the education law that everybody wants to fix.

I yield the floor.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Mr. President, again, I really want to thank my colleague, the senior Senator from Tennessee, for working with me on this bipartisan bill. Senator ALEXANDER and I are both committed to fixing the current law known as No Child Left Behind.

I am glad we are having this very important debate on the Senate Floor. Nearly everyone agrees that No Child Left Behind is badly broken. As I have traveled around my home State of Washington over the past decade, I have heard from so many of my constituents—from teachers in the classroom to moms in the grocery store to tech company CEOs—that we have to fix this law.

Our bipartisan bill, the Every Child Achieves Act, is a good step in the right direction. It gives our States more flexibility while also including Federal guardrails to make sure all students do have access to a quality public education. I am looking forward to improving and strengthening this bill throughout the process on the Senate floor and beyond. I am going to continue working on helping our struggling schools get the resources they need, and I will be focused on making sure all our kids, especially our most vulnerable students, are able to learn and grow and thrive in the classroom.

This bill could not be more important for students across the country, and it is critical for the future of our Nation. When all students have the chance to learn, we strengthen our future workforce, our country grows stronger, and we empower the next generation of Americans to lead the world. So I am looking forward to getting to work and hopefully moving forward on fixing No Child Left Behind and making sure all of our students can learn regardless of where they live or how they learn or how much money their parents earn.

I join with Senator ALEXANDER in encouraging our colleagues to file their amendments so that we can continue making progress on this very important piece of legislation.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Ms. HIRONO. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Ms. HIRONO. Mr. President, I rise today to urge my colleagues to support the Hirono-Heller amendment No. 2109, which deals with Asian American and Pacific Islander, or AAPI, student data.

AAPIs are the fastest growing population in the United States, but it is important to highlight that we are not all the same. I know this from my personal experience.

Just a few months ago, I attended the White House state dinner for Japanese Prime Minister Abe. The next day, there was a nice photo in the Washington Post with a caption that said, ''Senator MAZIE HIRONO and her guest''—except it wasn't me. It was actually my good friend Congresswoman DORIS MATSUI of California.

In my time in Congress, I have often been mistaken for other AAPI members. Just a few months ago, during the budget debate, when I was on the floor of the Senate, C–SPAN identified me as Senator Daniel K. Inouye. I have been mistaken for JUDY CHU, who is Chinese, and others. I may be the only AAPI in the Senate right now, but we are not all the same. We come from different places and have vastly different backgrounds that make us who we are today.

The same is true in education. Our current law and the Every Child Achieves Act use the broad ''Asian Americans/Pacific Islander'' category to cover all AAPIs. This AAPI group includes Chinese, Japanese, Vietnamese, Asian Indian, Filipino, Korean, Native Hawaiian, Samoan, and others.

When we look at averages, the AAPI group does very well overall, but in fact there is a model minority myth. The current AAPI category hides big achievement gaps between subgroups. For example, 72 percent of Asian Indian adults have a bachelor's degree or higher, but only 26 percent of Vietnamese adults do, and only 14 percent of Hmong adults do. This adult data comes from the 2010 census. But we don't have data on how AAPI children are doing.

The Hirono-Heller amendment is simple. Today, we already have public report cards on how students in different groups are doing. Parents can look up a school district online and see what percentage of its White or Hispanic students are scoring well in reading or math. With our amendment, districts with large populations of AAPI students will simply add a piece onto their report cards to show how AAPI subgroups are doing. Our amendment uses the same 11 categories as the census. Parents are familiar with it because they filled out the census information just a few years ago.

The Hirono-Heller amendment is a bipartisan compromise. Our amendment would only apply to large school districts with over 1,000 AAPI students. Let me be clear—not districts with 1,000 students total but districts with 1,000 AAPI students. Currently, that is only about 400 school districts out of more than 16,000 school districts nationwide. Less than 3 percent of school districts would have to do anything at all. These districts should want to know how their students are doing so they can help all students succeed.

Currently, the following States would not be affected at all by our amendment: Delaware, Maine, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Vermont, West Virginia, and Wyoming.

I have heard concerns that adding this AAPI data would be overly burdensome. The bill we are considering today already adds new reporting on military-connected student achievement. Districts can update their data systems to add checkboxes for military-connected children and AAPI children at the same time. This is not overly burdensome. Just as we are adding a new field to cover military-connected students, adding new fields that include AAPI subgroups will be just upgrading the software schools use.

In fact, the Hawaii Department of Education, DOE, is a national leader in using AAPI data. Hawaii DOE collects AAPI data on student registration forms. They easily put the data in their computer systems, which all staff can access. Having AAPI subgroup data is helpful for Hawaii's school administrators and policymakers, who analyze achievement gaps in college and career readiness, set statewide strategy, and then hire staff and target extra help to the highest need students. Hawaii DOE also shares the data with the University of Hawaii system to collaborate on student outcomes, such as credit completion and reducing remedial ed.

Principals who learn that a certain AAPI subgroup is doing poorly in their own school can choose to hire more staff for outreach to that community or can partner with community groups on afterschool programs, et cetera. Teachers can spend more time on parent outreach to help high-need students in their classroom. That is why the Hirono-Heller amendment has the support of the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Education Association.

Districts in North Carolina, California, Washington, and others are doing similar work. Other districts around the country can make the appropriate changes to their systems. There are automatic software updates for student data systems that can add new data fields.

It is important to share the data publicly. Community groups can highlight best practices among schools that serve their students well and encourage other schools to improve. Parents deserve to have this data, too.

In the coming days, we will be discussing traditional public schools, public charter schools, and private schools. No matter where you stand on these issues, parents deserve to know how their schools are serving the needs of their kids so they can best help their children succeed.

Our amendment is endorsed also by school choice advocates such as the National Association of Public Charter Schools.

Just like current law in the broader ESEA bill we are discussing, there is no reporting if a subgroup is too small to maintain student privacy.

Our amendment was carefully crafted with the support of the National Coalition of Asians and Pacific Americans, the Mexican American Legal Defense and Education Fund, National Council of La Raza, the NAACP, and over 100 other civil rights, educators, and women's groups and the disability community. They worked together very closely on the language and agreed that data disaggregation for AAPI subgroups is a top priority.

AAPI groups across the country are making their choices heard by posting photos of why they are more than just a large Asian population. They are posting these pictures on Tumbler, Twitter, and Facebook. In fact, I saw one of those postings where students were holding up placards that say: I am AAPI, but I am also Japanese. I am AAPI, but I am also Korean.

Join them at hashtag ''All Students Count.''

I thank Senator HELLER and his staff for their support and hard work on this bipartisan compromise bill. I also thank Senator REID of Nevada, Senator BALDWIN, Senator BOXER, Senator CANTWELL, Senator CASEY, Senator FEINSTEIN, Senator FRANKEN, Senator MARKEY, and Senator SCHATZ for cosponsoring my stand-alone bill, the All Students Count Act, which goes further than this amendment we will be voting on today.

I urge my colleagues to support this amendment because, in fact, all students count.

I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the time until 12 noon be equally divided between the two managers or their designees; further, that at 12 noon, the Senate vote on the following amendments, with no second-degree amendments in order to any of the amendments prior to the votes: Reed amendment No. 2085 on school libraries; Warner amendment No. 2086 on fiscal support teams; and Rounds amendment No. 2078 on education in Indian Country study.

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

Mr. ALEXANDER. For the information of all Senators, we expect to need a rollcall vote on the Reed amendment, and the Warner and Rounds amendments will be adopted by voice vote.

Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. BARRASSO. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. BARRASSO. Mr. President, I ask unanimous consent to speak as in morning business.

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

NUCLEAR AGREEMENT WITH IRAN

Mr. BARRASSO. Mr. President, the deadline for negotiators to strike a deal with Iran on its illicit nuclear program has been extended yet again. The deadline was June 30. It was postponed until Tuesday, and that was put off again for a few more days.

According to the Wall Street Journal, the chief negotiator said:

> We are continuing to negotiate for the next couple of days. That does not mean we are extending our deadlines, we are interpreting [the deadline] in a flexible way.

What does that mean? You either have a deadline or you don't have a deadline.

By the end of the week, the White House could announce that it has struck a deal or it could say once again it needs more time. If there is a deal, Congress will need to look very closely and carefully at what it actually says.

There are some important things that I will be looking for in any agreement that is struck. First and foremost, any deal is going to have to dismantle Iran's nuclear weapons program. It is going to have to prevent Iran from ever developing a path to a nuclear weapon. It is going to have to ensure that Iran completely discloses its past work on nuclear weapons. Iran is also going to have to submit to an inspection and verification regime that is both extensive and long term—not just inspections when the Iranians want it, when they allow it, or where they say it can occur. That is the only way we can really confirm that Iran's promises are more than empty words.

America and other countries should not suspend sanctions until all of these conditions are met. So far, I have not seen much to indicate that our negotiators understand how important these goals are.

There appear to be a lot of questions that have not been resolved and a lot of foot-dragging by Iran to try to get additional concessions.

On Sunday, Secretary of State John Kerry said: ''We're aiming to try to finish this in the timeframe that we've set out.'' Well, that timeframe was 7 months ago, in November of last year. The Obama administration said it had reached what it called an interim agreement in November of 2013, and it said that it had a deadline of 1 year to reach a final agreement. That would have been November of 2014. When November 2014 came along, Iran got 6 more months to bully this administration into giving up even more ground.

The deadline has been pushed back time and time again. According to news reports today, it may be pushed back even further.

The Obama administration started negotiating with Iran more than 5 years ago. In 2009, President Obama said that we ''will not continue to negotiate indefinitely'' with Iran specifically. Secretary of State Hillary Clinton said that same year that the window of opportunity for Iran would ''not remain open indefinitely.'' I would love to know what their definition of the word ''indefinitely'' is.

I think these missed deadlines are embarrassing for the Obama administration. The administration's willingness to keep extending the talks make it look desperate. You know what. The Iranians know it. That is a big problem.

Iran is now demanding that the arms embargo be lifted as part of the negotiations. This recent last-minute demand shows that Iran knows how desperately eager President Obama is for a deal, any deal. This issue was supposed to have been settled already. In April, the White House said that ''important restrictions on conventional arms and ballistic missiles'' will be a part of any final agreement. Now Iran is seeing that the President and Secretary Kerry are desperate for an agreement to build their legacy, so it is bringing up the arms embargo again.

According to news reports, our negotiators have been willing to make a lot of concessions to get any deal. There was an article recently in the Washington Post about the negotiations. The headline was ''In final hours, Kerry says Iran talks can go either way.'' The article said that negotiators have ''a general feeling that they have come too far to fail.''

I want to be clear. Walking away from these negotiations without a deal is not a failure. Failure would be signing a bad deal. Failure would be lifting sanctions before Iran has shown that it has begun dismantling its nuclear program. Failure would be a deal that does not automatically reinstate sanctions if it turns out Iran is not complying with the deal. Failure would be a deal that allows any money Iran gets from sanctions relief to end up continuing to support terrorism, which Iran does. Failure would be a world that is a much more dangerous place for all of us.

So far it seems as if this administration is willing to make a deal at any cost. We have seen one point after another where the administration has apparently agreed to give the Iranians exactly whatever they want. The negotiations went from initially being about stopping Iran's nuclear program to now being an attempt to delay or to manage Iran's nuclear program.

Even before the June 30 deadline passed, Senator MENENDEZ said: ''For me, the trend lines of the Iran talks are deeply worrying; our red lines have turned into green lights.''

That is from a Democratic Senator. It was that kind of concern that led Congress—this Senate—to pass a law in May saying that Congress would be able to review any deal with Iran before the Obama administration could lift sanctions. Remember, the Obama administration fought that law—a law with a bipartisan, veto-proof majority in this body. The President didn't want Congress or the American people to have any say at all. Actually, the White House said they were planning to go directly to the Security Council of the United Nations before going to the elected representatives of the people of the United States.

Any deal with Iran on its nuclear program would have a huge effect on our security, and the American people do get a say. If somehow the administration manages to strike a deal and it sends over all the necessary materials, Congress—if it is done today—will get 30 days to review it. That is time we can use to make sure it really is in our country's best interest. If the administration can't get us the full text of an agreement before this Friday, the timeline jumps up to 60 days to review it. That is what we said in the law we passed in a bipartisan way this spring.

If our negotiators can reach a deal with Iran, whenever that happens, Congress will use the time to look very closely at every word. If our negotiators can reach a deal with Iran, whenever that happens, Congress will make sure that we look at every word and know what is in it. The goal—the entire reason we are having these negotiations—is not just to get Iran to say yes to something; the goal initially was and should remain to stop Iran's illicit nuclear program.

If the Obama administration allows Iran to continue with that program, the world will be less safe, less stable, and less secure. Any agreement our negotiators come up with must be accountable, must be enforceable, and must be verifiable. If that is not the case, then it is a bad deal, and the Obama administration must not strike a bad deal with Iran. This Nation and the world cannot afford that, and Congress cannot allow it.

Mr. President, I ask unanimous consent that the quorum call be equally divided.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

Mr. BARRASSO. I thank the Presiding Officer, and I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. BENNET. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER (Mr. LANKFORD). Without objection, it is so ordered.

Mr. BENNET. Mr. President, we are here today to consider the Elementary and Secondary Education Act, the bill that has been known for years as No Child Left Behind. It is a bill the Congress was supposed to reauthorize more than 7 years ago.

When school kids come to visit me in my office here, I often ask them: What would happen if you showed up and were told that your homework was 7 or 8 years late? That is how long it has taken us to get to this place.

As the Presiding Officer may know, before I came to the Senate, I had the honor of being the superintendent of the Denver Public Schools district, which now has 95,000 children in it, 67 percent of whom qualify for free and reduced lunch.

I should note that we got some sad news in the last month or two. For the first time in our country's history—for the first time in the history of the United States—over half of the children attending public schools in our country qualify for free and reduced lunch. That is due to two decades of stagnant middle-class family incomes and the effect of the worst recession since the Great Depression.

What people in Washington need to understand is that when it comes to education in this country right now, our kids don't have a fair fight, especially our kids living in poverty. If you were born poor in the United States of America, you will have heard 30 million fewer words than your more affluent peers when you show up for kindergarten. Ask any kindergarten teacher in the country whether that makes a difference, and they will tell you it does.

What are we doing as a country to fill that gap? Not much. By the time kids get to elementary school—their early years—only one out of five is reading proficiently of the kids who were born poor and 20 percent are reading at grade level. Ask any middle or high school teacher whether that is going to make a difference when that child gets to middle school or high school.

Where does it end in the land of opportunity for kids who are born into poverty in this country? If you are born poor in the United States of America, your chances of getting a college degree, or the equivalent of a college degree, is 9 in 100, which means—in this global economy of ours—that every year becomes less and less forgiving to people who have less of an education. And 91 out of 100 of our kids are going to be constrained to the margin of the economy and the margin of the democracy from the very outset.

There are 100 desks in this room. There are 100 chairs in this room. If we weren't the Senate but instead kids born into poverty in this country, not even those three rows of desks over there in that corner would represent people graduating from college. Everybody else in this room would not have the benefit of a college degree. We would never accept those odds for our own children. The people in the Senate would never ever accept those odds for our own children. If our kids faced the odds of showing up to kindergarten having heard 30 million fewer words than their peers and if you knew it was assured that your child had a 20-percent chance of reading at grade level when they got to elementary school, I guarantee you would leave this place. You would leave the Senate, and you would go home and address the problem.

But when it comes to public education—especially when it comes to our kids who are living in poverty in this country—we stop treating them as if they were our kids. We are treating them as if they were someone else's kids. We are leaving it to luck as to whether a kid can fill that 30-million-word gap.

I am sure the Presiding Officer knows this. There are entire cities in this country and rural areas in this country where school choice would be meaningless because there is not a good school to choose from. There is not a school in the neighborhood or in the city that anybody in this body would send their kid to. That is where we are.

Over the last decade or so, we made progress in many places across the country. The Denver Public Schools is one of those places. It is the fastest growing urban school district in the United States.

In 2005, the kids who attended Denver Public Schools were dead last in terms of student growth compared to any school district of any size in the State of Colorado. For the last 3 years Denver Public Schools has led the State in terms of its student growth, both for kids who receive free and reduced lunch and kids who do not receive free and reduced lunch. Thirty percent more kids graduated and went to college this year than in 2005.

Now, I am the first to say that we have a long, long way to go in Denver to make sure that the ZIP Code you are born into doesn't determine the educational outcome you get, but we are making substantial progress. And I say that if we could say as a country that every single urban school district since 2005 showed a 30-percent increase in kids going to college, we would be feeling a lot better about where we are headed.

There is a lot of debate in this body about what tax policy ought to be and whether we ought to think about redistributing wealth and who should pay what share of taxes. Some people view it as everything ought to be decided out there by the market. I understand that point of view. But if that is your point of view, you better be doing everything you can to be sure that every single kid in the country has an excellent shot at an education, because if you don't, then you are basically saying, if you have the bad luck to be born to a poor family in this country, you are on your own. You are on your own, and you have a 9-in-100 chance of getting a degree that is actually going to allow you to compete in the global economy.

One thing I know about kids who are born in this country, they don't get to pick who their parents are. They don't get to decide whether they are born into a ZIP Code that is going to fill that 30-million-word gap by the time they get to kindergarten or that is going to give them excellent school choices or that will allow them to go to college.

Today, while we are not talking about higher education, this is very much a part of this K–12 conundrum because college has become harder and harder to afford, even at a time when it is much more important for people to succeed.

I saw some data the other day that said that for the average cost of tuition in this country, the average cost of college, a family in the bottom quartile of income earners, after you account for student loans, grants, and student aid, would have to consume 85 percent of their income to afford 1 year of college; whereas, if you are in the top quartile, it will cost you 15 percent of your income. Is that fair? It didn't used to be this way. In the 1970s, it wasn't this way. In the 1970s, a Pell grant covered 76 percent of what it cost to go to the average college in this country. We are rolling up the carpet on the next generation of Americans, and I don't think it is fair. I don't think it is right.

We should be having a debate about the size and scope of government. I believe that. We should have that debate. But as we are having that debate, we should keep in mind that we have an obligation to fulfill to honor the obligation our parents and grandparents fulfilled for us, which is to make sure that if you were willing to work hard, if you were willing to study hard, that college was going to be something that was attainable and it wasn't going to strangle you in debt.

Too many families across Colorado are facing this challenge, and the saddest thing I hear in my town is when somebody comes and says: We can't afford to send our kids to the best college they got into. What a waste that is—what a waste for that student, what a waste for our society. So there is more for us to do on college affordability.

But today we are talking about the Elementary and Secondary Education Act. I think we actually make substantial progress in this bill. I want to say how pleased I am with the leadership of Chairman ALEXANDER and the ranking member PATTY MURRAY. They have done an exceptional job of managing this bill through our committee.

We have a very diverse committee. We have the junior Senator from

Vermont on the committee and we have the junior Senator from Kentucky on the committee, and because of Chairman ALEXANDER's leadership and the work and leadership of the ranking member Senator MURRAY, the bill actually passed out of the committee unanimously. Imagine that—around this place, where we can't even agree on how to publish a report or what time we should come to work, we have a committee in the U.S. Congress where Republicans and Democrats unanimously agreed on a bill. Let me tell you, it wasn't easy. If it were easy, we would have done it on time. We would have done it 8 years ago when we were supposed to do it—when our homework was due—but I suppose it is better late than never, and I am very pleased with the product.

There is more I would like to add, but I think—I know the teachers, principals, and school leaders across Colorado need us to fix No Child Left Behind, and I hope we can finally get it done this time.

This bill is a good starting point. It eliminates NCLB's one-size-fits-all approach to education, which we know will not work, and it re-empowers those who are closest to our kids to make the decisions that need to be made for their benefit. This bill includes many key elements. Importantly, it includes the requirement for annual assessment. I know testing is not popular. I have three kids in the Denver Public Schools. My three daughters go to those schools. I get an annual report on what the testing looks like. I believe we are overtesting our kids, but I don't think that is because of the Federal requirement.

I see the Senator from Tennessee.

Does the Senator want to speak?

Mr. ALEXANDER. Just listening.

Mr. BENNET. Thank you, Mr. Chairman.

I think there is a lot we can do to streamline those tests, but it is not the Federal requirement that is causing it, it is the way the Federal requirement works with State assessments and district assessments, and we have to do a better job. I also think we ought to think differently about the testing we are doing for teaching and learning, which needs to be continuous, ongoing, and inform a teacher's instruction and inform the principal's leadership at the school.

The testing that is done for accountability should be a lot less. We heard testimony from the superintendent of the Denver Public Schools, Tom Boasberg, who told us he thought that for accountability purposes, probably all we need is 4 hours a year in reading and math. I know the Bennet girls would settle for that. They would agree with that. They would do that deal. But until somebody comes up with a better way of measuring where kids are, we need the annual assessments. We have to have them because it is the only way you can show growth.

When No Child Left Behind started, it asked and answered a completely irrelevant question—a question that was so frustrating to the teachers I knew in the Denver Public Schools and to our principals. It asked: How did this year's fourth graders do compared to last year's fourth graders? This is a completely irrelevant question.

Today, because of the work that has been done in Colorado leading the way, States all over the country now measure the growth of kids. What we ask is, How did this year's sixth graders do compared to how they did as fifth graders, compared to how they did as fourth graders, and compared to everybody else in the State who has a statistically similar test history? Why is that important? Because it allows you to establish growth or show growth. Then one can actually evaluate how well a school is doing, because it used to be in No Child Left Behind, under adequate yearly progress—which asked that long question of how did this year's fourth graders do compared to last year's fourth graders—it used to be we measured what was called status: How proficient were the kids, how lucky were those kids. You might have a school where kids were proficient but were actually losing ground in terms of academic proficiency, and we were rewarding those schools. We were calling those schools blue ribbon schools. There were also schools in poorer parts of town where teachers were killing themselves, students were killing themselves, and they weren't proficient because they started so far behind, but they were getting more than a grade level or two grade levels of increased proficiency during the course of the year. Do you know what those schools were called under No Child Left Behind? Those schools were called failing schools. We called those teachers failing teachers. We called those students failing students, those who were achieving 2 years of growth. Their more affluent peers might have been losing ground, and we were saying they were winners. We have moved past that. This bill now acknowledges that. I wish this bill required growth—which it doesn't—but I believe States and districts will use growth to measure data.

The bill also continues to require that States and districts disaggregate data so we can actually understand where kids are. That is really important. Before No Child Left Behind existed, we had absolutely no idea. Now we know. The hard truth is that kids of color in this country aren't doing nearly as well as Anglo kids in this country. Kids living in poverty aren't doing nearly as well as their middle-class or more affluent peers. We need to do better.

I run into people periodically who say to me that you can't fix it unless you fix poverty. You can't fix the education system unless you fix poverty. Don't tell kids in my city who are living in poverty that that is true. Outside of every one of our schools it says ''school.'' It doesn't say ''orphanage.'' It says ''school.'' We need to make sure every one of those schools is delivering for every kid in our community, no matter where they come from. Otherwise, what is left of us? What is left of this land of opportunity?

Before No Child Left Behind existed, we had an impression, a vague sense of the inequities in our educational system. Now we understand how deep they are, how rooted they are, and we have to continue to build on the successes we have seen in high-quality schools working in poor neighborhoods that have actually delivered for kids all over the country.

This new bill—and I see the Senator from Texas is here and I will yield to him as soon as he is ready.

The new version of the Elementary and Secondary Education Act importantly empowers States to design their accountability systems, giving them more flexibility while ensuring that essential information is included. I think that is an important recognition, led by Chairman ALEXANDER, that there was a real overreach in No Child Left Behind.

As a former school superintendent, I can say I used to wonder all the time why Washington was so mean to our teachers and to our kids. What I have realized since coming here is that it is not that everybody here is mean. They mean well. But this place is the farthest place in the universe—I mean that literally, I don't mean that figuratively—this is the farthest place in the universe from a classroom in the Denver Public Schools or a classroom anywhere in this country, and I think No Child Left Behind in many ways was an overreach. The last thing I want to be told as a superintendent is how to do my work in Denver. I want to insist that we do the work. I want to insist that children all over this country have a chance, no matter what State they are born into, no matter what neighborhood they are born into, but I don't want people here telling people how to do that work. There is a distinction.

I have more to say about this, but I see my friend from Texas is here, so I will yield to him. Before I do, I just congratulate the chairman of the committee who is here on the floor, Senator ALEXANDER from Tennessee, for his extraordinary leadership on this bill.

Again, I remind my colleagues who are listening to this, what a rare—rare—occurrence this is. This is a bill that passed unanimously out of the Health, Education, Labor and Pensions Committee, and that would not have happened without the leadership of Senator LAMAR ALEXANDER and Senator MURRAY, the Senator from Washington.

The PRESIDING OFFICER. The majority whip.

Mr. CORNYN. Mr. President, I thank the Senator from Colorado for his graciousness. I come to the floor to speak about this important topic of early elementary education.

I recall that when President George W. Bush was Governor of Texas—of course, education was one of his biggest priorities both at the State and the national level when he became President. He had an interesting observation. He said the more you talk about education, the more people realize you actually care about it. So I actually think it is important to talk about it, that we think our way through this legislation and figure out what we can do to equip our children who are increasingly in a competitive environment, not only locally in our States and Nation but globally.

One of the real joys of the job of a U.S. Senator is getting to visit with students in our State, and I did so last week when I was back home. I met with a group of middle-school students in Amarillo, way up in the Texas Panhandle, at the tail end of a camp teaching students valuable skills in science, technology, engineering, and math, the so-called STEM fields. I was very impressed with what I saw. First of all, the instructors found out how to make this fun, which is an important element in this education because some of this stuff can be pretty dry and boring, if my memory serves me correctly. They were literally building robots, and then they presented their final projects to parents and teachers in a friendly competition. Needless to say, I wish I had that kind of instruction. Maybe I wouldn't have veered into the legal profession. I would have done something more productive in a field of science. I am saying that with a tongue planted firmly in cheek, of course. But I wish I had instructors who would have inspired me to learn more about those important topics by using these sorts of tools.

I also previously visited, for example, United High School in Laredo, where I was able to meet with high school students who were taking part in a first-of-its-kind program that teaches curriculum specific to the oil and gas industry in the region. Why is that? Well, because the shale plays in Texas are the source—the reservoirs really—this huge volume of oil and natural gas is being produced from. Lo and behold, it is not just producing income for the people who are drilling those wells and completing them, it is creating a lot of jobs. What these students and the school districts, such as United High School in Laredo, have discovered is that this is really an opportunity for these students in high school to begin to learn some of the basics of petroleum engineering and other things that will prepare them for good, well-paying jobs later in life.

This program included internships, training, and dual-credit courses at a local community college. These students were going to high school, but they were actually getting college credit at the same time at the local community college. Of course, they were getting real-world skills that they need to succeed in a burgeoning industry once they graduate. Importantly, graduates from the program will have, as I said, access to high-paying, good jobs right out of high school, which, unfortunately, the history has been in Laredo, TX, in South Texas, that that hasn't always been the case.

So this is a very hopeful development, thanks to the innovation in the oil and gas industry and thanks to the foresight and the genius, really, of the local school district there in Laredo, TX.

This is a great example of how local communities and the economy can work to shape education and provide a win-win opportunity for students, local industries, and the greater community. United High School was able to create this program because it had the freedom and flexibility to develop its own curriculum with tailored input from local leaders, teachers, parents, and industry leaders—the people who create jobs and who are looking for people with discrete skills that they would then bring to the table to provide the workforce they need.

This groundbreaking program in Laredo was not thought up here in Washington, DC. It is a product of local ingenuity and a community response to the educational needs specific to its students. I think this type of mindset is very important in education because, as we have learned over the years, the bureaucracy in Washington can't tailor programs that will suit the needs of children in a wide variety of school districts across our States and across the country—not in Laredo, not in Amarillo, and not anywhere else in the country.

That is why I am happy this week that the Senate is considering legislation that will help return a large measure of the responsibility for our children's education to those closest to them—their parents, their teachers, the local school boards—and not so much the Federal Government. The Federal Government does have an interest and we as Americans all have an interest in being able to compete in a global environment and in high standards, those that will cause our students to strive to attain skills that they can use to compete anywhere in the world. But in terms of its actual implementation, I am pleased that this legislation will push more of those decisions out of Washington and back home to local school districts and parents.

This legislation is, of course, called the Every Child Achieves Act. It provides a roadmap to ensure that our children receive and retain a quality education. By giving the responsibility for actually implementing programs that will help students achieve these high standards—it will give each State and the districts the flexibility they need to design and implement their education programs and systems.

This is really sort of another application of what Louis Brandeis called the ''laboratories of democracy'' when he was referring to the State government. I think he was referring to that important principle of our Constitution known as federalism, as ensconced in the 10th amendment in particular.

There is an irreplaceable role that the Federal Government plays in some aspects of our life. National security is perhaps the preeminent one. But there is a lot of benefit to getting some experiments at the State level, and then we can learn without imposing a one-size-fits-all approach from Washington, DC. What works best? Then we can then learn and be informed by those practices in a way that improves the result. I am thinking of criminal justice reform as another example in my State, where we were an early participant in prison reform, which now has formed some of the basis for bipartisan legislation that we are considering here in the Senate.

Because of the successful laboratory experiments back in Texas and Rhode Island and other States, we are now taking those best practices and those results and figuring out how we apply those to the benefit of other parts of the country.

Under this legislation, States such as Texas can decide how to use federally mandated test results to assess performance of students, schools, and teachers. This gives the States much needed relief from pressure to teach to the test—something I hear over and over again back home, that teachers are finding that rather than a program where they teach STEM subjects using robots and inspire young, creative minds to engage and learn the science they need in order to play these sorts of games in a competition with robots, teachers are finding themselves in a position of teaching to the test in sort of a mind-numbing process that nobody would find particularly inspiring. So this takes some pressure from that teach-to-the-test mentality and also gives States additional freedom to provide students with a well-rounded education.

Put simply, with this legislation, States can decide for themselves what standards they need to adopt, and, importantly, this legislation limits the power of the Secretary of Education to ensure that the Federal Government cannot dictate, direct, or control State curriculum or standards.

How insulting is it to have the States come on bended knee to the Secretary of Education and ask: Will you please let us have a waiver so we can try this creative or innovative way of delivering an education to our students back home? How insulting is that and how contrary to the original scheme of our government as created by our Founders.

So this bill, which was unanimously passed out of committee—and I congratulate the chairman, Senator ALEXANDER, and the ranking member, Senator MURRAY, and all members of the Health, Education, Labor and Pensions Committee for voting out this bill unanimously. This is a great bipartisan

process which has produced a very good product. It is also just one of more than 150 bills reported out of Senate committees so far this year—another sign that the Senate is back to work for the American people.

I look forward to continuing the great progress we have made in this Senate by getting real education reform passed soon.

I yield the floor.

The PRESIDING OFFICER. The Senator from Rhode Island.

AMENDMENT NO. 2085

Mr. REED. Mr. President, I come to the floor today to urge all of my colleagues to support the Reed-Cochran amendment to encourage States and school districts to integrate school library programs into their plans for improving student academic achievement.

I would first like to thank Senator COCHRAN for his longstanding partnership in supporting school libraries. He has been a steadfast champion for ensuring that students have access to these vital resources.

Fifty years ago, when President Lyndon Johnson urged Congress to enact what would become the Elementary and Secondary Education Act, he specifically called for an investment in school libraries, saying that school libraries were simply ''limping along'' and insisting that we do better. Sadly, this ''limping along'' is still true for too many communities in our United States.

This spring, the Washington Post ran articles on the inequitable access to school libraries in public schools in our Nation's Capital, reporting that one school library in a wealthy part of town had 28,000 books in a library that spanned two floors, while 12 miles away, in a school in a poorer part of the town, the school library had only 300 books along two walls. If that is not a stark example of one of the things we hope we can fix through this act, I cannot think of anything more direct and to the point.

Recently, noted author James Patterson made a pledge to help school libraries. More than 28,000 applications came in.

One librarian reported that school libraries in her State had not received any funding for three-quarters of a decade and that their collections and equipment were out of date and in disrepair. I suspect she is not alone in making such a report. We see this neglect despite the fact that evidence shows that effective school library programs, staffed by a certified school librarian, have a positive impact on student achievement.

While I would like to see a much more robust school library-focused initiative included in the reauthorization, along the lines of the bill I introduced with Senator COCHRAN, I am very pleased that the underlying bill includes an authorization for competitive grants to help high-need school districts strengthen and enhance effective library programs. However, we need to do more to encourage States and school districts to integrate school library programs into their overall instructional programs.

Effective school library programs are essential supports to educational success. If you understand how to use the library in school, that is not a skill that goes away; in fact, it will be a skill for the rest of your life that you will use time and time again, not only for your pleasure but for your progress and the progress of your family. Knowing how to find and use information is an essential skill for college, careers, and life in general. A good school library, staffed by a trained school librarian, is where students develop and hone those skills.

The Reed-Cochran amendment will encourage States and school districts to ensure that students have access to effective school library programs.

Once again, I thank my colleague, Senator COCHRAN.

I urge my colleagues to vote yes on this bipartisan amendment.

I yield the floor.

The PRESIDING OFFICER. The Senator from South Dakota.

AMENDMENT NO. 2078

Mr. ROUNDS. Mr. President, I rise today to speak on my amendment to the Every Child Achieves Act, which is amendment No. 2078. I would like to thank Senator UDALL for joining me in supporting this important amendment.

Since my time working in the South Dakota State Legislature and also as Governor of South Dakota, education in Indian Country has faced incredible obstacles, especially in rural and high-poverty areas. This is true not only in my State but across the entire Nation. Because of these barriers, 10 out of 13 Bureau of Indian Education high schools in South Dakota have graduation rates below 67 percent, and 6 of those schools have graduation rates at or below 40 percent. Meanwhile, the national high school graduation rate is 80 percent. These graduation rates must be changed, and my amendment will help lay a foundation to fix the systemic problems Indian Country faces.

To address these concerns as well as other States' concerns, an analysis needs to be conducted to more closely examine these educational downfalls. So today we are proposing an amendment to the Every Child Achieves Act that would direct the Departments of Interior and Education to both study and create strategies to address these challenges. This amendment is being supported by the National Indian Education Association, the Great Plains Tribal Chairman's Association, and the National Education Association.

According to the Congressional Budget Office, amendment No. 2078 will have no impact on Federal spending.

This amendment would require the Departments of Interior and Education to conduct a study in rural and poverty-stricken areas of Indian Country in order to identify Federal barriers that restrict tribes from implementing commonsense regional policies instead of a one-size-fits-all policy directed from Washington. It requires that they identify recruitment and retention options for teachers and school administrators and identify the limitations in the funding source and flexibility for schools that receive these funds. It would study and provide a strategy on how to increase high school graduation rates.

It is critical that we identify the limitations and barriers which tribal schools face and lay out a strategy to fix those problems. I hope my colleagues will join Senator UDALL and me in supporting this straightforward amendment to help our students in Indian Country.

I yield the floor.

Mr. BENNET. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. BENNET. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. BENNET. Mr. President, while we wait on another colleague, I thought I would talk about another aspect of this bill that I think is very important.

For the first time in this country's history, finally, the Elementary and Secondary Education Act is going to require districts to report actual per-pupil expenditures, which will shed light on extraordinary funding inequities in this country.

We are one of three countries in the OECD, because of the way we fund our public schools in the United States, that actually spends more money on more affluent kids than we do on kids living in poverty. That is not well understood, but that is a fact. That is the truth.

We need to be concerned with closing the achievement gap in the United States, because if we look at the academic outcomes for kids in this country and extrapolate those outcomes against the changing demographics in the United States, we are not going to like what we see in the middle of the 21st century if we don't make these changes. One would think, if anything, that we would be spending more money on kids living in poverty, coming from disadvantaged backgrounds than we do on kids coming from advantaged backgrounds. But we do the opposite in the United States, and the Congress, for decades, has looked the other way.

I believe we need to close this loophole. It is called the comparability loophole. We don't do that in this legislation, but at least the requirement where we move to reporting based on actual rather than average expenditures is an important step in the right direction.

I yield the floor.

The PRESIDING OFFICER. The Senator from Mississippi.

Mr. COCHRAN. Mr. President, it is my understanding the Senate is still considering remarks with respect to the education legislation that is pending before the Senate.

The PRESIDING OFFICER. The Senator is correct.

AMENDMENT NO. 2085

Mr. COCHRAN. Mr. President, I am coming at this issue from a unique perspective. Both of my parents were schoolteachers. As I was growing up in Mississippi, my father was county superintendent of education of the largest public school system in Mississippi for several years. My mother was a mathematics educator, teacher. They had both earned graduate degrees as well as undergraduate degrees from colleges and universities in our State of Mississippi. My brother and I had the good fortune of growing up in this environment of learning and reading.

So I have to confess I am biased in support of legislation that helps to strengthen the capability of our Nation's teachers and school administrators in providing opportunities for not only reading but complex learning at early ages, which would have been surprising to those of that generation to look around and observe the great strides we are making in education throughout America.

Growing up with this perspective and my appreciation of the importance of good teachers in our schools makes me understand perhaps more than most the importance that education serves in the lives of students, their teachers, and their communities where they grow up.

When I was a student, I went to the library to check out a book. Now, there are all kinds of ways to get in touch with the written words. Today, our school librarians are more often specialists with education and specific training that help students learn how to access educational material in every manner in which education is available in an increasingly digital society. Children who know how to read and are comfortable using information technology are more likely to grow up with a capacity to learn throughout their lifetimes.

The amendment I have offered with my good friend, the senior Senator from Rhode Island, seeks to help equip school librarians to do an even better job. Our amendment would allow schools throughout the country to use Federal funds in the way they see fit to strengthen their libraries. My hope is that the use of these additional funds will improve education and literacy among children throughout America.

It is my understanding the bill managers support this amendment. I appreciate very much not only the good assistance and friendship of Senator REED but his help specifically with this legislation.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Ms. MIKULSKI. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Ms. MIKULSKI. Mr. President, I come here today to speak about the bill pending before us, the Every Child Achieves Act. This is the successor to the No Child Left Behind Act, which is the successor to the reauthorization of the Elementary and Secondary Education Act.

Fifty years ago, in 1965, as part of Lyndon Johnson's wanting to end poverty in the United States of America and to lift people up, he asked Congress to pass the Elementary and Secondary Education Act. It was the first legislative act where the Federal Government was involved in education. Up until that time, education was thought of as the purview of the States and local districts. President Johnson agreed with that, as did the Congress, but at the same time they knew there were children living in the abysmal situation of poverty, and at a time of national prosperity he wanted to lift those children up.

Great legislation passed during the next 50 years ago, such as Head Start, which continues to be a hallmark of early intervention to help our children. Of course, programs such as Medicare were also passed at that time. But it was the Elementary and Secondary Education Act, and particularly title I, that would bring additional Federal resources to our local communities. Again, this was focused on helping poor children close the achievement gap and giving them the ability to fully participate in our society.

Well, that bill went on until 2001, when President Bush said he wanted to make sure that children were out of poverty. President George Bush said: I am a compassionate conservative. I am concerned about the soft bigotry of low expectations of poor children, particularly poor children of color, and we have to do something about it. That brought about the experiments that occurred in the States relating to metrics and so on for highly qualified teachers, using words such as ''evidence-based,'' and we passed No Child Left Behind.

What happened, though, instead of helping poor children—we had many successes. We did face the fact that we did have low expectations. There was a soft bigotry. We agreed with the wonderful comments of Secretary Condoleezza Rice that were spoken at the Republican National Convention when she said that education is the civil rights issue of this time.

Now, what do we have here? We have a bipartisan effort led by Senators ALEXANDER and MURRAY to come up with yet one more reform of this historic legislative framework. I support their efforts. I want to salute their efforts. What they were able to do in this bill was to focus again on helping poor children achieve and supporting State and local governments not with intervention but with assistance in order to help.

We do know that one of the legacies of having metrics was that we so regulated our teachers to make teaching almost inflexible, and we started to race for the tests instead of racing for the top. I believe the efforts of Senators ALEXANDER and MURRAY deal with the mistakes of No Child Left Behind and move ahead to close that achievement gap.

I support the general framework of this legislation. I am proud of the additions I have made to this bill, one of which was to really make sure there were allowable uses for something called wraparound or integrated services. While we insisted there be highly qualified teachers in the classroom, the teachers cannot deal with poverty. They cannot deal with the fact that 30 percent of our children who come to school every day are homeless. They have no home. The school is their educational home. They need a social worker. They need a school nurse. The mental health challenges of many of our children are astounding. So we were able to add that in.

The other thing is we were overlooking a national treasure. I was a big supporter of something called the Javits bill. Senator Javits of New York many years ago realized we had an overlooked treasure in our communities, and it was the gifted and talented children, children who are of exceptional educational capacity.

Again, coming back to the words of George Bush, there is that soft bigotry of low expectations. We often come with a latent bias that we don't believe poor children are smart. We don't believe—many times because of latent bias or overt bias—that they are capable of achieving. What I moved in this bill was, under title II, once again, acknowledgment that in poor schools with poor children, there are gifted and talented kids, many of whom have been identified by outstanding programs—in my own State, the Johns Hopkins school for gifted and talented children. We were able to put that in the bill.

I look forward to moving this bill forward because I believe we support our teachers, we once again deal with low-performing schools, and at the same time we provide administrative and local flexibility so that we minimize national mandates and maximize local achievement.

I salute Senators MURRAY and ALEXANDER. I know there are some amendments which will be pending, such as Burr to title I, which I will oppose because every county in my State loses money and will lose up to $40 million.

I note that the hour of noon is arriving and that a vote will soon be underway. I look forward to supporting the bill, provided that the Burr amendment is not included.

I salute Senator ALEXANDER for his leadership and for encouraging bipartisan participation. I thank Senator

MURRAY for her leadership and for including so many of these important reforms in our bill.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I thank the Senator from Maryland for her remarks, her contributions to our committee, her bipartisan leadership, and her effective leadership both in higher education and in elementary and secondary education.

I enjoyed listening to the remarks of the Senator from Colorado, the former Denver school superintendant, who has added so much to our committee.

I congratulate the Senator from Mississippi for his contribution to the amendment on which we are about to vote.

We will have one rollcall vote on the Reed-Cochran amendment, and then we will have two votes following that, which will be voice votes.

VOTE ON AMENDMENT NO. 2085

The PRESIDING OFFICER (Mr. SASSE). Under the previous order, the question now occurs on amendment No. 2085, offered by the Senator from Washington, Mrs. MURRAY, for Mr. REED.

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

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The question is on agreeing to the amendment.

The clerk will call the roll.

The bill clerk called the roll.

Mr. CORNYN. The following Senator is necessarily absent: the Senator from Florida (Mr. RUBIO).

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

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

The result was announced—yeas 98, nays 0, as follows:

[Rollcall Vote No. 222 Leg.]

YEAS—98

Alexander	Durbin	McCaskill
Ayotte	Enzi	McConnell
Baldwin	Ernst	Menendez
Barrasso	Feinstein	Merkley
Bennet	Fischer	Mikulski
Blumenthal	Flake	Moran
Blunt	Franken	Murkowski
Booker	Gardner	Murphy
Boozman	Gillibrand	Murray
Boxer	Graham	Nelson
Brown	Grassley	Paul
Burr	Hatch	Perdue
Cantwell	Heinrich	Peters
Capito	Heitkamp	Portman
Cardin	Heller	Reed
Carper	Hirono	Reid
Casey	Hoeven	Risch
Cassidy	Inhofe	Roberts
Coats	Isakson	Rounds
Cochran	Johnson	Sanders
Collins	Kaine	Sasse
Coons	Kirk	Schatz
Corker	Klobuchar	Schumer
Cornyn	Lankford	Scott
Cotton	Leahy	Sessions
Crapo	Lee	Shaheen
Cruz	Manchin	Shelby
Daines	Markey	Stabenow
Donnelly	McCain	Sullivan
Tester	Udall	Whitehouse
Thune	Vitter	Wicker
Tillis	Warner	Wyden
Toomey	Warren	

NOT VOTING—2

King	Rubio

The amendment (No. 2085) was agreed to.

VOTE ON AMENDMENT NO. 2086

The PRESIDING OFFICER. Under the previous order, the question now occurs on agreeing to amendment No. 2086, offered by the Senator from Washington, Mrs. MURRAY, for Mr. WARNER.

The amendment (No. 2086) was agreed to.

VOTE ON AMENDMENT NO. 2078

The PRESIDING OFFICER. Under the previous order, the question now occurs on agreeing to amendment No. 2078, offered by the Senator from Tennessee, Mr. ALEXANDER, for Mr. ROUNDS.

The amendment (No. 2078) was agreed to.

RECESS

The PRESIDING OFFICER. Under the previous order, the Senate stands in recess until 2:15 p.m.

Thereupon, the Senate, at 12:48 p.m., recessed until 2:15 p.m. and reassembled when called to order by the Presiding Officer (Mr. SCOTT).

EVERY CHILD ACHIEVES ACT OF 2015—Continued

The PRESIDING OFFICER. The Senator from Georgia.

Mr. ISAKSON. Mr. President, I ask unanimous consent that the distinguished Senator from the State of Ohio, Mr. BROWN, be recognized at the conclusion of my remarks.

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

TRAGEDY IN SOUTH CAROLINA

Mr. ISAKSON. Mr. President, before I make my remarks, I would like to commend the Presiding Officer and Senator GRAHAM and the people of the great State of South Carolina on the way they have handled the terrible tragedy that took place in their State.

I know time and again we have all heard on the floor of the Senate and in conversations we have had in private the amazing mercy and grace shown by the families of the victims of the terrible tragedy that took place, but equally as well the great way in which the elected officials in the State of South Carolina, led by the Presiding Officer and Senator GRAHAM, have caused a terrible event to be a learning experience for all of America and an example for the way in which tragedy should be dealt with. I want the Presiding Officer to know how much I personally appreciate it, but I know I speak on behalf of all of the people of Georgia as well.

Mr. President, I will speak briefly about two subjects.

Mr. President, I am one of the two people left in the Congress who had something to do with No Child Left Behind. The other one is JOHN BOEHNER, the Speaker of the House. I will never forget that night in 2001, in the basement of the Capitol, after the conference committee finally came to an agreement on No Child Left Behind—us talking about how proud we were of what we had done but more how we knew that if we did not get it fixed by the end of the sixth year, it would go from being a positive change in education to a negative.

It is now 13 years later. We have gone 7 years without a reauthorization. What became a good goal of meeting adequate yearly progress, setting standards for schools, and remediating schools that were in trouble has become a bill where 80 percent of the school systems in America have to ask for waivers to even operate. It is a bill that no longer is doing what it was intended to do for the education of our children.

I commend Senator ALEXANDER and Senator MURRAY for the unbelievably good work they have done to bring the new reform of the ESEA to the floor of the Senate today. I participated in all the hearings, as did the Presiding Officer. The Presiding Officer knows what I know: that we brought about compromise and common sense. We created a bill that is good for children, good for educators, and good for America.

First and foremost, it gets us out of the national school board business, which is Chairman ALEXANDER's favorite statement for the Department of Education.

People forget that the U.S. Department of Education is not mentioned anywhere in the Constitution of the United States. It is mentioned in two places. One is in title I in the Civil Rights Act of the 1960s when we provided funds for free and reduced-price lunches for poor students to give them a leg up and second in 1978 when, in the Carter administration, we passed what was known as Public Law 94–192, which created special needs children benefits or what is known as the Individuals with Disabilities Act. Those are the only two places in statute that the Federal Government has a role. Senator MURRAY and Senator ALEXANDER have seen to it that we recognize that fact.

We enhance education where we are supposed to, but we turn it back over to the States, where it belongs and where it should be.

Secondly, one of the big buzzwords in bad brand labels that have taken place in education is Common Core. Common Core is a lot of things to a lot of people, but most importantly for many people it is a Federal mandate of standards, it is a homogenization of standards, and it is a mandate the American people do not like.

This bill ensures there will be no Common Core mandate by the Federal Government to the States and ensures local control of curriculum from beginning to end.

Then, as I said a minute ago, to ensure that it gives local control, it does away with the waiver business and puts all local school boards and State boards of education in control of their education.

On the question of testing, it does away with federally mandated tests and says to systems: You develop the test and the assessment mechanism yourself. We just want you to have standards that are made good for students to improve and grow their education. But we want to make sure that every student has the access they can to be tested well and improve. For example, we have done some creative things in this bill, such as give assisted technology funding capability out of title I to handicapped children in title I qualifications so they can use assisted technology to take exams they otherwise could not take. A student with cerebral palsy, Duchenne, or many other diseases does not have the coordination ability to take a paper-and-pencil test; yet they can be bright, they can be a genius. Because of technology that has been developed in America, assisted technology can allow them to take that exam given the disabilities they have. It is only appropriate we authorize the use of title I funds to do that.

Most importantly, though, we keep the parent in control of their child's life by giving them the permission to opt out of any State test that is mandated where the State allows an opt out, which means the parent is in control of the testing, the State is in control of the assessment and the type of model that takes place, and the Federal Government is saying to the local schools and State boards of education: You take our children to the next level. We will assist you, but we are not going to govern you, we are not going to ruin you.

I commend Senator ALEXANDER and Senator MURRAY for bringing together a bipartisan approach to education reform that works. I thank the American Federation of Teachers, the national association of educators, the National Association of School Superintendents, and the National Governors Association. Every vested organization in education in the United States of America has endorsed this bill. They have because they know it is time for education to be enhanced and improved from the local level up. They know the benefits that may have come from No Child Left Behind have long since passed. We are now disaggregating, we are now measuring, and we are doing all the things we should have been doing all along. Let's take what is a good platform and make it even better to ensure that every child learns, every child progresses, and every child succeeds.

MILITARY CUTS

Mr. President, I want to make note of the announcement today by the Department of Defense on the dramatic cuts to our military—40,000 people over the next 2 years.

Mr. President, I am a pretty easy-going guy, but I am really angry. I am really mad. I know it is ironic to me—and it is one of the reasons I put a hold today on an appointment—but it is ironic, on the day we all learn by reading the newspaper, not by being advised by the Department of Defense, that we are going to lose 40,000 soldiers over the next 2 years—Georgia is going to lose 4,350 soldiers over the next 2 years. Nobody did the courtesy of calling us. But on the day when they did not call us, they also send up for confirmation a legislative affairs official for the U.S. Department of Defense in the administration.

I have a hold on that person for one simple reason: I want to meet with them and to see to it that if they in fact do get in control of congressional liaison and congressional affairs, they make sure we are the first to find out, not the last to find out.

Our military is critically important to my State, as it is to the Presiding Officer's State. It is important that we know what the government's plans are, and it is important that we have a chance to have a say. I know the President does not like to use the legislative body very much. He would rather regulate and do Executive orders. But when you talk about our military and you talk about the investment in our military, every Member of this Senate, every Member of the House—all of us ought to be together with all our oars in the water rowing in the same direction, not in misdirection.

I want to make one note here. It is also ironic that last week the President for the first time went to the Pentagon to talk about the strategy in the Middle East, particularly with regard to ISIL. It took 18 months to go talk about a situation that has grown from being an irritant to a crisis. When we left Iraq and left all the equipment that we had there and left the Iraqis to fend for themselves, we created a vacuum. And what happened? In came ISIL. And now they are in 16 countries in the Levant and in the Middle East right now. We created a vacuum that they filled and are continuing to fill, and we are talking about reducing our manpower over the next 2 years to a point that we no longer can confront an enemy on two fronts; we are going to have a tough time doing it on one.

A vulnerable and a weak American defense and military allow and encourage people who might have nefarious goals and dreams to take advantage of America's weakness. We should be very careful about diminishing our resources and our military to levels that are not in the best interest of the American people or their security.

I want to ask the administration to be sure to give us information in advance rather than after the fact, to include us wherever possible in the decision, and to see to it that the Congress is once again a partner with the Commander in Chief and to see to it that we confront our enemies and have the manpower and the troops to do it.

I, for one, have thought for a long time that we should be doing more to confront ISIL in the Middle East. I think that is being borne out every day. Hopefully the President is coming to that realization as well. But whatever we do, we should not be telling the world we have problems but we are going to cut some more.

It is time we made an investment in the security and peace of our country and our military, and it is time we worked together—the President and Congress alike—to do what is right for America, its defense and its freedom and its liberty, which we just celebrated over the past weekend on July the 4th.

Mr. President, I yield back the remainder of my time and defer to the Senator from Ohio.

The PRESIDING OFFICER. The Senator from Ohio.

Mr. BROWN. Mr. President, I always appreciate the words of Senator ISAKSON, who was the cochair of the Ethics Committee, where I served with him, and now on the Veterans' Affairs Committee, and I appreciate his work and Senator BLUMENTHAL's work on one of the most important committees in this Senate.

Mr. President, about a year and a half ago, on a cold January morning in Cleveland, where I live, at a Martin Luther King breakfast, I heard a speaker say: Your life expectancy is connected to your ZIP Code. Think about that. Whether you grow up in Columbus or Canton or Appalachia, whether you grow up in a city or a prosperous suburb or a low-income suburb or a small town or a rural area, so often your ZIP Code determines whether you have access to quality health care, to good education, to good jobs, and to the social support necessary to succeed. That is particularly true when it comes to education.

The quality of our children's education should not be determined by their ZIP Code. Too often that is the case. Teachers and schools in far too many cases lack the resources necessary to ensure students can grow and succeed.

Achievement gaps persist between economically disadvantaged students and their more advantaged peers. These gaps persist between Black students and White students, Latino students and White students. They persist between native and non-native English language speakers. They persist between students with disabilities and those without.

These achievement gaps inevitably, predictably almost always lead to opportunity gaps. We know education is the surest path to success—we say that around here ad nauseam—regardless of where you come from. That is why closing these gaps is vital to ensure children—all children—have the opportunity to succeed.

These achievement gaps are not caused by failings in our students. They are usually not caused by failings

with our teachers. They are the result of policies that leave schools with massive resource gaps.

The U.S. Department of Education's Office of Civil Rights conducted a comprehensive survey of schools across the Nation.

Some of the results they found were appalling. Black, Latino, Native American, Native Alaskan students, as well as first-time English learners attend schools with much higher concentrations of inexperienced teachers. One in five high schools in this country lacks a school counselor. Around 20 percent of high schools do not offer more than one of the typical core courses for high school math and science, such as algebra I and II, geometry, biology, and chemistry.

We cannot call our country ''the land of opportunity'' while we fail—we, policymakers, communities, leaders, activists—while we fail to provide too many of our children with well-equipped schools.

The bipartisan opportunity dashboard of core resources amendment will help us close these gaps. It will strengthen transparency provisions in the Every Child Achieves Act so parents and taxpayers know how schools are performing on key measures of success—measures such as contact with effective teachers, access to advanced coursework, and availability of career and technical opportunities and counseling. It will ensure that States hold schools accountable when inequities exist.

Reporting is an important and helpful tool but surely not enough. If this new data shows persistent disparities, States and school districts need to take action. This amendment requires States to develop a plan to ensure that resources reach districts that are most in need. States will have flexibility to design these plans in a way that works for local communities. The amendment does not tell States how to address inequities; it just requires States to identify those disparities and work with communities to fix them in whatever way works for those communities in that State.

We must move beyond simply using test scores when we assess our schools. Tests are an important benchmark of success, but they are by no means the only one. To succeed in life and in school, students need access to dedicated literacy programs, to music and the arts, to advanced classes, to college and career counseling. We need to measure access to all of these opportunities, not only math and reading scores. Improving access to core resources will not close the achievement gap overnight, but it puts us on the right track.

Our amendment has the support of teachers and civil rights organizations. I want to thank Senators REED, KIRK, and BALDWIN for their bipartisan help and support in getting this amendment to this place.

I urge my colleagues to adopt this amendment to ensure that all children, regardless of their ZIP Code, have access to the core resources needed for a quality education.

Unfortunately, instead of strengthening our public education system, some of my colleagues want to, as we say around here, ''voucherize'' the public school system, privatize, spend resources elsewhere primarily. We have seen how so many of our public schools serving vulnerable populations are already in dire need of resources, yet vouchers would divert more of these resources away from public schools, reroute those resources to for-profit schools, in some cases, that simply are not accountable to the public.

Vouchers do not provide a real choice for the majority of students. They may cover some—but usually not all—of the tuition of private schools, meaning the students who need help the most often get little choice at all. Study after study shows that private school vouchers don't improve student achievement. My State, by some rankings, is the next to worst—next to last in the country—in the quality of charter schools and the accountability of charter schools, in large part because there is a huge network of for-profit charter private schools in our State that simply have not served students that well.

That is why I urge my colleagues to vote against any proposal to voucherize our schools. Instead, we need to strengthen our public school system, which educates the vast majority of our children. That is why schools across the country, especially those with high concentrations of poverty, need more funding—not less. For 50 years, the Federal Government has helped level the playing field for students by directing funds to schools in areas that lack resources. Unfortunately, some of my colleagues are trying to dismantle this system by taking away funding from high-priority schools to more affluent schools, a bit of a reverse Robin Hood.

They call this proposal portability. But no matter what you call it and why you call it that, taking funding away from the schools that need it most and sending it to the schools that need it least is wrong. I will urge my colleagues to oppose this effort. In our country, all students should have access to a high-quality education, regardless of how much money their parents make, regardless of how much education their parents have, regardless of what ZIP Code they live in. We must invest Federal resources in schools and districts that need the most and where they can make the most difference.

I yield the floor.

The PRESIDING OFFICER. The Senator from South Dakota.

Mr. THUNE. Mr. President, I do want to compliment the HELP Committee and Senator ALEXANDER, who chairs that committee, for the great work they have done in bringing the Every Child Achieves Act legislation to the floor of the Senate. This is long overdue. Anybody who meets with school administrators, teacher groups, parents or school boards realizes that people for a long time have been looking for us to reauthorize the Elementary and Secondary Education Act and to make reforms that are important and that will return control and power to school districts, to parents, to teachers, and to administrators, rather than having it here centralized in Washington, DC.

So I am pleased that we can have this debate. I am encouraged by the discussion that has already been held and by the willingness of both sides to work together to allow amendments to be considered. This is an important issue—how we educate our children, equipping them, preparing them for the challenges that will be ahead of them. There is no more important task that we have. So to the degree that this legislation makes it more possible for our kids to learn at the very fastest rate possible, this is something that this Senate ought to be focused on.

I am hopeful that we will be able to get through the amendment process and be able to move this bill across the floor of the Senate and to the House, and hopefully, eventually, to the President's desk. But I think it is also an example of what happens when you get people who are willing to open the Senate process up and allow legislation to be considered.

REPUBLICAN-LED SENATE

The Senate has now been under Republican control for a full 6 months. Those months have been some of the most productive that the Senate has seen in a long time. So far this year, the Republican-led Senate has passed more than 45 bipartisan bills, 22 of which have been signed into law by the President. Committees have been hard at work and have reported out more than 150 bills for floor consideration by the full Senate. In May, the Senate passed the first 10-year balanced budget resolution in over a decade—over a decade.

One reason the Senate has been so productive is because the Republican majority has been committed to ensuring that all Senators, whatever their party, have the opportunity to have their voices heard. Under Democratic leadership, not only Republicans but many rank-and-file Democrats were shut out of the legislative process in the Senate. As an example of that, the Democratic leadership allowed just 15 amendment rollcall votes in all of 2014—an entire year. That is barely more than one amendment vote per month here in the Senate.

Republicans, by contrast, had allowed 15 amendment rollcall votes by the time we had been in charge here for merely 3 weeks. In all, Republicans have allowed more than 136 amendment rollcall votes so far in 2015. That is not only more amendment rollcall votes than in all of last year, but it is more amendment rollcall votes than the Senate took in 2013 and 2014 combined. We still have 6 months to go in 2015.

NUCLEAR AGREEMENT WITH IRAN

Mr. President, one of the most important bipartisan bills the Senate has passed this year is the Iran Nuclear Agreement Review Act. This legislation, which was signed into law in May by the President, ensures that the American people, through their representatives in Congress, will have a voice in any final agreement with Iran. Specifically, the law requires the President to submit any agreement with Iran to Congress for review and prevents him from waiving sanctions on Iran until the congressional review period is complete.

The bill also requires the President to evaluate Iran's compliance every 90 days. I am particularly glad that this legislation is in place because the negotiation process so far has given cause for deep concern. The primary purpose of any deal with Iran is to prevent Iran from acquiring a nuclear weapon. But the interim agreement the President unveiled in April casts serious doubt on the administration's determination to achieve that goal. The framework does not shut down a single nuclear facility in Iran. It does not destroy any single centrifuge in Iran. It does not stop research and development on Iran's centrifuges. It allows Iran to keep a substantial part of its existing stockpile of enriched uranium.

It is not surprising that Members of both parties are concerned about this agreement. Again and again during the process, Secretary Kerry and the President have seemed to forget that the goal of negotiations is not a deal for its own sake but a deal that will actually stop Iran from developing a nuclear weapon. Administration negotiators have repeatedly sacrificed American priorities for the sake of getting an agreement.

In the process, they have created a very real risk that the deal that finally emerges will be too weak to achieve its goal. A Washington Post editorial this week declared that any agreement with Iran that emerges from the current talks ''will be, at best, an unsatisfying and risky compromise.'' That is from the Washington Post. The editorial board continues by saying:

> Iran's emergence as a threshold nuclear power, with the ability to produce a weapon quickly, will not be prevented; it will be postponed by 10 to 15 years. In exchange, Tehran will reap hundreds of billions of dollars in sanctions relief it can use to revive its economy and fund the wars it is waging around the Middle East.

Again, that is a quote from the editorial in the Washington Post from yesterday. When Iran recently failed to comply with the provision of the interim nuclear agreement currently in place, the Obama administration, in the words of the Post editorial, ''chose to quietly accept it'' and even ''rush to Iran's defense.''

Again that is the quote from the Washington Post editorial. This is an example of what the Post aptly describes as ''a White House proclivity to respond to questions about Iran's performance by attacking those who raise them.''

Well that is a deeply troubling response on the part of the White House, and it raises doubts about the President's commitment to achieving an agreement that will shut down Iran's nuclear program. The stakes could not be higher on this agreement. At issue is whether a tyrannical, oppressive regime that backs terrorists, has killed American soldiers, and has announced its intention of wiping Israel off the map will get access to the most apocalyptic weapons known to man.

Even as negotiations continue, Iran continues to advance its nuclear program. If Iran continues its research and development into more advanced centrifuges, the breakout period—the time needed to produce enough nuclear material for a bomb—could be weeks—weeks instead of months or years. If we fail to prevent Iran from acquiring a nuclear weapon, we will not only be facing a nuclear-armed Iran; we will be facing a nuclear arms race in the Middle East. That is what is at stake. Every Member of Congress obviously would like to see the President successfully conclude a deal to prevent Iran from developing a nuclear weapon. But the President needs to remember that a deal is only acceptable if it achieves that goal. We have heard the President say that he will walk away from a bad deal. But each time we reach a deadline, that deadline is extended.

As negotiations continue, it is essential that negotiators push for a strong final deal that includes rigorous inspection of Iranian sites and full disclosure of all Iranian weapons research to date. If the administration cannot secure a sufficiently strong deal, then it should step back from the negotiation table and reimpose the sanctions that were so successful in driving Iran to the table in the first place. No deal is better than a bad deal that will strengthen Iran's position in the Middle East and pave the way for the development of a nuclear weapon.

For a deal to be acceptable to the American people, it must be verifiable, it must be enforceable, and it must be accountable. It also needs to promote stability and security in the Middle East and around the world. Any deal that does not reach that threshold is a bad deal. I hope the President will listen to the American people and reject any agreement that falls short of that goal.

I yield the floor.

Mr. ALEXANDER. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. ALEXANDER. Mr. President, today I am offering an amendment to the Every Child Achieves Act that would allow $2,100 Federal scholarships to follow 11 million low-income children to any public or private accredited school of their parents' choice. This is a real answer to inequality in America, giving more children more opportunity to attend a better school.

The Scholarships for Kids Act will cost $24 billion a year, paid for by redirecting 41 percent of the dollars now directly spent on Federal K-through-12 education programs. Often those dollars are diverted to wealthier schools. Scholarships for Kids would benefit only children of families that fit the Federal definition of poverty, which is about one-fifth of all school children—about 11 million a year.

Allowing Federal dollars to follow students has been a successful strategy in American education for over 70 years. Last year, $31 billion in Federal Pell grants, and $100 billion in loans followed students to public and private colleges. Since the GI bill began in 1944, these vouchers have helped create a marketplace of 6,000 autonomous higher education institutions, the best system of higher education in the world.

Our elementary and secondary education system is not performing as if it were the best in the world. U.S. 15-year-olds rank 28th in science and 36th in math. I believe one reason for this is that while more than 93 percent of Federal dollars spent for a higher education follows students to colleges of their choice, Federal dollars do not automatically follow K-through-12th-grade students to schools of their choice. Instead, that money is sent directly to schools. Local government monopolies run most schools and tell most students which schools to attend. There is little choice and no K-through-12 marketplace as there is in higher education.

Former Librarian of Congress Daniel Boorstin often wrote that American creativity is flourished during ''fertile verges,'' times when citizens became more self-aware and creative.

In his book ''Breakout,'' Newt Gingrich argues that society is on the edge of such an era and cites computer handbook writer Tim O'Reilly's suggestion for how the Internet could transform government. ''The best way for government to operate,'' Mr. O'Reilly says, ''is to figure out what kinds of things are enablers of society and make investments in those things. The same way that Apple figured out, 'if we turn the iPhone into a platform, outside developers would bring hundreds of thousands of applications to the table.' ''

Already, 19 States have begun a variety of innovative programs supporting private school choice. Private organizations supplement those efforts. Allowing $2,100 Federal scholarships to follow 11 million children would enable other school choice innovations in the same way developers rushed to provide applications for the iPhone platform.

Senator TIM SCOTT, the Presiding Officer today, has proposed the CHOICE Act, allowing $11 billion other Federal dollars—dollars the Federal Government now spends through the program for children with disabilities—to follow those 6 million children to the schools their parents believe provide the best services. A student who is both low income and has a disability could benefit under both of the programs, especially when taken together with Senator SCOTT's proposal, Scholarships for Kids constitutes the most ambitious proposal ever to use existing Federal dollars to enable States to expand school choice.

Under Scholarships for Kids, States would still govern pupil assignment, deciding, for example, whether parents could choose private schools. Schools chosen would have to be accredited. Federal civil rights rules would apply. The proposal does not affect the school lunch program. So Congress can assess the effectiveness of this new tool for innovation, there is an independent evaluation after 5 years.

In the late 1960s, Ted Sizer, then Harvard University's education dean, suggested a $5,000 scholarship in his Poor Children's Bill of Rights. That is what he called it. In 1992, when I was the U.S. Education Secretary, President George H.W. Bush proposed a GI Bill for Kids, a half-billion-dollar Federal pilot program for States creating school choice opportunities. Yet despite its success in higher education, ''voucher'' remains a bad word among most of the K-through-12 education establishment, and the idea hasn't spread rapidly.

Equal opportunity in America should mean that everyone has the same starting line. There would be no better way to help children move up from the back of the line than by allowing States to use Federal dollars to create 11 million new opportunities to choose a better school.

I thank the Presiding Officer, and I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mrs. SHAHEEN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mrs. SHAHEEN. Mr. President, I am here to discuss the Every Child Achieves Act. I think it is significant that for the first time in more than a decade, the Senate is considering legislation to make significant changes to our Nation's elementary and secondary education system, and this conversation is long overdue.

As a former teacher, I appreciate the challenges our schools have, and I am very much looking forward to the debate ahead. I want to applaud Senators ALEXANDER and MURRAY, the chair and ranking member of the Committee on Health, Education, Labor and Pensions, for reaching a compromise bill that passed out of their committee with strong unanimous bipartisan support.

Today, I want to focus on some of the provisions included in this bill that have to do with STEM education—science, technology, engineering, and math. This is an issue I have been working on for a number of years—really since I was Governor in the late 1990s in New Hampshire. We know the most critical jobs needed to compete in the global economy are in the STEM fields, but data consistently shows our American students are falling further and further behind in these subjects.

One of the other challenges is that we have an enormous gender gap in employment in these fields. Forty-eight percent of the workforce in this country are women. Yet only 24 percent of the jobs in STEM fields are held by women.

I had the opportunity last night to cohost a screening in the Capitol of an important new documentary called ''Code: Debugging the Gender Gap.'' This documentary tells a very powerful story about the lack of diversity in the technology industry, outlining the resulting cost to our society, and it explores strategies that would solve the problem.

Last night we had more than 150 people in attendance at the screening, which was cohosted by Representative SUSAN DAVIS from California. The creators of the movie were there, and U.S. Chief Technology Officer Megan Smith. What followed the documentary was even more impressive, and that was a lengthy and very passionate discussion about how much work we have to do on this front.

We need to give the next generation a stronger educational foundation in these topics, and, most important, we need to get them engaged and excited to be working in STEM fields. This effort is going to require student engagement inside and outside the classroom. It is critical our schools have the resources to offer STEM opportunities during the schoolday. But of course as most of us remember from our childhood, it is sometimes what happens outside the classroom that is even more important than what happens inside the classroom if we are going to get kids excited about learning.

Afterschool programs allow students opportunities for more individualized instruction, for innovative experiences, and for opportunities to build their leadership skills. Afterschool programs can be especially successful in inspiring interest in groups that are traditionally underrepresented in STEM fields, such as young women, students of color, and students from low-income backgrounds.

So I especially appreciate Chairman ALEXANDER and Ranking Member MURRAY for working with me to include language from my Supporting Afterschool STEM Act, which is in the underlying bill and allows Federal grants to be used to support STEM-related afterschool activities.

This language will expand student access to high-quality, afterschool programs in STEM subjects. It will also promote mentorship opportunities and the building of partnerships with researchers and other professionals in these fields.

Again, one of the things we know about helping kids to stay in school, getting them excited, is that if they have a mentor, if they have someone who is really interested in what is going on in their lives, who is supporting them, then they are much more likely to be successful. These programs will give students firsthand experience to see what careers in the STEM subjects can look like.

Now, the Every Child Achieves Act also includes language based on a second STEM-related bill that I first introduced when I got to the Senate back in 2009—the Innovation Inspiration School Grant Program. This language would authorize Federal STEM education grants to support the participation of low-income students in related competitive extracurricular activities, such as robotics competition.

I am particularly excited about this because in New Hampshire, inventor Dean Kamen—also the inventor of the insulin pump and the Segway—founded a fantastic program called FIRST Robotics Competition. It is now wildly successful. Nationwide, we have nearly 100,000 high school students who compete. It is sort of an ''Einstein meets Michael Jordan'' kind of competition. Students have just 6 weeks to work in a team to design, construct, and program robots, and then they enter their robots in regional and championship competitions.

It is great fun to attend these events because kids are so excited about working with these robots and about the STEM subjects. They get excited about engineering, about science, about math, and technology, and you can see that in the students as they are building these robots. They are excited about accomplishing their goals, about being creative. When there are last-minute problems with the robots, they have to work to adjust. But most of all, whether or not they win, you can see the pride they feel for themselves, for their teammates that comes from successfully accomplishing their task: building that robot and being successful in the competition.

You can't replicate this kind of experience in a classroom. So I am very pleased that support for programs such as FIRST are now included in the bill we are considering on the Senate floor. These are provisions that I think will take very important strides toward inspiring future generations of scientists and engineers, of mathematicians and experts dealing with technology.

Again, I thank Chairman ALEXANDER and Ranking Member MURRAY for their work on these issues and for producing

a bill we are now debating on the floor that has such strong bipartisan support.

I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I want to thank the Senator from New Hampshire for her remarks and thank her especially for her contributions to the legislation and her persistent support for STEM education. She has been a champion. As a former Governor, she is a great help as we seek to remind ourselves that the path to real accountability, higher standards, and better teaching really runs through the States and local governments, where the creativity is and where people are closer to the children.

The PRESIDING OFFICER (Mr. TOOMEY). The Senator from Montana.

Mr. DAINES. Mr. President, I rise to speak about my amendment No. 2110.

As a fifth-generation Montanan and a product of Montana public schools and because my wife is an elementary school teacher and I am the father of four children, and one of my children has a degree in elementary education as well, I truly understand how important a first-rate education is to our kids' future.

As I meet with parents and educators across Montana, they frequently share concerns about the one-size-fits-all student performance and teacher qualification metrics that currently dictate Federal funding as part of No Child Left Behind. While well-intended, many of these metrics have proven difficult for schools—and particularly schools in rural areas—to achieve. The Federal funding tied to these policies has all too often forced States and school districts to adopt policies that may not best fit the students' and communities' unique needs.

As the Senate debates the Every Child Achieves Act to reform our Nation's education policies, one of my priorities will be fighting to increase local control over academic standards and education policies and working to push back against burdensome Federal regulations that often place our schools in a straitjacket.

For example, the U.S. Department of Education has incentivized States to adopt common core standards by offering exemptions from No Child Left Behind regulations and making extra Federal education funds accessible through programs such as Race to the Top to States that adopt Common Core. Like many Montanans, I am deeply concerned that the Federal Government's obvious efforts to back States into adopting such programs is an inappropriate interference in educational policy decisions that should be made by States, parents, teachers, and local school boards because strengthening our education system is vitally important to our country's future.

If we are serious about wanting to make future generations as fortunate as ours, it is critical that we prepare our children to excel in a globally competitive economy. Our children should receive a well-rounded education that focuses on core subjects, such as reading, writing, science, and math, as well as technical and vocational disciplines and training in the arts.

A wealth of social data informs us that individuals who do not receive a quality education are disproportionately prone to have low incomes, suffer from poverty, and land in prison. It is clear that the Federal Government's one-size-fits-none approach simply isn't working.

By increasing local control of our schools and lessening the influence of Washington bureaucrats, we can provide States with the flexibility needed to meet the unique needs of our students and the unique needs of our States as well as our communities.

Just last year, the New York Times did an assessment of the ''health and wealth'' of every county in the Nation—every county. We might expect folks living in Silicon Valley to be doing fairly well or perhaps see the suburbs of New York City thriving. What shocked me was seeing that 6 of the Nation's top 10 wealthiest counties surround Washington, DC. This sends a pretty clear message about where Washington's priorities really are.

During the recession, while millions of Americans were struggling to make ends meet amidst layoffs and economic instability, Washington, DC, thrived. The Federal Government poured millions of dollars into new Federal buildings, and salaries kept growing. The average Federal bureaucrat in the Department of Education in Washington, DC, makes $107,000 a year.

It is time we stopped building bureaucratic DC kingdoms and returned those dollars to the classrooms. That is why I am asking for support of the Academic Partnerships Lead Us to Success—or A-PLUS—amendment to the Every Child Achieves Act. This measure will help expand local control of our schools and return Federal education dollars to where they belong—closer to the classroom. By shifting control back to the States, individual and effective solutions can be created to address the multitude of unique challenges facing schools across the country. Through these laboratories of democracy, Americans can watch and learn how students can benefit when innovative reforms are implemented at the local level.

My amendment would give States greater flexibility in allocating Federal education funding and ensuring academic achievement in their schools. With A-PLUS, States would be freed from Washington's unworkable teacher standards, States would be freed from Washington-knows-best performance metrics, and States would be freed from Washington's failed testing requirements. Should this amendment be adopted, States would need to adhere to all civil rights laws. They have to work toward advancing educational opportunities for disadvantaged children as well, of course.

States would be held accountable by parents and teachers, though, because a bright light would shine directly on the decisions made by State capitals and local school districts. With freedom from Federal mandates come more responsibility, more transparency, and more accountability on the issues.

It would also reduce the administrative and compliance burdens on State and local education agencies and ensure greater public transparency in student academic achievement and the use of Federal education funds.

Increasing educational opportunities in Montana and across the country isn't going to happen through Federal mandates or these one-size-fits-nobody regulations. We need to empower our States, our local school boards, our teachers, and our parents to work together to develop solutions that best fit our kids' unique needs. As a father of four—and every parent knows this—I know that each one of my children is very unique. And that is precisely what my A-PLUS amendment does.

Washington is the problem. We are ground zero. The problem is here in Washington, DC, and we have the solutions in Montana and in our States across the country.

The A-PLUS amendment goes a long way toward returning the responsibility for our kids' education closer to home and reduces the influence of the Federal Government over our classrooms.

I thank Senators GRASSLEY, CRUZ, VITTER, JOHNSON, LEE, LANKFORD, BLUNT, CRAPO, RUBIO, and GARDNER for cosponsoring my A-PLUS amendment. I ask my other Senate colleagues to join us in empowering our schools to serve their students, not a bunch of DC bureaucrats, and to support this important amendment.

I yield the floor.

The PRESIDING OFFICER. The Senator from Vermont.

DISTRIBUTION OF WEALTH

Mr. SANDERS. Mr. President, as someone who travels around this country, I am always amazed by the huge disconnect that exists between what we do here in Congress and what the American people want us to do. The simple truth, as poll after poll has shown, is that Congress is way out of touch as to where the American people are. Let me give a few examples before I get to the thrust of my remarks.

Many of my Republican colleagues are still talking about cutting Social Security—a disastrous idea—but according to a recent NBC News/Wall Street Journal poll, by a 3-to-1 margin the American people want us to expand Social Security benefits, not cut them. How out of touch can one be?

About 2 weeks ago, the same poll told us that while there is virtually no Republican in the Senate who is prepared to support raising the minimum wage to $10.10 an hour, what the American people want by a pretty solid majority

is not to raise the minimum wage to $10.10 an hour but to raise the minimum wage to $15 an hour—something that is occurring now in Los Angeles, Seattle, and other places around the country.

Tragically, this Congress is way out of touch with the American people on issue after issue, and it is high time we started to get our act together and to respond to the needs—the pressing needs—of the American people.

Between 1985 and 2013, there was a huge redistribution of wealth in America. I know my Republican colleagues get very nervous when people talk about wealth distribution. Well, guess what, over the last 30 years we have had a huge degree of distribution of wealth in America. Unfortunately, that redistribution went in the wrong direction. That redistribution, to the tune of trillions of dollars, went from the pockets of the middle-class and working families of our country into the hands of the top one-tenth of 1 percent. So if we want to understand economics in the last 30 years, the middle class shrank and one-tenth of 1 percent doubled the percentage of wealth they own.

Today the United States has more wealth and income inequality than any other major industrialized country on Earth. The top one-tenth of 1 percent now owns 22 percent of all the wealth in this country, while the bottom 90 percent owns 22.8 percent. In other words, the top one-tenth of 1 percent owns almost as much wealth as the bottom 90 percent, and the trend is toward more and more wealth and income inequality. That is the economic reality we are looking at now.

But let me talk for a moment about another reality which saddens me very much and which we cannot continue to ignore. We are the wealthiest country in the history of the world. Yet we have the highest rate of childhood poverty of any major industrialized nation on Earth, with almost 20 percent of our kids living in poverty.

In recent years we have seen a proliferation of millionaires and billionaires in this country. Yet over 50 percent of the children in our public schools are so low-income that they are eligible for the free or reduced-price School Lunch Program.

As a result of the collapse of the American middle class over the last 40 years, men and women in this country are working longer and longer hours in order to cobble together enough income to sustain their families. Yet while over 85 percent of male workers are working more than 40 hours a week and over 66 percent of working women are working more than 40 hours a week, we have a dysfunctional childcare system which denies millions of working families the ability to secure high-quality and affordable childcare.

Last week I spoke to a woman who lives right here in Washington, DC, and she told me that to get her 1-year-old child into quality daycare here in the Nation's Capital, she and her husband are spending close to $30,000 a year for one child. DC childcare is probably more expensive than other parts of the country, but millions of parents are struggling with childcare bills of $15,000, $20,000 or $25,000 a year when their income is $30,000, $40,000 or $50,000 a year. If you have two young kids, I don't know how you manage.

The truth of the matter is that while working families are desperately trying to find quality childcare at an affordable cost, we are turning our backs on those families. The result is that millions of children in this country are not receiving the quality childcare or early education they need when the psychologists tell us that ages 0 to 4 are the most important years of a human being's life in terms of intellectual and emotional development.

What sense is it that we ignore the needs of millions of working families and their children? What sense is it to tell working moms and dads that they cannot get the quality and affordable childcare they need? What sense is it to send many children into kindergarten and first grade already far, far behind where they should be intellectually because they had inadequate childcare?

This is not what a great country is supposed to be about. When we talk about the future of America, we cannot be talking about turning our backs on the children of this country. That is why we should be doing in this country what nations all over the world have done, and that is to invest in our kids and move toward a universal pre-K education system for all of our children.

I am glad that the Elementary and Secondary Educating Act is on the floor right now for debate. I want to thank Senator MURRAY and Senator ALEXANDER for their hard work on this important bill. In Vermont and around this country—and I have had town meetings on this issue in Vermont where hundreds of teachers, parents, and kids come out—they understand that No Child Left Behind has failed, and what we are doing now begins to address that failure and move us in a very different direction.

When we talk about the needs of young people—something we very rarely do—we should understand that it is not just that we have a dysfunctional childcare and pre-K system which must be significantly improved, it is not just that No Child Left Behind must be reformed, and it is not just that a college education is now unaffordable for millions of working-class and low-income families. All of those are terribly important issues that we must address. But I hope very much there is another issue that we will finally start to pay attention to. This country, this Senate, and the House of Representatives must come to grips with the fact that today in America we have a horrendous, horrendous level of youth unemployment in this country. This is an issue that gets virtually no discussion at all. This is an issue of crisis proportions that we are not addressing. For the future of this country, not to mention for the future lives of millions of our young people, we cannot continue to sweep the issue of youth unemployment under the rug.

Last month the Economic Policy Institute released a new study about the level of youth unemployment in this country. What they found should concern every Member of the Congress and, in fact, every person in our country. The Economic Policy Institute analyzed census data on unemployment among young people who are jobless—who have no jobs—those who are working part time when they want to work full time, and those who have given up looking for work altogether. This is what they found. From April 2014 to March 2015—a 1-year period—the average real unemployment rate for young, White high school graduates between the ages of 17 and 20 was 33.8 percent. The jobless rate for Hispanics in the same age group was 36.1 percent. Unbelievably, the average real unemployment rate for Black high school graduates and those who dropped out of high school was 51.3 percent.

I ask unanimous consent to have printed in the RECORD the EPI's findings.

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

[From the Working Economics Blog, Economic Policy Institute, June 8, 2015]

YOUNG BLACK HIGH SCHOOL GRADS FACE ASTONISHING UNDEREMPLOYMENT

(By Alyssa Davis)

Last week, I wrote about how high school graduates will face significant economic challenges when they graduate this spring. High school graduates almost always experience higher levels of unemployment and lower wages than their counterparts with a college degree, and their labor market difficulties were particularly exacerbated by the Great Recession. Despite officially ending in June 2009, the recession left millions unemployed for prolonged spells, with recent workforce entrants such as young high school grads being particularly vulnerable.

Underemployment is one of the major problems that young workers currently face. Approximately 19.5 percent of young high school graduates (those ages 17–20) are unemployed and about 37.0 percent are underemployed. For young college graduates (those ages 21–24) the unemployment rate is 7.2 percent and the underemployment rate is 14.9 percent. Our measure of underemployment is the U–6 measure from the BLS, which includes not only unemployed workers but also those who are part-time for economic reasons and those who are marginally attached to the labor force.

When we look at the underemployment data by race, we often see an even worse situation. As shown in the charts below, 23.0 percent of young black college graduates are currently underemployed, compared with 22.4 percent of young Hispanic college grads and 12.9 percent of white college grads. And as elevated as these rates are, the picture is bleakest for young high school graduates, who are majority of young workers.

51.3 percent of young black high school graduates are underemployed, compared

with 36.1 percent of young Hispanic high school grads and 33.8 percent of white high school grads. This means a significant share of young high school graduates in all racial groups either want a job or have a job that does not provide the hours they need. A majority of young black high school graduates wish they could work more but can't because of weak job opportunities.

While there has been real progress in healing the damage inflicted on the labor market by the Great Recession, these underemployment rates among young high school graduates remain quite elevated relative to prerecession levels. In order to correct these high rates, we need to prioritize low rates of unemployment and boost aggregate demand for workers. Last week, Senator Bernie Sanders and Representative John Conyers introduced the Employ Young Americans Now Act to help young Americans find pathways to employment. This bill is a necessary first step to putting young high school graduates back to work and to put our economy on the road to full employment.

Mr. SANDERS. Mr. President, today in our country over 5½ million young people have either dropped out of high school or have graduated high school and do not have jobs. It is no great secret to anyone that without work, without education, and without hope people get into trouble. They get into destructive activity or self-destructive activity. The result of all of that is that, tragically, here in the United States today we have more people in jail than any other country on Earth. We have more people in jail than in the authoritarian Communist country of China, with a population over three times our population. Today the United States represents 4 percent of the world's population. Yet we have 22 percent of the world's prisoners. Incredibly, over 3 percent of our country's population is under some form of correctional control. According to the NAACP, from 1980 to 2012, the number of people incarcerated in America quadrupled from roughly 500,000 to over 2 million people.

A study published in the journal Crime & Delinquency found—this is really quite unbelievable and quite tragic—that almost half of Black males in the United States are arrested by the age of 23. If current trends continue, one in four Black males born today can expect to spend time in prison during his lifetime. This is an unspeakable tragedy. It is something we cannot continue to ignore. But this crisis is not just the destruction of human life. It is also very, very costly to the taxpayers of our country. Locking people up in jail is a very expensive proposition.

In America we now spend nearly $200 billion on public safety, including $70 billion a year on correctional facilities. It is beyond comprehension that we as a nation have not focused attention on the fact that millions of young people are unable to find work and begin their adult lives in a productive way. We cannot continue to turn our backs on this national tragedy.

Let me be very clear. I think I speak for the vast majority of people in this country and I hope the majority of Members in the Senate. It makes a lot more sense for us to be investing in jobs and in education than to be spending billions of dollars on jails and incarceration. We have to start creating the situation where our kids can leave school and lead productive lives and not have them arrested and incarcerated.

I have introduced legislation along with Representative JOHN CONYERS in the House that would provide $5.5 billion in immediate funding to States and cities throughout this country to employ 1 million young Americans between the ages of 16 and 24 and to provide job training opportunities to young adults.

Some people may say $5.5 billion is a lot of money. It is. But it is a lot less expensive to provide jobs and education to our young people than to lock them up and to destroy their lives.

As we debate ESEA—again, I want to thank Senator MURRAY and Senator ALEXANDER for their important work—I want this issue to be on the table. I intend to offer an amendment that says that in this country we are going to put our young people to work and we are going to get them an education rather than lock them up.

I yield the floor.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Mr. President, since our Nation's founding, the idea of a strong public education for every child has been part of the fabric of America. In the late 1770s, Thomas Jefferson introduced a bill in Virginia that outlined his plan for public schooling. At the time he wrote: ''By far the most important bill in our whole code is that for the diffusion of knowledge among the people.''

Jefferson knew that educating children would strengthen our country. That is still true today. Today a good education can provide a ticket to the middle class. When all students have the chance to learn, we strengthen our future workforce and our economy. But nearly everyone today agrees that the current education law—No Child Left Behind—is badly broken.

The bipartisan bill we are debating on the floor today—the Every Child Achieves Act—is a strong step in the right direction to finally fix that law, and it will help continue our Nation's tradition of making sure all students have access to a quality public education.

Some of our colleagues on the other side of the aisle are interested in voucherizing the public school system. Instead of investing in our public school system, they want to send Federal resources to private schools. That would be a major step backward. Vouchers undermine the basic goals of public education by allowing funding that is designated for our most at-risk students to be rerouted to private schools. I urge my colleagues to oppose any attempt to use Federal education funds for private school vouchers.

I strongly oppose vouchers for several reasons. For one, vouchers divert much-needed resources away from our public schools and reroute them to private and religious schools. Today public schools across our country, and particularly those schools with high concentrations of students in poverty, need more funding, not less. We can't afford to send scarce Federal resources away from our public schools to benefit private schools.

Secondly, vouchers would send Federal taxpayer dollars to private schools that are in no way accountable to the public. Proposals to create vouchers do not require private schools to adopt strong academic standards or provide students with disabilities the same services they have in public schools. Unlike public schools, private schools do not need to serve all of our students. There is no guarantee that private schools would make sure students have access to State-licensed teachers, and they would not administer the same assessments as public schools, which would diminish our accountability of Federal tax dollars.

I can tell you, as a former school board member, when people in my community were unhappy with how their taxpayer dollars were spent, they would find me in the grocery store, at the school board meeting or call me at home at night. But if Federal tax dollars go to private schools, there is no elected official that a public citizen can call and say: I don't like how you are spending our tax dollars, and I want you to look at this.

Many of our colleagues today demand evidence and accountability in other programs. I hope they do it in education as well. Some of my colleagues on the other side of the aisle like to argue that vouchers create options for students and families. Well, that might be true for students of more affluent families, but vouchers don't provide a real choice for the overwhelming majority of students. Vouchers might cover some but usually not all of the tuition of a private school. In some cases a voucher would make just a small dent in the full cost of a private school. That would enable students from more affluent families the ability to afford private schools because they personally have the means to make up the difference. But students from low-income backgrounds would still be priced out of that choice.

Vouchers only provide the illusion of choice to students from low-income backgrounds, and it is those low-income students who ultimately lose out when funds are siphoned away from the public schools that they attend. Perhaps the most important reason I oppose private-school vouchers is because they do not improve student achievement. Study after study has shown that vouchers do not pay out for students or for taxpayers.

In 2012 researchers compared students enrolled in Milwaukee's voucher program compared with students in

Milwaukee's public schools. The researchers found little evidence that the voucher program increased the achievement of participating students.

The District of Columbia's voucher program has gone through four congressionally mandated studies from the Department of Education. Each of those studies concluded that the program did not significantly improve reading or math achievement, and that program came at the cost of funding that could have helped improve local public schools.

There are a number of reasons to oppose any amendment that redirects Federal funds to private schools. Public schools already have to deal with scarce Federal resources. This would exasperate the problem. Private schools would not be accountable for the Federal taxpayer dollars they get. Vouchers do very little to expand choices for low-income families. Finally, as I said, studies have shown that vouchers do not increase student achievement.

An amendment to allow public funds—taxpayer dollars—to flow to private schools would be a step in the wrong direction. I strongly urge our colleagues to oppose any amendment that works to voucherize any of our Federal dollars.

I believe that real improvement in student achievement comes when our teachers and school leaders have the resources they need to help our students succeed. We have to work together to strengthen our public school system, not dismantle it.

I hope we can continue our bipartisan work together—we have done well—to help ensure all students have access to a quality public education regardless of where they live or how they learn or how much money they make. That should be our mission.

I thank the Presiding Officer, and I yield the floor.

The PRESIDING OFFICER. The Senator from Rhode Island.

Mr. REED. Mr. President, I come to the floor to speak about an amendment that I am offering with Senator KIRK, Senator BROWN, and Senator BALDWIN, which would establish an accountability mechanism for student access to the core resources necessary for learning.

First, I wish to thank Senators KIRK, BROWN, BALDWIN, and others for helping with this very important matter.

More than 60 years after the landmark decision of Brown v. Board of Education, one of the greatest challenges still facing this Nation is stemming the tide of rising inequality. We have seen the rich—in fact, really the very rich—get richer while middle-class and low-income families have lost ground. We see disparities in opportunities starting at birth and growing over a lifetime. With more than one in five school-age children living in families in poverty and roughly half of our public school population eligible for free or reduced-priced lunches because they come from low-income families, we cannot afford nor should we tolerate a public education system that fails to provide the resources and opportunities for the children who need them the most.

When President Johnson signed the Elementary and Secondary Education Act into law 50 years ago, he described education as the ''only valid passport from poverty.'' He noted:

> From our very beginnings as a nation, we have felt a fierce commitment to the ideal of education for everyone. It fixed itself into our democratic creed.

I believe this amendment will help us stay true to that ideal. There are other amendments we will consider that, frankly, will do just the opposite, such as those that would divert scarce resources from public schools to private schools through vouchers or so-called portability amendments that Senator MURRAY so eloquently spoke about. Rather than transferring resources away from our public education system, the passport to opportunity in our country, we should be doing more to ensure they have adequate resources. We have to do work to achieve real equity in educational opportunity.

Survey data from the Department of Education's Office of Civil Rights showed troubling disparities, such as the fact that Black, Latino, American Indian, Native Alaskan students, and English learners attend schools with higher concentrations of inexperienced teachers. In fact, nationwide one in five high schools lacks a school counselor, and between 10 and 25 percent of high schools across the Nation do not offer more than one of the core courses in the typical sequence of high school math and science, such as algebra I and II, geometry, biology, and chemistry. Their curricula are very limited, and, indeed, perhaps inadequate.

The Education Law Center reports that a majority of States have unfair funding systems with flat or regressive funding distribution. For these reasons, I introduced the Core Opportunity Resources for Equity and Excellence Act, or the CORE Act. Senators BROWN and BALDWIN were my cosponsors. This bill would establish an accountability mechanism for resource equity. This was the first education bill introduced in this Congress, and we are very proud of that.

Holding our educational system accountable for both results and resources is paramount. The No Child Left Behind Act looked at results, outcomes, testing, and measurement. What it failed to grasp is that we need resources also. We need the inputs. The Every Child Achieves Act, the legislation we are discussing today, includes important transparency on resource equity. I thank Senators ALEXANDER and MURRAY for that. It requires States to report on key measures of school quality beyond student achievement on statewide assessments, including student access to experienced and effective educators, access to rigorous and advanced course work, availability of career and technical educational opportunities, and safe and healthy school learning environments. However, reporting alone will not ensure that students get the resources they need and deserve. I commend the reporting. I think it is a necessary but not quite sufficient measure.

I am pleased to offer this opportunity dashboard of core resources amendment with Senators KIRK, BALDWIN, and BROWN. This amendment has the support of dozens of national organizations.

Specifically, our amendment will require States to develop and report on measures of access to critical education resources, identify disparities in access for districts, schools, and student subgroups, develop plans with school districts to address disparities in access to critical educational resources, and include the opportunity dashboard of core resources on the State report card so everyone will know where the resources are, where they are going, and how we are making our commitment to an equitable and excellent education for every American child.

This amendment has bipartisan support, and, more importantly, broad support in the communities across the Nation. I urge my colleagues to support it when it comes to the floor for a vote.

With that, I yield the floor.

The PRESIDING OFFICER. The Senator from Illinois.

Mr. DURBIN. Mr. President, this week the Senate is considering the Elementary and Secondary Education Act. As we have heard from the previous speakers, the issues that are involved in this decision really go to the heart of America and its future.

Public education is the avenue to opportunity for most children in America, and if that avenue is blocked or if it is inadequate, that child will suffer, the family will suffer, and the Nation will suffer. There is hardly a bigger, more important assignment that could come our way than to consider elementary and secondary education.

We are fortunate that we have two good leaders on this issue—two of the best in this Senate, Senator LAMAR ALEXANDER and Senator PATTY MURRAY. Senator ALEXANDER is a Republican from Tennessee and a former Secretary of Education. He takes this job and assignment very seriously, and I have spoken to him many times about these issues. My colleague, friend, and fellow leader on the Democratic side, Senator MURRAY of Washington, and Senator ALEXANDER have done an extraordinary bipartisan job of bringing this measure to the floor. That is not to say that I agree with every provision nor that any Senator does, but to have this reported unanimously from committee by both political parties with the political climate we have in Washington is nothing short of amazing.

We find ourselves on the floor debating the specifics of the Every Child Achieves Act. I am glad this bill maintains Impact Aid assistance for districts such as North Chicago in my home State of Illinois, which is a neighbor to the Great Lakes naval training station.

The bill also preserves the universally agreed upon triumph of No Child Left Behind—to disaggregate data among subgroups of students.

I remember back in 2002, when we passed No Child Left Behind, I was relatively new to the Senate, and I sat back there. Directly behind me was a Senator from Minnesota named Paul Wellstone. To say that Senator Paul Wellstone hated No Child Left Behind is an understatement. Every time I got up and appeared to be supporting it, he would be behind me whispering: Senator DURBIN, this is a mistake. Don't you vote for this. You will be sorry. Well, I voted for it.

As I reflect on it, many good things happened, but a lot of things happened that we didn't expect to happen. We had testing, and I think testing is an important part of metrics and measurement to see whether the students are actually progressing. But some parts of the bill went overboard by disqualifying schools and saying they were not up to the job because their test scores didn't hit certain numbers. Teachers would complain to me that they went through all of this education and had experience in teaching, but now they were just teaching to the test. They lost the thrill of being teachers and that diminished them in their ability to help the children.

We also know what happened when it came to some of the other aspects of this bill. Some of the States started dumbing down their State standards so schools would pass the test. It wasn't a pretty sight. It is time to rewrite this broken bill, and the bill that we have before us attempts to do just that.

No Child Left Behind made important advances in how we ensure that all children are being served by public education. As we debate the Every Child Achieves Act this week, we must resist the urge to go too far the other way. What happened with No Child Left Behind was a political curiosity. Here was a new Republican President, George W. Bush, appealing to a Democratic Congress to give the Federal Government more control when it came to K–12 education. That was really a new approach, and it is one that, frankly, surprised many of us. As a result, No Child Left Behind went in directions and to degrees that many of us did not expect. Now we are getting a pushback from those who say it went too far. The pendulum is about to swing back in the other direction. This bill allows States to develop their own State education plan, set their own achievement goals, and hold themselves accountable. Every Child Achieves does not require States to identify low-performing schools or take meaningful actions to provide additional support when the schools are consistently not serving their students. Without these protections, students of color and low-income students could easily be left behind. There are reasonable, commonsense improvements that should be made to this bill to enhance accountability. We can have federally required accountability and intervention without federally prescribed accountability and intervention.

Let me also say a word about vouchers. The Senator from Washington just spoke about vouchers. I asked her when No Child Left Behind was written and she told me 2002, and I think it was somewhere around that period when we passed the DC vouchers system. We are members of the Senate Appropriations Committee. It was Senator DeWine of Ohio who offered the DC voucher system as an amendment on an appropriations bill. I offered three amendments to his proposal. He proposed that Federal tax dollars be given to individual parents in DC to choose the school they wish, even if it was a private or religious school—not charter schools per se but so-called DC opportunity or voucher schools. I offered three amendments in committee to his proposal.

Here is what they were: First amendment, every teacher in a DC voucher school had to have a college degree. The amendment was defeated. The Republican majority said, no, we don't want to limit the creativity here of these new teachers in voucher schools. The second amendment I offered said the students who attend the voucher schools will take the same tests as the students attending DC Public Schools so we can compare how they are doing. That amendment was also defeated by the majority in the Appropriations Committee. They didn't want to be held to the same standards of testing and achievement. The third one was the most shocking. I said any building used for a DC voucher school had to pass the fire safety code in the District of Columbia. That, too, was defeated.

Years later, I sent staff out to take photos of some of the DC voucher schools. It was depressing. Many of these schools were just schools in name only. They weren't real schools. When we held a hearing before the Appropriations Committee, they couldn't even explain what standards they were teaching to. Is that the kind of system we want to set up nationally and put our tax dollars towards? Is that where families want to send their children? So I agree with Senator MURRAY. Before we start talking about voucher schools, let's focus on our first responsibility; that is, public education.

I also want to talk about an amendment that may be offered by Senator BURR of North Carolina on Title I formulas. Title I is the single largest source of Federal funding for elementary and secondary education. It helps States and school districts address poverty and the needs of low-income students. This was the inspiration for the Federal Government to make a massive investment and commitment to education in the 1960s, and the reason behind it was because we saw the gross disparities in school districts from State to State and from district to district. We believed then, as I believe now, that kids from poor families don't have a fighting chance if they don't have the chance of a good education. Title I was designed to send those dollars to help those school districts educate those children.

Now, the amendment that is proposed by the Senator from North Carolina, Mr. BURR, would devastate low-income students in my home State of Illinois. It would reduce Illinois's title I share by an estimated $180 million a year. That is a 28-percent reduction in Federal assistance in my State of Illinois to help poor, low-income, and minority students—a 28-percent reduction. Chicago public schools alone would lose $68 million. I just have to say for the record, they are struggling even today to meet their budget needs and their pension requirements. This kind of cut would be devastating.

I think about the violence in the great city of Chicago and many other cities as well. I think about the responsibility of the Chicago public school system which educates almost 400,000 students. A $70 million cut to Chicago would mean that these kids in low-income families would struggle and many would not succeed in achieving a good education. Is that the best we can do? I think it is a mistake.

I have to serve notice on my colleagues. I don't know what procedural tools are available to us, but when it comes to an amendment that takes that kind of money away from critically important school districts in my State, I am going to use every tool in the box to stop this from coming to the floor and passing. There is just too much at stake. I hope my colleagues will join me in this effort to stop this as well.

Finally, let me talk about an issue that is near and dear to all of us and especially to the Presiding Officer—criminal background checks. In the State of Illinois, if you want to be a teacher—before you can even be a student teacher—you have to go through a criminal background check. What does that consist of? Being fingerprinted and having your fingerprints and personal information turned over to our State police and the FBI. We take this very seriously in Illinois, and we are not the only State. There are many States that do exactly the same thing. We don't want anyone in the classroom, anyone in an unsupervised situation with small children around, who is going to be a danger to those children, period.

There are two proposals before us. One is being offered by the Senator from Pennsylvania, and it is a criminal background approach which I cannot support. The reason I cannot support it is because it imposes new Federal

criminal background check standards in addition to what I just described in Illinois. We already have fingerprinting and a criminal background check that goes to the State registry of crime as well as the FBI, which provides the basic information you need to know as to whether this potential teacher has anything in their background that is worrisome or would disqualify that teacher. It is already being done. The amendment being offered by the Senator from Pennsylvania says now we are going to make sure they go through a second check, a federally mandated criminal background check, which sends the school districts in Illinois to the same agencies I just described; in other words, a second check which under Illinois law would be at the expense of the school district—that goes to the State police, the FBI, and others. Come on. Why would we waste our money—precious Federal money that we need for education—in duplicating background checks? It makes no sense whatsoever.

So I commend the Senator from Pennsylvania for being concerned about this. There isn't a parent or grandparent alive who doesn't share his concern, but let's not impose an additional Federal mandate on States that are already doing a professional job. If States say we have a background check in place that conforms to what the standards are in Washington, why should they have to do it a second time?

Senator WHITEHOUSE of Rhode Island makes that proposal. He has an alternative amendment. He proposes that the State background checks meet a list of Federal compliance requirements, while explicitly ensuring that states would not need to duplicate background checks for current employees who have already met these requirements and have been cleared. I think that is better. That eliminates the duplication and eliminates the wasted dollars on a second, unnecessary duplicative background check.

I might add that the Senator from Pennsylvania and the Senator from Rhode Island addressed the concern about mistakes. If there is a name sent in by mistake and a potential teacher is disqualified and it turns out the information is erroneous, there is a due process provision in Senator TOOMEY's bill and one that I think is more complete in the bill offered by Senator WHITEHOUSE.

It wasn't that many years ago, our colleagues may remember, that our colleague Senator Ted Kennedy ended up on a no-fly list. He kept saying: Why am I on a no-fly list? It was a mistake. It was a government mistake that identified him as a danger to the country. Mistakes can be made. There needs to be a due process requirement in here so those accused of something that they are not guilty of have a chance to have their day to tell their story as best they can.

The bottom line is that this bill is one of the most important we will consider. I thank the chairman and ranking member for the time they put into this, and I thank them for their bipartisan efforts. There will be some disagreements on the amendments before us, but I think we are all in common agreement. If we don't get this right, many of the other things we do don't mean much.

If we don't provide that avenue of opportunity to kids from lower-income, impoverished families, they are not likely to enjoy life as they might with a good education and realize the American dream. This is our step in the right direction. I hope we can make it even stronger as we consider amendments.

I yield the floor.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. I thank the Senator from Illinois for his remarks. I was thinking, as he was talking about Senator Kennedy, whom we all loved, I think the mistake was that he was on a Republican no-fly list. That was the mistake. But he loved telling that story and enjoyed it very much. It is nice to be reminded of him today because he was chairman of this committee that is producing the fix for No Child Left Behind.

He would make, in my view, the most outrageous liberal speeches from the back of the Senate, and then he would come to the front of the Senate and would work out a good bipartisan agreement and get a good piece of legislation. He set a wonderful example for us, and it is nice to be reminded of him.

Mr. President, Senator MURRAY and I have conferred, and I ask unanimous consent that the time until 4:30 p.m. today be equally divided between the two managers or their designees and that it be in order to call up the following amendments: Hirono amendment No. 2109, Tester amendment No. 2107, Alexander amendment No. 2139, Murray amendment No. 2124, Bennet amendment No. 2115; further, that at 4:30 p.m. today, the Senate vote on the above amendments in the order listed, with no second-degree amendments in order to any of the amendments prior to the votes and that the Alexander amendment No. 2139 be subject to a 60-affirmative-vote threshold for adoption; and that there be 2 minutes of debate equally divided between the votes.

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

Mr. ALEXANDER. For the information of all Senators, we expect a roll-call vote on three of these amendments and that the rest will be adopted by voice vote.

PRESIDING OFFICER. The Senator from Nevada.

Mr. HELLER. Mr. President, I rise in support of amendment No. 2109, just mentioned by the chairman, the Hirono-Heller amendment which addresses Asian-Pacific and Pacific Islander student data.

In my home State of Nevada, as in many of my colleagues' home States, the AAPI population is one of the fastest growing. I can give you an example of that according to census data. Nevada's AAPI or Asian-Pacific and Pacific Islander population grew by 116 percent between 2000 and 2010. Now, even though this AAPI group represents students who come from a variety of different backgrounds—Chinese, Filipino, Vietnamese, Korean—current law and the Every Child Achieves Act uses a broad ''Asian-Pacific Islander'' category when reporting on student achievement. Basically, if you are registering as a student, you have one category—one bubble—called Asian-Pacific Islander, regardless of whether you are Chinese, Filipino, Vietnamese, Korean. It doesn't matter. It is a single bubble. As a result of this single bubble, this student population as a whole seems to perform well, but the broad AAPI category hides big achievement gaps between subgroups. The current census data gives us this evidence.

According to the 2010 census, 72 percent of Asian Indian adults have bachelor degrees or higher; whereas, only 26 percent of Vietnamese adults do. Steps should be taken to help close these achievement gaps and create an environment where all students can succeed. This is critical to ensuring that our Nation's children are preparing to attend college or enter the workforce. That is why the Hirono-Heller amendment is so important.

Our amendment simply requires school districts with large populations of AAPI students to show how these subgroups are performing. This amendment would also apply in large school districts with over 1,000 AAPI students. This represents less than 3 percent of the school districts nationwide. In fact, 11 States would not be affected at all by the Hirono-Heller amendment. It is also important to note that this amendment would only be used for public reporting purposes. It would not require accountability measures or intervention at any level.

The bottom line is that having this kind of subgroup data available equips parents and local officials with the necessary information to determine how their students are doing and how to better support students who need the most help. Isn't that what these school districts are all about, which is to try to identify those students and to better support students of those who need help.

As a father of four and grandparent of two, I think parents should have access to this kind of data, to know how schools are serving these children in these specific subgroups, so they can make the right choice for their children. School choice advocates agree, charter school advocates agree, and the truth is that school districts across the Nation are already collecting and reporting this aggregated AAPI student data. In fact, just this morning, I sat down with several school superintendents from all across my home State who told me that access to this type of

data would be extremely helpful in their districts.

Principals and teachers also understand the value of this subgroup data and how it reveals groups of students who need assistance that would otherwise be missed by looking at the broader AAPI category. That is why this amendment is also supported by the National Association of Elementary School Principals, it is why this amendment is supported by the National Association of Secondary School Principals, and why it is supported by the National Education Association. I am proud our amendment is also supported by over 100 AAPI, Latino, and African-American civil rights groups, educators, women's groups, and the disability community.

These groups agree with Senator HIRONO and me that AAPI subgroup disaggregation is a top priority. I thank Senator HIRONO for her leadership on this issue and her dedication to serving the needs of all of our communities. I would also like to thank Chairman ALEXANDER and ranking member Senator MURRAY for their efforts to not only put together a bipartisan bill but also to move forward with an open amendment process during this debate.

I encourage all of my colleagues to vote in support of the Hirono-Heller amendment to ensure that parents have choice and that school administrators alike are able to target students who need the most help.

I yield the floor.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Mr. President, over the weekend, we all cheered on the women's national soccer team as they beat Japan 5 to 2 in the World Cup. Their teamwork and the skills they displayed on the field were years in the making. Many of the players on the women's national team developed their skills and a love for soccer while attending their public schools growing up.

In fact, before midfielder Carli Lloyd shattered records in the World Cup finals on Saturday, she was the star of the Delran High School soccer team in New Jersey. Unfortunately, not all young girls have the same opportunities today as young boys do to participate in school sports. In our Nation's schools, all girls should have equal opportunities to pursue athletics, whether they just want to help their high school team have a winning season or whether they dream of one day playing in the World Cup final.

Today, I am offering an amendment to help close the opportunity gap in sports between young men and women. Back in 1972, Congress passed what is known as title IX. That is the law that bans discrimination in education on the basis of gender. This law applies to all educational opportunities that have had a huge impact on opening opportunities for young women to play sports.

For the first time, schools were required to provide equal opportunity to girls and boys to play organized sports, and they were required to provide equal benefits and services, like coaches and courts and playing fields. Title IX has truly changed our country for the better. The number of women and girls whose lives it touches is growing every single day. I have seen that firsthand in my own family. When I went to school, the atmosphere was a lot different than it is today. Back then, I could participate in just a very few sports, and it was simply unheard of for women athletes to receive athletic scholarships.

Now, 15 years later, it was amazing to watch my own daughter choose to play soccer, learning to be a part of a team and cheering each other on and learning how to be gracious in victory and in defeat. The differences between my daughter's generation and my own could not be more stark.

Today, more young women than ever are playing sports, but inequality still exists and girls don't have the same opportunities to play sports as boys. In fact, if you add up all of the missed opportunities across the country, young women have 1.3 million fewer chances today to play sports in high school compared to boys. That is according to the National Federation of High School Associations. So the amendment I am offering that we will be voting on shortly will help ensure that schools simply report information about school sports in elementary, middle, and high school.

I thank Senator MIKULSKI, who has been a champion for title IX, for working with me on this amendment. Under our amendment, schools would report on both access to girls organized sports and the funding for girls sports. For the first time, schools would need to show the public, show all of us, what they spend on travel expenses and equipment and uniforms for both boys and girls sports teams. This information will simply help us shine a light on the persistent inequalities in sports between men and women.

Playing sports isn't just good for a single sports season, it has a positive effect on and off the field. According to the National Collegiate Athletic Association, when young women play sports, they are more likely to have higher grades, and they are more likely to graduate from high school than nonathletes. Research also shows that girls who have opportunities to play sports have lower risk of obesity later in life, lower incidence of depression, and more positive body image than nonathletes.

Congress can help ensure that girls all over our country have the chance not only to improve their athletic ability but also to develop valuable skills like teamwork and discipline and self-confidence. Those skills lead to success on and off the playing field.

I urge our colleagues to vote for this important amendment. Let's give young women and girls equal opportunity in sports. So many girls across the country spent this week dreaming of one day being one of those women champions they saw on television last weekend. Let's make sure they know Congress has their back.

I yield the floor.

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

AMENDMENT NO. 2139 TO AMENDMENT NO. 2089

(Purpose: To allow States to let Federal funds for the education of disadvantaged children follow low-income children to the accredited or otherwise State-approved public school, private school, or supplemental educational services program they attend)

Mr. ALEXANDER. Mr. President, I ask to set aside the pending amendment in order to call up amendment No. 2139.

The PRESIDING OFFICER. The clerk will report.

The senior assistant legislative clerk read as follows:

The Senator from Tennessee [Mr. ALEXANDER] proposes an amendment numbered 2139 to amendment No. 2089.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the reading of the amendment be dispensed with.

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

(The amendment is printed in today's RECORD under ''Text of Amendments.'')

AMENDMENT NOS. 2109, 2107, 2124, AND 2115 TO AMENDMENT NO. 2089

Mrs. MURRAY. Mr. President, I ask unanimous consent to call up Hirono amendment No. 2109, Tester amendment No. 2107, Murray amendment No. 2124, and Bennet amendment No. 2115, as provided for under the previous order, and ask that they be reported by number.

The PRESIDING OFFICER. Without objection, the clerk will report the amendments by number.

The senior assistant legislative clerk read as follows:

The Senator from Washington [Mrs. MURRAY] proposes amendments for other Senators numbered 2109, 2107, 2124, and 2115 to amendment No. 2089.

The amendments are as follows:

AMENDMENT NO. 2109 TO AMENDMENT NO. 2089

(Purpose: To amend section 1111(b)(2)(B)(xi) to provide for additional disaggregation for local educational agencies with a total of not less than 1,000 Asian and Native Hawaiian or Pacific Islander students)

On page 43, between lines 5 and 6, insert the following:

''(VI) for local educational agencies with not less than 1,000 total Asian and Native Hawaiian/Pacific Islander students, the same race response categories as the decennial census of the population; and

AMENDMENT NO. 2107 TO AMENDMENT NO. 2089

(Purpose: To restore sections of the Elementary and Secondary Education Act of 1965)

On page 654, strike lines 7 through 10.

On page 683, lines 16 and 17, strike ''7132, as redesignated by section 7001(2),'' and insert ''7135''.

On page 683, line 18, strike ''**7132**'' and insert ''**7135**''.

AMENDMENT NO. 2124 TO AMENDMENT NO. 2089

(Purpose: To require schools to collect and report data on interscholastic sports)

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

''(xviii) In the case of each coeducational school in the State that receives assistance under this part—

''(I) a listing of the school's interscholastic sports teams that participated in athletic competition;

''(II) for each such team—

''(aa) the total number of male and female participants, disaggregated by gender and race;

''(bb) the season in which the team competed, whether the team participated in postseason competition, and the total number of competitive events scheduled;

''(cc) the total expenditures from all sources, including expenditures for travel, uniforms, facilities, and publicity for competitions; and

''(dd) the total number of coaches, trainers, and medical personnel, and for each such individual an identification of such individual's employment status, and duties other than providing coaching, training, or medical services; and

''(III) the average annual salary of the head coaches of boys' interscholastic sports teams, across all offered sports, and the average annual salary of the head coaches of girls' interscholastic sports teams, across all offered sports.

AMENDMENT NO. 2115 TO AMENDMENT NO. 2089

(Purpose: To provide for a study on increasing the effectiveness of existing services and programs intended to benefit children)

At the end of part B of title X, insert the following:

SEC. _____. COMPTROLLER GENERAL STUDY ON INCREASING EFFECTIVENESS OF EXISTING SERVICES AND PROGRAMS INTENDED TO BENEFIT CHILDREN.

Not later than 2 years after the date of the enactment of this Act, the Comptroller General shall provide to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives a report that includes—

(1) a description and assessment of the existing federally funded services and programs across all agencies that have a purpose or are intended to benefit or serve children, including—

(A) the purposes, goals, and organizational and administrative structure of such services and programs at the Federal, State, and local level; and

(B) methods of delivery and implementation; and

(2) recommendations to increase the effectiveness, coordination, and integration of such services and programs, across agencies and levels of government, in order to leverage existing resources and better and more comprehensively serve children.

The PRESIDING OFFICER. The Senator from New Jersey.

Mr. MENENDEZ. Mr. President, it is fitting and appropriate, although it was not coordinated, that I follow on to the comments of the distinguished Senator from Washington State, the ranking member of the committee, as she was talking about the importance of the amendment about young women and athletic opportunities for them on an equal basis.

(The further remarks of Mr. MENENDEZ are printed in today's RECORD under Morning Business.)

Mr. MENENDEZ. I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. TOOMEY. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

AMENDMENT NO. 2094

Mr. TOOMEY. Mr. President, I rise to speak on amendment No. 2094, which is based on legislation I have introduced with Senator MANCHIN called the Protecting Students from Sexual and Violent Predators Act. This has bipartisan support. This is a commonsense amendment that will protect children from child molesters and predators infiltrating our schools.

We all know the overwhelming majority of school employees would never harm a child in any way, but we also know pedophiles know where the children are. They are in the schools. So schools can be a magnet for the very people we need to keep out of our schools. I have been fighting this for some time now—over a year and a half—since the legislation was first introduced. I am not going to stop fighting this.

There are a lot of good reasons to make this fight happen, to secure the protections for our school kids from these predators. For me, the reasons begin with the three children I have, who are 15, 14, and 5 years old. When I put one of my children on a school bus in the morning, I have every right to believe I am sending my child to an environment where they are as safe as they can possibly be, and so does every other parent in Pennsylvania and every other parent across the country. We in Congress have the obligation to make sure we are doing all we can to make sure they will in fact be in the safest possible environment. Sadly, we know that is just not always the case.

The motivation and the inspiration for this legislation that Senator MANCHIN and I introduced is a horrendous story about a little boy named Jeremy Bell, and that story begins, sadly, at a school in Delaware County, PA, where one of the teachers was repeatedly molesting young boys, raping one of the boys.

The administrators of the school figured out what was going on. They reported it to authorities, but the authorities were never convinced they had enough evidence to mount a strong case. They couldn't confidently charge the predator. So the school decided they would dismiss this teacher for sexually abusing his students, but shockingly, appallingly, they gave him a letter of recommendation to make sure he could become someone else's problem.

Well, given that he was a pedophile and a predator, he surely did become someone else's problem. He went to West Virginia, became a teacher—based in part on the recommendation he got—and rose, in fact, to the level of being a school principal. Along the way, of course, he continued to attack and abuse young boys, finally raping and killing young Jeremy Bell.

Well, justice eventually caught up with that monster. He is serving the rest of his life in jail, as he should, but it was too late for Jeremy Bell.

The sad truth is this is not as isolated an incident as we would like to think and as it should be. In fact, last year there were 459 arrests of school employees for sexual misconduct with the kids they are supposed to be taking care of. So far this year we are on track to have even more arrests than last year. Keep in mind that these are the cases where the evidence is so clear the prosecution is confident in making an arrest and pressing charges. How many more cases are out there where we just don't have enough certainty to actually make the arrest and press the charges? There are many more.

So Senator MANCHIN and I decided we would introduce legislation that would take an important step towards the goal of protecting our kids. Our legislation has two big categories, two big features that together would go a long way toward ensuring greater security for our kids.

One is a Federal standard for criminal background checks. Let me just respond to the comments made by the Senator from Illinois just a few minutes ago, suggesting that somehow my legislation requires a duplicative background check. That is factually and simply incorrect. There is no duplication. There is no redundancy. What we do in our legislation is to establish a Federal standard and say that all of the major criminal databases must be checked, but we don't ask anyone to check it twice. I don't know how that idea occurred. The checks are a sensible way to make sure nobody slips through the cracks.

We do require there be a periodic review, at the frequency established by the States, so we make sure we are checking up on school employees periodically. That is not a redundancy.

The second fundamental aspect of our legislation, after the criminal background checks, is that we would prohibit the practice of knowingly recommending for hire a predator, a violent abuser, a pedophile. This, unfortunately, has its own name. This practice is called passing the trash. That recommendation was exactly what allowed Jeremy Bell's killer to get a job as a teacher so that he could prey on Jeremy Bell. Our legislation would forbid that.

Both of these protections have broad bipartisan support. The House of Representatives, by the way, unanimously passed a bill that is virtually identical just in the last Congress. And just last fall the House and Senate combined, by a combined vote of 523 to 1, adopted the Child Care and Development Block Grant Act, which has the same language. It has the same provisions to

protect children in childcare centers from these kinds of predators. I fully support that protection for very young kids. I just fail to see why we shouldn't provide the same level of security and protection for slightly older kids. That is what this is about.

So in addition to the bipartisan support, our legislation has been endorsed by many, many groups—child protection groups, law enforcement groups, prosecutors, the American Academy of Pediatrics, the Pennsylvania School Board Association. There is very broad support for this because it makes sense.

Let me go a little bit more into detail about these two aspects.

First, there is the criminal background check. Let's be clear. Every State does some kind of criminal background check on hiring for schools. The problem is many are woefully inadequate. In some cases they miss entire databases, and so they miss convictions.

For instance, some States check only their State database. They do not check the Federal database so they do not know about the criminal convicted two States over who moved into their State postconviction.

Another fact is that many States don't require background checks for their contractors. In our legislation, if you are an adult who has unsupervised contact with kids—whether you are a bus driver, a sports coach or the janitor in the school—you have to have the background check. Some States don't require that.

We establish a Federal standard so that we are protecting all kids uniformly. So this whole background check component is what I consider the first part of the bill.

The second part, which is really a distinct part but still every bit as crucial, is this prohibition against passing the trash that I alluded to earlier. This is a provision that would have perhaps prevented the murder of Jeremy Bell. We simply say if a school wishes to receive Federal funds, it has to ban this practice.

This is so appalling—the idea that someone would knowingly recommend for hire a predator who is preying on children. It is so appalling that it is hard to believe it happens, but the fact is it does. Sometimes it happens across State lines, and there is nothing any State can do about the laws of a different State. This absolutely calls for a Federal solution.

For example, recently in Las Vegas, NV, a kindergarten teacher was arrested for kidnapping a 16-year-old girl and infecting her with a sexually transmitted disease. That same teacher, it turns out, had molested six children—fourth and fifth graders—just several years before in Los Angeles, CA. Now, the Los Angeles school district knew about the allegations. In fact, not only did they know about the allegations, but they were so concerned that when a lawsuit was filed against them they recommended settling.

The Nevada school district specifically asked if there had been any criminal concerns regarding the teacher who was a candidate for a job, and the Los Angeles school district not only hid the truth but provided three references for the teacher. I think that makes it abundantly clear that this is a problem that transcends State lines. There is nothing Nevada could have done about the dishonesty and the deceit of the people in the Los Angeles school district who allowed this to happen.

Let me sum this up. The Toomey-Manchin bill offers a simple proposition. It says if a school district wants to use Federal tax dollars, it has to make sure those dollars are not being used to pay pedophiles' salaries.

I don't think that is an unreasonable demand. To do that, it says there are two components. One is that you perform a criminal background check that is rigorous enough to catch people who have criminal backgrounds and a prohibition against passing the trash.

Now, we have run into opposition on this, as you know. In fact, there was a letter signed by a number of organizations led by the National Education Association, the Nation's largest teachers union group. The basic thrust of the argument in the letter is that it is unfair to exclude even a convicted admitted child abuser from being a schoolteacher. Here is the quote from the letter: ''Individuals who have been convicted of crimes and have completed their sentences should not be unnecessarily subjected to additional punishment because of these convictions.''

Under this logic, an admitted convicted child molester can finish their prison term, walk out of a prison, go across the street to a school and be hired to be a first grade teacher. That is ridiculous. Our kids are not part of some social experiment to see how often convicted child molesters will repeat their crimes. I am not going to tolerate or risk trapping small children in a classroom with a convicted child rapist. That is unbelievable.

We have a national sex offender registry for exactly this reason. As a society, we understand these people commit these crimes serially. Even after serving a prison sentence, very often they go right back to their old ways. So I think it is perfectly acceptable—in fact, it is incumbent upon us—to say that when someone has been convicted of this type of crime they are disqualified from being left in unsupervised contact with children.

The same letter from the National Education Association endorsed an alternative amendment that has been proposed by Senator WHITEHOUSE. He has proposed an alternative to my amendment, and I find it troublesome because, among other problems, the Whitehouse amendment actually would weaken the protections in existing State laws.

There are 44 States that currently have a category of criminal conviction which precludes a person from ever being hired to teach in a school or to have unsupervised contact with kids. What Senator WHITEHOUSE would do in his legislation is to require every State to give these individuals the legal right to challenge their being blocked from being hired. That does not exist in 45 States right now.

So you have to ask yourself: What possible purpose could there be for mandating that States create these minitrials, some little judicial mechanism to challenge the notion that they should be precluded from a job based on their prior conviction for child abuse? The only purpose would be to get an exemption so they could be hired. Well, I am shocked Senator WHITEHOUSE would propose legislation that would weaken the existing protections we have in 45 States, but that is what he does.

I would point out that in the case of the Child Care and Development Block Grant Act—which passed 523 to 1 and was supported by every Democrat in the House and the Senate, by the way, the one vote being for unrelated reasons—that language that protected kids did not have this mechanism of creating a quasi-judicial entity so that convicted child abusers could nevertheless be hired. So if it wasn't a good idea then, when we were passing legislation that pertains to daycares, it is not a good idea now. So I hope we will oppose the Whitehouse amendment.

I just want to underscore that there is urgency to this problem. Last year alone there were 459 teachers arrested for sexual abuse or misbehavior with the children they are supposed to be taking care of. We are on path so far, in the 6 months into this new calendar year, to have far more arrests than we had last year. Every one of these stories is not a statistic. Every one of these stories is a huge personal tragedy—a shattered life, a stolen childhood, often a family torn apart by grief and misery. How many more of these kinds of arrests are we going to tolerate before we establish a better system for preventing this from happening in the first place?

I think it is time for no more excuses. The House of Representatives has already passed this legislation unanimously. All we need to do is pass this amendment on this bill, and it will find its way to the President's desk. It will be signed, and kids across America will be more secure.

I urge my colleagues to support the Toomey-Manchin amendment—Protecting Students from Sexual and Violent Predators Act.

I yield the floor.

Mr. ALEXANDER. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Ms. HIRONO. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Ms. HIRONO. Mr. President, I ask unanimous consent to speak for 1 minute on the Hirono-Heller amendment.

The PRESIDING OFFICER. The Senator has the time.

AMENDMENT NO. 2109

Ms. HIRONO. Mr. President, I urge my colleagues to support the Hirono-Heller amendment No. 2109.

The current AAPI—American Asian Pacific Islander—category hides huge achievement gaps among subgroups, i.e., Chinese, Filipino, Vietnamese, Japanese, et cetera. With better subgroup data, teachers, parents, policymakers, and community organizations will know where they can target support to the students who need the help most.

Our amendment only applies to districts with over 1,000 AAPI students. We are not talking about 1,000 students but 1,000 AAPI students, which means fewer than 3 percent of school districts nationwide would be affected. That is about 400 out of over 16,000 school districts. Currently, Delaware, Maine, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Vermont, West Virginia, and Wyoming have no districts that would be affected.

Our amendment is endorsed by over 100 groups, including teachers, principals, school choice and charter school groups, not to mention a coalition of AAPI, Latino, African American, women's, and disability rights groups.

This is not an onerous requirement on school districts. They already have the capacity to collect this kind of what we call disaggregated data, which will enable all of our schools to help the kids who need the help the most.

The PRESIDING OFFICER. The Senator's time has expired.

Ms. HIRONO. I urge my colleagues to support this amendment.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I oppose the amendment. Instead of lessening the national school board, this would make it more intrusive. This amendment would say that instead of schools reporting the academic results of five major racial groups, they would do it by country of origin. There are 196 countries of origin. So if we apply the same thinking to White, Hispanic, Black, Native American, we would have an amazing mandate from Washington to States about this amount of data.

The Senator's argument should be made to a local school board, which may do this if it wishes, or to a State board, which may make these aggregations if it wishes, but this should not be a Washington mandate to increase from 5 to 16 the number of countries mandated under Asian American and Pacific Islander and to set a precedent for country-of-origin reports for 196 countries.

I urge a ''no'' vote.

The PRESIDING OFFICER. The question is on agreeing to amendment No. 2109.

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

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The clerk will call the roll.

The senior assistant legislative clerk called the roll.

Mr. CORNYN. The following Senator is necessarily absent: the Senator from Florida (Mr. RUBIO).

Mr. DURBIN. I announce that the Senator from Maine (Mr. KING) and the Senator from Michigan (Ms. STABENOW) are necessarily absent.

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

The result was announced—yeas 47, nays 50, as follows:

[Rollcall Vote No. 223 Leg.]

YEAS—47

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

NAYS—50

Alexander	Enzi	Paul
Ayotte	Ernst	Perdue
Barrasso	Fischer	Portman
Blunt	Flake	Risch
Boozman	Graham	Roberts
Burr	Grassley	Rounds
Capito	Hatch	Sasse
Cassidy	Hoeven	Scott
Coats	Inhofe	Sessions
Cochran	Isakson	Shelby
Collins	Johnson	Sullivan
Corker	Lankford	Thune
Cornyn	Lee	Tillis
Cotton	McCain	Toomey
Crapo	McConnell	Vitter
Cruz	Moran	Wicker
Daines	Murkowski	

NOT VOTING—3

King	Rubio	Stabenow

The amendment (No. 2109) was rejected.

AMENDMENT NO. 2107

The PRESIDING OFFICER. Under the previous order, there will now be 2 minutes equally divided prior to a vote on amendment No. 2107, offered by the Senator from Washington, Mrs. MURRAY, for Mr. TESTER.

The Senator from Montana.

Mr. TESTER. Mr. President, I urge my colleagues to support amendment No. 2107 to restore four title VII grant programs that were removed from the Every Child Achieves Act. These initiatives will help Native American students who are too often forgotten in the debate about improving education in America. Restoring these initiatives will help students in Indian Country develop the tools they need to succeed.

The bottom line is that this authorizes programs that were removed from ESEA. These programs help Native American kids succeed, and they need all the help they can get. These programs have never been funded. This is an authorization bill. If we put it in, these programs will continue to be authorized and we can fight about funding later, but to take them out of an authorization bill means these programs are dead, and I think it would be a disservice to Indian Country.

I would appreciate a ''yes'' vote on amendment No. 2107.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I urge a ''no'' vote. These programs have not been funded for 20 years for a good reason. It is because the money for these programs can come through other programs, such as the Workforce Innovation Act.

This bipartisan bill consolidates 49 programs that were authorized or funded through No Child Left Behind. This would take us in the direction of more Federal programs, not fewer.

I urge a ''no'' vote so that we can reduce the amount of Federal programs from Washington to the States, and let's use the existing dollars that we have to help Indians, Native Americans, and Alaska's native education programs. That is the most effective way to do it.

I urge a ''no'' vote.

I ask unanimous consent that the votes following the first vote in this series—that means this vote and the next vote—be 10 minutes in length.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

The question is on agreeing to amendment No. 2107.

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

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The clerk will call the roll.

The legislative clerk called the roll.

Mr. CORNYN. The following Senator is necessarily absent: the Senator from Florida (Mr. RUBIO).

Mr. DURBIN. I announce that the Senator from Maine (Mr. KING) and the Senator from Michigan (Ms. STABENOW) are necessarily absent.

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

The result was announced—yeas 56, nays 41, as follows:

[Rollcall Vote No. 224 Leg.]

YEAS—56

Baldwin	Casey	Gillibrand
Barrasso	Coons	Heinrich
Bennet	Crapo	Heitkamp
Blumenthal	Daines	Heller
Booker	Donnelly	Hirono
Boxer	Durbin	Hoeven
Brown	Enzi	Kaine
Cantwell	Feinstein	Klobuchar
Cardin	Franken	Leahy
Carper	Gardner	Markey

McCain	Nelson	Sullivan
McCaskill	Peters	Tester
Menendez	Reed	Thune
Merkley	Reid	Udall
Mikulski	Risch	Warner
Moran	Sanders	Warren
Murkowski	Schatz	Whitehouse
Murphy	Schumer	Wyden
Murray	Shaheen	

NAYS—41

Alexander	Ernst	Paul
Ayotte	Fischer	Perdue
Blunt	Flake	Portman
Boozman	Graham	Roberts
Burr	Grassley	Rounds
Capito	Hatch	Sasse
Cassidy	Inhofe	Scott
Coats	Isakson	Sessions
Cochran	Johnson	Shelby
Collins	Kirk	Tillis
Corker	Lankford	Toomey
Cornyn	Lee	Vitter
Cotton	Manchin	Wicker
Cruz	McConnell	

NOT VOTING—3

King	Rubio	Stabenow

The amendment (No. 2107) was agreed to.

AMENDMENT NO. 2139

The PRESIDING OFFICER. Under the previous order, there will now be 2 minutes of debate equally divided prior to a vote on amendment No. 2139, offered by the Senator from Tennessee, Mr. ALEXANDER.

The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, if you really want to solve inequality in America by giving children an opportunity to attend a better school, vote yes because that would give any State the opportunity to take 89 Federal programs, consolidate them into $2,100 scholarships, and give one of those scholarships to every low-income child in the State—that is 20 percent of the children—for that child to decide which school they would attend. It might be public; it might be private. We would be using the same policy that we used with colleges and universities. The money follows the child to the school that the parent decides that child should attend. This is not a mandate; this is an opportunity. The schools would have to be accredited.

If you really want to create equality in America by giving every child an opportunity to be at the same starting line, let the State decide to give a $2,100 scholarship to follow a low-income child to the school that the family decides the student should attend, public or private.

I urge a ''yes'' vote.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Mr. President, this amendment would retreat on our fundamental commitment to make sure that every child has access to a quality education, and it would do it by consolidating almost every K–12 education program we have and turning that funding into a public or private school voucher. It would cut programs for STEM, for literacy, for afterschool—priorities that are important to Members across the aisle, and it would dismantle the important bipartisan work we have done to fix this badly broken No Child Left Behind law in a way that works for parents, teachers, and students. It ignores the research on the impact of concentrated poverty on student achievement and allows States to move Federal resources from our highest needs schools and districts to more affluent ones and to unaccountable private schools.

I know my colleague from Tennessee understands this is a nonstarter for me, and I really urge my colleagues to oppose this amendment.

The PRESIDING OFFICER. The question is on agreeing to amendment No. 2139.

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

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The clerk will call the roll.

The bill clerk called the roll.

Mr. CORNYN. The following Senator is necessarily absent: the Senator from Florida (Mr. RUBIO).

Mr. DURBIN. I announce that the Senator from Maine (Mr. KING) and the Senator from Michigan (Ms. STABENOW) are necessarily absent.

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

The result was announced—yeas 45, nays 52, as follows:

[Rollcall Vote No. 225 Leg.]

YEAS—45

Alexander	Ernst	Perdue
Barrasso	Flake	Portman
Blunt	Gardner	Risch
Boozman	Graham	Roberts
Burr	Grassley	Rounds
Cassidy	Hatch	Sasse
Coats	Hoeven	Scott
Cochran	Inhofe	Sessions
Corker	Isakson	Shelby
Cornyn	Johnson	Sullivan
Cotton	Lankford	Thune
Crapo	Lee	Tillis
Cruz	McCain	Toomey
Daines	McConnell	Vitter
Enzi	Paul	Wicker

NAYS—52

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

NOT VOTING—3

King	Rubio	Stabenow

The PRESIDING OFFICER. Under the previous order requiring 60 votes for the adoption of this amendment, the amendment is rejected.

VOTE ON AMENDMENT NO. 2124

The PRESIDING OFFICER. Under the previous order, there will now be 2 minutes equally divided prior to a vote on amendment No. 2124, offered by the Senator from Washington, Mrs. MURRAY.

The Senator from Washington.

Mrs. MURRAY. I yield back all time.

The PRESIDING OFFICER. Without objection, all time is yielded back.

The question occurs on agreeing to the amendment.

The amendment (No. 2124) was agreed to.

VOTE ON AMENDMENT NO. 2115

The PRESIDING OFFICER. Under the previous order, there will now be 2 minutes equally divided prior to a vote on amendment No. 2115, offered by the Senator from Washington, Mrs. MURRAY, for Mr. BENNET.

Mrs. MURRAY. I yield back all time.

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

The question occurs on agreeing to the amendment.

The amendment (No. 2115) was agreed to.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, this has been a very good day. I appreciate Senators coming to the floor. It has been interesting to hear Senators' differing opinions on some issues, but there is a consensus that runs through this debate, and it runs through the Democratic side as well as the Republican side, which is that we have a consensus about the need to fix No Child Left Behind and we have a consensus about how to do it.

I thank the senior Democrat on the education committee, Senator MURRAY, for her excellent work, and I thank the majority leader and the Democratic leader, who have created an environment here where we can get quite a bit done.

We have continued during the day to agree to a large number of amendments. We have pretty well worked through some of the more contentious amendments we have had to deal with. We expect to have more amendments tomorrow morning before lunch, although it probably will be later tonight, even in the morning, before we have an agreement on how to do that. So we will continue to work toward that.

Let me see if the Senator from Washington has any comments she would like to make.

The PRESIDING OFFICER. The Senator from Washington.

Mrs. MURRAY. Let me say to the Senator from Tennessee that his work on this has been really great. We are working hard on both sides of the aisle to get a bill to the President, and this is part of that process. I concur with him that we are working through this, and our hope is to get up some more amendments tomorrow morning. We should be able to announce that later tonight or tomorrow morning.

Again, I thank the chairman of the committee.

MORNING BUSINESS

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

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

The Senator from Alabama.

SANCTUARY CITIES

Mr. SESSIONS. Mr. President, I first want to thank Senator ALEXANDER, and I have a few remarks to make about sanctuary cities and how they threaten the safety of our country.

I am cosponsoring Senator COTTON's amendment to this bill that would withhold Federal law enforcement funds to sanctuary jurisdictions. The amendment, based largely on the provisions of the Michael Davis, Jr. and Danny Oliver in Honor of State and Local Law Enforcement Act, which we introduced a few weeks ago, ensures that jurisdictions that choose to endanger their communities and the public at large by adopting these reckless policies receive no Federal law enforcement funding.

It is a fundamental principle of law enforcement that individuals who are tried in one jurisdiction and who also face charges in other jurisdictions are held and turned over to the next jurisdiction before being released because it becomes an extremely dangerous problem if they are released before charges are disposed of in another jurisdiction. That is being violated deliberately and openly by a number of cities in the country as an act of defiance and disrespect for those traditions of courtesy between Federal and State jurisdictions and even county and city jurisdictions.

Congress has an obligation to ensure that limited taxpayer dollars are not given to those cities and counties that refuse to cooperate with basic Federal law enforcement efforts to remove criminal aliens from the country.

I would like to take a few moments to talk about the life of Kate Steinle. Kate was a 32-year-old young woman who grew up approximately 40 miles east of San Francisco in Pleasanton, CA. She graduated from Amador Valley High School and California Polytechnic State University. She worked as a sales representative for a medical device equipment company and was precisely the type of person every parent aspires for their child to become. Kate's family described her as ''loving, smart and beautiful.'' Kate's brother said that ''she was the most wonderful, loving, caring person.'' Kate's friends described her as an ''amazing, very compassionate person'' with an infectious smile and the kind of friend who was always there.

Last Wednesday, Kate had plans to visit her brother and his wife in Pleasanton with the hopes of learning whether she would soon have a new niece or nephew. Before leaving, she spent some time with her father strolling around San Francisco and taking pictures at Pier 14—one of the busiest and most popular tourist destinations in the city.

While on Pier 14 and in broad daylight, Kate was shot to death by an illegal alien. Kate's mother, Liz Sullivan, described the horrific encounter to the San Francisco Chronicle, explaining that Kate just kept saying, ''Dad, help me, help me.'' Kate's father performed CPR until the paramedics arrived and took her to the hospital, where she fought for her life but ultimately passed away.

Her death was at the hands of Francisco Sanchez, an illegal alien with seven felony convictions who had been deported to Mexico at least six separate times, most recently in 2009. According to information obtained by my office, this individual's criminal history includes multiple criminal convictions and lengthy Federal and State prison sentences dating back to 1991, including felony heroin possession, felony manufacture of narcotics, revoked probation, and at least four convictions for illegal reentry after deportation, among others.

In an interview with local media, this individual admitted to shooting Kate. In the same interview, the individual stated that he repeatedly returned to San Francisco because he knew San Francisco was a sanctuary city where he would not be pursued by immigration officials.

Make no mistake—in essence, that is what a sanctuary city is. Not only do they not honor detainers—the basic law enforcement requirement between jurisdictions—but they send a signal that ''No matter whether you are legal or illegal, you are safe in our city, and we will do nothing to facilitate your apprehension for violations of law.''

Despite this extensive criminal history of approximately six prior deportations and no obligation to release this individual to local custody in San Francisco—a jurisdiction that is known to release illegal immigrants back into the public—Federal authorities turned this individual over to San Francisco on March 26.

I question whether the Federal Government should have ever turned him over to San Francisco. Perhaps they should have deported him on the spot. But, courtesy says, San Francisco indicated they had another criminal charge and they turned him over. The charge apparently was for distribution of a controlled substance. On April 15, for reasons which at this point are unclear, this individual was released from San Francisco County Jail—an action that led directly to the death of Kate Steinle on July 1.

So San Francisco filed a detainer with the Bureau of Prisons, which had this individual in custody, and the Bureau of Prisons dutifully—according to, it appears, normal procedures—turned him over to San Francisco for processing of San Francisco's criminal charge. Then, the U.S. Immigration and Customs Enforcement, doing its job, filed their detainer with San Francisco in effect saying: San Francisco, when you finish handling this case, he is ours to be deported. Being a sanctuary city, however, San Francisco did not honor it.

Notably, within the same 24-hour period, across the country in another sanctuary jurisdiction—Laredo, TX—Angelica Martinez was brutally murdered with a hammer by her husband, Juan Francisco De Luna Vasquez, an illegal alien. He had been deported from the United States four times. Local police said this was the third violent encounter between this couple and that Vasquez had also had a previous driving-while-intoxicated charge and a charge for evading arrest. As a sanctuary city, Laredo refused to even tell the Department of Homeland Security of the arrest and denied Homeland Security the ability to file a detainer with their jurisdiction. They just denied it.

These cases, colleagues, highlight the tragic and completely avoidable consequences of sanctuary jurisdiction policies. Indeed, if not for sanctuary cities and the Obama administration's continued destruction in other areas of immigration enforcement, Kate and others surely would be alive today. Her death could have been prevented, but the extreme open borders ideology that rejects even the deportation of criminals—that is, people who commit crimes other than the crime of entering the country illegally—led to her death, as it has led to the death of many others.

Although sanctuary jurisdictions are not a recent development, they have been allowed to flourish under this administration. Let me repeat that. This administration has allowed sanctuary cities to flourish. On a few occasions, officials in the government have complained, once about Chicago, Cook County, but no action was ever taken to pressure Cook County to change. The administration has not only refused to stop cities from acting in this way but has emboldened them with this systematic dismantling of immigration enforcement.

In fact, while this administration has taken legal action against State and local jurisdictions that have simply attempted to help the Federal Government enforce our immigration laws, they sued them to block their efforts to enforce the law or help the Federal Government enforce the law—States and counties which have never attempted to deport people, but they have taken efforts when they capture somebody for a crime or for a DUI and find out they are illegally in the country—they would like to be able to turn them over to the Federal Government in some fashion so they can be deported.

This has been resisted by the Federal Government, unfortunately. In 2010,

the Federal Government openly announced it would not undertake any legal action against sanctuary jurisdictions for refusing to cooperate with the enforcement of our immigration laws. Thus, while it had the time and resources to sue States like Arizona and litigate such cases all the way to the Supreme Court, this administration has not spent a dime to take similar actions against sanctuary jurisdictions around the country, and the administration was well aware of the dangers posed by these policies.

Former ICE Executive Associate Director of Enforcement and Removal Operations Gary Mead said that sanctuary cities—and in particular Cook County, IL—were ''an accident waiting to happen.'' That was obviously a sound prediction, and we have seen the tragic results.

Not only has the government failed to stand up to sanctuary jurisdictions, but two days ago—the White House is now claiming that if Congress had just passed the Gang of 8 bill, the comprehensive amnesty bill, then this would never have happened. But the Gang of 8 bill the President pushed so hard for would have dramatically increased incidents of criminal alien violence, officially legalizing dangerous offenders while handcuffing immigration officers from doing their jobs. Law enforcement professionals told us the Gang of 8 bill would have undermined the rule of law in America, not strengthened it. These are the people who know.

Chris Crane and Ken Palinkas, presidents of the National ICE Council that represents all ICE officers, and the USCIS union, respectively—these two leaders of these two important organizations issued a statement on behalf of their officers—the key officers who enforce immigration law in America. This is what our Federal law officers had to say about the President's idea that the Gang of 8 bill would fix these kinds of problems:

> The [Gang of Eight] proposal will make Americans less safe and it will ensure more illegal immigration—especially visa overstays—in the future. It provides legalization for thousands of dangerous criminals while making it more difficult for our officers to identify public safety and national security threats. . . .

They go on to say:

> The legislation was guided from the beginning by anti-enforcement special interests and, should it become law, will have the desired effects of these groups: Blocking immigration enforcement. . . .

They go on to say:

> [It is an] anti-public safety bill and an anti-law enforcement bill.

Imagine if the country's chief law enforcement officer—that is, the President of the United States—had spent that year trying to end sanctuary cities and deport criminal aliens and enforce the laws of the United States instead of trying to empower open borders activists and fighting against law enforcement and refusing to enforce whole sections of plain law through his Executive amnesty what could have been done to end unlawfulness in this country and turn this country around.

Just to show how deep the disagreement was between the Federal law officers and their supervisors—their politically-appointed supervisors—they actually filed a lawsuit in Federal court contending that their superiors were ordering them to violate their oath to enforce the laws of the United States. They sought relief in the Federal court. The district judge found merit in their claims, but ruled against them on a procedural issue. That case is now before the United States Court of Appeals for the Fifth Circuit.

It is an incredible spectacle that law enforcement officers were suing their supervisors—the political appointees of the President—because they were being ordered to violate the plain law they had sworn to uphold.

It is time to get our priorities straight. We need immigration reform all right but reform that serves the interests of the American people—not international corporations, not anti-enforcement zealots, not the open borders lobby. They don't get to dictate to America how laws should be enforced. Immigration reform should mean improving immigration controls, not further weakening or eliminating them.

Just yesterday it was reported that a six-time deported illegal alien in Arizona was charged in a felony hit-and-run of a mother and her two young children who were seriously injured in the crash—six times deported, he returns.

When they return, do they not go to jail? Are we just going to continue to deport them time after time with no real consequence?

Mr. President, 121 homicides have been committed by aliens who were released from ICE custody over the last few years. People who were released after being held by Immigration and Customs Enforcement officers, illegally here—not deported but were released—have murdered 121 people.

So over 170,000 criminal aliens with final orders of removal are walking our streets. ICE releases tens of thousands of criminal aliens every year into our communities. The policies of this administration have effectively nullified law in a host of areas. That is plain fact.

I have talked to the officers personally. I know what the policies are. I know the effects of these policies are exactly what the administration wanted, exactly what the special interests wanted, exactly what the ACLU wanted, exactly what La Raza wanted. That is what they have been asking for. That is what this administration has delivered.

Now, when a murder occurs which becomes national news, they say that it is not our fault; it is Congress's fault.

These actions have effectively nullified plain law. George Washington University Law Professor Jonathan Turley—who supported President Obama's reelection—has documented that. These are facts. The number of acceptable crimes committed by illegal aliens is zero.

Congress must take action now to protect all Americans, including the millions of dutiful immigrants who are in our country, many of them in high-crime areas, to protect them from criminal gangs and violent offenders.

Just recently, I, along with Senators VITTER, PERDUE, COTTON, INHOFE, and BOOZMAN, introduced the Michael Davis, Jr. and Danny Oliver in Honor of State and Local Law Enforcement Act, a bill named for two sheriff's deputies in California who were murdered by an illegal alien with an extensive criminal record, and, I thought, three deportations. Talking to the widows of these officers recently, I am told that he may have been deported four times—and had an extensive criminal record.

So this bill is a companion to the House bill introduced earlier this year by the chairman of the House Subcommittee on Immigration and Border Security TREY GOWDY. It is a good bill.

Our bill is similar. In addition to enhancing cooperation with States and local law enforcement and eliminating loopholes that allow criminal aliens to obtain immigration benefits, this bill would constitute a clear, strong, and responsible response to sanctuary jurisdictions and other government actions. Specifically, it would withhold Federal funding from sanctuary jurisdictions that do not cooperate with the enforcement of Federal immigration laws or do not honor Federal immigration detainers, provide immunity to jurisdictions that honor detainers and hold aliens until ICE can pick them up, and provide a general sense of Congress that ''the Department of Homeland Security has probable cause to believe that an alien is inadmissible or deportable when it issues a detainer'' for an alien. That would clear up one of the loopholes being cited here to excuse some of these actions.

By the way, I believe it is 300 sanctuary cities and counties in the country out of 17,000 or so law enforcement jurisdictions. Some of them are quite large cities: Chicago, San Francisco, Los Angeles.

The passage of these sections alone could do more to combat sanctuary jurisdictions and protect the people of those communities and really the country from criminal aliens than what this administration has accomplished in the 7 years or so it has been in office.

It is time for Congress to make its first item of business the immediate passage of legislation to cut off Federal law enforcement moneys to sanctuary cities. Not one more parent should lose a son or daughter because American cities are harboring criminals. In any State—like mine, I was attorney general of Alabama—one jurisdiction is prosecuting a person for a crime, and when that is completed and another one has a warrant against them, they

file a detainer. When you are finished with the criminal, he is sent back, whether he is acquitted or whether he is convicted. This is basic law enforcement. It goes on in every jurisdiction in this country.

The Federal Government holds people for State jurisdictions and the State jurisdictions hold people for the Federal Government. I was a Federal prosecutor for 12 years. It is done all the time. It is shocking to me—absolutely shocking—that a great city of the United States of America would not honor a detainer by the U.S. Government.

The Immigration and Customs Enforcement officers should not second-guess why it is issued or not. It is up to that jurisdiction to try or acquit or treat responsibly the person they are now prepared to release to them. To ignore that is a breach of the most fundamental relationships between Federal law enforcement, and it is done for political reasons by political mayors, generally, and city councils to try to win votes, I suppose. It has no principle in fact.

I am also calling on Congress to move toward a series of measures, whether as stand-alone bills, in appropriations measures or in any other planned legislation, to establish immigration reforms that serve the interests of all lawful residents of the United States living here today. These are some things we need to do:

End the release of criminal aliens from Federal custody. We cannot just let them go after having been convicted of a crime. They need to be deported. The law says they shall be deported. It has been ignored.

Cut off visas to foreign countries that will not repatriate their aliens. It is an absolute outrage that countries like China refuse to take back people who are lawfully deported by the United States. Yet they want us to give visas to them. We should cut off funding. We should cut off their visas until they agree to promptly take back these individuals. That is the whole basis of international visa law. All nations know that. Most nations take their nationals back promptly. This refusal by these countries backs up our system, costs us millions of dollars in housing, and all kinds of other additional problems. It needs to end. We can end it just like that if the President would take action. The law requires it. The President doesn't really need a law to fix that one.

Suspend visas to countries with high overstay rates. Some of these countries have this huge number that get a visa and never return home and they reach these higher rates. We don't have to keep giving visas to countries whose residents don't return like they are supposed to and at the time they are supposed to.

We need to close the asylum loopholes and eliminate fraud. This is a huge issue and can be greatly abused. We need to end the catch and release at the border with mandatory detention and repatriation for illegal border crossers. This administration has ended Operation Streamline, which is a very effective policy. It started during the Bush administration and was continued for a while under President Obama. Now they have undermined that.

We need to protect the work site with E-Verify. If a person can't establish they are here lawfully with a lawful Social Security number, they don't need to be employed.

We need to curtail an oversupply of foreign work visas to protect American jobs first. The only immigration measures politicians should be discussing today are those that protect Americans, that protect American security and safety and American jobs and American communities. More than enough has been done for the special interests. They have had their day. They had their day too long.

Whether we are talking about employees at Walt Disney in Florida, unemployed construction workers in California or truck drivers in North Dakota, it is time for the needs of Americans who are out of work to come first. We don't have enough jobs for Americans. We don't need to bring in more foreign workers.

The PRESIDING OFFICER (Mr. PERDUE. The Senator's time has expired.

Mr. SESSIONS. I am sorry, Mr. President. I ask unanimous consent for one additional minute to wrap up.

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

Mr. SESSIONS. There is no more basic need than ensuring that all Americans live in a safe, secure, and peaceful community. I believe the legislation I have offered will take us in that direction. It is sound. It is responsible. It is consistent with American law. It is well within all of the constitutional requirements. I hope my colleagues will be able to study it as time goes by and pass it into law.

I yield the floor.

The PRESIDING OFFICER. The Senator from Rhode Island.

Mr. WHITEHOUSE. I ask unanimous consent to speak for up to 20 minutes in morning business.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

Mr. WHITEHOUSE. Mr. President, I expect I will take less than the 20 minutes, just to reassure you, but I want to reserve that much time.

CLIMATE CHANGE

Mr. WHITEHOUSE. Mr. President, this is the 105th time I have come to the Senate floor to urge my colleagues to wake up to the reality of climate change. I know the Presiding Officer is a veteran of several of these speeches. For far too long, far too many of us in this Chamber have simply dismissed the evidence of climate change. They have ignored the sober warnings of scientists, generals, of doctors, of economists, even of big company CEOs that these risks are real. The warnings are clear: If we continue on our present path, we will leave our children and grandchildren with a world very different from our own and not for the better.

By denying the science, dismissing the risks or simply by their silence, Senate Republicans have effectively pledged allegiance to the fossil fuel companies—companies that make a lot of money polluting the atmosphere with carbon emissions and that spend big on politics.

Outside this Chamber, however, the American people want action. Americans overwhelmingly favor limits on greenhouse gases and getting more electricity from renewables. It is happening across the country. It is definitely true in Rhode Island, my home State, but it is not just Rhode Islanders.

Over this past recess, I went to Tennessee. I found that people in the Volunteer State see the effects, they see the risks, and they see the opportunities that come with climate change.

In Knoxville, I met with Mayor Madeline Rogero, and I heard about the great work she is doing. Knoxville is making their infrastructure more resilient to flooding and storms and working to reduce its greenhouse gas emissions, partnering with local utilities and citizens groups. Greenhouse gas emissions from the city's operations were down 12 percent in 2014, compared to 2005. Their goal is to make it to 20 percent.

Mayor Rogero told me about the risks climate change poses in Eastern Tennessee: changes in the Smoky Mountains parks nearby, programs like Round It Up that help people with utility bills getting hammered by earlier, hotter summer weather. She told me Knoxville wasn't alone. Even little Ducktown, TN, built a 28-kilowatt solar array.

I visited Oak Ridge National Laboratory, which is researching how climate change will affect Tennessee and the United States and the rest of the world. Let me tell you, they are not doubting climate change at Oak Ridge. They are planning for it. They are modeling warming up to 18 degrees Fahrenheit in the vast boreal forest regions of the Northern Hemisphere.

They are concerned about the phony science being propagated by the fossil fuel industry front groups—what I have called the parallel science designed to look like science without actually being peer-reviewed or meeting the standards—and they are saddened to see the public taken in and Congress stalled. They have a brilliant animation of industrial-era carbon emissions climate. If I could use a monitor instead of this piece of cardboard I would show it to you, but I can't. So you will have to find it. You can go to my website where I have a link: whitehouse.senate.gov/climatechange.

One employee at Oak Ridge, a Tennessean who had grown up nearby, told me about the recent trouble with fire ants. The fire ant is an invasive species from South America that can deliver a nasty sting. She said growing up she had never seen them—not a worry. Now she has to worry about a swarm of them getting on her children. Normally, cold nights and winter freezes limit the range of the fire ant. But this invasive species has moved north into Tennessee with the warming temperatures.

For those colleagues who believe the only values that matter are those that can be monetized, the USDA estimates that U.S. losses to the invasive fire ant are almost $6 billion a year.

Fire ants aren't the only invasive pests that benefit from warmer nights and winters. The threat of the invading emerald ash borer and the Asian longhorned beetle means that campers visiting Tennessee can't bring their own firewood into the Great Smoky Mountains National Park anymore. As of March 1, only heat-treated firewood is allowed, certified by the USDA or the State.

Climate change threatens the Great Smoky Mountains with much more than invasive species. The national park may lose up to 17 percent of the mammals that presently live there as climate change shifts their habitat and changes the composition of the forest.

The Tennessee Wildlife Resource Agency says that ''Tennessee's wildlife and natural resources face a serious threat from climate change.'' The agency did a comprehensive assessment of the potential effects climate change would have on the State's wildlife. These are some of its key findings:

> Tennessee's forests are expected to undergo changes in forest growth and composition. . . . [S]ome high elevation forest types will be dramatically impacted or lost entirely; brook trout populations are expected to decline; migratory songbirds may alter their ranges, with some species disappearing from Tennessee altogether; and larger floods and longer droughts could cause increased erosion, reduced water supply, and the spread of invasive species.

Meeting with local environmental leaders and advocates at the Southern Alliance for Clean Energy, I learned that air quality is another significant problem for the Volunteer State, especially in Eastern Tennessee.

Here is a map I got from them showing the counties that still get a D or an F for air quality: Sullivan County, D; Knox County, D; Loudon County, D; Jefferson County, D; Sevier County, F; Blount County, F; Hamilton County, which has Chattanooga in it, F; Cannon County, D; Wilson County, F; Williamson County, F; Shelby County, F.

If you fix the carbon pollution from the coal plants, you will fix a lot of these air quality problems, too, and these air quality problems in the famous Great Smoky Mountains. They were smoky enough, I guess, to begin with. This is not helping.

I also learned of the threats posed by flooding from storms. In May 2010, a massive storm rolled over Tennessee and caused $1.5 billion damage in Nashville alone. FEMA declared disaster areas in 30 counties and more than 60,000 families received Federal aid. Precipitation has measurably increased in parts of Tennessee during the last century, and as climate change continues, heavy rains and extreme weather are expected to increase. For fishermen, in addition to the warming of the stream water, streams that are blown out by extreme rains are bad for trout fishing.

In Tennessee I also saw great hope for climate action. Mayor Rogero is working with Oak Ridge National Laboratory to design a climate change sustainability plan for Knoxville and the area around it, including the lab campus. The laboratory is also a leading research center for advanced nuclear technology, including small modular reactors that could help unlock low-carbon energy with reduced risk of accidents or proliferation.

Tennessee is ripe with wind and solar potential, and the famous Tennessee Valley Authority, after a slow start, is getting around to renewables investments and supporting distributed generation. The TVA has learned from things such as having to derate powerplants on the Tennessee River because the river grew too warm to cool the thermal load of the plant and seeing giant demand sways from 12,000 to 35,000 megawatts.

I met with University of Tennessee professors who are helping the TVA make the move. The University of Tennessee has entire programs on climate change. They are not denying it. They have professors such as Dean Rivkin at the College of Law, Mary English at the Howard Baker Center, and John Nolt, recently the head of the faculty senate, who has written on the moral importance of counting climate casualties. By the way, Professor Nolt cites studies showing global deaths from the consequences of climate change every year in the range of 140,000, 300,000 and 400,000. But why should we care?

Private companies get it in Tennessee. I heard a lot about Wampler's Farm Sausage, headquartered in Lenoir City, which has invested in solar and biomass energy production to cut down on energy bills and provide stability to its business. For them it is about business and the environment. The company sees consumer demand ahead for sustainably produced products. In the words of company president Ted Wampler, Jr., ''being green is going to sell sausage.''

I had a nice dinner with lovely people from the Knoxville Garden Club. Some had come to Congress for the annual garden club trip to urge Congress to take action. They see in their garden the changes that are reflected in the USDA plant hardiness zone for Knoxville shifting in their very lifetimes.

A highlight of the trip was the annual meeting of the Outdoor Writers Association of America. I was invited by the executive director, Tom Saddler, and joined a panel with Dr. Cameron Wake from the University of New Hampshire, Hal Herring from Field & Stream magazine, and Todd Tanner, the president of Conservation Hawks. I urge anybody who is listening to this to take 10 minutes and look at the fly fishing clip ''Cold Waters'' on the Conservation Hawk's Web site. It is called co2ldwaters.org, but the trick is there is a ''2'' in the middle. The Web site is co2ldwaters.org. One thing was crystal clear from our panel and from the discussion that followed, and that is this: Real outdoorsmen don't deny climate change. If you don't believe me, believe legendary outdoorsman Yvon Chouinard. Look at the clip at co2ldwaters.org.

If we in this Chamber could wake up and stop denying this problem, we could do a lot to help. Real legislative action, such as a price on carbon, could unlock energy innovation and it could make the fat-cat, politician-buying polluters actually compete fair and square on a level playing field with clean energy. Of course they would rather not. They would rather pollute the world and rig the politics to rig the competition so they can keep polluting for free.

If you think from my comments that I am mad about the disgraceful political conduct of the oil and coal barons, well, you are right; I am. It is sickening. It is a disgrace. And no, it is not good enough to say just enough good things about climate change to get through a cocktail party at Davos, while you keep your corporate money flowing to the U.S. Chamber of Commerce, the American Petroleum Institute, and other denial front groups to stop progress at all costs. You can't have it both ways. I will know the Big Oil CEOs are serious when they publicly tell the Wall Street Journal editorial page that it is OK to knock off the climate denial.

What I would like is to take their high-priced lobbyists, to take their slippery lawyers, to take their paid-for bogus scientists and put them all up in the high country for a week with Yvon Chouinard or someone like him who really loves and knows the country they are wrecking. It just might be good for their souls.

Senator SCHATZ and I have a bill to level the energy playing field by levying a carbon fee on fossil fuel emissions. In our bill every nickel collected goes back to the American people, and most of it goes back through cutting taxes. When it is time for Republicans to break free of this filthy grip the fossil fuel industry has, we will be there. We will be there, and we will be waiting. Take a look at our bill. It would be a win-win-win for the American people, and it aligns with what so many Republicans outside of Congress are saying about the correct solution to the climate problem.

I hope my Republican colleagues, particularly my friends from Tennessee, take a close look at it. Both Senators from Tennessee recognize human-caused climate change. The senior Senator, our friend who has just done such a masterful job of bringing this elementary and secondary education bill to the floor and steering it so far through this process, is a renowned champion of clean energy research and of electric vehicles.

Tennessee's junior Senator said in 2009, when cap-and-trade ideas were swirling:

> I wish we would just talk about a carbon tax, 100 percent of which would be returned to the American people. So there's no net dollars that would come out of the American people's pockets.

Gentlemen, that is our bill. I am open to this discussion any time, but let's please not wait too long. As they know at Oak Ridge, as they know in the mayor's offices in Knoxville and Ducktown, as they know at the University of Tennessee, and as the rangers know up in the Great Smoky Mountains, time's a wasting, and we need to wake up.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

MILLENNIUM COMPACTS FOR REGIONAL ECONOMIC INTEGRATION ACT

Mr. CARDIN. Mr. President, I wish to speak about the successes of the Millennium Challenge Corporation, or MCC, which is one of the U.S. Government's newest and most potent resources in the war against global poverty.

MCC was founded by a bipartisan act of Congress in 2004 as a new way to deliver foreign assistance. While the U.S. Agency for International Development, USAID, remains a critical tool for working with countries in need, MCC was given a very specific and focused goal: to reduce poverty through economic growth. The countries receiving MCC grants would be partners with a strong say in how their money would be spent. And, countries would need to compete for MCC dollars—only the best governed countries that performed better than their peers on matters of economic freedom, ruling justly, and investing in their people, would be worthy of MCC funding.

The MCC model is working. Countries are taking a hard look at their problems and poring over their performance scorecards so that they can become MCC-eligible. Academics have confirmed that the so-called ''MCC Effect''—MCC's ability to incentivize significant policy reforms from countries seeking a compact—is real and meaningful.

MCC countries are reforming in vital ways to be part of MCC. Ghana, for example, is reforming its entire power sector in order to receive MCC assistance. In Lesotho, women were fundamentally unequal citizens, unable to open a bank account without a man's permission. MCC made the Lesotho partnership contingent upon removing those barriers, and women now enjoy economic freedoms unavailable to them before.

With 11 years under its belt and a proven record of success, the MCC is looking towards the future and assessing how it can amplify its already significant effects on fighting poverty. One way we can do that is to give MCC the flexibility to coordinate its work on a regional basis. That is why I introduced S. 1605, the Millennium Compacts for Regional Economic Integration Act, or the M-CORE Act, along with Senators FLAKE, COONS, and ISAKSON on June 18, 2015. The M-CORE Act would enable MCC to establish concurrent compacts in eligible developing countries, enhancing their ability to promote economic growth and cross-border engagement between and among nations. Through the greater regional economic collaboration that MCC regional compacts will achieve, countries can address deficiencies in communications, transportation, and energy networks. MCC's bilateral compacts have increased access to reliable power, built highway corridors, and improved business climates, thereby promoting economic growth and cross-border engagement within MCC partner countries.

Regional investments can have an even greater rate of return. In Central America, for example, MCC's work on road infrastructure could have had an even greater impact if the roads connected across borders. And in Africa, neighboring countries could collaborate on a regional power pool, connect land-locked countries to transportation infrastructure, or address other policy, institutional, and logistical challenges that hamper economic growth and development.

MCC has, by mandate, always focused on economic analysis and rigorous data; and its approach to regional investments has been no exception. MCC's extensive analysis has concluded that a regional approach to poverty reduction, under the right circumstances, can present opportunities to take advantage of higher rates of return on investment and larger scale reductions in poverty.

In short, MCC regional investments have the potential to greatly enhance economic growth in well-governed regions of the developing world. I urge my Senate colleagues to join me in supporting this commonsense legislation.

REMEMBERING LINDA NORRIS

Mr. CRAPO. Mr. President, today I wish to honor the life of Linda Norris, a beloved former member of both my State and Washington, DC, staff who passed away recently. Linda was the very first member of Team Crapo and has left a lasting legacy in my office as well as in her adopted State of Idaho.

Linda retired from the Senate nearly 7 years ago after providing 18 years of service to Idahoans. Linda was the first staff member to join my congressional campaign as a member of my first House campaign staff. She was prominent and pivotal in my campaign and quickly became one of the most reliable and intuitive staff members. Linda then became my first regional director in Twin Falls, ID, serving throughout my service in the U.S. House of Representatives and into my service in the U.S. Senate. As State Director of Constituent Services, she established high constituent service standards, ones that are still used in my office, and she advocated strongly for military families and veterans. Her friendly nature, southern charm, and quick intellect helped defuse potential conflicts, and she represented the House and Senate offices with the utmost professionalism.

Whether she was working in Idaho or Washington, DC, her priority was to serve the people of Idaho, which she carried out with the utmost care and diligence. Her lasting legacy will be her influence over domestic violence awareness and prevention. More than 20 years ago, she arranged for me to visit a local shelter for abused children. The visit inspired an immovable commitment to increase awareness of domestic violence and to advocate for solutions and assistance for victims in every possible circumstance. Her interest and advocacy in this matter also spurred her into action when she recognized the need for training public servants who worked on public lands in how to handle domestic violence situations that arise when people are on public lands, not in their homes. With my strong support, she worked with the appropriate individuals within the U.S. Forest Service to initiate programs to train employees on domestic violence prevention. This remarkable achievement might be enough to most people, but Linda was a force that continued to search for ways to improve the lives of others.

She touched the lives of many Idaho military families and youth. As an Army wife herself, Linda had a personal understanding of military families. This experience gave her empathy to advocate effectively and attentively on behalf of Idaho military members, veterans, and their families. Linda also instituted and guided my military academy nomination process, helping countless Idaho youth on their path to success.

She was observant, inspired, tactful, and hard-working. Linda helped highlight the unrecognized good deeds of

fellow Idahoans by suggesting I create two awards: the Spirit of Idaho for volunteers, and the Spirit of Freedom for veterans and those who work with veterans. These awards recognize the extraordinary efforts of Idahoans and the service of veterans and volunteers serving veterans. She also helped achieve hard-sought land access and conservation policies. Linda was a nurse by training and profession, which is consistent with her gift for helping and caring for people, a behavior she demonstrated repeatedly. The legacy that she left upon her retirement remains today in the Crapo office.

Since news of her unexpected passing has reached my staff and former staff members, remembrances of Linda have poured in. I would like to share a few with you:

''Linda was a singular individual who set the pace for constituent services in Idaho. She cared for individuals and families, not 'cases'. Her approach influenced me and how I set up succeeding constituent services operations. Her zealous care for people has been emulated and has resulted in thousands of Idahoans getting the help they deserve from their government.''

''Linda was truly an amazing, generous, and gracious lady. She truly was beautiful both inside and out. Linda made me feel so welcome on my first trip to Idaho. She joked with people that she introduced me to that I was from way, way Southern Idaho. We decided that Lava Hot Springs would be my adopted hometown. Really being from Louisiana, I loved that Linda and I shared strong Southern roots, and great wacky stories.''

''She has that southern mixture of sweetness and sass with an underlying spirit and determination that was always apparent.''

Beyond her professional accomplishments, Linda was a great friend. Not only did she pay attention to my professional needs, but she also recognized when some personal time was needed. Many times when I was working in her region, she built in time in the schedule for a much needed clothes shopping trip, a visit to the eye doctor, or just some down time with my family. My wife, family, and I have all been blessed with her friendship. Linda will be missed beyond measure, and I extend deep condolences to family and friends. Thank you for your service, Linda. Rest in peace, dear friend.

RECOGNIZING CANDLE-LITE COMPANY ON ITS 175TH ANNIVERSARY

Mr. PORTMAN. Mr. President, today I wish to honor Candle-lite Company—the oldest continually operating candle company in the United States—as it celebrates its 175th anniversary.

Candle-lite Company was founded in 1840 by Thomas Emery, who traveled door-to-door selling candles in Cincinnati, OH. His venture continued to grow and eventually his son, Thomas Jr, joined the business. Candle-lite's products were manufactured in various locations in the Cincinnati area before manufacturing was moved to its current location in Leesburg, OH, in 1952.

Today, Candle-lite's 1 million-square-foot manufacturing and distribution facility in Leesburg employs over 600 Ohioans annually and the corporate headquarters in Blue Ash employs 70.

I congratulate Candle-lite and its employees in making its first 175 years a success and extend my best wishes for the next 175 years.

ADDITIONAL STATEMENTS

TRIBUTE TO RUTH GRIFFIN

• Ms. AYOTTE. Mr. President, today I wish to honor one of New Hampshire's most revered and accomplished leaders, Ruth Lewin Griffin, as she celebrates her 90th birthday.

Born in Fall River, MA, Ruth moved to Portsmouth, NH, at a young age and continues to reside there today. Most notably, she served as executive councilor for the third district of New Hampshire for 20 years. As a testament to her continued commitment to the Granite State, Ruth currently serves as chairman of the Portsmouth Housing Authority.

But Ruth's career of service began long before her time on the executive council. After graduating from Portsmouth High School, Ruth went on to pursue a degree from Wentworth Hospital School of Nursing. Using the skills she learned as a registered nurse, she dove headfirst into a career as a public servant, holding office as a State senator and State representative and serving on the Portsmouth Police Commission and board of education. She also served as a delegate to two Constitutional Conventions and as a Republican national committeewoman. Ruth has earned well-deserved praise for her service to our State, including being named one of New Hampshire's Ten Most Powerful Women for 6 years in a row, and most recently, she received the 2015 Granite State Legacy Award, which honors dedication to the State, its people, and way of life.

In addition to her tremendous service to New Hampshire, Ruth has been blessed with a wonderful family, including the late John Griffin, five children, five grandchildren, and two great-grandsons. Four generations of the Griffin family have lived on their family farm, raising sheep, chickens, and other livestock. As the matriarch of the family, Ruth strives to teach her family members the values she learned on the farm—hard work, humility, and perseverance. She will often tell you, invoking her family motto, that she lives her life ''by courage, not by cunning.''

Ruth embodies the spirit of a true New Hampshire leader. Her life is marked by her dedicated service and her devotion to making New Hampshire a better place to live and work. I had the privilege of serving alongside Ruth in the Governor's office and the attorney general's office and will be forever grateful for her wisdom, guidance, and mentorship. I am very proud to recognize and celebrate Ruth's birthday and her extraordinary contributions to the State. I wish Ruth and her family the best on this very special day and for many more years of health and happiness.•

REMEMBERING LAURA MYERS

• Mr. HELLER. Mr. President, today, we honor the life and legacy of Laura Myers, whose passing signifies a great loss to Nevada. I send my condolences and prayers to her family and friends during this time of hardship. Laura was an incredible person, committed to bringing joy to those around her through humanitarian service and fair-and-balanced news to residents across Nevada. She truly represented the best of journalistic excellence. She will be sorely missed by the entire Nevada family.

Laura was born on August 26, 1961, in Las Vegas. She spent the majority of her childhood in northern Nevada, where she received her education and graduated from the University of Nevada, Reno. She began her journalism career with the Reno Gazette-Journal in 1984 and took her first step in political coverage, reporting the Nevada Legislature, in 1987. She was then hired in 1988 by the Associated Press to cover news in Carson City and later in the San Francisco and San Jose, CA, areas.

Over the next 20 years, Laura pursued both her humanitarian and journalistic passion, leaving and returning to the AP several times and working with Habitat for Humanity in Uganda, Mongolia, and New York, alongside her day job throughout the 1990s and 2000s. Laura's first departure from the AP was in 1992 after she joined the Peace Corps, where she spent time working to help a remote village in Togo, West Africa. In 1995, Laura worked with the American Refugee Committee, managing logistics at a refugee camp in the Congo. Immediately after, she accepted another job offer from the AP with a position covering politics, foreign affairs, the military, and national security in Washington, DC.

In 2003, Laura left the AP and fulfilled her passion for movies, studying at the New York Film Academy. Afterwards, in 2006, Laura spent 10 months in North Africa and the Middle East as a management consultant for Arabic- and French-language newspapers. After filling another position with the AP in 2007, Laura worked for Food for All of Washington. From 1988 to 2008, her extraordinary hard work and good character maintained a good relationship with the AP, continuously preserving an opportunity to return. In 2009, after committing time to teaching English to adults in Egypt, Laura returned to Nevada and was hired as the Las Vegas

Review-Journal's political reporter in 2010. Her finals years were spent bringing unforgettable political coverage to the Las Vegas community.

Throughout her 30 years in Nevada journalism, Laura strived to travel the world and achieve a greater understanding of her surroundings. She sought to transcribe and bring an accurate picture of her findings to her readers. Her insatiable appetite to uncover important news stories and bring Nevadans pertinent political information made her the incredible journalist that she was. She embodied the Battle Born spirit of determination, fearlessness, confidence, and resilience. She was a fierce competitor, bringing out the absolute best of Nevada journalism. I worked with Laura for many years and have seen firsthand her unwavering dedication to her trade. Our relationship operated under an open-door policy, and I am grateful for everything she has done.

I extend my deepest sympathies to her family. We will always remember Laura for her invaluable contribution to the local community and for her compassion that touched so many lives around the globe. Her legacy of kindness, dedication, and true drive will echo on for years to come in Nevada journalism.

Laura fought to bring Nevada only the most accurate journalism. Even in her final weeks, her dedication to those around her never faltered. I am honored to commend her for her hard work and invaluable contribution to the Silver State. Today, I join the Las Vegas community and citizens of the Silver State to celebrate the life of an upstanding Nevadan and friend, Laura Myers.●

TRIBUTE TO DAVID SAMRICK

● Mr. PETERS. Mr. President, I wish to recognize Mr. David Samrick on the occasion of his recognition as the 2014 Service Center Executive of the Year by Metal Center News. Mr. Samrick has worked at Mill Steel since 1965, and was named president in 1976 after his father stepped back from day-to-day management of the family's company. Under his leadership, Mill Steel has grown from a single-location in Grand Rapids, MI into the 23rd largest service center organization selling flat-rolled steel from Canada to the gulf coast. I appreciate the opportunity to recognize Mr. Samrick's success as a business leader, as well as the contributions he has made to communities throughout western Michigan.

Mr. Samrick is the heart and soul of Mill Steel, the company founded by his parents in 1959. Its success is a testament to Mr. Samrick's team-building skills and his confidence in the company's leadership. Each member of the six-person leadership team has equity in the company, and all share the responsibility of directing its operations. The team reflects a diversity which is unique in the steel industry, a reflection of Mr. Samrick's belief in attracting the best talent available regardless of age or gender. An example of the breadth and diversity of experience at Mill Steel is the fact that—when you include Mr. Samrick—the company's leadership team includes individuals born in the 1940s, 50s, 60s, 70s and 80s.

The success of Mr. Samrick's approach to management is evident in Mill Steel's track record, especially during the past 5 years. The company's revenue first crossed the $100 million mark in the early 2000s. In 2010, Mill Steel expanded outside the Midwest with the purchase of the former Coated Steel facility in Birmingham, AL. Last year, it added a facility at the Port of Indiana to its holdings. This has allowed Mill Steel to become a prominent player in the flat-roll steel market from Toronto to Texas. It anticipates 700,000 tons of flat-rolled steel will pass through the doors of Mill Steel next year, with revenue expected to exceed $600 million in 2015.

Mill Steel's success is due in no small part to the company's hard work and the loyalty displayed between it and its clients. Mr. Samrick's patient and trusting leadership has helped Mill Steel remain flexible during economic downturns. This flexibility is also illustrated in the company's commitment to technology and service. In particular, the company's Rapid Response program allows it to regularly prepare and ship an order within 4 hours of being received. Mr. Samrick's trust in his team allows Mill Steel to address the dynamic needs of its customers, encouraging loyalty and trust across the board.

Mr. Samrick's successful approach to leadership is not only rooted in his confidence in the leadership and staff of Steel Mill; it reflects his love for his family and a desire to lead a balanced lifestyle. Mr. Samrick is devoted to his wife, two children and five grandchildren. He also embraces a culture of philanthropy, demonstrated by his role as a national leader on the American Israel Public Affairs Committee, and his longtime commitment to Big Brothers and Big Sisters of Western Michigan and its parent organization, D.A. Blodgett St. John's of Michigan.

For almost 20 years, Mill Steel has led the fundraising efforts of Big Brother and Big Sisters of Western Michigan. The company took leadership of the organization's annual golf outing in 1996. Since that time, the event has raised nearly $1.7 million, helping match 11,000 children with mentors. The annual golf outing culminates in a dinner where the Harry Samrick Scholarship, named in honor of Mr. Samrick's father, is awarded. It is one of the many ways Mr. Samrick and Mill Steel supports children, including services projects at group homes and visits to children hospitals.

Again, I would like to congratulate Mr. David Samrick on being recognized as the 2014 Service Center Executive of the Year by Metal Center News. I applaud Mr. Samrick's success, as well as his dedication to his family and community. I am confident his leadership will continue to shape the future of Steel Mill and communities throughout western Michigan.●

RECOGNIZING HASPEL

● Mr. VITTER. Mr. President, small businesses can often influence American culture and provide rich traditions that we celebrate for decades to come. Born out of the unique features of their hometowns, these businesses have become an important part of our history. The ''Throwback Thursday'' Small Business of the Week, Haspel of New Orleans, LA has created an all-American brand of clothing that has supported domestic enterprise and manufacturing.

In 1909, Joseph Haspel Sr. created his namesake seersucker brand to help Louisianians cope with the Mighty Mississippi's heat and humidity. Haspel recognized the need for versatile, lightweight clothing that could be worn during both the summer days and evenings. He based the puckered cloth off of a similar design used by workers in India, where the fabric was originally used to make overalls and laboring clothes. Haspel soon realized that a wide variety of folks could benefit from the innovative design—not simply just the day laborers for which the design was initially intended. From here, the seersucker business suit was born and quickly became a popular icon of the southern gentleman, worn at jazz concerts and cocktail parties alike. The style spread farther north and eventually solidified its place as an emblem of sophistication, having outfitted nearly every President since Calvin Coolidge. Haspel is now in its fourth generation as a family-owned business and continues to provide lightweight and stylish clothing across the country.

Joseph Haspel centered his brand on the unique culture of New Orleans and southern Louisiana. In addition to providing a cloth that would help people stay cool throughout the summer, he was committed to crafting clothes that were enjoyable to wear. To demonstrate his wash-and-wear fabric, Haspel supposedly jumped into the Atlantic Ocean in his suit, hung it up to dry, and wore it to an event later that evening. His commitment to durable, comfortable clothing has attracted loyal customers for over 100 years. This wash-and-wear material is used today for everything from suits to shorts.

Congratulations again to Haspel for being selected as the ''Throwback Thursday'' Small Business of the Week. Thank you for your continued embodiment of Louisiana culture and dedication to 100 percent made-in-America quality clothing.●

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to

the Senate by Mr. Pate, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations which were referred to the appropriate committees.

(The messages received today are printed at the end of the Senate proceedings.)

MESSAGE FROM THE HOUSE RECEIVED DURING ADJOURNMENT

ENROLLED BILLS SIGNED

Under the order of the Senate of January 6, 2015, the Secretary of the Senate, on June 26, 2015, during the adjournment of the Senate, received a message from the House of Representatives announcing that the Speaker pro tempore (Mr. THORNBERRY) has signed the following enrolled bills:

H.R. 893. An act to require the Secretary of the Treasury to mint coins in commemoration of the centennial of Boys Town, and for other purposes.

H.R. 1295. An act to extend the African Growth and Opportunity Act, the Generalized System of Preferences, the preferential duty treatment program for Haiti, and for other purposes.

Under the authority of the order of the Senate of January 6, 2015, the enrolled bills were signed on June 26, 2015, during the adjournment of the Senate, by the President pro tempore (Mr. HATCH).

MESSAGES FROM THE HOUSE

At 11:39 a.m., a message from the House of Representatives, delivered by Mr. Novotny, one of its reading clerks, announced that the House has passed the following bills, in which it requests the concurrence of the Senate.

H.R. 907. An act to improve defense cooperation between the United States and the Hashemite Kingdom of Jordan.

H.R. 1531. An act to amend title 5, United States Code, to provide a pathway for temporary seasonal employees in Federal land management agencies to compete for vacant permanent positions under internal merit promotion procedures, and for other purposes.

The message also announced that the House has agreed to the amendment of the Senate to the bill (H.R. 91) to amend title 38, United States Code, to direct the Secretary of Veterans Affairs to issue, upon request, veteran identification cards to certain veterans.

ENROLLED BILL SIGNED

At 2:36 p.m., a message from the House of Representatives, delivered by Mrs. Cole, one of its reading clerks, announced that the Speaker has signed the following enrolled bill:

H.R. 91. An act to amend title 38, United States Code, to direct the Secretary of Veterans Affairs to issue, upon request, veteran identification cards to certain veterans.

MEASURES REFERRED

The following bills were read the first and the second times by unanimous consent, and referred as indicated:

H.R. 907. An act to improve defense cooperation between the United States and the Hashemite Kingdom of Jordan; to the Committee on Foreign Relations.

H.R. 1531. An act to amend title 5, United States Code, to provide a pathway for temporary seasonal employees in Federal land management agencies to compete for vacant permanent positions under internal merit promotion procedures, and for other purposes; to the Committee on Homeland Security and Governmental Affairs.

MEASURES PLACED ON THE CALENDAR

The following bill was read the first and second times by unanimous consent, and placed on the calendar:

H.R. 2576. An act to modernize the Toxic Substances Control Act, and for other purposes.

EXECUTIVE AND OTHER COMMUNICATIONS

The following communications were laid before the Senate, together with accompanying papers, reports, and documents, and were referred as indicated:

EC–2124. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Prohexadione calcium; Pesticide Tolerances'' (FRL No. 9927–25) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Agriculture, Nutrition, and Forestry.

EC–2125. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Cuprous oxide; Exemption From the Requirement of a Tolerance'' (FRL No. 9929–51) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Agriculture, Nutrition, and Forestry.

EC–2126. A communication from the Program Manager of the BioPreferred Program, Office of Procurement and Property Management, Department of Agriculture, transmitting, pursuant to law, the report of a rule entitled ''Guidelines for Designating Biobased Products for Federal Procurement'' (RIN0599–AA23) received in the Office of the President of the Senate on June 24, 2015; to the Committee on Agriculture, Nutrition, and Forestry.

EC–2127. A communication from the Counsel, Legal Division, Bureau of Consumer Financial Protection, transmitting, pursuant to law, the report of a rule entitled ''Defining Larger Participants of the Automobile Financing Market and Defining Certain Automobile Leasing Activity as a Financial Product or Service'' (RIN3170–AA46) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Banking, Housing, and Urban Affairs.

EC–2128. A communication from the Secretary of the Treasury, transmitting, pursuant to law, a six-month periodic report on the national emergency with respect to transnational criminal organizations that was declared in Executive Order 13581 of July 24, 2011; to the Committee on Banking, Housing, and Urban Affairs.

EC–2129. A communication from the Chief Counsel, Federal Emergency Management Agency, Department of Homeland Security, transmitting, pursuant to law, the report of a rule entitled ''Suspension of Community Eligibility'' ((44 CFR Part 64) (Docket No. FEMA–2015–0001)) received in the Office of the President of the Senate on June 25, 2015; to the Committee on Banking, Housing, and Urban Affairs.

EC–2130. A communication from the Acting Director, Office of Sustainable Fisheries, Department of Commerce, transmitting, pursuant to law, the report of a rule entitled ''Fisheries of the Exclusive Economic Zone Off Alaska; Greenland Turbot in the Aleutian Islands Subarea of the of the Bering Sea and Aleutian Islands Management Area'' (RIN0648–XD920) received in the Office of the President of the Senate on June 24, 2015; to the Committee on Commerce, Science, and Transportation.

EC–2131. A communication from the Assistant Secretary, Legislative Affairs, Department of State, transmitting, pursuant to law, a report relative to section 36(c) of the Arms Export Control Act (DDTC 14–114); to the Committee on Foreign Relations.

EC–2132. A communication from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting, pursuant to law, an annual report relative to the implementation of the Age Discrimination Act of 1975 for fiscal year 2014; to the Committee on Health, Education, Labor, and Pensions.

EC–2133. A communication from the General Counsel, Pension Benefit Guaranty Corporation, transmitting, pursuant to law, the report of a rule entitled ''Allocation of Assets in Single-Employer Plans; Benefits Payable in Terminated Single-Employer Plans; Interest Assumptions for Valuing and Paying Benefits'' (29 CFR Parts 4022 and 4044) received in the Office of the President of the Senate on June 25, 2015; to the Committee on Health, Education, Labor, and Pensions.

EC–2134. A communication from the Board of Trustees, National Railroad Retirement Board, transmitting, pursuant to law, the 2015 annual report on the financial status of the railroad unemployment insurance system; to the Committee on Health, Education, Labor, and Pensions.

EC–2135. A communication from the Railroad Retirement Board, transmitting, pursuant to law, a report entitled ''Twenty-Sixth Actuarial Valuation of the Assets and Liabilities Under the Railroad Retirement Acts as of December 31, 2013''; to the Committee on Health, Education, Labor, and Pensions.

EC–2136. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Revising Underground Storage Tank Regulations—Revisions to Existing Requirements and New Requirements for Secondary Containment and Operator Training'' ((RIN2050–AG46) (FRL No. 9913–64–OSWER)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2137. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Performance Specification 18—Performance Specifications and Test Procedures for Hydrogen Chloride Continuous Emission Monitoring Systems and Stationary Sources'' ((RIN2060–AR81) (FRL No. 9929–25–OAR)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2138. A communication from the Director of the Regulatory Management Division,

Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval of Alabama's Request to Relax the Federal Reid Vapor Pressure Gasoline Volatility Standard for Birmingham, Alabama'' ((RIN2060–AS58) (FRL No. 9929–91–OAR)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2139. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval of Alabama's Request to Relax the Federal Reid Vapor Pressure Gasoline Volatility Standard for Birmingham, Alabama'' ((RIN2060–AS58) (FRL No. 9929–90–OAR)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2140. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Technical Amendments to the Hazardous and Solid Waste Management System; Disposal of Coal Combustion Residuals from Electric Utilities—Correction of the Effective Date'' ((RIN2050–AE81) (FRL No. 9928–44–OSWER)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works .

EC–2141. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval of Air Quality Implementation Plans; Sheboygan County, Wisconsin 8-Hour Ozone Nonattainment Area; Reasonable Further Progress Plan'' (FRL No. 9929–73–Region 5) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2142. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval and Promulgation of Implementation Plans; Texas; Revision to Control Organic Compound Emissions From Storage Tanks and Transport Vessels'' (FRL No. 9929–69–Region 6) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2143. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval and Promulgation of Implementation Plans; Mississippi; Memphis TN–MS-AR Emissions Inventory for the 2008 8-Hour Ozone Standard'' (FRL No. 9929–84–Region 4) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2144. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval and Promulgation of Implementation Plans; Arkansas; Prevention of Significant Deterioration; Greenhouse Gas Plantwide Applicability Limit Permitting Revisions'' (FRL No. 9929–81–Region 6) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2145. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Approval and Promulgation of Air Quality Implementation Plans; Maryland; Minor New Source Review Requirements'' (FRL No. 9930–08–Region 3) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2146. A communication from the Director of the Regulatory Management Division, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled ''Modification of Significant New Uses of Certain Chemical Substances'' ((RIN2070–AB27) (FRL No. 9928–93)) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Environment and Public Works.

EC–2147. A communication from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting, pursuant to law, a report entitled ''Plan for Expanding Data in the Annual Comprehensive Error Rate Testing (CERT) Report''; to the Committee on Finance.

EC–2148. A communication from the Director, Office of Regulations and Reports Clearance, Social Security Administration, transmitting, pursuant to law, the report of a rule entitled ''Extension of Effective Date for Temporary Pilot Program Setting the Time and Place for a Hearing Before an Administrative Law Judge'' (RIN0960–AH75) received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on Finance.

EC–2149. A communication from the Chief of the Publications and Regulations Branch, Internal Revenue Service, Department of the Treasury, transmitting, pursuant to law, the report of a rule entitled ''Update of Weighted Average Interest Rates, Yield Curves, and Segment Rates'' (Notice 2015–42) received in the Office of the President of the Senate on June 24, 2015; to the Committee on Finance.

EC–2150. A communication from the Assistant Secretary for Legislation, Department of Health and Human Services, transmitting, pursuant to law, a report entitled ''Elder Justice Coordinating Council 2012–2014 Report to Congress''; to the Committee on Finance.

EC–2151. A communication from the Director, Office of Personnel Management, transmitting, pursuant to law, the Office's annual report on Federal agencies' use of the Physicians' Comparability Allowance (PCA) program; to the Committee on Homeland Security and Governmental Affairs.

EC–2152. A communication from the District of Columbia Auditor, transmitting, pursuant to law, a report entitled ''Review of District of Columbia's Compliance with the Recommendations of the Task Force on Emergency Medical Services (The Rosenbaum Task Force)''; to the Committee on Homeland Security and Governmental Affairs.

EC–2153. A communication from the District of Columbia Auditor, transmitting, pursuant to law, a report entitled ''ANC 8D Financial Operations Were Not Fully Compliant with Law''; to the Committee on Homeland Security and Governmental Affairs.

EC–2154. A communication from the Director, Administrative Office of the United States Courts, transmitting, pursuant to law, an annual report to Congress concerning intercepted wire, oral, or electronic communications; to the Committee on the Judiciary.

EC–2155. A communication from the Assistant Attorney General, Office of Legislative Affairs, Department of Justice, transmitting, pursuant to law, three (3) reports relative to vacancies in the Department of Justice, received during adjournment of the Senate in the Office of the President of the Senate on June 30, 2015; to the Committee on the Judiciary.

EC–2156. A communication from the Staff Director of the United States Commission on Civil Rights, transmitting, pursuant to law, a report relative to the United States Commission on Civil Rights renewing the charter of its federal advisory committee; to the Committee on the Judiciary.

EC–2157. A communication from the Director, Administrative Office of the United States Courts, transmitting, pursuant to law, a report entitled ''2014 Report of Statistics Required by the Bankruptcy Abuse Prevention and Consumer Protection Act of 2005''; to the Committee on the Judiciary.

REPORTS OF COMMITTEES

The following reports of committees were submitted:

By Mr. COCHRAN, from the Committee on Appropriations:

Special Report entitled ''Further Revised Allocation to Subcommittees of Budget Totals from the Concurrent resolution for Fiscal Year 2016'' (Rept. No. 114–78).

INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second times by unanimous consent, and referred as indicated:

By Mr. HOEVEN (for himself and Mr. KING):

S. 1715. A bill to require the Secretary of the Treasury to mint coins in commemoration of the 400th anniversary of arrival of the Pilgrims; to the Committee on Banking, Housing, and Urban Affairs.

By Ms. BALDWIN (for herself, Mr. BOOKER, Mr. BROWN, Ms. HIRONO, Mr. MURPHY, Mr. LEAHY, Mr. DURBIN, Mr. HEINRICH, Mr. CARDIN, Ms. STABENOW, Mr. MARKEY, and Mr. WHITEHOUSE):

S. 1716. A bill to provide access to higher education for the students of the United States; to the Committee on Health, Education, Labor, and Pensions.

By Mr. BROWN (for himself, Mr. PORTMAN, Mrs. MCCASKILL, Mr. BOOZMAN, Mr. VITTER, and Mr. COTTON):

S. 1717. A bill to amend title 46, United States Code, to exempt old vessels that only operate within inland waterways from the fire-retardant materials requirement if the owners of such vessels make annual structural alterations to at least 10 percent of the areas of the vessels that are not constructed of fire-retardant materials; to the Committee on Commerce, Science, and Transportation.

By Mr. ROBERTS:

S. 1718. A bill to provide for the repeal of certain provisions of the Patient Protection and Affordable Care Act that have the effect of rationing health care; to the Committee on Finance.

By Ms. COLLINS (for herself, Ms. BALDWIN, Ms. AYOTTE, Mr. BENNET, and Ms. MIKULSKI):

S. 1719. A bill to provide for the establishment and maintenance of a National Family Caregiving Strategy, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Mrs. SHAHEEN (for herself, Ms. MIKULSKI, and Mr. CARDIN):

S. 1720. A bill to require the Secretary of the Treasury to redesign $10 Federal reserve notes so as to include a likeness of Harriet

Tubman, and for other purposes; to the Committee on Banking, Housing, and Urban Affairs.

By Mr. BLUMENTHAL (for himself and Mr. MCCAIN):

S. 1721. A bill to require the Secretary of Defense and the Secretary of Veterans Affairs to establish a joint uniform formulary with respect to systemic pain and psychotropic drugs that are critical for the transition of an individual from receiving health care services furnished by the Secretary of Defense to health care services furnished by the Secretary of Veterans Affairs, and for other purposes; to the Committee on Veterans' Affairs.

By Mr. ROUNDS:

S. 1722. A bill to amend the Dodd-Frank Wall Street Reform and Consumer Protection Act to repeal certain additional disclosure requirements, and for other purposes; to the Committee on Banking, Housing, and Urban Affairs.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mr. BLUMENTHAL (for himself and Mr. GRAHAM):

S. Res. 217. A resolution designating October 8, 2015, as ''National Hydrogen and Fuel Cell Day''; to the Committee on the Judiciary.

By Mr. MENENDEZ (for himself, Ms. COLLINS, Mr. BROWN, Mr. RUBIO, Mr. BOOKER, Mr. MCCAIN, Mr. SCHUMER, Mr. TOOMEY, Mr. WARNER, Mr. PERDUE, Mrs. SHAHEEN, Ms. MURKOWSKI, Ms. MIKULSKI, Ms. AYOTTE, Mr. MARKEY, Mr. MORAN, Mr. CARPER, Mr. THUNE, Mrs. MCCASKILL, Ms. HIRONO, Mr. BENNET, Mr. KAINE, Mr. KING, Mrs. MURRAY, Ms. KLOBUCHAR, Mrs. GILLIBRAND, Mr. DURBIN, Mr. CASEY, Ms. CANTWELL, Mr. PETERS, Ms. WARREN, Mrs. FEINSTEIN, Mr. TESTER, and Mr. WYDEN):

S. Res. 218. A resolution congratulating the United States Women's National Team for winning the 2015 FIFA World Cup; considered and agreed to.

ADDITIONAL COSPONSORS

S. 149

At the request of Mr. HATCH, the names of the Senator from South Carolina (Mr. GRAHAM) and the Senator from Arkansas (Mr. BOOZMAN) were added as cosponsors of S. 149, a bill to amend the Internal Revenue Code of 1986 to repeal the excise tax on medical devices.

S. 198

At the request of Mr. DURBIN, the name of the Senator from Vermont (Mr. LEAHY) was added as a cosponsor of S. 198, a bill to amend the Internal Revenue Code of 1986 to modify the rules relating to inverted corporations.

S. 280

At the request of Mr. PORTMAN, the name of the Senator from North Dakota (Ms. HEITKAMP) was added as a cosponsor of S. 280, a bill to improve the efficiency, management, and interagency coordination of the Federal permitting process through reforms overseen by the Director of the Office of Management and Budget, and for other purposes.

S. 311

At the request of Mr. CASEY, the names of the Senator from Oregon (Mr. MERKLEY), the Senator from West Virginia (Mr. MANCHIN), the Senator from Missouri (Mrs. MCCASKILL), the Senator from California (Mrs. BOXER), the Senator from California (Mrs. FEINSTEIN), the Senator from New Jersey (Mr. MENENDEZ), the Senator from Minnesota (Ms. KLOBUCHAR), the Senator from Hawaii (Ms. HIRONO), the Senator from North Dakota (Ms. HEITKAMP) and the Senator from Virginia (Mr. KAINE) were added as cosponsors of S. 311, a bill to amend the Elementary and Secondary Education Act of 1965 to address and take action to prevent bullying and harassment of students.

S. 358

At the request of Mrs. SHAHEEN, the name of the Senator from Oregon (Mr. WYDEN) was added as a cosponsor of S. 358, a bill to amend title 10, United States Code, to ensure that women members of the Armed Forces and their families have access to the contraception they need in order to promote the health and readiness of all members of the Armed Forces, and for other purposes.

S. 436

At the request of Mr. MENENDEZ, the name of the Senator from Connecticut (Mr. MURPHY) was added as a cosponsor of S. 436, a bill to promote youth athletic safety and for other purposes.

S. 491

At the request of Ms. KLOBUCHAR, the name of the Senator from Massachusetts (Ms. WARREN) was added as a cosponsor of S. 491, a bill to lift the trade embargo on Cuba.

S. 578

At the request of Mr. SCHUMER, the name of the Senator from Pennsylvania (Mr. CASEY) was added as a cosponsor of S. 578, a bill to amend title XVIII of the Social Security Act to ensure more timely access to home health services for Medicare beneficiaries under the Medicare program.

S. 598

At the request of Mr. CARDIN, the name of the Senator from Louisiana (Mr. VITTER) was added as a cosponsor of S. 598, a bill to improve the understanding of, and promote access to treatment for, chronic kidney disease, and for other purposes.

S. 677

At the request of Mrs. BOXER, the name of the Senator from Minnesota (Mr. FRANKEN) was added as a cosponsor of S. 677, a bill to prohibit the application of certain restrictive eligibility requirements to foreign nongovernmental organizations with respect to the provision of assistance under part I of the Foreign Assistance Act of 1961.

S. 681

At the request of Mrs. GILLIBRAND, the name of the Senator from Hawaii (Mr. SCHATZ) was added as a cosponsor of S. 681, a bill to amend title 38, United States Code, to clarify presumptions relating to the exposure of certain veterans who served in the vicinity of the Republic of Vietnam, and for other purposes.

S. 683

At the request of Mr. BOOKER, the name of the Senator from Maine (Mr. KING) was added as a cosponsor of S. 683, a bill to extend the principle of federalism to State drug policy, provide access to medical marijuana, and enable research into the medicinal properties of marijuana.

S. 757

At the request of Mr. NELSON, the name of the Senator from New Jersey (Mr. MENENDEZ) was added as a cosponsor of S. 757, a bill to modify the prohibition on recognition by United States courts of certain rights relating to certain marks, trade names, or commercial names.

S. 766

At the request of Mr. HOEVEN, the name of the Senator from Arkansas (Mr. BOOZMAN) was added as a cosponsor of S. 766, a bill to limit the retrieval of data from vehicle event data recorders, and for other purposes.

S. 786

At the request of Mrs. GILLIBRAND, the name of the Senator from Minnesota (Ms. KLOBUCHAR) was added as a cosponsor of S. 786, a bill to provide paid and family medical leave benefits to certain individuals, and for other purposes.

S. 812

At the request of Mr. MORAN, the name of the Senator from South Carolina (Mr. SCOTT) was added as a cosponsor of S. 812, a bill to enhance the ability of community financial institutions to foster economic growth and serve their communities, boost small businesses, increase individual savings, and for other purposes.

S. 861

At the request of Mr. CARPER, the name of the Senator from North Carolina (Mr. BURR) was added as a cosponsor of S. 861, a bill to amend titles XVIII and XIX of the Social Security Act to curb waste, fraud, and abuse in the Medicare and Medicaid programs.

S. 878

At the request of Mr. SANDERS, the name of the Senator from Oregon (Mr. MERKLEY) was added as a cosponsor of S. 878, a bill to establish a State residential building energy efficiency upgrades loan pilot program.

S. 1020

At the request of Mr. VITTER, the name of the Senator from North Carolina (Mr. BURR) was added as a cosponsor of S. 1020, a bill to amend title XVIII of the Social Security Act to ensure the continued access of Medicare beneficiaries to diagnostic imaging services, and for other purposes.

S. 1148

At the request of Mr. NELSON, the name of the Senator from Hawaii (Ms.

HIRONO) was added as a cosponsor of S. 1148, a bill to amend title XVIII of the Social Security Act to provide for the distribution of additional residency positions, and for other purposes.

S. 1169

At the request of Mr. GRASSLEY, the names of the Senator from Texas (Mr. CORNYN) and the Senator from Illinois (Mr. DURBIN) were added as cosponsors of S. 1169, a bill to reauthorize and improve the Juvenile Justice and Delinquency Prevention Act of 1974, and for other purposes.

S. 1246

At the request of Ms. STABENOW, the names of the Senator from Wisconsin (Ms. BALDWIN) and the Senator from Georgia (Mr. ISAKSON) were added as cosponsors of S. 1246, a bill to amend the Internal Revenue Code of 1986 to revise the definition of municipal solid waste for purposes of the renewable electricity production credit.

S. 1300

At the request of Mrs. FEINSTEIN, the name of the Senator from South Carolina (Mr. GRAHAM) was added as a cosponsor of S. 1300, a bill to amend the section 221 of the Immigration and Nationality Act to provide relief for adoptive families from immigrant visa feeds in certain situations.

S. 1324

At the request of Mrs. CAPITO, the name of the Senator from Oklahoma (Mr. LANKFORD) was added as a cosponsor of S. 1324, a bill to require the Administrator of the Environmental Protection Agency to fulfill certain requirements before regulating standards of performance for new, modified, and reconstructed fossil fuel-fired electric utility generating units, and for other purposes.

S. 1383

At the request of Mr. PERDUE, the name of the Senator from Oklahoma (Mr. INHOFE) was added as a cosponsor of S. 1383, a bill to amend the Consumer Financial Protection Act of 2010 to subject the Bureau of Consumer Financial Protection to the regular appropriations process, and for other purposes.

S. 1428

At the request of Mr. BARRASSO, the name of the Senator from Utah (Mr. LEE) was added as a cosponsor of S. 1428, a bill to amend the USEC Privatization Act to require the Secretary of Energy to issue a long-term Federal excess uranium inventory management plan, and for other purposes.

S. 1458

At the request of Mr. COATS, the names of the Senator from Kansas (Mr. MORAN), the Senator from Nevada (Mr. HELLER), the Senator from Arkansas (Mr. COTTON) and the Senator from Alaska (Mr. SULLIVAN) were added as cosponsors of S. 1458, a bill to amend the Surface Mining Control and Reclamation Act of 1977 to ensure scientific transparency in the development of environmental regulations and for other purposes.

S. 1519

At the request of Mr. GARDNER, the name of the Senator from Idaho (Mr. RISCH) was added as a cosponsor of S. 1519, a bill to amend the Labor Management Relations Act, 1947 to address slowdowns, strikes, and lock-outs occurring at ports in the United States, and for other purposes.

S. 1526

At the request of Mr. PORTMAN, the name of the Senator from New Hampshire (Ms. AYOTTE) was added as a cosponsor of S. 1526, a bill to amend title 10 and title 41, United States Code, to improve the manner in which Federal contracts for construction and design services are awarded, to prohibit the use of reverse auctions for design and construction services procurements, to amend title 31 and 41, United States Code, to improve the payment protections available to construction contractors, subcontractors, and suppliers for work performed, and for other purposes.

S. 1554

At the request of Mr. CARDIN, the name of the Senator from Maryland (Ms. MIKULSKI) was added as a cosponsor of S. 1554, a bill to amend the Federal Water Pollution Control Act and to direct the Secretary of the Interior to conduct a study with respect to stormwater runoff from oil and gas operations, and for other purposes.

S. 1562

At the request of Mr. WYDEN, the names of the Senator from New Hampshire (Mrs. SHAHEEN), the Senator from New Hampshire (Ms. AYOTTE), the Senator from Colorado (Mr. BENNET) and the Senator from Kansas (Mr. MORAN) were added as cosponsors of S. 1562, a bill to amend the Internal Revenue Code of 1986 to reform taxation of alcoholic beverages.

S. 1567

At the request of Mr. PETERS, the name of the Senator from New York (Mrs. GILLIBRAND) was added as a cosponsor of S. 1567, a bill to amend title 10, United States Code, to provide for a review of the characterization or terms of discharge from the Armed Forces of individuals with mental health disorders alleged to affect terms of discharge.

S. 1598

At the request of Mr. LEE, the name of the Senator from Georgia (Mr. ISAKSON) was added as a cosponsor of S. 1598, a bill to prevent discriminatory treatment of any person on the basis of views held with respect to marriage.

S. 1603

At the request of Mr. FLAKE, the names of the Senator from North Carolina (Mr. TILLIS) and the Senator from Louisiana (Mr. VITTER) were added as cosponsors of S. 1603, a bill to actively recruit members of the Armed Forces who are separating from military service to serve as Customs and Border Protection Officers.

S. 1632

At the request of Ms. COLLINS, the names of the Senator from West Virginia (Mrs. CAPITO) and the Senator from Michigan (Ms. STABENOW) were added as cosponsors of S. 1632, a bill to require a regional strategy to address the threat posed by Boko Haram.

S. 1660

At the request of Mr. ROBERTS, the name of the Senator from Kansas (Mr. MORAN) was added as a cosponsor of S. 1660, a bill to amend the Internal Revenue Code of 1986 to modify and make permanent bonus depreciation.

S. 1682

At the request of Mr. KIRK, the name of the Senator from Florida (Mr. RUBIO) was added as a cosponsor of S. 1682, a bill to extend the Iran Sanctions Act of 1996 and to require the Secretary of the Treasury to report on the use by Iran of funds made available through sanctions relief.

S. 1704

At the request of Mr. BARRASSO, the name of the Senator from Arizona (Mr. MCCAIN) was added as a cosponsor of S. 1704, a bill to amend the Indian Tribal Justice Act to secure urgent resources vital to Indian victims of crime, and for other purposes.

S. RES. 211

At the request of Mr. CARDIN, the name of the Senator from Arizona (Mr. MCCAIN) was added as a cosponsor of S. Res. 211, a resolution expressing the sense of the Senate regarding Srebrenica.

AMENDMENT NO. 1744

At the request of Mrs. FEINSTEIN, the name of the Senator from New York (Mr. SCHUMER) was added as a cosponsor of amendment No. 1744 proposed to H.R. 1735, an act to authorize appropriations for fiscal year 2016 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

AMENDMENT NO. 2096

At the request of Mr. KAINE, the name of the Senator from South Carolina (Mr. SCOTT) was added as a cosponsor of amendment No. 2096 intended to be proposed to S. 1177, an original bill to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

AMENDMENT NO. 2109

At the request of Ms. HIRONO, the names of the Senator from Nevada (Mr. REID), the Senator from Massachusetts (Mr. MARKEY), the Senator from Washington (Ms. CANTWELL) and the Senator from Wisconsin (Ms. BALDWIN) were added as cosponsors of amendment No. 2109 proposed to S. 1177, an original bill to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

AMENDMENT NO. 2110

At the request of Mr. DAINES, the names of the Senator from Florida (Mr. RUBIO) and the Senator from Colorado (Mr. GARDNER) were added as cosponsors of amendment No. 2110 intended to

be proposed to S. 1177, an original bill to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

AMENDMENT NO. 2119

At the request of Mr. GARDNER, the names of the Senator from Arizona (Mr. MCCAIN), the Senator from Arizona (Mr. FLAKE) and the Senator from Texas (Mr. CORNYN) were added as cosponsors of amendment No. 2119 intended to be proposed to S. 1177, an original bill to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Ms. COLLINS (for herself, Ms. BALDWIN, Ms. AYOTTE, Mr. BENNET, and Ms. MIKULSKI):

S. 1719. A bill to provide for the establishment and maintenance of a National Family Caregiving Strategy, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Ms. COLLINS. Mr. President, I rise today to introduce legislation with my colleague from Wisconsin, Senator BALDWIN, to require the Secretary of Health and Human Services to develop a national strategy to recognize and support the more than 40 million family caregivers in the United States.

The U.S. population is aging. According to Census Bureau projections, 21 percent of our population will be 65 and older by 2040, up from just under 14 percent in 2012.

Every day, 10,000 baby boomers turn 65 years old, and as many as 90 percent of them have one or more chronic health conditions. Americans 85 and older—our oldest old—are the fastest growing segment of our population. This is the population that is most at risk of multiple and interacting health problems that can lead to disability and the need for round-the-clock care.

At the very time that our population is aging and the need for care and support is increasing, declining birthrates mean that the population of professional and informal caregivers is shrinking. Today, there are seven potential caregivers for each person over 80 and at the highest risk of requiring long-term care. By 2030, there will be four, and by 2050, the number drops to fewer than three. As a consequence, in the future, more people will have to rely on fewer caregivers.

Families will likely continue to be the most important source of support for people with long-term care needs. We must do more to support the 43 million family caregivers in the United States who, in 2009, provided an estimated $450 billion in uncompensated long-term care. This is an increase from $375 billion just 2 years earlier, and more than double the value of all paid long-term care.

Family caregivers provide tremendous value, but they also face many challenges. While the typical family caregiver is a 49-year old woman who takes care of an older relative, 34 percent of family caregivers are aged 65 or older. Nearly one in ten is 75 or older. Many of these caregivers are putting their own health at risk, since caregivers experience high levels of stress and have a greater incidence of chronic conditions like heart disease, cancer and depression.

Most family caregivers are employed and struggle to balance their work and caregiving responsibilities. Nearly seven in ten caregivers report making sacrifices in the workplace because of their caregiving responsibilities. They face financial hardships if they must reduce their hours, change jobs, or leave the workforce entirely because of caregiving demands. Family caregivers age 50 and older who leave the workforce to care for a parent lose, on average, nearly $304,000 in wages and benefits over their lifetime.

I am therefore introducing legislation with my colleague from Wisconsin to require the Secretary of Health and Human Services to develop a national strategy to recognize and support family caregivers. Titled the Recognize, Assist, Include, Support, and Engage, or RAISE Family Caregivers Act, the legislation is based on a recommendation of the bipartisan Commission on Long Term Care. It is modeled after a law that I co-authored in 2010 with then-Senator Evan Bayh that created a coordinated strategic national plan to combat Alzheimer's disease.

The RAISE Family Caregivers Act directs the Secretary of Health and Human Services to establish a National Family Caregiving Project to develop and sustain a national strategy to support family caregivers. The bill would create a Family Caregiving Advisory Council composed of relevant Federal agencies and non-federal members. It would include representatives of family caregivers, older adults with long-term care needs, individuals with disabilities, employers, health and social service providers, advocates for family caregivers, state and local officials, and others with expertise in family caregiving.

The Advisory Council would be charged with making recommendations to the Secretary. The strategy and plan would be updated annually to reflect new developments. The plan would include an initial inventory and assessment of federally-funded caregiver efforts. It would then identify specific actions that government, communities, employers, providers, and others can take to support family caregivers.

The Project would be funded from existing funding appropriated for the Department of Health and Human Services. No new funding is authorized. Like the National Alzheimer's Project Act, it would sunset in fifteen years.

Family caregivers are an invaluable resource to our aging society. Chances are that, sooner or later, we will all either be family caregivers or someone who needs one. The RAISE Family Caregivers Act will launch a coordinated, national strategic plan that will help us to leverage our resources, promote innovation and promising practices, and provide our nation's family caregivers with much-needed recognition and support. Our bipartisan legislation has been endorsed by AARP. I urge all of our colleagues to join us as cosponsors.

Mr. President, I ask unanimous consent that a letter of support be printed in the RECORD.

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

AARP,
Washington, DC, July 8, 2015.

Hon. SUSAN COLLINS,
U.S. Senate, Washington, DC.
Hon. TAMMY BALDWIN,
U.S. Senate, Washington, DC.

DEAR SENATORS COLLINS AND BALDWIN: AARP is very pleased to endorse the Recognize, Assist, Include, Support, and Engage (RAISE) Family Caregivers Act. Thank you for your efforts to work on a bipartisan basis to support family caregivers. Most of us are, have been, or will be a family caregiver or will need help to live independently. This is an ageless and nonpartisan issue.

Family caregivers are the backbone of services and supports in this country. They help make it possible for older adults and people with disabilities to live independently in their homes and communities. There are about 40 million family caregivers currently caring for adults. In 2009, family caregivers provided an estimated $450 billion in unpaid care to adults who needed help with daily activities such as bathing, dressing, meal preparation, and transportation, more than total Medicaid spending that year. Our country relies on the contributions family caregivers make and should recognize and support them. Family caregivers take on physical, emotional, and financial challenges in their caregiving roles.

The RAISE Family Caregivers Act would require the development of a national strategy to support family caregivers. The bill would create an advisory body to bring together relevant federal agencies and others from the private and public sectors to advise and make recommendations. The strategy would identify specific actions that government, communities, providers, employers, and others can take to recognize and support family caregivers and be updated annually.

By supporting family caregivers, we can help people stay at home where they want to be, helping to delay or prevent more costly nursing home care and unnecessary hospitalizations, and saving taxpayer dollars. We appreciate your bipartisan leadership and are committed to working with you to pass the RAISE Family Caregivers Act this year. If you have any questions, please feel free to contact me, or have your staff contact Rhonda Richards on our Government Affairs staff at (202) 434–3770 or rrichards@aarp.org.

Sincerely,

JOYCE A. ROGERS,
Senior Vice President,
Government Affairs.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 217—DESIGNATING OCTOBER 8, 2015, AS ''NATIONAL HYDROGEN AND FUEL CELL DAY''

Mr. BLUMENTHAL (for himself and Mr. GRAHAM) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 217

Whereas hydrogen, which has an atomic mass of 1.008, is the most abundant chemical substance in the universe;

Whereas the United States is a world leader in the development and deployment of fuel cell and hydrogen technologies;

Whereas hydrogen fuel cells played an instrumental role in the United States space program, helping the United States achieve the mission of landing a man on the moon;

Whereas private industry, Federal and State governments, national laboratories, and universities continue to improve fuel cell and hydrogen technologies to address our most pressing energy, environmental, and economic issues;

Whereas fuel cells utilizing hydrogen and hydrogen-rich fuels to generate electricity are clean, efficient, resilient technologies being sold for stationary and backup power, zero-emission light duty motor vehicles and buses, industrial vehicles, and portable power;

Whereas stationary fuel cells are being placed in service for continuous and backup power to provide business and energy consumers with reliable power in the event of grid outages;

Whereas stationary fuel cells can help reduce water use compared to traditional power generation technologies;

Whereas fuel cell electric light duty motor vehicles and buses that utilize hydrogen can completely replicate the experience of internal combustion vehicles including comparable range and refueling times;

Whereas hydrogen fuel cell industrial vehicles are being deployed at logistical hubs and warehouses across the country and are also being exported to facilities in Europe and Asia;

Whereas hydrogen is a non-toxic gas that can be derived from a variety of domestically-available traditional and renewable resources, including solar, wind, biogas and the abundant supply of natural gas in the United States;

Whereas hydrogen and fuel cells can store energy to help enhance the grid and maximize opportunities to deploy renewable energy;

Whereas the United States currently produces and uses more than 11,000,000 metric tons of hydrogen per year; and

Whereas engineers and safety code and standard professionals have developed consensus-based protocols for safe delivery, handling, and use of hydrogen: Now, therefore, be it

Resolved, That the Senate designates October 8, 2015, as ''National Hydrogen and Fuel Cell Day''.

SENATE RESOLUTION 218—CONGRATULATING THE UNITED STATES WOMEN'S NATIONAL TEAM FOR WINNING THE 2015 FIFA WORLD CUP

Mr. MENENDEZ (for himself, Ms. COLLINS, Mr. BROWN, Mr. RUBIO, Mr. BOOKER, Mr. MCCAIN, Mr. SCHUMER, Mr. TOOMEY, Mr. WARNER, Mr. PERDUE, Mrs. SHAHEEN, Ms. MURKOWSKI, Ms. MIKULSKI, Ms. AYOTTE, Mr. MARKEY, Mr. MORAN, Mr. CARPER, Mr. THUNE, Mrs. MCCASKILL, Ms. HIRONO, Mr. BENNET, Mr. KAINE, Mr. KING, Mrs. MURRAY, Ms. KLOBUCHAR, Mrs. GILLIBRAND, Mr. DURBIN, Mr. CASEY, Ms. CANTWELL, Mr. PETERS, Ms. WARREN, Mrs. FEINSTEIN, Mr. TESTER, and Mr. WYDEN) submitted the following resolution; which was considered and agreed to:

S. RES. 218

Whereas on July 5, 2015, in Vancouver, Canada, the United States Women's National Team won the FIFA Women's World Cup;

Whereas during the FIFA World Cup the United States Women's National Team finished first in its group before eliminating teams representing the Republic of Colombia, the People's Republic of China, and the Federal Republic of Germany in the knockout stages to reach the final;

Whereas the United States secured a resounding 5 to 2 victory over Japan in the highest scoring Women's World Cup Final in history, which included the fastest hat trick in World Cup history by Carli Lloyd by the 16th minute of the game;

Whereas the run of the United States Women's National Team in the 2015 World Cup included a record-tying 540 consecutive minutes without conceding a goal;

Whereas the United States Women's National Team became the first team to win the FIFA Women's World Cup 3 times;

Whereas all 23 players on the roster should be congratulated, including captains Christie Rampone and Abby Wambach, Golden Ball winner Carli Lloyd, Golden Glove winner Hope Solo, as well as Shannon Boxx, Morgan Brian, Lori Chalupny, Whitney Engen, Ashlyn Harris, Tobin Heath, Lauren Holiday, Julie Johnston, Meghan Klingenberg, Ali Krieger, Sydney Leroux, Alex Morgan, Alyssa Naeher, Kelley O'Hara, Heather O'Reilly, Christen Press, Megan Rapinoe, Amy Rodriguez, and Becky Sauerbrunn;

Whereas head coach Jill Ellis displayed extraordinary leadership, adjusting the team's starting lineup as the FIFA Women's World Cup progressed in order to promote teamwork and capitalize on the talents of each player; and

Whereas dedicated fans, including a group of supporters known as the American Outlaws, and citizens across the United States showed their unmitigated support for the United States Women's National Team as the team competed in Canada, and can now celebrate because the United States women are world champions again:

Now, therefore, be it

Resolved, That the Senate—

(1) congratulates the United States Women's National Team for winning the 2015 FIFA Women's World Cup through teamwork and determination;

(2) recognizes the achievements of all of the players, coaches, and staff who contributed to the FIFA World Cup winning team; and

(3) celebrates the contributions of the millions of fans across the Nation who cheered the United States Women's National Team to victory, and made the players the best supported team in the world.

AMENDMENTS SUBMITTED AND PROPOSED

SA 2122. Ms. STABENOW submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table.

SA 2123. Mr. UDALL (for himself and Mr. TESTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2124. Mrs. MURRAY (for herself, Ms. MIKULSKI, Mrs. SHAHEEN, Ms. BALDWIN, and Mrs. BOXER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra.

SA 2125. Mr. SANDERS submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2126. Mr. COONS (for himself and Mr. RUBIO) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2127. Mr. COONS (for himself, Mr. RUBIO, and Mrs. GILLIBRAND) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2128. Mr. KAINE (for himself, Ms. AYOTTE, Mr. WHITEHOUSE, Mr. CASEY, Mr. WARNER, and Mrs. BOXER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2129. Mr. TESTER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2130. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2131. Mr. CASEY (for himself, Mr. ISAKSON, and Ms. WARREN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2132. Mr. SCOTT (for himself, Mr. CRUZ, Mr. LEE, Mr. RUBIO, Mr. SASSE, and Mr. VITTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2133. Mr. SCOTT (for himself, Mr. CRUZ, Mr. RUBIO, and Mr. VITTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2134. Mr. SCOTT (for himself, Mr. CRUZ, Mr. HATCH, Mr. RUBIO, and Mr. VITTER) submitted an amendment intended to be proposed by him to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2135. Mrs. GILLIBRAND (for herself and Mr. PORTMAN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2136. Mr. MURPHY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the

bill S. 1177, supra; which was ordered to lie on the table.

SA 2137. Mr. PORTMAN (for himself and Mr. COONS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2138. Ms. KLOBUCHAR (for herself and Mr. HOEVEN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2139. Mr. ALEXANDER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra.

SA 2140. Mrs. SHAHEEN submitted an amendment intended to be proposed by her to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2141. Mr. BENNET (for himself and Ms. AYOTTE) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2142. Mr. BLUMENTHAL (for himself, Mr. MURPHY, and Ms. CANTWELL) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2143. Mr. DURBIN submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2144. Mr. WICKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2145. Ms. AYOTTE (for herself and Mr. BLUMENTHAL) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2146. Mr. COTTON (for himself, Mr. SESSIONS, and Mr. CRUZ) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2147. Mr. PORTMAN (for himself and Mr. WHITEHOUSE) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2148. Mr. MCCAIN submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2149. Mr. UDALL submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2150. Mrs. FEINSTEIN (for herself, Mr. CORNYN, and Mr. GARDNER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2151. Mr. CARPER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2152. Mr. CASEY (for himself, Mrs. MURRAY, Ms. HIRONO, Mr. DURBIN, Mr. MURPHY, Mr. HEINRICH, Ms. BALDWIN, Mr. UDALL, Mr. SCHATZ, Ms. MIKULSKI, Mr. FRANKEN, Mr. MARKEY, Mr. WHITEHOUSE, Mrs. GILLIBRAND, Mr. WYDEN, Mr. COONS, Ms. WARREN, Ms. CANTWELL, Mr. SCHUMER, Mrs. SHAHEEN, and Mr. SANDERS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2153. Mr. REID (for Mr. KING (for himself and Mrs. CAPITO)) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2154. Mr. REID (for Mr. KING (for himself and Mrs. CAPITO)) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2155. Mr. THUNE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2156. Mrs. CAPITO (for herself and Mr. DURBIN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2157. Mr. FLAKE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2158. Mr. FLAKE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2159. Mr. BENNET submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2160. Mr. MENENDEZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2161. Mr. KIRK (for himself, Mr. REED, Ms. BALDWIN, and Mr. BROWN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2162. Mr. LEE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2163. Mr. LEE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2164. Mr. ISAKSON submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2165. Mr. ISAKSON submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2166. Mr. BROWN (for himself, Mr. CASEY, and Mr. COONS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2167. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2168. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2169. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2170. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2171. Ms. HEITKAMP submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2172. Mr. MERKLEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2173. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2174. Ms. HEITKAMP (for herself, Mr. THUNE, Ms. STABENOW, and Mr. TESTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2175. Mr. MARKEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2176. Mr. MARKEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

SA 2177. Mr. SANDERS submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, supra; which was ordered to lie on the table.

TEXT OF AMENDMENTS

SA 2122. Ms. STABENOW submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of the bill, add the following:

SEC. 1020___. EARLY PELL PROMISE ACT.

(a) SHORT TITLE.—This section may be cited as the ''Early Pell Promise Act''.

(b) EARLY FEDERAL PELL GRANT COMMITMENT PROGRAM.—Subpart 1 of part A of title IV of the Higher Education Act of 1965 (20

U.S.C. 1070a et seq.) is amended by adding at the end the following:

"SEC. 401B. EARLY FEDERAL PELL GRANT COMMITMENT PROGRAM.

''(a) PROGRAM AUTHORITY.—The Secretary is authorized to carry out an Early Federal Pell Grant Commitment Program (referred to in this section as the 'Program') under which the Secretary shall—

''(1) award grants to State educational agencies to pay the administrative expenses incurred in participating in the Program; and

''(2) make a commitment to award Federal Pell Grants to eligible students in accordance with this section.

''(b) PROGRAM REQUIREMENTS.—The Program shall meet the following requirements:

''(1) ELIGIBLE STUDENTS.—

''(A) IN GENERAL.—A student shall be eligible to receive a commitment from the Secretary to receive a Federal Pell Grant early in the student's academic career if the student—

''(i) is in 8th grade; and

''(ii) is eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

''(2) FEDERAL PELL GRANT COMMITMENT.—

''(A) IN GENERAL.—Except as provided in subparagraph (B), each eligible student who participates in the Program shall receive a commitment from the Secretary to receive a Federal Pell Grant during the first 2 academic years that the student is in attendance at an institution of higher education as an undergraduate student, if the student—

''(i) applies for Federal financial aid (via the FAFSA) during the student's senior year of secondary school and during the succeeding academic year; and

''(ii) enrolls at such institution of higher education—

''(I) not later than 3 years after such student receives a secondary school diploma or its recognized equivalent; or

''(II) if such student becomes a member of the Armed Forces, not later than 3 years after such student is discharged, separated, or released from the Armed Forces.

''(B) EXCEPTION TO COMMITMENT.—If an eligible student receives a commitment from the Secretary to receive a Federal Pell Grant during the first 2 academic years that the student is in attendance at an institution of higher education as an undergraduate student and the student applies for Federal financial aid (via the FAFSA) during the student's senior year of secondary school or during the succeeding academic year, and the expected family contribution of the student for either of such years is more than 2 times the threshold amount for Federal Pell Grant eligibility for such year, then such student shall not receive a Federal Pell Grant under this section for the succeeding academic year. Such student shall continue to be eligible for any other Federal student financial aid for which the student is otherwise eligible.

''(3) APPLICABILITY OF FEDERAL PELL GRANT REQUIREMENTS.—The requirements of section 401 shall apply to Federal Pell Grants awarded pursuant to this section, except that with respect to each eligible student who participates in the Program and is not subject the exception under paragraph (2)(B), the amount of each such eligible student's Federal Pell Grant only shall be calculated by deeming such student to have an expected family contribution equal to zero.

''(c) STATE EDUCATIONAL AGENCY APPLICATIONS.—

''(1) IN GENERAL.—Each State educational agency desiring to participate in the Program shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

''(2) CONTENTS.—Each application shall include—

''(A) a description of the proposed targeted information campaign for the Program and a copy of the plan described in subsection (e)(2);

''(B) an assurance that the State educational agency will fully cooperate with the ongoing evaluation of the Program; and

''(C) such other information as the Secretary may require.

''(d) EVALUATION.—

''(1) IN GENERAL.—From amounts appropriated under subsection (f) for a fiscal year, the Secretary shall reserve not more than $1,000,000 to award a grant or contract to an organization outside the Department for an independent evaluation of the impact of the Program.

''(2) COMPETITIVE BASIS.—The grant or contract shall be awarded on a competitive basis.

''(3) MATTERS EVALUATED.—The evaluation described in this subsection shall consider metrics established by the Secretary that emphasize college access and success, encouraging low-income students to pursue higher education, and the cost effectiveness of the program.

''(4) DISSEMINATION.—The findings of the evaluation shall be widely disseminated to the public by the organization conducting the evaluation as well as by the Secretary.

''(e) TARGETED INFORMATION CAMPAIGN.—

''(1) IN GENERAL.—Each State educational agency receiving a grant under this section shall, in cooperation with the participating local educational agencies within the State and the Secretary, develop a targeted information campaign for the Program.

''(2) PLAN.—Each State educational agency receiving a grant under this section shall include in the application submitted under subsection (c) a written plan for their proposed targeted information campaign. The plan shall include the following:

''(A) OUTREACH.—Outreach to students and their families, at a minimum, at the beginning and end of each academic year.

''(B) DISTRIBUTION.—How the State educational agency plans to provide the outreach described in subparagraph (A) and to provide the information described in subparagraph (C).

''(C) INFORMATION.—The annual provision by the State educational agency to all students and families participating in the Program of information regarding—

''(i) the estimated statewide average higher education institution cost data for each academic year, which cost data shall be disaggregated by—

''(I) type of institution, including—

''(aa) 2-year public colleges;

''(bb) 4-year public colleges;

''(cc) 4-year private colleges; and

''(dd) private, for-profit colleges;

''(II) component, including—

''(aa) tuition and fees; and

''(bb) room and board;

''(ii) Federal Pell Grants, including—

''(I) the maximum Federal Pell Grant for each academic year;

''(II) when and how to apply for a Federal Pell Grant; and

''(III) what the application process for a Federal Pell Grant requires;

''(iii) State-specific college savings programs;

''(iv) State-based financial aid, including State-based merit aid; and

''(v) Federal financial aid available to students, including eligibility criteria for the Federal financial aid and an explanation of the Federal financial aid programs.

''(3) ANNUAL INFORMATION.—The information described in paragraph (2)(C) shall be provided to eligible students annually for the duration of the students' participation in the Program.

''(4) RESERVATION.—Each State educational agency receiving a grant under this section shall reserve $200,000 of the grant funds received each fiscal year to carry out the targeted information campaign described in this subsection.

''(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary.''.

SA 2123. Mr. UDALL (for himself and Mr. TESTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After section 9102, insert the following:

SEC. _____. RESERVATIONS FOR BUREAU OF INDIAN EDUCATION.

Part A of title IX (20 U.S.C. 7801 et seq.) is amended by adding at the end the following:

"SEC. 9104. RESERVATIONS FOR BUREAU OF INDIAN EDUCATION.

''(a) BIE RESERVATIONS FOR FORMULA-BASED EDUCATION PROGRAMS.—

''(1) IN GENERAL.—The Secretary shall ensure that any formula-based education program provides a reservation, in the amount described in paragraph (2), for the Bureau of Indian Education to be used in accordance with paragraph (3) on behalf of the schools or programs, as applicable, operated or funded by the Bureau of Indian Education.

''(2) AMOUNT OF RESERVATION.—

''(A) INCREASING BIE RESERVATIONS OF LESS THAN 0.5 PERCENT.—In the case of a formula-based education program that requires by law (including any regulation) reservation of program funds for the Bureau of Indian Education in an amount less than 0.5 percent of the total amount available to carry out the formula-based education program for a fiscal year, the Secretary shall increase the amount of such reservation to 0.5 percent of such total amount for such year.

''(B) MAINTAINING BIE RESERVATIONS EQUAL TO OR GREATER THAN 0.5 PERCENT.—In the case of a formula-based education program that requires by law (including any regulation) a reservation of program funds for the Bureau of Indian Education in an amount equal to or greater than 0.5 percent of the total amount available to carry out the formula-based education program for a fiscal year, the Secretary shall reserve the amount of funds required by such law for the Bureau for such year.

''(C) ESTABLISHING BIE RESERVATIONS FOR OTHER FORMULA-BASED EDUCATION PROGRAMS.—In the case of a formula-based education program for which no funds are provided or reserved by law (including any regulation) by the Secretary for the Bureau of Indian Education or for schools operated or funded by the Bureau, the Secretary shall reserve 0.5 percent of the total amount available to carry out the formula-based education program for the Bureau of Indian Education.

''(3) USE OF RESERVED FUNDS.—The Bureau of Indian Education shall use any funds reserved under a formula-based education program for the purposes and uses provided under such program.

''(b) REQUIREMENTS FOR COMPETITIVE EDUCATION PROGRAMS.—

''(1) IN GENERAL.—With respect to any competitive education program, the Secretary shall deem the Bureau of Indian Education

to be a State or State educational agency, as applicable, for purposes of applying for and receiving a grant, contract, or other assistance under the program, and shall allow the Bureau to use funds provided under the competitive education program to carry out the purposes and activities and services provided by the program for the schools or programs, as applicable, operated or funded by the Bureau.

''(2) TECHNICAL ASSISTANCE.—For each competitive education program, the Secretary may reserve not more than 0.5 percent of the total amount appropriated for the program for a fiscal year for technical assistance or capacity-building to assist the Bureau of Indian Education, and schools or programs operated or funded by the Bureau of Indian Education, in building the capacity and expertise needed to compete and qualify for assistance under the program.

''(3) NONAPPLICABILITY OF CERTAIN PROVISIONS.—Notwithstanding any other provision of law, the Bureau of Indian Education, when applying for or receiving a grant, contract, or assistance under a competitive education program, shall not be subject to any provision of the program that requires grant recipients to contribute funds toward the costs of the grant program.

''(c) DEFINITIONS.—In this section:

''(1) FORMULA-BASED EDUCATION PROGRAM.—The term 'formula-based education program' means any program administered by the Secretary under this Act that—

''(A) awards grants, contracts, or other assistance relating to early childhood, elementary, or secondary education to States or State educational agencies; and

''(B) allocates the program funds by statutory or regulatory formula.

''(2) COMPETITIVE EDUCATION PROGRAM.—The term 'competitive education program' means any program administered by the Secretary under this Act that—

''(A) awards grants, contracts, or other assistance relating to early childhood, elementary, or secondary education to States or State educational agencies on a competitive basis; and

''(B) does not contain any type of reservation of funds for the Bureau of Indian Education or the schools operated or funded by the Bureau of Indian Education.

''(d) RELATIONSHIP TO OTHER LAWS.—In the event of a conflict between this section and any law regarding a formula-based education program or competitive education program, this section shall control.''.

SA 2124. Mrs. MURRAY (for herself, Ms. MIKULSKI, Mrs. SHAHEEN, Ms. BALDWIN, and Mrs. BOXER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; as follows:

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

''(xviii) In the case of each coeducational school in the State that receives assistance under this part—

''(I) a listing of the school's interscholastic sports teams that participated in athletic competition;

''(II) for each such team—

''(aa) the total number of male and female participants, disaggregated by gender and race;

''(bb) the season in which the team competed, whether the team participated in postseason competition, and the total number of competitive events scheduled;

''(cc) the total expenditures from all sources, including expenditures for travel, uniforms, facilities, and publicity for competitions; and

''(dd) the total number of coaches, trainers, and medical personnel, and for each such individual an identification of such individual's employment status, and duties other than providing coaching, training, or medical services; and

''(III) the average annual salary of the head coaches of boys' interscholastic sports teams, across all offered sports, and the average annual salary of the head coaches of girls' interscholastic sports teams, across all offered sports.

SA 2125. Mr. SANDERS submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

dents;

(N) how the State educational agency will support multiple postsecondary and career pathways aligned with workforce and economic needs of the State; and

(O) any other information on how the

SA 2126. Mr. COONS (for himself and Mr. RUBIO) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of the bill, add the following:

PART C—AMERICAN DREAM ACCOUNTS

SEC. 10301. SHORT TITLE.

This part may be cited as the ''American Dream Accounts Act''.

SEC. 10302. FINDINGS.

Congress finds the following:

(1) Only 9.8 out of every 100 individuals from low-income families will graduate from an institution of higher education before reaching the age of 24.

(2) Lack of knowledge about how to apply to, and pay for, an institution of higher education is a barrier for many low-income students and students who would be in the first generation in their families to attend an institution of higher education.

(3) According to Public Agenda, most young adults give secondary school counselors fair or poor ratings for advice about attending an institution of higher education, including advice about how to decide what institution of higher education to attend, how to pay for higher education, what careers to pursue, and how to apply to an institution of higher education.

(4) More than 1,700,000 students fail to file the Free Application for Federal Student Aid (FAFSA), and about one-third of such students would qualify for a Federal Pell Grant.

(5) During the last 2 decades, costs of attending institutions of higher education have increased dramatically, but need-based financial aid has not kept pace with such increasing costs.

(6) In the 1990–1991 school year, the maximum Federal Pell Grant covered 45 percent of the average cost of attendance at a public 4-year institution of higher education (including tuition, fees, room, and board), but in the 2010–2011 school year, the maximum Federal Pell Grant covered only 34 percent of such cost.

(7) Parental and youth college savings are strong predictors of a youth's expectations about attendance at an institution of higher education.

(8) Only 32 percent of parents who earn less than $35,000 a year are saving for their child's education at an institution of higher education.

(9) According to the Center for Social Development, ''wilt'' occurs when a young person who expects to graduate from a 4-year institution of higher education has not yet attended such institution by the ages of 19 to 22.

(10) Children who have savings dedicated for attendance at an institution of higher education are 4 times more likely to attend a 4-year institution of higher education and avoid ''wilt''.

SEC. 10303. DEFINITIONS.

In this part:

(1) AMERICAN DREAM ACCOUNT.—The term ''American Dream Account'' means a personal online account for low-income students that monitors higher education readiness and includes a college savings account.

(2) APPROPRIATE COMMITTEES OF CONGRESS.—The term ''appropriate committees of Congress'' means the Committee on Health, Education, Labor, and Pensions, the Committee on Appropriations, and the Committee on Finance of the Senate, and the Committee on Education and the Workforce, the Committee on Appropriations, and the Committee on Ways and Means of the House of Representatives, as well as any other Committee of the Senate or House of Representatives that the Secretary determines appropriate.

(3) CHARTER SCHOOL.—The term ''charter school'' has the meaning given such term in section 5110 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221i).

(4) COLLEGE SAVINGS ACCOUNT.—The term ''college savings account'' means a trust created or organized exclusively for the purpose of paying the qualified expenses of only an individual who, when the trust is created or organized, has not obtained 18 years of age, if the written governing instrument creating the trust contains the following requirements:

(A) The trustee is a Federally insured financial institution, or a State insured financial institution if a Federally insured financial institution is not available.

(B) The assets of the trust will be invested in accordance with the direction of the individual or of a parent or guardian of the individual, after consultation with the entity providing the initial contribution to the trust or, if applicable, a matching or other contribution for the individual.

(C) The assets of the trust will not be commingled with other property except in a common trust fund or common investment fund.

(D) Any amount in the trust that is attributable to an account seed or matched deposit may be paid or distributed from the trust only for the purpose of paying qualified expenses of the individual.

(5) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term ''dual or concurrent enrollment program'' means a program of study—

(A) provided by an institution of higher education through which a student who has not graduated from high school with a regular high school diploma (as defined in section 200.19(b)(1)(iv) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) is able to earn postsecondary credit; and

(B) that shall consist of not less than 2 postsecondary credit-bearing courses and support and academic services that help a student persist and complete such courses.

(6) EARLY COLLEGE HIGH SCHOOL PROGRAM.—The term ''early college high school program'' means a formal partnership between at least 1 local educational agency and at least 1 institution of higher education that allows participants, who are primarily low-income students, to simultaneously complete requirements toward earning a regular high school diploma (as defined in section 200.19(b)(1)(iv) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) and earn not less than 12 transferable credits as part of an organized course of study toward a postsecondary degree or credential.

(7) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) a State educational agency;

(B) a local educational agency, including a charter school that operates as its own local educational agency;

(C) a charter management organization or charter school authorizer;

(D) an institution of higher education or a Tribal College or University;

(E) a nonprofit organization;

(F) an entity with demonstrated experience in educational savings or in assisting low-income students to prepare for, and attend, an institution of higher education;

(G) a consortium of 2 or more of the entities described in subparagraphs (A) through (F); or

(H) a consortium of 1 or more of the entities described in subparagraphs (A) through (F) and a public school, a charter school, a school operated by the Bureau of Indian Affairs, or a tribally controlled school.

(8) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

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

(10) LOW-INCOME STUDENT.—The term ''low-income student'' means a student who is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

(11) PARENT.—The term ''parent'' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(12) QUALIFIED EXPENSES.—The term ''qualified expenses'' means, with respect to an individual, expenses that—

(A) are incurred after the individual receives a secondary school diploma or its recognized equivalent; and

(B) are associated with attending an institution of higher education, including—

(i) tuition and fees;

(ii) room and board;

(iii) textbooks;

(iv) supplies and equipment; and

(v) Internet access.

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

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

(15) TRIBAL COLLEGE OR UNIVERSITY.—The term ''Tribal College or University'' has the meaning given such term in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)).

(16) TRIBALLY CONTROLLED SCHOOL.—The term ''tribally controlled school'' has the meaning given such term in section 5212 of the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2511).

SEC. 10304. GRANT PROGRAM.

(a) PROGRAM AUTHORIZED.—The Secretary is authorized to award grants, on a competitive basis, to eligible entities to enable such eligible entities to establish and administer American Dream Accounts for a group of low-income students.

(b) RESERVATION.—From the amounts appropriated each fiscal year to carry out this part, the Secretary shall reserve not more than 5 percent of such amount to carry out the evaluation activities described in section 10307.

(c) DURATION.—A grant awarded under this part shall be for a period of not more than 3 years. The Secretary may extend such grant for an additional 2-year period if the Secretary determines that the eligible entity has demonstrated significant progress, based on the factors described in section 10305(b)(11).

SEC. 10305. APPLICATIONS; PRIORITY.

(a) IN GENERAL.—Each eligible entity desiring a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(b) CONTENTS.—At a minimum, the application described in subsection (a) shall include the following:

(1) A description of the characteristics of a group of not less than 30 low-income public school students who—

(A) are, at the time of the application, attending a grade not higher than grade 9; and

(B) will, under the grant, receive an American Dream Account.

(2) A description of how the eligible entity will engage, and provide support (such as tutoring and mentoring for students, and training for teachers and other stakeholders) either online or in person, to—

(A) the students in the group described in paragraph (1);

(B) the family members and teachers of such students; and

(C) other stakeholders such as school administrators and school counselors.

(3) An identification of partners who will assist the eligible entity in establishing and sustaining American Dream Accounts.

(4) A description of what experience the eligible entity or the partners of the eligible entity have in managing college savings accounts, preparing low-income students for postsecondary education, managing online systems, and teaching financial literacy.

(5) A demonstration that the eligible entity has sufficient resources to provide an initial deposit into the college savings account portion of each American Dream Account.

(6) A description of how the eligible entity will help increase the value of the college savings account portion of each American Dream Account, such as by providing matching funds or incentives for academic achievement.

(7) A description of how the eligible entity will notify each participating student in the group described in paragraph (1), on a semi-annual basis, of the current balance and status of the college savings account portion of the American Dream Account of the student.

(8) A plan that describes how the eligible entity will monitor participating students in the group described in paragraph (1) to ensure that the American Dream Account of each student will be maintained if a student in such group changes schools before graduating from secondary school.

(9) A plan that describes how the American Dream Accounts will be managed for not less than 1 year after a majority of the students in the group described in paragraph (1) graduate from secondary school.

(10) A description of how the eligible entity will encourage students in the group described in paragraph (1) who fail to graduate from secondary school to continue their education.

(11) A description of how the eligible entity will evaluate the grant program, including by collecting, as applicable, the following data about the students in the group described in paragraph (1) during the grant period, or until the time of graduation from a secondary school, whichever comes first, and, if sufficient grant funds are available, after the grant period:

(A) Attendance rates.

(B) Progress reports.

(C) Grades and course selections.

(D) The student graduation rate, as defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years.

(E) Rates of student completion of the Free Application for Federal Student Aid described in section 483 of the Higher Education Act of 1965 (20 U.S.C. 1090).

(F) Rates of enrollment in an institution of higher education.

(G) Rates of completion at an institution of higher education.

(12) A description of what will happen to the funds in the college savings account portion of the American Dream Accounts that are dedicated to participating students described in paragraph (1) who have not matriculated at an institution of higher education at the time of the conclusion of the period of American Dream Account management described in paragraph (9), including how the eligible entity will give students this information.

(13) A description of how the eligible entity will ensure that participating students described in paragraph (1) will have access to the Internet.

(14) A description of how the eligible entity will take into consideration how funds in the college savings account portion of American Dream Accounts will affect participating families' eligibility for public assistance.

(c) PRIORITY.—In awarding grants under this part, the Secretary shall give priority to applications from eligible entities that—

(1) are described in subparagraph (G) or (H) of section 10303(7);

(2) serve the largest number of low-income students;

(3) in the case of an eligible entity described in subparagraph (A) or (B) of section 10303(7), provide opportunities for participating students described in subsection (b)(1) to participate in a dual or concurrent enrollment program or early college high school program at no cost to the student or the student's family; or

(4) as of the time of application, have been awarded a grant under chapter 2 of subpart 2 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a–21 et seq.) (commonly referred to as the ''GEAR UP program'').

SEC. 10306. AUTHORIZED ACTIVITIES.

(a) IN GENERAL.—An eligible entity that receives a grant under this part shall use such grant funds to establish an American Dream Account for each participating student described in section 10305(b)(1), that will be used to—

(1) open a college savings account for such student;

(2) monitor the progress of such student online, which—

(A) shall include monitoring student data relating to—

(i) grades and course selections;

(ii) progress reports; and

(iii) attendance and disciplinary records; and

(B) may also include monitoring student data relating to a broad range of information, provided by teachers and family members, related to postsecondary education readiness, access, and completion;

(3) provide opportunities for such students, either online or in person, to learn about financial literacy, including by—

(A) assisting such students in financial planning for enrollment in an institution of higher education;

(B) assisting such students in identifying and applying for financial aid (such as loans, grants, and scholarships) for an institution of higher education; and

(C) enhancing student understanding of consumer, economic, and personal finance concepts;

(4) provide opportunities for such students, either online or in person, to learn about preparing for enrollment in an institution of higher education, including by providing instruction to students about—

(A) choosing the appropriate courses to prepare for postsecondary education;

(B) applying to an institution of higher education;

(C) building a student portfolio, which may be used when applying to an institution of higher education;

(D) selecting an institution of higher education;

(E) choosing a major for the student's postsecondary program of education or a career path; and

(F) adapting to life at an institution of higher education; and

(5) provide opportunities for such students, either online or in person, to identify skills or interests, including career interests.

(b) ACCESS TO AMERICAN DREAM ACCOUNT.—

(1) IN GENERAL.—Subject to paragraphs (3) and (4), and in accordance with applicable Federal laws and regulations relating to privacy of information and the privacy of children, an eligible entity that receives a grant under this part shall allow vested stakeholders, as described in paragraph (2), to have secure access, through an Internet website, to an American Dream Account.

(2) VESTED STAKEHOLDERS.—The vested stakeholders that an eligible entity shall permit to access an American Dream Account are individuals (such as the student's teachers, school counselors, school administrators, or other individuals) that are designated, in accordance with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ''Family Educational Rights and Privacy Act of 1974''), by the parent of a participating student in whose name such American Dream Account is held, as having permission to access the account. A student's parent may withdraw such designation from an individual at any time.

(3) EXCEPTION FOR COLLEGE SAVINGS ACCOUNT.—An eligible entity that receives a grant under this part shall not be required to give vested stakeholders, as described in paragraph (2), access to the college savings account portion of a student's American Dream Account.

(4) ADULT STUDENTS.—Notwithstanding paragraphs (1), (2), and (3), if a participating student is age 18 or older, an eligible entity that receives a grant under this part shall not provide access to such participating student's American Dream Account without the student's consent, in accordance with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ''Family Educational Rights and Privacy Act of 1974'').

(5) INPUT OF STUDENT INFORMATION.—Student data collected pursuant to subsection (a)(2)(A) shall be entered into an American Dream Account only by a school administrator or the designee of such administrator.

(c) PROHIBITION ON USE OF STUDENT INFORMATION.—An eligible entity that receives a grant under this part shall not use any student-level information or data for the purpose of soliciting, advertising, or marketing any financial or non-financial consumer product or service that is offered by such eligible entity, or on behalf of any other person.

(d) PROHIBITION ON THE USE OF GRANT FUNDS.—An eligible entity shall not use grant funds provided under this part to provide any deposits into a college savings account portion of a student's American Dream Account.

SEC. 10307. REPORTS AND EVALUATIONS.

(a) IN GENERAL.—Not later than 1 year after the Secretary has disbursed grants under this part, and annually thereafter until each grant disbursed under this part has ended, the Secretary shall prepare and submit a report to the appropriate committees of Congress, which shall include an evaluation of the effectiveness of the grant program established under this part.

(b) CONTENTS.—The report described in subsection (a) shall—

(1) list the grants that have been awarded under section 10304(a);

(2) include the number of students who have an American Dream Account established through a grant awarded under section 10304(a);

(3) provide data (including the interest accrued on college savings accounts that are part of an American Dream Account) in the aggregate, regarding students who have an American Dream Account established through a grant awarded under section 10304(a), as compared to similarly situated students who do not have an American Dream Account;

(4) identify best practices developed by the eligible entities receiving grants under this part;

(5) identify any issues related to student privacy and stakeholder accessibility to American Dream Accounts;

(6) provide feedback from participating students and the parents of such students about the grant program, including—

(A) the impact of the program;

(B) aspects of the program that are successful;

(C) aspects of the program that are not successful; and

(D) any other data required by the Secretary; and

(7) provide recommendations for expanding the American Dream Accounts program.

SEC. 10308. ELIGIBILITY TO RECEIVE FEDERAL STUDENT FINANCIAL AID.

Notwithstanding any other provision of law, any funds that are in the college savings account portion of a student's American Dream Account shall not affect such student's eligibility to receive Federal student financial aid, including any Federal student financial aid under the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), and shall not be considered in determining the amount of any such Federal student aid.

SEC. 10309. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal year 2016 and each of the 4 succeeding fiscal years.

SA 2127. Mr. COONS (for himself, Mr. RUBIO, and Mrs. GILLIBRAND) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of the bill, add the following:

PART C—AMERICAN DREAM ACCOUNTS

SEC. 10301. SHORT TITLE.

This part may be cited as the ''American Dream Accounts Act''.

SEC. 10302. FINDINGS.

Congress finds the following:

(1) Only 9.8 out of every 100 individuals from low-income families will graduate from an institution of higher education before reaching the age of 24.

(2) Lack of knowledge about how to apply to, and pay for, an institution of higher education is a barrier for many low-income students and students who would be in the first generation in their families to attend an institution of higher education.

(3) According to Public Agenda, most young adults give secondary school counselors fair or poor ratings for advice about attending an institution of higher education, including advice about how to decide what institution of higher education to attend, how to pay for higher education, what careers to pursue, and how to apply to an institution of higher education.

(4) More than 1,700,000 students fail to file the Free Application for Federal Student Aid (FAFSA), and about one-third of such students would qualify for a Federal Pell Grant.

(5) During the last 2 decades, costs of attending institutions of higher education have increased dramatically, but need-based financial aid has not kept pace with such increasing costs.

(6) In the 1990–1991 school year, the maximum Federal Pell Grant covered 45 percent of the average cost of attendance at a public 4-year institution of higher education (including tuition, fees, room, and board), but in the 2010–2011 school year, the maximum Federal Pell Grant covered only 34 percent of such cost.

(7) Parental and youth college savings are strong predictors of a youth's expectations about attendance at an institution of higher education.

(8) Only 32 percent of parents who earn less than $35,000 a year are saving for their child's education at an institution of higher education.

(9) According to the Center for Social Development, ''wilt'' occurs when a young person who expects to graduate from a 4-year institution of higher education has not yet attended such institution by the ages of 19 to 22.

(10) Children who have savings dedicated for attendance at an institution of higher education are 4 times more likely to attend a 4-year institution of higher education and avoid ''wilt''.

SEC. 10303. DEFINITIONS.

In this part:

(1) AMERICAN DREAM ACCOUNT.—The term ''American Dream Account'' means a personal online account for low-income students that monitors higher education readiness and includes a college savings account.

(2) APPROPRIATE COMMITTEES OF CONGRESS.—The term ''appropriate committees of Congress'' means the Committee on Health, Education, Labor, and Pensions, the Committee on Appropriations, and the Committee on Finance of the Senate, and the Committee on Education and the Workforce, the Committee on Appropriations, and the Committee on Ways and Means of the House of Representatives, as well as any other Committee of the Senate or House of Representatives that the Secretary determines appropriate.

(3) CHARTER SCHOOL.—The term ''charter school'' has the meaning given such term in section 5110 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7221i).

(4) COLLEGE SAVINGS ACCOUNT.—The term ''college savings account'' means a trust created or organized exclusively for the purpose of paying the qualified expenses of only an individual who, when the trust is created or organized, has not obtained 18 years of age, if the written governing instrument creating the trust contains the following requirements:

(A) The trustee is a Federally insured financial institution, or a State insured financial institution if a Federally insured financial institution is not available.

(B) The assets of the trust will be invested in accordance with the direction of the individual or of a parent or guardian of the individual, after consultation with the entity providing the initial contribution to the trust or, if applicable, a matching or other contribution for the individual.

(C) The assets of the trust will not be commingled with other property except in a common trust fund or common investment fund.

(D) Any amount in the trust that is attributable to an account seed or matched deposit may be paid or distributed from the trust only for the purpose of paying qualified expenses of the individual.

(5) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term ''dual or concurrent enrollment program'' means a program of study—

(A) provided by an institution of higher education through which a student who has not graduated from high school with a regular high school diploma (as defined in section 200.19(b)(1)(iv) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) is able to earn postsecondary credit; and

(B) that shall consist of not less than 2 postsecondary credit-bearing courses and support and academic services that help a student persist and complete such courses.

(6) EARLY COLLEGE HIGH SCHOOL PROGRAM.—The term ''early college high school program'' means a formal partnership between at least 1 local educational agency and at least 1 institution of higher education that allows participants, who are primarily low-income students, to simultaneously complete requirements toward earning a regular high school diploma (as defined in section 200.19(b)(1)(iv) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008) and earn not less than 12 transferable credits as part of an organized course of study toward a postsecondary degree or credential.

(7) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) a State educational agency;

(B) a local educational agency, including a charter school that operates as its own local educational agency;

(C) a charter management organization or charter school authorizer;

(D) an institution of higher education or a Tribal College or University;

(E) a nonprofit organization;

(F) an entity with demonstrated experience in educational savings or in assisting low-income students to prepare for, and attend, an institution of higher education;

(G) a consortium of 2 or more of the entities described in subparagraphs (A) through (F); or

(H) a consortium of 1 or more of the entities described in subparagraphs (A) through (F) and a public school, a charter school, a school operated by the Bureau of Indian Affairs, or a tribally controlled school.

(8) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

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

(10) LOW-INCOME STUDENT.—The term ''low-income student'' means a student who is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

(11) PARENT.—The term ''parent'' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(12) QUALIFIED EXPENSES.—The term ''qualified expenses'' means, with respect to an individual, expenses that—

(A) are incurred after the individual receives a secondary school diploma or its recognized equivalent; and

(B) are associated with attending an institution of higher education, including—

(i) tuition and fees;

(ii) room and board;

(iii) textbooks;

(iv) supplies and equipment; and

(v) Internet access.

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

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

(15) TRIBAL COLLEGE OR UNIVERSITY.—The term ''Tribal College or University'' has the meaning given such term in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)).

(16) TRIBALLY CONTROLLED SCHOOL.—The term ''tribally controlled school'' has the meaning given such term in section 5212 of the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2511).

SEC. 10304. GRANT PROGRAM.

(a) PROGRAM AUTHORIZED.—The Secretary shall establish a pilot program and award 10 grants to eligible entities to enable such eligible entities to establish and administer American Dream Accounts for a group of low-income students.

(b) RESERVATION.—From the amounts appropriated each fiscal year to carry out this part, the Secretary shall reserve not more than 5 percent of such amount to carry out the evaluation activities described in section 10307.

(c) DURATION.—A grant awarded under this part shall be for a period of not more than 3 years. The Secretary may extend such grant for an additional 2-year period if the Secretary determines that the eligible entity has demonstrated significant progress, based on the factors described in section 10305(b)(11).

SEC. 10305. APPLICATIONS; PRIORITY.

(a) IN GENERAL.—Each eligible entity desiring a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(b) CONTENTS.—At a minimum, the application described in subsection (a) shall include the following:

(1) A description of the characteristics of a group of not less than 30 low-income public school students who—

(A) are, at the time of the application, attending a grade not higher than grade 9; and

(B) will, under the grant, receive an American Dream Account.

(2) A description of how the eligible entity will engage, and provide support (such as tutoring and mentoring for students, and training for teachers and other stakeholders) either online or in person, to—

(A) the students in the group described in paragraph (1);

(B) the family members and teachers of such students; and

(C) other stakeholders such as school administrators and school counselors.

(3) An identification of partners who will assist the eligible entity in establishing and sustaining American Dream Accounts.

(4) A description of what experience the eligible entity or the partners of the eligible entity have in managing college savings accounts, preparing low-income students for postsecondary education, managing online systems, and teaching financial literacy.

(5) A demonstration that the eligible entity has sufficient resources to provide an initial deposit into the college savings account portion of each American Dream Account.

(6) A description of how the eligible entity will help increase the value of the college savings account portion of each American Dream Account, such as by providing matching funds or incentives for academic achievement.

(7) A description of how the eligible entity will notify each participating student in the group described in paragraph (1), on a semiannual basis, of the current balance and status of the college savings account portion of the American Dream Account of the student.

(8) A plan that describes how the eligible entity will monitor participating students in the group described in paragraph (1) to ensure that the American Dream Account of each student will be maintained if a student in such group changes schools before graduating from secondary school.

(9) A plan that describes how the American Dream Accounts will be managed for not less than 1 year after a majority of the students in the group described in paragraph (1) graduate from secondary school.

(10) A description of how the eligible entity will encourage students in the group described in paragraph (1) who fail to graduate from secondary school to continue their education.

(11) A description of how the eligible entity will evaluate the grant program, including by collecting, as applicable, the following data about the students in the group described in paragraph (1) during the grant period, or until the time of graduation from a secondary school, whichever comes first, and, if sufficient grant funds are available, after the grant period:

(A) Attendance rates.

(B) Progress reports.

(C) Grades and course selections.

(D) The student graduation rate, as defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years.

(E) Rates of student completion of the Free Application for Federal Student Aid described in section 483 of the Higher Education Act of 1965 (20 U.S.C. 1090).

(F) Rates of enrollment in an institution of higher education.

(G) Rates of completion at an institution of higher education.

(12) A description of what will happen to the funds in the college savings account portion of the American Dream Accounts that are dedicated to participating students described in paragraph (1) who have not matriculated at an institution of higher education at the time of the conclusion of the period of American Dream Account management described in paragraph (9), including how the eligible entity will give students this information.

(13) A description of how the eligible entity will ensure that participating students described in paragraph (1) will have access to the Internet.

(14) A description of how the eligible entity will take into consideration how funds in the college savings account portion of American Dream Accounts will affect participating families' eligibility for public assistance.

(c) PRIORITY.—In awarding grants under this part, the Secretary shall give priority to applications from eligible entities that—

(1) are described in subparagraph (G) or (H) of section 10303(7);

(2) serve the largest number of low-income students;

(3) in the case of an eligible entity described in subparagraph (A) or (B) of section 10303(7), provide opportunities for participating students described in subsection (b)(1) to participate in a dual or concurrent enrollment program or early college high school program at no cost to the student or the student's family; or

(4) as of the time of application, have been awarded a grant under chapter 2 of subpart 2 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a–21 et seq.) (commonly referred to as the ''GEAR UP program'').

SEC. 10306. AUTHORIZED ACTIVITIES.

(a) IN GENERAL.—An eligible entity that receives a grant under this part shall use such grant funds to establish an American Dream Account for each participating student described in section 10305(b)(1), that will be used to—

(1) open a college savings account for such student;

(2) monitor the progress of such student online, which—

(A) shall include monitoring student data relating to—

(i) grades and course selections;

(ii) progress reports; and

(iii) attendance and disciplinary records; and

(B) may also include monitoring student data relating to a broad range of information, provided by teachers and family members, related to postsecondary education readiness, access, and completion;

(3) provide opportunities for such students, either online or in person, to learn about financial literacy, including by—

(A) assisting such students in financial planning for enrollment in an institution of higher education;

(B) assisting such students in identifying and applying for financial aid (such as loans, grants, and scholarships) for an institution of higher education; and

(C) enhancing student understanding of consumer, economic, and personal finance concepts;

(4) provide opportunities for such students, either online or in person, to learn about preparing for enrollment in an institution of higher education, including by providing instruction to students about—

(A) choosing the appropriate courses to prepare for postsecondary education;

(B) applying to an institution of higher education;

(C) building a student portfolio, which may be used when applying to an institution of higher education;

(D) selecting an institution of higher education;

(E) choosing a major for the student's postsecondary program of education or a career path; and

(F) adapting to life at an institution of higher education; and

(5) provide opportunities for such students, either online or in person, to identify skills or interests, including career interests.

(b) ACCESS TO AMERICAN DREAM ACCOUNT.—

(1) IN GENERAL.—Subject to paragraphs (3) and (4), and in accordance with applicable Federal laws and regulations relating to privacy of information and the privacy of children, an eligible entity that receives a grant under this part shall allow vested stakeholders, as described in paragraph (2), to have secure access, through an Internet website, to an American Dream Account.

(2) VESTED STAKEHOLDERS.—The vested stakeholders that an eligible entity shall permit to access an American Dream Account are individuals (such as the student's teachers, school counselors, school administrators, or other individuals) that are designated, in accordance with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ''Family Educational Rights and Privacy Act of 1974''), by the parent of a participating student in whose name such American Dream Account is held, as having permission to access the account. A student's parent may withdraw such designation from an individual at any time.

(3) EXCEPTION FOR COLLEGE SAVINGS ACCOUNT.—An eligible entity that receives a grant under this part shall not be required to give vested stakeholders, as described in paragraph (2), access to the college savings account portion of a student's American Dream Account.

(4) ADULT STUDENTS.—Notwithstanding paragraphs (1), (2), and (3), if a participating student is age 18 or older, an eligible entity that receives a grant under this part shall not provide access to such participating student's American Dream Account without the student's consent, in accordance with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ''Family Educational Rights and Privacy Act of 1974'').

(5) INPUT OF STUDENT INFORMATION.—Student data collected pursuant to subsection (a)(2)(A) shall be entered into an American Dream Account only by a school administrator or the designee of such administrator.

(c) PROHIBITION ON USE OF STUDENT INFORMATION.—An eligible entity that receives a grant under this part shall not use any student-level information or data for the purpose of soliciting, advertising, or marketing any financial or non-financial consumer product or service that is offered by such eligible entity, or on behalf of any other person.

(d) PROHIBITION ON THE USE OF GRANT FUNDS.—An eligible entity shall not use grant funds provided under this part to provide any initial deposits into a college savings account portion of a student's American Dream Account.

SEC. 10307. REPORTS AND EVALUATIONS.

(a) IN GENERAL.—Not later than 1 year after the Secretary has disbursed grants under this part, and annually thereafter until each grant disbursed under this part has ended, the Secretary shall prepare and submit a report to the appropriate committees of Congress, which shall include an evaluation of the effectiveness of the grant program established under this part.

(b) CONTENTS.—The report described in subsection (a) shall—

(1) list the grants that have been awarded under section 10304(a);

(2) include the number of students who have an American Dream Account established through a grant awarded under section 10304(a);

(3) provide data (including the interest accrued on college savings accounts that are part of an American Dream Account) in the aggregate, regarding students who have an American Dream Account established through a grant awarded under section 10304(a), as compared to similarly situated students who do not have an American Dream Account;

(4) identify best practices developed by the eligible entities receiving grants under this part;

(5) identify any issues related to student privacy and stakeholder accessibility to American Dream Accounts;

(6) provide feedback from participating students and the parents of such students about the grant program, including—

(A) the impact of the program;

(B) aspects of the program that are successful;

(C) aspects of the program that are not successful; and

(D) any other data required by the Secretary; and

(7) provide recommendations for expanding the American Dream Accounts program.

SEC. 10308. ELIGIBILITY TO RECEIVE FEDERAL STUDENT FINANCIAL AID.

Notwithstanding any other provision of law, any funds that are in the college savings account portion of a student's American Dream Account shall not affect such student's eligibility to receive Federal student financial aid, including any Federal student financial aid under the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), and shall not be considered in determining the amount of any such Federal student aid.

SEC. 10309. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal year 2016 and each of the 4 succeeding fiscal years.

SA 2128. Mr. KAINE (for himself, Ms. AYOTTE, Mr. WHITEHOUSE, Mr. CASEY, Mr. WARNER, and Mrs. BOXER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After section 5010, insert the following:

SEC. 5011. MIDDLE SCHOOL TECHNICAL EDUCATION PROGRAM.

Title V (20 U.S.C. 7201 et seq.), as amended by section 5001, is further amended by inserting after part I, as added by section 5010, the following:

"PART J—MIDDLE SCHOOL TECHNICAL EDUCATION PROGRAM

"SEC. 5951. PURPOSE; DEFINITIONS.

''(a) PURPOSE.—The purpose of this part is to support the development of middle school career exploration programs linked to career and technical education programs of study.

''(b) DEFINITIONS.—In this part:

''(1) CAREER AND TECHNICAL EDUCATION EXPLORATION PROGRAM.—The term 'career and technical education exploration program' means a program that is developed through an organized, systemic framework and is designed to aid students in making informed plans and decisions about future education and career opportunities and enrollment in career and technical education programs of study.

''(2) ELIGIBLE PARTNERSHIP.—The term 'eligible partnership' means an entity that—

''(A) shall include—

''(i) not less than 1 local educational agency that receives funding under section 131 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2351), or an area career and technical education school

or educational service agency described in such section;

''(ii) not less than 1 eligible institution that receives funding under section 132 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2352); and

''(iii) not less than 1 representative of either a local or regional business, industry, nonprofit organization, or apprenticeship program; and

''(B) may include other representatives of the community, including representatives of parents' organizations, labor organizations, nonprofit organizations, employers, and representatives of local workforce development boards (established under subtitle A of title I of the Workforce Innovation and Opportunity Act).

''SEC. 5952. CAREER EXPLORATION PROGRAM DEVELOPMENT GRANTS.

''(a) AUTHORIZATION.—The Secretary shall create a pilot program to support the establishment of career and technical education exploration programs. In carrying out the pilot program, the Secretary shall award grants to eligible partnerships to enable the eligible partnerships to develop middle school career and technical education exploration programs that are aligned with career and technical education programs of study described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(A)).

''(b) GRANT DURATION.—Grants awarded under this part shall be for a period of not more than 4 years.

''(c) APPLICATION.—An eligible partnership seeking a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require. Each application shall include—

''(1) a description of the partner entities comprising the eligible partnership, the roles and responsibilities of each partner, and a demonstration of each partner's capacity to support the program;

''(2) a description of how the eligible partnership will use grant funds to carry out each of the activities described under subsection (e);

''(3) a description of how the middle school career and technical education exploration program aligns to regional economies and local emerging workforce needs;

''(4) a description of how the new middle school career and technical education exploration program is linked to—

''(A) 1 or more career and technical education programs of study offered by the agency or school described in section 5951(b)(2)(A)(i); and

''(B) 1 or more career and technical education programs of study offered by the postsecondary institution described in section 5951(b)(2)(A)(ii);

''(5) a description of the students that will be served by the middle school career and technical education exploration program;

''(6) a description of how the middle school career and technical education exploration program funded by the grant will be replicable;

''(7) a description of how the eligible partnership will disseminate information about best practices resulting from the middle school career and technical education exploration program to similar career and technical education programs of study, including such programs in urban and rural areas;

''(8) a description of how the middle school career and technical education exploration program will be implemented;

''(9) a description of how the middle school career and technical education exploration program will provide accessibility to students, especially economically disadvantaged, low-performing, and urban and rural students; and

''(10) a description of how the eligible partnership will carry out the evaluation required under subsection (f).

''(d) SELECTION OF GRANTEES.—

''(1) IN GENERAL.—The Secretary shall determine, based on the peer review process described in paragraph (3) and subject to the requirement in paragraph (4), which eligible partnership applicants shall receive funding under this part, and the amount of the grant funding under this part that each selected eligible partnership will receive.

''(2) GRANT AMOUNTS.—In determining the amount of each grant awarded under this part, the Secretary shall—

''(A) ensure that all grants are of sufficient size, scope, and quality to be effective; and

''(B) take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out by the eligible partnership.

''(3) PEER REVIEW PROCESS.—

''(A) ESTABLISHMENT OF PEER REVIEW COMMITTEE.—The Secretary shall convene a peer review committee to review applications for grants under this part and to make recommendations to the Secretary regarding the selection of grantees.

''(B) MEMBERS OF THE PEER REVIEW COMMITTEE.—The peer review committee shall include the following members:

''(i) Educators who have experience implementing career and technical education programs and career exploration programs.

''(ii) Experts in the field of career and technical education.

''(4) RURAL OR SMALL LOCAL EDUCATIONAL AGENCIES.—The Secretary shall set aside not less than 5 percent of the funds made available to award grants under this part to award grants to eligible partnerships that include rural or small local educational agencies, as defined by the Secretary.

''(e) USE OF FUNDS.—Each eligible partnership receiving a grant under this section shall use grant funds to develop and implement a middle school career and technical education exploration program that—

''(1) shall—

''(A) include introductory courses or experiential activities, such as student apprenticeships or other work-based learning methods and project-based learning experiences;

''(B) include the implementation of a plan that demonstrates the transition from the middle school career and technical education exploration program to a career and technical education program of study that is offered by the entity described in section 5951(b)(2)(A)(i);

''(C) include programs and activities related to the development of individualized graduation and career plans for students; and

''(D) offer career guidance and academic counseling that—

''(i) provides information about postsecondary education and career options; and

''(ii) provides participating students with readily available career and labor market information, such as information about employment sectors, educational requirements, information on workforce supply and demand, and other information on careers that are aligned to State or local economic priorities; and

''(2) may include expanded learning time activities that—

''(A) focus on career exploration, including apprenticeships and internships;

''(B) are available to all students in a middle school; and

''(C) take place during a time that is outside of the standard hours of enrollment for students that are served by the local educational agency.

''(f) EVALUATIONS AND REPORT.—

''(1) EVALUATION.—

''(A) IN GENERAL.—Each eligible partnership that receives a grant under this part shall collect appropriate data or otherwise document through records (in a manner that complies with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the 'Family Educational Rights and Privacy Act of 1974', and other applicable Federal and State privacy laws) the information necessary to conduct an evaluation of grant activities, including an evaluation of—

''(i) the extent of student participation in the middle school career and technical education exploration program carried out under this part;

''(ii) the impact of the middle school career and technical education exploration program carried out under this part on the students' transition to, or planned participation in, career and technical programs of study (as described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(A)); and

''(iii) any other measurable outcomes specified by the Secretary.

''(B) RESOURCES OF THE ELIGIBLE PARTNERSHIP.—The evaluation described in this paragraph shall reflect the resources and capacity of the local educational agency, area career and technical education school, or educational service agency that is part of the eligible partnership in a manner determined by the Secretary.

''(2) REPORT.—The eligible partnership shall prepare and submit to the Secretary a report containing the results of the evaluation described in paragraph (1).''.

SA 2129. Mr. TESTER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 38, beginning on line 15, strike ''be administered—'' and all that follows through line 19, and insert ''be administered not less than one time, during—''

''(aa) grades 3 through 5;

''(bb) grades 6 through 9; and

''(cc) grades 10 through 12; and''.

SA 2130. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

''(N) if applicable, whether the State conducts periodic assessments of the condition of elementary school and secondary school facilities in the State, which may include an assessment of the age of the facility and the state of repair of the facility;

SA 2131. Mr. CASEY (for himself, Mr. ISAKSON, and Ms. WARREN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that

every child achieves; which was ordered to lie on the table; as follows:

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

SA 2132. Mr. SCOTT (for himself, Mr. CRUZ, Mr. LEE, Mr. RUBIO, Mr. SASSE, and Mr. VITTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After section 1010, insert the following:

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

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

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

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

''(b) ELIGIBLE CHILD.—

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

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

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

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

''(2) AMOUNT OF PAYMENT.—

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

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

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

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

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

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

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

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

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

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

''(5) DISTRIBUTION TO PARENTS.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

''(k) REPORT TO PARENTS.—

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

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

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

''(ii) the aggregate academic achievement of the student's peers at the school who are

in the same grade or level, as appropriate; and

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

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

SA 2133. Mr. SCOTT (for himself, Mr. CRUZ, Mr. RUBIO, and Mr. VITTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After part A of title X, insert the following:

PART B—EDUCATION PORTABILITY FOR INDIVIDUALS WITH DISABILITIES

SEC. 10201. PURPOSE.

The purpose of this part is to provide options to States to innovate and improve the education of children with disabilities by expanding the choices for students and parents under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

SEC. 10202. AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

(a) CHILDREN ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS.—Section 612(a)(10)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(10)(A)) is amended by adding at the end the following:

''(viii) PARENT OPTION PROGRAM.—If a State has established a program that meets the requirements of section 663(c)(11) (whether statewide or in limited areas of the State) and that allows a parent of a child described in section 663(c)(11)(A) to use public funds, or private funds in accordance with 633(c)(11)(B)(ii), to pay some or all of the costs of attendance at a private school—

''(I) funds allocated to the State under section 611 may be used by the State to supplement such public or private funds, if the Federal funds are distributed to parents who make a genuine independent choice as to the appropriate school for their child, except that in no case shall the amount of Federal funds provided under this subclause to a parent of a child with a disability for a year exceed the total amount of tuition, fees, and transportation costs for the child for the year;

''(II) the authorization of a parent to exercise this option fulfills the State's obligation under paragraph (1) with respect to the child during the period in which the child is enrolled in the selected school; and

''(III) a selected school accepting such funds shall not be required to carry out any of the requirements of this title with respect to such child.''.

(b) RESEARCH AND INNOVATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES.—Section 663(c) of the Individuals with Disabilities Education Act (20 U.S.C. 1463(c)) is amended—

(1) in paragraph (9), by striking ''and'' after the semicolon;

(2) in paragraph (10), by striking the period at the end and inserting ''; and''; and

(3) by adding at the end the following:

''(11) supporting the post-award planning and design, and the initial implementation (which may include costs for informing the community, acquiring necessary equipment and supplies, and other initial operational costs), during a period of not more than 3 years, of State programs that allow the parent of a child with a disability to make a genuine independent choice of the appropriate public or private school for their child, if the program—

''(A) requires that the child be a child who has received an initial evaluation described in section 614(a) and has been identified as a child with a disability, in accordance with part B;

''(B)(i) permits the parent to receive from the State funds to be used to pay some or all of the costs of attendance at the selected school (which may include tuition, fees, and transportation costs); or

''(ii) permits persons to receive a State tax credit for donations to an entity that provides funds to parents of eligible students described in subparagraph (A), to be used by the parents to pay some or all of the costs of attendance at the selected school (which may include tuition, fees, and transportation costs);

''(C) prohibits any school that agrees to participate in the program from discriminating against eligible students on the basis of race, color, national origin, or sex, except that—

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

''(ii) notwithstanding this subparagraph or any other provision of law, a parent may choose, and a school may offer, a single-sex school, class, or activity;

''(D) notwithstanding any other provision of law, allows any school participating in the program that is operated by, supervised by, controlled by, or connected to, a religious organization to exercise its right in matters of employment consistent with title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.), including the exemptions in that title;

''(E) allows a school to participate in the program without, consistent with the First Amendment of the Constitution of the United States—

''(i) necessitating any change in the participating school's teaching mission;

''(ii) requiring any private participating school to remove religious art, icons, scriptures, or other symbols; or

''(iii) precluding any private participating school from retaining religious terms in its name, selecting its board members on a religious basis, or including religious references in its mission statements and other chartering or governing documents; and

''(F) requires a participating school selected for a child with a disability to be—

''(i) accredited, licensed, or otherwise operating in accordance with State law; and

''(ii) academically accountable to the parent for meeting the educational needs of the student.''.

SA 2134. Mr. SCOTT (for himself, Mr. CRUZ, Mr. HATCH, Mr. RUBIO, and Mr. VITTER) submitted an amendment intended to be proposed by him to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end, add the following:

TITLE XI—CHOICE ACT

SECTION 11001. SHORT TITLE.

This title may be cited as the ''Creating Hope and Opportunity for Individuals and Communities through Education Act'' or the ''CHOICE Act''.

PART A—IMPROVING THE SCHOLARSHIPS FOR OPPORTUNITY AND RESULTS ACT

SEC. 11101. PURPOSE.

The purpose of this part is to amend the Scholarships for Opportunity and Results Act (Public Law 112–10, 125 Stat. 199) in order to improve provisions concerning opportunity scholarships available for low-income students in the District of Columbia.

SEC. 11102. IMPROVEMENTS TO THE SCHOLARSHIPS FOR OPPORTUNITY AND RESULTS ACT.

(a) CARRYOVER AMOUNTS.—Section 3014 of division C of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Public Law 112–10, 125 Stat. 212) is amended by adding at the end the following:

''(c) CARRYOVER AMOUNTS.—

''(1) IN GENERAL.—Amounts appropriated under this section shall remain available until expended.

''(2) USE OF CARRYOVER AMOUNTS.—Of the funds appropriated under this section that are unobligated, are not expended in the fiscal year for which such funds are appropriated, and are not necessary for the continuation of the scholarships already awarded, the Secretary shall, for the subsequent fiscal year—

''(A) use 2 percent of such funds to carry out outreach and parental education and assistance activities described in section 3007(c) that are in addition to any such activities carried out by an eligible entity under such section; and

''(B) use the remaining amount of such funds to provide opportunity scholarships to eligible students who have not previously received such a scholarship.''.

(b) CLARIFICATION IN STUDENT ELIGIBILITY.—Section 3013(3) of division C of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Public Law 112–10, 125 Stat. 211) is amended, in the matter preceding subparagraph (A), by inserting '', is enrolled, or will be enrolled for the next school year, in a public or private elementary school or secondary school,'' after ''District of Columbia''.

PART B—EDUCATION PORTABILITY FOR INDIVIDUALS WITH DISABILITIES

SEC. 11201. PURPOSE.

The purpose of this part is to provide options to States to innovate and improve the education of children with disabilities by expanding the choices for students and parents under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

SEC. 11202. AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

(a) CHILDREN ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS.—Section 612(a)(10)(A) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(10)(A)) is amended by adding at the end the following:

''(viii) PARENT OPTION PROGRAM.—If a State has established a program that meets the requirements of section 663(c)(11) (whether statewide or in limited areas of the State) and that allows a parent of a child described in section 663(c)(11)(A) to use public funds, or private funds in accordance with 633(c)(11)(B)(ii), to pay some or all of the costs of attendance at a private school—

''(I) funds allocated to the State under section 611 may be used by the State to supplement such public or private funds, if the Federal funds are distributed to parents who make a genuine independent choice as to the appropriate school for their child, except that in no case shall the amount of Federal funds provided under this subclause to a parent of a child with a disability for a year exceed the total amount of tuition, fees, and

transportation costs for the child for the year;

''(II) the authorization of a parent to exercise this option fulfills the State's obligation under paragraph (1) with respect to the child during the period in which the child is enrolled in the selected school; and

''(III) a selected school accepting such funds shall not be required to carry out any of the requirements of this title with respect to such child.''.

(b) RESEARCH AND INNOVATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES.—Section 663(c) of the Individuals with Disabilities Education Act (20 U.S.C. 1463(c)) is amended—

(1) in paragraph (9), by striking ''and'' after the semicolon;

(2) in paragraph (10), by striking the period at the end and inserting ''; and''; and

(3) by adding at the end the following:

''(11) supporting the post-award planning and design, and the initial implementation (which may include costs for informing the community, acquiring necessary equipment and supplies, and other initial operational costs), during a period of not more than 3 years, of State programs that allow the parent of a child with a disability to make a genuine independent choice of the appropriate public or private school for their child, if the program—

''(A) requires that the child be a child who has received an initial evaluation described in section 614(a) and has been identified as a child with a disability, in accordance with part B;

''(B)(i) permits the parent to receive from the State funds to be used to pay some or all of the costs of attendance at the selected school (which may include tuition, fees, and transportation costs); or

''(ii) permits persons to receive a State tax credit for donations to an entity that provides funds to parents of eligible students described in subparagraph (A), to be used by the parents to pay some or all of the costs of attendance at the selected school (which may include tuition, fees, and transportation costs);

''(C) prohibits any school that agrees to participate in the program from discriminating against eligible students on the basis of race, color, national origin, or sex, except that—

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

''(ii) notwithstanding this subparagraph or any other provision of law, a parent may choose, and a school may offer, a single-sex school, class, or activity;

''(D) notwithstanding any other provision of law, allows any school participating in the program that is operated by, supervised by, controlled by, or connected to, a religious organization to exercise its right in matters of employment consistent with title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.), including the exemptions in that title;

''(E) allows a school to participate in the program without, consistent with the First Amendment of the Constitution of the United States—

''(i) necessitating any change in the participating school's teaching mission;

''(ii) requiring any private participating school to remove religious art, icons, scriptures, or other symbols; or

''(iii) precluding any private participating school from retaining religious terms in its name, selecting its board members on a religious basis, or including religious references in its mission statements and other chartering or governing documents; and

''(F) requires a participating school selected for a child with a disability to be—

''(i) accredited, licensed, or otherwise operating in accordance with State law; and

''(ii) academically accountable to the parent for meeting the educational needs of the student.''.

PART C—MILITARY SCHOLARSHIPS

SEC. 11301. PURPOSE.

The purpose of this part is to ensure high-quality education for children of military personnel who live on military installations and thus have less freedom to exercise school choice for their children, in order to improve the ability of the Armed Forces to retain such military personnel.

SEC. 11302. MILITARY SCHOLARSHIP PROGRAM.

(a) DEFINITIONS.—In this section:

(1) ESEA DEFINITIONS.—The terms ''child'', ''elementary school'', ''secondary school'', and ''local educational agency'' have the meanings given the terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) ELIGIBLE MILITARY STUDENT.—The term ''eligible military student'' means a child who—

(A) is a military dependent student;

(B) lives on a military installation selected to participate in the program under subsection (b)(2); and

(C) chooses to attend a participating school, rather than a school otherwise assigned to the child.

(3) MILITARY DEPENDENT STUDENT.—The term ''military dependent student'' has the meaning given the term in section 572(e) of the National Defense Authorization Act for Fiscal Year 2006 (20 U.S.C. 7703b(e)).

(4) PARTICIPATING SCHOOL.—The term ''participating school'' means a public or private elementary school or secondary school that—

(A) accepts scholarship funds provided under this section on behalf of an eligible military student for the costs of tuition, fees, or transportation of the eligible military student; and

(B) is accredited, licensed, or otherwise operating in accordance with State law.

(5) SECRETARY.—The term ''Secretary'' means the Secretary of Defense.

(b) PROGRAM AUTHORIZED.—

(1) IN GENERAL.—From amounts made available under subsection (g) and beginning for the first full school year following the date of enactment of this part, the Secretary shall carry out a 5-year pilot program to award scholarships to enable eligible military students to attend the public or private elementary schools or secondary schools selected by the eligible military students' parents.

(2) SCOPE OF PROGRAM.—

(A) IN GENERAL.—The Secretary shall select not less than 5 military installations to participate in the pilot program described in paragraph (1). In making such selection, the Secretary shall choose military installations where eligible military students would most benefit from expanded educational options.

(B) INELIGIBILITY.—A military installation that provides, on its premises, education for all elementary school and secondary school grade levels through one or more Department of Defense dependents' schools shall not be eligible for participation in the program.

(3) AMOUNT OF SCHOLARSHIPS.—

(A) IN GENERAL.—The annual amount of each scholarship awarded to an eligible military student under this section shall not exceed the lesser of—

(i) the cost of tuition, fees, and transportation associated with attending the participating school selected by the parents of the student; or

(ii)(I) in the case of an eligible military student attending elementary school—

(aa) $8,000 for the first full school year following the date of enactment of this part; or

(bb) the amount determined under subparagraph (B) for each school year following such first full school year; or

(II) in the case of an eligible military student attending secondary school—

(aa) $12,000 for the first full school year following the date of enactment of this part; or

(bb) the amount determined under subparagraph (B) for each school year following such first full school year.

(B) ADJUSTMENT FOR INFLATION.—For each school year after the first full school year following the date of enactment of this part, the amounts specified in subclauses (I) and (II) of subparagraph (A)(ii) shall be adjusted to reflect changes for the 12-month period ending the preceding June in the Consumer Price Index for All Urban Consumers published by the Bureau of Labor Statistics of the Department of Labor.

(4) PAYMENTS TO PARENTS.—The Secretary shall make scholarship payments under this section to the parent of the eligible military student in a manner that ensures such payments will be used for the payment of tuition, fees, and transportation expenses (if any) in accordance with this section.

(c) SELECTION OF SCHOLARSHIPS RECIPIENTS.—

(1) RANDOM SELECTION.—If more eligible military students apply for scholarships under the program under this section than the Secretary can accommodate, the Secretary shall select the scholarship recipients through a random selection process from students who submitted applications by the application deadline specified by the Secretary.

(2) CONTINUED ELIGIBILITY.—

(A) IN GENERAL.—An individual who is selected to receive a scholarship under the program under this section shall continue to receive a scholarship for each year of the program until the individual—

(i) graduates from secondary school or elects to no longer participate in the program;

(ii) exceeds the maximum age for which the State in which the student lives provides a free public education; or

(iii) is no longer an eligible military student.

(B) CONTINUED PARTICIPATION FOR MILITARY TRANSFERS.—

(i) TRANSFER TO PRIVATE NON-MILITARY HOUSING.—Notwithstanding subparagraph (A)(iii), an individual receiving a scholarship under this section for a school year who meets the requirements of subparagraphs (A) and (C) of subsection (a)(2) and whose family, during such school year, moves into private non-military housing that is not considered to be part of the military installation, shall continue to receive the scholarship for use at the participating school for the remaining portion of the school year.

(ii) TRANSFER TO A DIFFERENT MILITARY INSTALLATION.—Notwithstanding subparagraph (A)(iii), an individual receiving a scholarship under this section for a school year whose family is transferred to a different military installation shall no longer be eligible to receive such scholarship beginning on the date of the transfer. Such individual may apply to participate in any program offered under this section for the new military installation for a subsequent school year, if such individual qualifies as an eligible military student for such school year.

(d) NONDISCRIMINATION AND OTHER PROVISIONS.—

(1) NON-DISCRIMINATION.—A participating school shall not discriminate against program participants or applicants on the basis of race, color, national origin, or sex.

(2) APPLICABILITY AND SINGLE-SEX SCHOOLS, CLASSES, OR ACTIVITIES.—

(A) IN GENERAL.—Notwithstanding any other provision of law, the prohibition of sex discrimination in paragraph (1) shall not apply to a participating school that is operated by, supervised by, controlled by, or connected to a religious organization to the extent that the application of paragraph (1) is inconsistent with the religious tenets or beliefs of the school.

(B) SINGLE-SEX SCHOOLS, CLASSES, OR ACTIVITIES.—Notwithstanding paragraph (1) or any other provision of law, a parent may choose, and a participating school may offer, a single-sex school, class, or activity.

(3) CHILDREN WITH DISABILITIES.—Nothing in this section may be construed to alter or modify the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

(4) RULES OF CONDUCT AND OTHER SCHOOL POLICIES.—A participating school, including the schools described in subsection (e), may require eligible students to abide by any rules of conduct and other requirements applicable to all other students at the school.

(e) RELIGIOUSLY AFFILIATED SCHOOLS.—

(1) IN GENERAL.—Notwithstanding any other provision of law, a participating school that is operated by, supervised by, controlled by, or connected to, a religious organization may exercise its right in matters of employment consistent with title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.), including the exemptions in that title.

(2) MAINTENANCE OF PURPOSE.—Notwithstanding any other provision of law, funds made available under this title to eligible military students that are received by a participating school, as a result of their parents' choice, shall not, consistent with the First Amendment of the Constitution of the United States—

(A) necessitate any change in the participating school's teaching mission;

(B) require any private participating school to remove religious art, icons, scriptures, or other symbols; or

(C) preclude any private participating school from retaining religious terms in its name, selecting its board members on a religious basis, or including religious references in its mission statements and other chartering or governing documents.

(f) REPORTS.—

(1) ANNUAL REPORTS.—Not later than July 30 of the year following the year of the date of enactment of this part, and each subsequent year through the year in which the final report is submitted under paragraph (2), the Secretary shall prepare and submit to Congress an interim report on the scholarships awarded under the pilot program under this section that includes the content described in paragraph (3) for the applicable school year of the report.

(2) FINAL REPORT.—Not later than 90 days after the end of the pilot program under this section, the Secretary shall prepare and submit to Congress a report on the scholarships awarded under the program that includes the content described in paragraph (3) for each school year of the program.

(3) CONTENT.—Each annual report under paragraph (1) and the final report under paragraph (2) shall contain—

(A) the number of applicants for scholarships under this section;

(B) the number, and the average dollar amount, of scholarships awarded;

(C) the number of participating schools;

(D) the number of elementary school students receiving scholarships under this section and the number of secondary school students receiving such scholarships; and

(E) the results of a survey, conducted by the Secretary, regarding parental satisfaction with the scholarship program under this section.

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $10,000,000 for each of fiscal years 2016 through 2020.

(h) OFFSET IN DEPARTMENT OF EDUCATION SALARIES.—Notwithstanding any other provision of law, for fiscal year 2016 and each of the 4 succeeding fiscal years, the Secretary of Education shall return to the Treasury $10,000,000 of the amounts made available to the Secretary for salaries and expenses of the Department of Education for such year.

SA 2135. Mrs. GILLIBRAND (for herself and Mr. PORTMAN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

Beginning on page 270, strike line 18 and all that follows through line 16 on page 273 and insert the following:

''(b) STATE ALLOTMENTS.—

''(1) HOLD HARMLESS.—

''(A) IN GENERAL.—Subject to paragraph (2), from the funds appropriated under section 2003(a) for a fiscal year that remain after the Secretary makes the reservations under subsection (a), the Secretary shall allot to each State an amount equal to the total amount that such State received for fiscal year 2001 under—

''(i) section 2202(b) of this Act (as in effect on the day before the date of enactment of the No Child Left Behind Act of 2001); and

''(ii) section 306 of the Department of Education Appropriations Act, 2001 (as enacted into law by section 1(a)(1) of Public Law 106-554).

''(B) RATABLE REDUCTION.—If the funds described in subparagraph (A) are insufficient to pay the full amounts that all States are eligible to receive under subparagraph (A) for any fiscal year, the Secretary shall ratably reduce those amounts for the fiscal year.

''(2) ALLOTMENT OF ADDITIONAL FUNDS.—

''(A) IN GENERAL.—Subject to subparagraph (B), for any fiscal year for which the funds appropriated under section 2003(a) and not reserved under subsection (a) exceed the total amount required to make allotments under paragraph (1), the Secretary shall allot to each State the sum of—

''(i) an amount that bears the same relationship to 20 percent of the excess amount as the number of individuals age 5 through 17 in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined; and

''(ii) an amount that bears the same relationship to 80 percent of the excess amount as the number of individuals age 5 through 17 from families with incomes below the poverty line in the State, as determined by the Secretary on the basis of the most recent satisfactory data, bears to the number of those individuals in all such States, as so determined.

''(B) EXCEPTION.—No State receiving an allotment under subparagraph (A) may receive less than one-half of 1 percent of the total excess amount allotted under such subparagraph for a fiscal year.

''(3) REALLOTMENT.—If any State does not apply for an allotment under this subsection for any fiscal year, the Secretary shall reallot the amount of the allotment to the remaining States in accordance with this subsection.

SA 2136. Mr. MURPHY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 630, between lines 4 and 5, insert the following:

SEC. 5011. PROMISE NEIGHBORHOODS.

Title V (20 U.S.C. 7201 et seq.), as amended by section 5001, is further amended by inserting after part I, as added by section 5010, the following:

''PART J—PROMISE NEIGHBORHOODS

''SEC. 5910. SHORT TITLE.

''This part may be cited as the 'Promise Neighborhoods Act of 2015'.

''SEC. 5911. PURPOSE.

''The purpose of this part is to significantly improve the academic and developmental outcomes of children living in our Nation's most distressed communities from birth through college and career entry, including ensuring school readiness, high school graduation, and college and career readiness for such children, through the use of data-driven decisionmaking and access to a community-based continuum of high-quality services, beginning at birth.

''SEC. 5912. DEFINITIONS.

''In this part:

''(1) CHILD.—The term 'child' means an individual from birth through age 21.

''(2) COLLEGE AND CAREER READINESS.—The term 'college and career readiness' means the level of preparation a student needs in order to meet the challenging State academic standards under section 1111(b)(1).

''(3) COMMUNITY OF PRACTICE.—The term 'community of practice' means a group of entities that interact regularly to share best practices to address 1 or more persistent problems, or improve practice with respect to such problems, in 1 or more neighborhoods.

''(4) COMPREHENSIVE SCHOOL READINESS ASSESSMENT.—The term 'comprehensive school readiness assessment' means an objective tool that—

''(A) screens for school readiness across domains, including language, cognitive, physical, motor, sensory, and social-emotional domains, and through a developmental screening; and

''(B) may also include other sources of information, such as child observations by parents and others, verbal and written reports, child work samples (for children aged 3 to 5), and health and developmental histories.

''(5) DEVELOPMENTAL SCREENING.—The term 'developmental screening' means the use of a standardized tool to identify a child who may be at risk of a developmental delay or disorder.

''(6) EXPANDED LEARNING TIME.—The term 'expanded learning time' means the activities and programs described in subparagraphs (A) and (B) of section 4201(b)(1).

''(7) FAMILY AND COMMUNITY ENGAGEMENT.—The term 'family and community engagement' means the process of engaging family and community members in education meaningfully and at all stages of the planning, implementation, and school and neighborhood improvement process, including, at a minimum—

''(A) disseminating a clear definition of the neighborhood to the members of the neighborhood;

''(B) ensuring representative participation by the members of such neighborhood in the planning and implementation of the activities of each grant awarded under this part;

''(C) regular engagement by the eligible entity and the partners of the eligible entity with family members and community partners;

''(D) the provision of strategies and practices to assist family and community members in actively supporting student achievement and child development; and

''(E) collaboration with institutions of higher education, workforce development centers, and employers to align expectations and programming with college and career readiness.

''(8) FAMILY AND STUDENT SUPPORTS.—The term 'family and student supports' includes—

''(A) health programs (including both mental health and physical health services);

''(B) school, public, and child-safety programs;

''(C) programs that improve family stability;

''(D) workforce development programs (including those that meet local business needs, such as internships and externships);

''(E) social service programs;

''(F) legal aid programs;

''(G) financial literacy education programs;

''(H) adult education and family literacy programs;

''(I) parent, family, and community engagement programs; and

''(J) programs that increase access to learning technology and enhance the digital literacy skills of students.

''(9) FAMILY MEMBER.—The term 'family member' means a parent, relative, or other adult who is responsible for the education, care, and well-being of a child.

''(10) INTEGRATED STUDENT SUPPORTS.—The term 'integrated student supports' means wraparound services, supports, and community resources, which shall be offered through a site coordinator for at-risk students, that have been shown by evidence-based research—

''(A) to increase academic achievement and engagement;

''(B) to support positive child development; and

''(C) to increase student preparedness for success in college and the workforce.

''(11) NEIGHBORHOOD.—The term 'neighborhood' means a defined geographical area in which there are multiple signs of distress, demonstrated by indicators of need, including poverty, childhood obesity rates, academic failure, and rates of juvenile delinquency, adjudication, or incarceration.

''(12) PIPELINE SERVICES.—The term 'pipeline services' means a continuum of supports and services for children from birth through college entry, college success, and career attainment, including, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

''(A) Prenatal education and support for expectant parents.

''(B) High-quality early learning opportunities.

''(C) High-quality schools and out-of-school-time programs and strategies.

''(D) Support for a child's transition to elementary school, including the administration of a comprehensive school readiness assessment.

''(E) Support for a child's transition from elementary school to middle school, from middle school to high school, and from high school into and through college and into the workforce.

''(F) Family and community engagement.

''(G) Family and student supports.

''(H) Activities that support college and career readiness, including coordination between such activities, such as—

''(i) assistance with college admissions, financial aid, and scholarship applications, especially for low-income and low-achieving students; and

''(ii) career preparation services and supports.

''(I) Neighborhood-based support for college-age students who have attended the schools in the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in college and the workforce.

''SEC. 5913. PROGRAM AUTHORIZED.

''(a) IN GENERAL.—

''(1) PROGRAM AUTHORIZED.—From amounts appropriated to carry out this part, the Secretary shall award grants, on a competitive basis, to eligible entities to implement a comprehensive, evidence-based continuum of coordinated services and supports that engages community partners to improve academic achievement, student development, and college and career readiness, measured by common outcomes, by carrying out the activities described in section 5916 in neighborhoods with high concentrations of low-income individuals and persistently low-achieving schools or schools with an achievement gap.

''(2) SUFFICIENT SIZE AND SCOPE.—Each grant awarded under this part shall be of sufficient size and scope to allow the eligible entity to carry out the purpose of this part.

''(b) DURATION.—A grant awarded under this part shall be for a period of not more than 5 years.

''(c) CONTINUED FUNDING.—Continued funding of a grant under this part, including a grant renewed under subsection (b)(2), after the third year of the grant period shall be contingent on the eligible entity's progress toward meeting the performance metrics described in section 5918(a).

''(d) MATCHING REQUIREMENT.—

''(1) IN GENERAL.—Each eligible entity receiving a grant under this part shall contribute matching funds in an amount equal to not less than 100 percent of the amount of the grant. Such matching funds shall come from Federal, State, local, and private sources.

''(2) PRIVATE SOURCES.—The Secretary—

''(A) shall require that a portion of the matching funds come from private sources; and

''(B) may allow the use of in-kind donations to satisfy the matching funds requirement.

''(3) ADJUSTMENT.—The Secretary may adjust the matching funds requirement for applicants that demonstrate high need, including applicants from rural areas or applicant that wish to provide services on tribal lands.

''(e) FINANCIAL HARDSHIP WAIVER.—

''(1) IN GENERAL.—The Secretary may waive or reduce, on a case-by-case basis, the matching requirement described in subsection (d), for a period of 1 year at a time, if the eligible entity demonstrates significant financial hardship.

''(2) PRIVATE SOURCES WAIVER.—The Secretary may waive or reduce, on a case-by-case basis, the requirement described in subsection (d) that a portion of matching funds come from private sources if the eligible entity demonstrates an inability to access such funds in the State.

''SEC. 5914. ELIGIBLE ENTITIES.

''In this part, the term 'eligible entity' means—

''(1) an institution of higher education, as defined in section 102 of the Higher Education Act of 1965;

''(2) an Indian tribe or tribal organization, as defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b); or

''(3) not less than 1 nonprofit entity working in coordination with not less than 1 of the following entities:

''(A) A high-need local educational agency.

''(B) A charter school funded by the Bureau of Indian Education that is not a local educational agency, except that such school shall not be the fiscal agent for the eligible entity partnership.

''(C) An institution of higher education, as defined in section 102 of the Higher Education Act of 1965.

''(D) The office of a chief elected official of a unit of local government.

''(E) An Indian tribe or tribal organization, as defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b).

''SEC. 5915. APPLICATION REQUIREMENTS.

''(a) IN GENERAL.—An eligible entity desiring a grant under this part shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

''(b) CONTENTS OF APPLICATION.—At a minimum, an application described in subsection (a) shall include the following:

''(1) A plan to significantly improve the academic outcomes of children living in a neighborhood that is served by the eligible entity, by providing pipeline services that address the needs of children in the neighborhood, as identified by the needs analysis described in paragraph (4) and supported by evidence-based practices.

''(2) A description of the neighborhood that the eligible entity will serve.

''(3) Measurable annual goals for the outcomes of the grant, including—

''(A) performance goals, in accordance with the metrics described in section 5918(a), for each year of the grant; and

''(B) projected participation rates and any plans to expand the number of children served or the neighborhood proposed to be served by the grant program.

''(4) An analysis of the needs and assets of the neighborhood identified in paragraph (2), including—

''(A) a description of the process through which the needs analysis was produced, including a description of how parents, family, and community members were engaged in such analysis;

''(B) an analysis of community assets, including programs already provided from Federal and non-Federal sources, within, or accessible to, the neighborhood, including, at a minimum—

''(i) early learning programs, including high-quality child care, Early Head Start programs, Head Start programs, and prekindergarten programs;

''(ii) the availability of healthy food options and opportunities for physical activity;

''(iii) existing family and student supports;

''(iv) locally owned businesses and employers; and

''(v) institutions of higher education;

''(C) evidence of successful collaboration within the neighborhood;

''(D) the steps that the eligible entity is taking, at the time of the application, to address the needs identified in the needs analysis; and

''(E) any barriers the eligible entity, public agencies, and other community-based organizations have faced in meeting such needs.

''(5) A description of the data used to identify the pipeline services to be provided, including data regarding—

''(A) school readiness;

''(B) academic achievement and college and career readiness;

''(C) graduation rates;

''(D) health indicators;

''(E) rates of enrollment, remediation, persistence, and completion at institutions of higher education, as available; and

''(F) conditions for learning, including school climate surveys, discipline rates, and student attendance and incident data.

''(6) A description of the process used to develop the application, including the involvement of family and community members.

''(7) An estimate of—

''(A) the number of children, by age, who will be served by each pipeline service; and

''(B) for each age group, the percentage of children (of such age group), within the neighborhood, who the eligible entity proposes to serve, disaggregated by each service, and the goals for increasing such percentage over time.

''(8) A description of how the pipeline services will facilitate the coordination of the following activities:

''(A) Providing high-quality early learning opportunities for children, beginning prenatally and extending through grade 3, by—

''(i) supporting high-quality early learning opportunities that provide children with access to programs that support the cognitive and developmental skills, including social and emotional skills, needed for success in elementary school;

''(ii) providing for opportunities, through parenting classes, baby academies, home visits, family and community engagement, or other evidence-based strategies, for families and expectant parents to—

''(I) acquire the skills to promote early learning, development, and health and safety, including learning about child development and positive discipline strategies (such as through the use of technology and public media programming);

''(II) learn about the role of families and expectant parents in their child's education; and

''(III) become informed about educational opportunities for their children, including differences in quality among early learning opportunities;

''(iii) ensuring successful transitions between early learning programs and elementary school, including through the establishment of memoranda of understanding between early learning providers and local educational agencies serving young children and families;

''(iv) ensuring appropriate screening, diagnostic assessments, and referrals for children with disabilities, developmental delays, or other special needs, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), where applicable;

''(v) improving the early learning workforce in the community, including through—

''(I) investments in the recruitment, retention, distribution, and support of high-quality professionals, especially those with certification and experience in child development;

''(II) the provision of high-quality teacher preparation and professional development; or

''(III) the use of joint professional development for early learning providers and elementary school teachers and administrators; and

''(vi) enhancing data systems and data sharing among the eligible entity, partners, early learning providers, schools, and local educational agencies operating in the neighborhood.

''(B) Supporting, enhancing, operating, or expanding rigorous and comprehensive education reforms designed to significantly improve educational outcomes for children in early learning programs through grade 12, which may include—

''(i) operating schools or working in close collaboration with local schools to provide high-quality academic programs, curricula, and integrated student supports;

''(ii) providing expanded learning time, which may include the integration and use of arts education in such learning time; and

''(iii) providing programs and activities that ensure that students—

''(I) are prepared for the college admissions, scholarship, and financial aid application processes; and

''(II) graduate college and career ready.

''(C) Supporting access to a healthy lifestyle, which may include—

''(i) the provision of high-quality and nutritious meals;

''(ii) access to programs that promote physical activity, physical education, and fitness; and

''(iii) education to promote a healthy lifestyle and positive body image.

''(D) Providing social, health, and mental health services and supports, including referrals for essential care and preventative screenings, for children, family, and community members, which may include—

''(i) dental services;

''(ii) vision care; and

''(iii) speech, language, and auditory screenings and referrals.

''(E) Supporting students and family members as the students transition from early learning programs into elementary school, from elementary school to middle school, from middle school to high school, from high school into and through college and into the workforce, including through evidence-based strategies to address challenges that students may face as they transition, such as the following:

''(i) Early college high schools.

''(ii) Dual enrollment programs.

''(iii) Career academies.

''(iv) Counseling and support services.

''(v) Dropout prevention and recovery strategies.

''(vi) Collaboration with the juvenile justice system and reentry counseling for adjudicated youth.

''(vii) Advanced Placement or International Baccalaureate courses.

''(viii) Teen parent classrooms.

''(ix) Graduation and career coaches.

''(9) A description of the strategies that will be used to provide pipeline services (including a description of the process used to identify such strategies and the outcomes expected and a description of which programs and services will be provided to children, family members, community members, and children not attending schools or programs operated by the eligible entity or its partner providers) to support the purpose of this part.

''(10) An explanation of the process the eligible entity will use to establish and maintain family and community engagement.

''(11) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services, including—

''(A) a description of the metrics, consistent with section 5918(a), that will be used to inform each component of the pipeline; and

''(B) the processes for using data to improve instruction, optimize integrated student supports, provide for continuous program improvement, and hold staff and partner organizations accountable.

''(12) An identification of the fiscal agent, which may be any entity described in section 5914 (not including paragraph (2) of such section).

''(13) A list of the non-Federal sources of funding that the eligible entity will secure to comply with the matching funds requirement described in section 5913(d), in addition to other programs from which the eligible entity has already secured funding, including programs funded by the Department or programs of the Department of Health and Human Services, the Department of Housing and Urban Development, the Department of Justice, or the Department of Labor.

''(c) MEMORANDUM OF UNDERSTANDING.—An eligible entity, as part of the application described in this section, shall submit a preliminary memorandum of understanding, signed by each partner entity or agency. The preliminary memorandum of understanding shall describe, at a minimum—

''(1) each partner's financial and programmatic commitment with respect to the strategies described in the application, including an identification of the fiscal agent;

''(2) each partner's long-term commitment to providing pipeline services that, at a minimum, accounts for the cost of supporting the continuum of supports and services (including a plan for how to support services and activities after grant funds are no longer available) and potential changes in local government;

''(3) each partner's mission and the plan that will govern the work that the partners do together;

''(4) each partner's long-term commitment to supporting the continuum of supports and services through data collection, monitoring, reporting, and sharing; and

''(5) each partner's commitment to ensure sound fiscal management and controls, including evidence of a system of supports and personnel.

''SEC. 5916. USE OF FUNDS.

''(a) IN GENERAL.—Each eligible entity that receives a grant under this part shall use the grant funds to—

''(1) support planning activities to develop and implement pipeline services;

''(2) implement the pipeline services, as described in the application under section 5915; and

''(3) continuously evaluate the success of the program and improve the program based on data and outcomes.

''(b) SPECIAL RULES.—

''(1) FUNDS FOR PIPELINE SERVICES.—Each eligible entity that receives a grant under this part, for the first and second year of the grant, shall use not less than 50 percent of the grant funds to carry out the activities described in subsection (a)(1).

''(2) OPERATIONAL FLEXIBILITY.—Each eligible entity that operates a school in a neighborhood served by a grant program under this part shall provide such school with the operational flexibility, including autonomy over staff, time, and budget, needed to effectively carry out the activities described in the application under section 5915.

''(3) LIMITATION ON USE OF FUNDS FOR EARLY CHILDHOOD EDUCATION PROGRAMS.—Funds under this part that are used to improve early childhood education programs shall not be used to carry out any of the following activities:

''(A) Assessments that provide rewards or sanctions for individual children or teachers.

''(B) A single assessment that is used as the primary or sole method for assessing program effectiveness.

''(C) Evaluating children, other than for the purposes of improving instruction, classroom environment, professional development, or parent and family engagement, or program improvement.

''SEC. 5917. REPORT AND PUBLICLY AVAILABLE DATA.

''(a) REPORT.—Each eligible entity that receives a grant under this part shall prepare

and submit an annual report to the Secretary, which shall include—

''(1) information about the number and percentage of children in the neighborhood who are served by the grant program, including a description of the number and percentage of children accessing each support or service offered as part of the pipeline services;

''(2) information relating to the performance metrics described in section 5918(a); and

''(3) other indicators that may be required by the Secretary, in consultation with the Director of the Institute of Education Sciences.

''(b) PUBLICLY AVAILABLE DATA.—Each eligible entity that receives a grant under this part shall make publicly available, including through electronic means, the information described in subsection (a). To the extent practicable, such information shall be provided in a form and language accessible to parents and families in the neighborhood, and such information shall be a part of statewide longitudinal data systems.

''SEC. 5918. PERFORMANCE ACCOUNTABILITY AND EVALUATION.

''(a) PERFORMANCE METRICS.—Each eligible entity that receives a grant under this part shall collect data on performance indicators of pipeline services and family and student supports and report the results to the Secretary, who shall use the results as a consideration in continuing grants after the third year and in awarding grant renewals. The indicators shall, at a minimum, include the following:

''(1) Evidence of increasing qualifications for staff in early care and education programs attended by children in the neighborhood.

''(2) With respect to the children served by the grant—

''(A) the percentage of children who are ready for kindergarten, as measured by a comprehensive developmental screening instrument;

''(B) the percentage of school-age children proficient in core academic subjects;

''(C) evidence of narrowing student achievement gaps among the categories described in section 1111(b)(2)(B)(xi);

''(D) the percentage of children who are reading at grade level by the end of grade 3;

''(E) the percentage of children who successfully transition from grade 8 to grade 9;

''(F) for each school year during the grant period, the percentage of students in prekindergarten, elementary school, and secondary school who miss more than 10 percent of school days for any reason, excused or unexcused, and the number and percentage of students who are suspended or expelled for any reason, starting in prekindergarten;

''(G) the percentage of children who graduate with a high school diploma;

''(H) the percentage of children who enter postsecondary education and remain after 1 year;

''(I) the percentage of children who are healthy, as measured by a child-health index that includes cognitive, nutritional, physical, social, mental-health, and emotional domains;

''(J) the percentage of children who feel safe, as measured by a school climate survey;

''(K) rates of student mobility and homelessness;

''(L) opportunities for family members of children to receive education and job training; and

''(M) the percentage of children who have digital literacy skills and access to broadband internet and a connected computing device at home and at school.

''(b) EVALUATION.—The Secretary shall evaluate the implementation and impact of the activities funded under this part, in accordance with section 9601.

''SEC. 5919. NATIONAL ACTIVITIES.

''From the amounts appropriated to carry out this part for a fiscal year, in addition to the amounts that may be reserved in accordance with section 9601, the Secretary may reserve not more than 8 percent for national activities, which may include—

''(1) research on the activities carried out under this part;

''(2) identification and dissemination of best practices, including through support for a community of practice;

''(3) technical assistance, including assistance relating to family and community engagement and outreach to potential partner organizations;

''(4) professional development, including development of materials related to professional development; and

''(5) other activities consistent with the purpose of this part.

''SEC. 5920. AUTHORIZATION OF APPROPRIATIONS.

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

SA 2137. Mr. PORTMAN (for himself and Mr. COONS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

''(N) how the State educational agency will demonstrate a coordinated plan to seamlessly transition students from secondary school into postsecondary education or careers without remediation, including a description of the specific transition activities that the State educational agency will carry out, such as providing students with access to early college high school or dual or concurrent enrollment opportunities;

On page 106, line 3, insert ''early college high school or'' after ''access to''.

On page 314, between lines 21 and 22, insert the following:

''(C) providing teachers, principals, and other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through dual or concurrent enrollment and early college high school settings across a local educational agency.

SA 2138. Ms. KLOBUCHAR (for herself and Mr. HOEVEN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

''(4) develop a rigorous system to—

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

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

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

SA 2139. Mr. ALEXANDER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; as follows:

On page 185, between lines 18 and 19, insert the following:

SEC. 1011A. SCHOLARSHIPS FOR KIDS PROGRAM.

(a) IN GENERAL.—Part A of title I (20 U.S.C. 6301 et seq.) is amended by adding at the end the following:

''Subpart 3—Scholarships for Kids Program

''SEC. 1131. PURPOSE.

''The purpose of this subpart is to improve the academic achievement of the disadvantaged by encouraging State efforts to expand the educational choices available to low-income students.

''SEC. 1132. SCHOLARSHIPS FOR KIDS PROGRAM.

''(a) DEFINITIONS.—In this section:

''(1) ELIGIBLE CHILD.—

''(A) IN GENERAL.—The term 'eligible child' means a child residing in a participating State who—

''(i) is not older than 21;

''(ii) is entitled to a free public education through grade 12; and

''(iii)(I) is from a family with an income below the poverty level; or

''(II) is a child described in subparagraph (B).

''(B) EXCEPTION FOR CONTINUING ELIGIBILITY.—A participating State may elect to serve a child as an eligible child under an approved program under this section if—

''(i) such child was an eligible child described in subparagraph (A) during the previous fiscal year;

''(ii) such child is from a family with an income that is not greater than 200 percent of the poverty level on the basis of the most recent satisfactory data published by the Department of Commerce for the preceding year; and

''(iii) the State educational agency has determined that the child qualifies for continuing eligibility, as defined by the participating State in its declaration of intent under subsection (d).

''(C) CRITERIA OF POVERTY.—In determining if a family has an income below the poverty level for purposes of this section, a State shall use the poverty threshold, for the most recently completed calendar year, most recently published by the Bureau of the Census.

''(2) PARTICIPATING STATE.—The term 'participating State' means a State whose declaration of intent to exercise the State option for a Scholarships for Kids program is approved by the Secretary as described in subsection (d).

''(3) STATE.—The term 'State' means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

''(4) SUPPLEMENTAL EDUCATIONAL SERVICES PROGRAM.—The term 'supplemental educational services program' means a program providing tutoring and other supplemental academic enrichment services that are—

''(A) in addition to instruction provided during the school day; and

''(B) are of high-quality, evidence-based, and specifically designed to increase the academic achievement of eligible children, as determined by the State.

''(b) SCHOLARSHIPS FOR KIDS PROGRAM AUTHORIZED.—

''(1) IN GENERAL.—Notwithstanding any other provision of law and to the extent permitted under State law, a participating State may use the funds made available under subpart 2 to carry out a Scholarships for Kids program in accordance with subsection (c).

''(2) INAPPLICABILITY OF OTHER REQUIREMENTS.—Notwithstanding any other provision of law, a participating State carrying out a Scholarships for Kids program that meets the requirements of this section, and the local educational agencies in such State, shall not be required to meet any other requirements under this Act or any other law, except as provided in paragraph (3), in order to receive funds under subpart 2.

''(3) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND REPORTING ON PERFORMANCE DISAGGREGATED BY STUDENT SUBGROUP.—A participating State carrying out a Scholarships for Kids program that meets the requirements of this section, and the local educational agencies in such State, shall comply with paragraphs (1) and (2) of subsection (b), and subsection (d), of section 1111, and with the requirements of subpart 2 of part F of title IX (except for section 9521).

''(c) USE OF FUNDS.—

''(1) STUDENT GRANTS.—

''(A) IN GENERAL.—Each participating State shall use the funds made available under section 1122 and not reserved under paragraph (2) or (3) to carry out a Scholarships for Kids program, under which the State shall—

''(i) establish a per-pupil amount for the grants under this section, based on the number of eligible children in the State, as described in subparagraph (B); and

''(ii) make a grant available on behalf of each eligible child, in the amount determined under such subparagraph, that the parents of the eligible child may use for any of the following purposes, as allowed by State law:

''(I) To supplement the budget of any public school the eligible child is able to attend without fees.

''(II) To pay for all, or a portion, of any fees required to attend another public school in the participating State.

''(III) To pay for all, or a portion, of the tuition and fees required to attend an accredited or otherwise State-approved private school.

''(IV) To pay for all, or a portion, of the fees required to participate in a State-approved supplemental educational services program.

''(B) CALCULATION OF GRANT AMOUNTS.—Each participating State shall calculate the amount of the grant to be awarded to each eligible child for each fiscal year by dividing the allocation to the participating State under this subpart remaining after the participating State reserves any funds under paragraph (2) or (3), by the total number of eligible children, as determined by the participating State.

''(2) ADMINISTRATIVE EXPENSES.—A participating State may reserve not more than 3 percent of its allocation under section 1122 for administrative costs associated with carrying out the participating State's duties and functions under this section, including—

''(A) certifying the eligibility of children living in the participating State;

''(B) disseminating information to parents of eligible children about public schools, private schools, and programs of supplemental educational services that are available to eligible children in the participating State;

''(C) paying the costs of administering any tests required to be administered to eligible children participating in the program; and

''(D) providing subgrants to local educational agencies in the participating State for any of these purposes.

''(3) TRANSPORTATION FOR ELIGIBLE CHILDREN.—A participating State may reserve not more than 2 percent of its allocation under section 1122 to provide transportation for eligible children to the public school, private school, or supplemental educational services program the eligible children attend in accordance with paragraph (1)(A)(ii).

''(d) STATE DECLARATION OF INTENT.—

''(1) IN GENERAL.—In order to carry out a Scholarships for Kids program under this section, a State educational agency shall submit a declaration of intent to exercise the State option for a Scholarships for Kids program to the Secretary that satisfies the requirements of this subsection.

''(2) CONTENTS.—Each declaration of intent submitted under paragraph (1) shall provide the following:

''(A) A description of the program to be administered under this section, including the per-student amount calculated under subsection (c)(1)(B) that will follow each eligible child to the school or supplemental educational services program the eligible child attends.

''(B) An assurance that funds made available under this section will be spent in accordance with the requirements of this section.

''(C)(i) An assurance that the State will provide a parent of each eligible child within the State who receives or is offered a grant under this section with the option to use grant funds for 1 (or more than 1 if the parent so chooses) of any of the following, as allowed by State law:

''(I) To supplement the budget of any public school the eligible child is able to attend without fees.

''(II) To pay for all, or a portion, of any fees required to attend another public school in the participating State.

''(III) To pay for all, or a portion, of the tuition and fees to attend an accredited or otherwise State-approved private school.

''(IV) To pay for all, or a portion, of the fees required to participate in a supplemental educational services program.

''(ii) A description of the procedures the State will implement to carry out the requirements of clause (i), including any accreditation or other method by which the State will approve private schools and providers of supplemental educational services programs to accept grant funds under this section.

''(D) An assurance that the State will publish, in a widely read or distributed medium, an annual report that contains—

''(i) the number of students, schools, and providers of programs of supplemental educational services that participated in the program assisted under this section;

''(ii) information regarding the academic progress of students receiving a grant under this section in meeting challenging State academic standards under section 1111(b)(1), if the State requires that students receiving a grant participate in the academic assessments administered under section 1111(b)(2); and

''(iii) such other information as the State may require.

''(E) A description of how the State will define continuing eligibility with respect to children who have participated in the State's Scholarships for Kids program for the preceding year, in accordance with subsection (a)(1)(B).

''(F) An assurance that the State will assist each local educational agency, public school, and participating private school affected by the State declaration of intent to meet the requirements of this section.

''(G) An assurance that the State will use Federal funds awarded as grants to eligible children under this section to supplement any funds from non-Federal sources that would, in the absence of such Federal funds, be made available to such students or to the schools or programs of supplemental educational services the students attend, and not to supplant such funds.

''(H) An assurance that the State will comply with the requirements of paragraphs (1) and (2) of subsection (b), and subsection (d), of section 1111.

''(I) An assurance that the State will participate in biennial State academic assessments in grades 4 and 8 in reading and mathematics under the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act if the Secretary pays the costs of administering such assessments.

''(3) REVIEW AND APPROVAL BY THE SECRETARY.—

''(A) IN GENERAL.—The Secretary shall—

''(i) establish a process to review the declarations of intent received from States under this subsection; and

''(ii) by not later than 30 days after the submission of a State declaration of intent, approve the State declaration or, if the Secretary clearly demonstrates that the State declaration of intent does not meet the requirements of this subsection, carry out the requirements of paragraph (4).

''(B) STANDARD AND NATURE OF REVIEW.—The Secretary shall conduct a good faith review of State declarations of intent in their totality and in deference to State and local

judgments, with the goal of promoting parental choice.

''(4) STATE DECLARATION OF INTENT DETERMINATION, DEMONSTRATION, AND REVISION.—If the Secretary determines that a State declaration of intent does not meet the requirements of this subsection, the Secretary shall, prior to disapproving the declaration of intent—

''(A) immediately notify the State of the determination;

''(B) provide to the State a detailed description of the specific requirements of this subsection that the Secretary determined were not met in the declaration of intent;

''(C) offer the State an opportunity to revise and resubmit its declaration of intent within 30 days of the determination;

''(D) provide technical assistance, upon request of the State, in order to assist the State in meeting the requirements of this subsection; and

''(E) provide an opportunity for a public hearing not later than 30 days after receiving from the State a revised declaration of intent, with public notice provided not less than 15 days before the hearing.

''(5) STATE DECLARATION OF INTENT DISAPPROVAL.—The Secretary shall have the authority to disapprove a State declaration of intent if—

''(A) the State has been notified and offered an opportunity to revise and resubmit the declaration of intent with technical assistance, in accordance with paragraph (4); and

''(B)(i) the State does not submit a revised declaration of intent; or

''(ii) the State submits a revised declaration of intent that the Secretary determines, after an opportunity for a hearing conducted in accordance with paragraph (4)(E), does not meet the requirements of this subsection.

''(6) RECOGNITION BY OPERATION OF LAW.—If the Secretary fails to take action on a declaration of intent submitted by a State within the time specified in paragraph (3)(A)(ii), the declaration of intent, as submitted, shall be deemed to be approved.

''(7) LIMITATIONS.—The Secretary shall not have the authority to require a State, as a condition of approval of the State declaration of intent under this subsection, to—

''(A) submit any standards for academic content or student academic achievement for review or approval;

''(B) enter into a voluntary partnership with another State to develop and implement academic assessments, challenging State academic standards, and accountability systems;

''(C) include in, or delete from, such a declaration of intent any criterion that specifies, describes, or prescribes any standard or measure that the State uses to establish, implement, or improve—

''(i) the challenging State academic standards;

''(ii) assessments;

''(iii) State accountability systems;

''(iv) systems that measure student growth;

''(v) measures of other academic indicators; or

''(vi) teacher and principal evaluation systems; or

''(D) require the collection, publication, or transmission to the Department of individual student data that is not expressly required to be collected under this Act.

''(e) ACCOUNTABILITY FOR ACADEMIC PROGRESS.—A participating State may require each eligible child receiving a grant under this section to take academic assessments implemented by the State educational agency under section 1111(b)(2) or an alternative assessment approved by the State educational agency of the participating State, if the participating State pays any costs associated with administering the assessment.

''(f) NONDISCRIMINATION AND OTHER REQUIREMENTS FOR SCHOOLS AND PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES PROGRAMS.—

''(1) NONDISCRIMINATION.—

''(A) IN GENERAL.—Except as provided in subparagraph (B), a school or provider of a supplemental educational services program that participates in a program under this section by accepting grant funds under this section on behalf of an eligible child under this section shall agree to not discriminate against program participants or applicants on the basis of race, color, national origin, religion, or sex.

''(B) EXCEPTIONS.—

''(i) IN GENERAL.—Notwithstanding any other provision of law, the prohibition of sex discrimination in subparagraph (A) shall not apply to a participating school that is operated by, supervised by, controlled by, or connected to a religious organization to the extent that the application of subparagraph (A) is inconsistent with the religious tenets or beliefs of the school.

''(ii) SINGLE-SEX SCHOOL, CLASS, OR ACTIVITY.—Notwithstanding subparagraph (A) or any other provision of law, a parent may choose, and a school may offer, a single-sex school, class, or activity.

''(C) APPLICABILITY.—Section 909 of the Education Amendments of 1972 (20 U.S.C. 1688) shall apply to this section as if such section 909 were part of this section.

''(2) CHILDREN WITH DISABILITIES.—Nothing in this section shall be construed to alter or modify the Individuals with Disabilities Education Act.

''(3) RULES OF CONDUCT AND OTHER SCHOOL POLICIES.—A participating school or provider of supplemental educational services may require eligible children attending the school or receiving the services, respectively, to abide by any rules of conduct or other requirements applicable to all other students served by the school or the provider of supplemental educational services.

''(4) RELIGIOUSLY AFFILIATED SCHOOLS AND PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES.—

''(A) IN GENERAL.—Notwithstanding any other provision of law, a school or provider of supplemental educational services participating in a program under this section that is operated by, supervised by, controlled by, or connected to, a religious organization may exercise its right in matters of employment consistent with title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e–1 et seq.), including the exemptions in such title.

''(B) MAINTENANCE OF PURPOSE.—Notwithstanding any other provision of law, funds made available under this section to eligible students that are received by a participating school or supplemental educational services provider, as a result of their parents' choice, shall not, consistent with the first amendment of the Constitution of the United States—

''(i) necessitate any change in the participating school's teaching mission;

''(ii) require any participating school to remove religious art, icons, scriptures, or other symbols; or

''(iii) preclude any participating school from retaining religious terms in its name, selecting its board members on a religious basis, or including religious references in its mission statements and other chartering or governing documents.

''(g) NATIONAL PROGRAM ASSESSMENT.—

''(1) IN GENERAL.—The Secretary, acting through the Director of the Institute of Education Sciences, shall carry out a national assessment of activities carried out with Federal funds under this section in order—

''(A) to determine the effectiveness of this section in achieving the purposes of this section; and

''(B) to provide timely information to the President, Congress, the States, local educational agencies, and the public on how to implement this section more effectively, including recommendations for legislative and administrative action that can achieve the purposes of this section more effectively.

''(2) SCOPE OF ASSESSMENT.—The national assessment shall assess activities supported under this section, including—

''(A) the implementation of programs assisted under this section by participating States and the impact of such programs on improving the academic achievement of low-income children to meet the challenging State academic standards adopted by the participating States under section 1111(b)(1), based on the State academic assessments adopted under section 1111(b)(2), to the extent applicable;

''(B) the types of programs and services in participating States that have demonstrated the greatest effectiveness in helping low-income students reach the challenging State academic standards developed by the participating States; and

''(C) the effectiveness of States, local educational agencies, schools, and other recipients of assistance under this section in achieving the purposes of this section, by—

''(i) improving the academic achievement of low-income children and their performance on State assessments, where applicable, as compared with other children; and

''(ii) improving the participation of parents of low-income children in the education of their children.

''(3) SOURCES OF INFORMATION AND DATA COLLECTION.—

''(A) IN GENERAL.—In conducting the assessment under this subsection, the Secretary shall—

''(i) analyze existing data from States required for reports under this Act and the Individuals with Disabilities Education Act, and summarize major findings from such reports; and

''(ii) analyze data from the National Assessment of Educational Progress carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act.

''(B) SPECIAL RULE.—The information and data used to prepare the assessment, as described in subparagraph (A), shall be derived from existing State and local reporting requirements and data sources. Nothing in this paragraph shall be construed as authorizing, requiring, or allowing any additional reporting requirements, data elements, or information to be reported to the Secretary not otherwise explicitly authorized by any other Federal law.

''(4) REPORTS.—

''(A) INTERIM REPORT.—Not later than 3 years after the date of enactment of the Every Child Achieves Act of 2015, the Secretary shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, an interim report on the national assessment conducted under this subsection.

''(B) FINAL REPORT.—Not later than 5 years after the date of enactment of the Every Child Achieves Act of 2015, the Secretary shall transmit to the President, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, a final report on the

national assessment conducted under this subsection.

''(h) PROHIBITION AGAINST FEDERAL MANDATES, DIRECTION, OR CONTROL.—Nothing in this subsection shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to mandate, direct, control, or exercise any direction or supervision over the instructional content or materials, curriculum, program of instruction, challenging State academic standards, or academic assessments of a State, local educational agency, elementary school or secondary school, or provider of supplemental educational services.''.

(b) AUTHORIZATION OF APPROPRIATIONS.—Section 1002 (20 U.S.C. 6302), as amended by section 1002 of this Act, is further amended to read as follows:

''SEC. 1002. AUTHORIZATION OF APPROPRIATIONS.

''For the purpose of carrying out part A, there are authorized to be appropriated $23,837,351,000 for fiscal year 2016 and each of the 5 succeeding fiscal years.''.

(c) PROGRAM CONSOLIDATION.—

(1) CONSOLIDATION OF CERTAIN FEDERAL EDUCATION PROGRAMS.—The following provisions are repealed:

(A) Section 1003 and parts B, C, D, and E of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

(B) Titles II, III, IV, V, VI, and VII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq., 6801 et seq., 7101 et seq., 7301 et seq., 7401 et seq.).

(C) Clauses (iii) and (iv) of section 105(f)(1)(B) of the Compact of Free Association Amendments Act of 2003 (48 U.S.C. 1921d(f)(1)(B)(iii) and (iv)).

(D) The Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.).

(E) Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(F) The Educational Technical Assistance Act of 2002 (20 U.S.C. 9601 et seq.).

(G) Part A of title II of the Higher Education Act of 1965 (20 U.S.C. 1022 et seq.).

(H) Sections 402B and 402C of the Higher Education Act of 1965 (20 U.S.C. 1070a–12, 1070a–13).

(I) Section 410 of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7630).

(J) Section 1417(j) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3152(j)).

(K) Section 4101 of the Patient Protection and Affordable Care Act (42 U.S.C. 280h–4 note).

(L) Section 9 of the National Science Foundation Authorization Act of 2002 (42 U.S.C. 1862n).

(M) Section 399Z–1 of the Public Health Service Act (42 U.S.C. 280h–5).

(N) Sections 14005, 14006, and 14007 of the American Recovery and Reinvestment Act of 2009 (Public Law 111–5; 123 Stat. 282).

(2) EFFECTIVE DATE.—Paragraph (1) shall take effect on October 1, 2016.

(3) ADDITIONAL CONFORMING AMENDMENTS.—

(A) IN GENERAL.—After consultation with the appropriate committees of Congress and the Director of the Office of Management and Budget, each applicable Secretary shall prepare recommended legislation containing technical and conforming amendments to reflect the changes made by this section.

(B) SUBMISSION TO CONGRESS.—Not later than 6 months after the date of enactment of this Act, each applicable Secretary shall submit the recommended legislation referred to under subparagraph (A) to the appropriate committees of Congress.

(C) DEFINITION OF APPLICABLE SECRETARY.—For purposes of this section, the term ''applicable Secretary'' means a Secretary with authority over a program or provision of law described in paragraph (1).

SA 2140. Mrs. SHAHEEN submitted an amendment intended to be proposed by her to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of part B of title X, add the following:

SEC. 10234. REPEAL OF DUPLICATIVE INSPECTION AND GRADING PROGRAM.

(a) FOOD, CONSERVATION, AND ENERGY ACT OF 2008.—Effective June 18, 2008, section 11016 of the Food, Conservation, and Energy Act of 2008 (Public Law 110–246; 122 Stat. 2130) is repealed.

(b) AGRICULTURAL ACT OF 2014.—Effective February 7, 2014, section 12106 of the Agricultural Act of 2014 (Public Law 113–79; 128 Stat. 981) is repealed.

(c) APPLICATION.—The Federal Meat Inspection Act (21 U.S.C. 601 et seq.) and the Agricultural Marketing Act of 1946 (7 U.S.C. 1621 et seq.) shall be applied and administered as if the provisions of law struck by this section had not been enacted.

SA 2141. Mr. BENNET (for himself and Ms. AYOTTE) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 622, line 18, insert ''such as through entities administering shared services,'' after ''strategies,''.

On page 624, line 9, insert ''which may include the use of shared services models'' after ''time in program''.

SA 2142. Mr. BLUMENTHAL (for himself, Mr. MURPHY, and Ms. CANTWELL) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 267, between lines 17 and 18, insert the following:

''(2) SOCIAL AND EMOTIONAL LEARNING.—The term 'social and emotional learning' means the process through which children and adults acquire the knowledge, attitudes, and skills associated with the core areas of social and emotional competency, including—

''(A) self-awareness and self-management to achieve school and life success, such as—

''(i) identifying and recognizing strengths, needs, emotions, values, and self-efficacy;

''(ii) emotion regulation, including impulse control and stress management;

''(iii) self-motivation and discipline; and

''(iv) goal setting and organizational skills;

''(B) social awareness and interpersonal skills to establish and maintain positive relationships, such as perspective taking and respect for others, communication, working cooperatively, negotiation, conflict management, and help-seeking; and

''(C) decisionmaking skills and responsible behaviors in personal, academic, and community contexts, such as situational analysis, problem solving, reflection, and personal, social, and ethical responsibility.

''(3) SOCIAL AND EMOTIONAL LEARNING PROGRAMMING.—The term 'social and emotional learning programming' refers to evidence-based classroom instruction and schoolwide activities and initiatives that—

''(A) integrate social and emotional learning into the school curriculum;

''(B) provide systematic instruction whereby social and emotional skills are taught, modeled, practiced, and applied so that students use the skills as part of the students' daily behavior;

''(C) teach students to apply social and emotional skills to—

''(i) prevent specific problem behaviors such as substance use, violence, bullying, and school failure; and

''(ii) promote positive behaviors in class, school, and community activities; and

''(D) establish safe and caring learning environments that foster student participation, engagement, and connection to learning, the school, and the community.''.

On page 281, between lines 9 and 10, insert the following:

''(IV) programs that supplement, not supplant training for teachers, principals, other school leaders, or specialized instructional support personnel in practices that have demonstrated effectiveness in improving student achievement, attainment, behavior, and school climate through addressing the social and emotional development needs of students, such as through social and emotional learning programming.''.

On page 302, between lines 17 and 18, insert the following:

''(vi) address the social and emotional development needs of students to improve student achievement, attainment, behavior, and school climate such as through social and emotional learning programming;''.

SA 2143. Mr. DURBIN submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title X, insert the following:

PART C—PROTECTING STUDENT ATHLETES FROM CONCUSSIONS

SECTION 10301. SHORT TITLE.

This part may be cited as the ''Protecting Student Athletes from Concussions Act of 2015''.

SEC. 10302. MINIMUM STATE REQUIREMENTS.

(a) MINIMUM REQUIREMENTS.—Each State that receives funds under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and does not meet the requirements described in this section, as of the date of enactment of this part, shall, not later than the last day of the fifth full fiscal year after the date of enactment of this part (referred to in this part as the ''compliance deadline''), enact legislation or issue regulations establishing the following minimum requirements:

(1) LOCAL EDUCATIONAL AGENCY CONCUSSION SAFETY AND MANAGEMENT PLAN.—Each local educational agency in the State, in consultation with members of the community in which such agency is located, shall develop and implement a standard plan for concussion safety and management that—

(A) educates students, parents, and school personnel about concussions, through activities such as—

(i) training school personnel, including coaches, teachers, athletic trainers, related

services personnel, and school nurses, on concussion safety and management, including training on the prevention, recognition, and academic consequences of concussions and response to concussions; and

(ii) using, maintaining, and disseminating to students and parents—

(I) release forms and other appropriate forms for reporting and record keeping;

(II) treatment plans; and

(III) concussion prevention and post-injury observation and monitoring fact sheets;

(B) encourages supports, where feasible, for a student recovering from a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity), such as—

(i) guiding the student in resuming participation in athletic activity and academic activities with the help of a multi-disciplinary concussion management team, which may include—

(I) a health care professional, the parents of such student, a school nurse, relevant related services personnel, and other relevant school personnel; and

(II) an individual who is assigned by a public school to oversee and manage the recovery of such student; and

(ii) providing appropriate academic accommodations aimed at progressively reintroducing cognitive demands on the student; and

(C) encourages the use of best practices designed to ensure, with respect to concussions, the uniformity of safety standards, treatment, and management, such as—

(i) disseminating information on concussion safety and management to the public; and

(ii) applying uniform best practice standards for concussion safety and management to all students enrolled in public schools.

(2)POSTING OF INFORMATION ON CONCUSSIONS.—Each public elementary school and each public secondary school shall post on school grounds, in a manner that is visible to students and school personnel, and make publicly available on the school website, information on concussions that—

(A) is based on peer-reviewed scientific evidence (such as information made available by the Centers for Disease Control and Prevention);

(B) shall include information on—

(i) the risks posed by sustaining a concussion;

(ii) the actions a student should take in response to sustaining a concussion, including the notification of school personnel; and

(iii) the signs and symptoms of a concussion; and

(C) may include information on—

(i) the definition of a concussion;

(ii) the means available to the student to reduce the incidence or recurrence of a concussion; and

(iii) the effects of a concussion on academic learning and performance.

(3)RESPONSE TO CONCUSSION.—If an individual designated from among school personnel for purposes of this part, one of whom shall attend every school-sponsored athletic activity, suspects that a student has sustained a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity)—

(A) the student shall be—

(i) immediately removed from participation in a school-sponsored athletic activity; and

(ii) prohibited from returning to participate in a school-sponsored athletic activity on the day such student is removed from participation; and

(B) the designated individual shall report to the parent or guardian of such student—

(i) any information that the designated school employee is aware of regarding the date, time, and type of the injury suffered by such student (regardless of where, when, or how a concussion may have occurred); and

(ii) any actions taken to treat such student.

(4)RETURN TO ATHLETICS.—If a student has sustained a concussion (regardless of whether or not the concussion occurred during school-sponsored activities, during school hours, on school property, or during an athletic activity), before such student resumes participation in school-sponsored athletic activities, the school shall receive a written release from a health care professional, that—

(A) states that the student is capable of resuming participation in such activities; and

(B) may require the student to follow a plan designed to aid the student in recovering and resuming participation in such activities in a manner that—

(i) is coordinated, as appropriate, with periods of cognitive and physical rest while symptoms of a concussion persist; and

(ii) reintroduces cognitive and physical demands on such student on a progressive basis only as such increases in exertion do not cause the reemergence or worsening of symptoms of a concussion.

(b)NONCOMPLIANCE.—

(1)FIRST YEAR.—If a State described in subsection (a) fails to comply with subsection (a) by the compliance deadline, the Secretary of Education shall reduce by 5 percent the amount of funds the State receives under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) for the first fiscal year following the compliance deadline.

(2)SUCCEEDING YEARS.—If the State fails to so comply by the last day of any fiscal year following the compliance deadline, the Secretary of Education shall reduce by 10 percent the amount of funds the State receives under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) for the following fiscal year.

(3)NOTIFICATION OF NONCOMPLIANCE.—Prior to reducing any funds that a State receives under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) in accordance with this subsection, the Secretary of Education shall provide a written notification of the intended reduction of funds to the State and to the appropriate committees of Congress.

SEC. 10303. RULE OF CONSTRUCTION.

Nothing in this part shall be construed to affect civil or criminal liability under Federal or State law.

SEC. 10304. DEFINITIONS.

In this part:

(1)CONCUSSION.—The term ''concussion'' means a type of mild traumatic brain injury that—

(A) is caused by a blow, jolt, or motion to the head or body that causes the brain to move rapidly in the skull;

(B) disrupts normal brain functioning and alters the mental state of the individual, causing the individual to experience—

(i) any period of observed or self-reported—

(I) transient confusion, disorientation, or impaired consciousness;

(II) dysfunction of memory around the time of injury; or

(III) loss of consciousness lasting less than 30 minutes; or

(ii) any 1 of 4 types of symptoms, including—

(I) physical symptoms, such as headache, fatigue, or dizziness;

(II) cognitive symptoms, such as memory disturbance or slowed thinking;

(III) emotional symptoms, such as irritability or sadness; or

(IV) difficulty sleeping; and

(C) can occur—

(i) with or without the loss of consciousness; and

(ii) during participation in any organized sport or recreational activity.

(2)HEALTH CARE PROFESSIONAL.—The term ''health care professional''—

(A) means an individual who has been trained in diagnosis and management of traumatic brain injury in a pediatric population; and

(B) includes a physician (M.D. or D.O.), certified athletic trainer, or physical therapist who is registered, licensed, certified, or otherwise statutorily recognized by the State to provide such diagnosis and management.

(3)LOCAL EDUCATIONAL AGENCY; STATE.—The terms ''local educational agency'' and ''State'' have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(4)RELATED SERVICES PERSONNEL.—The term ''related services personnel'' means individuals who provide related services, as defined under section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401).

(5)SCHOOL-SPONSORED ATHLETIC ACTIVITY.—The term ''school-sponsored athletic activity'' means—

(A) any physical education class or program of a school;

(B) any athletic activity authorized during the school day on school grounds that is not an instructional activity;

(C) any extra-curricular sports team, club, or league organized by a school on or off school grounds; and

(D) any recess activity.

SA 2144. Mr. WICKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of part B of title X, add the following:

SEC. 10202. RESOURCES FOR IMPROVED SCIENCE EDUCATION.

(a) IN GENERAL.—The Administrator of the Environmental Protection Agency and the Administrator of the National Oceanic and Atmospheric Administration shall provide States and local educational agencies with balanced, objective resources on climate theory to promote improved science education for students in kindergarten through grade 12, including materials regarding—

(1) the natural causes and cycles of climate change;

(2) the uncertainties inherent in climate modeling; and

(3) the myriad factors that influence the climate of the Earth.

(b) RESOURCES.—The resources provided under subsection (a) shall be—

(1) in addition to any climate theory resources the Administrator of the Environmental Protection Agency or the Administrator of the National Oceanic and Atmospheric Administration are providing to States or local educational agencies on the day before the date of enactment of this Act; and

(2) made available to promote open classroom discussion that builds student skills in scientific reasoning, critical thinking, and independent thought.

SA 2145. Ms. AYOTTE (for herself and Mr. BLUMENTHAL) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 430, between lines 6 and 7, insert the following:

''(ix) designing and implementing evidence-based mental health awareness training programs for the purposes of—

''(I) recognizing the signs and symptoms of mental illness;

''(II) providing education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health; or

''(III) providing education to school personal regarding the safe de-escalation of crisis situations involving a student with a mental illness; and

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SA 2146. Mr. COTTON (for himself, Mr. SESSIONS, and Mr. CRUZ) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of part B of title X, add the following:

SEC. 10204. SANCTUARY CITIES.

(a) SANCTUARY CITY DEFINED.—In this section, the term ''sanctuary city'' means a State or a political subdivision of a State that has in effect a statute, policy, or practice that prohibits law enforcement officers of the State, or of the political subdivision, from assisting or cooperating with Federal immigration law enforcement in the course of carrying out the officers' routine law enforcement duties.

(b) INELIGIBILITY FOR FUNDS AND GRANTS.—

(1) IN GENERAL.—A sanctuary city shall not be eligible to receive, for a minimum period of at least 1 year—

(A) any of the funds that would otherwise be allocated to the State or political subdivision under section 241(i) of the Immigration and Nationality Act (8 U.S.C. 1231(i)) or the 'Cops on the Beat' program under part Q of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796dd et seq.); or

(B) any other law enforcement or Department of Homeland Security grant.

(2) TERMINATION OF INELIGIBILITY.—A jurisdiction that is found to be a sanctuary city shall only become eligible to receive funds or grants under paragraph (1) after the Attorney General certifies that the jurisdiction is no longer a sanctuary city.

(c) ANNUAL DETERMINATION AND REPORT.—

(1) ANNUAL DETERMINATION.—Not later than March 1 of each year, the Secretary of Homeland Security shall determine which States or political subdivisions of a State are sanctuary cities and shall report to Congress such determinations.

(2) REPORTS.—The Attorney General shall issue a report concerning the compliance of any particular State or political subdivision of a State at the request of the Committee on the Judiciary of the Senate or the Committee on the Judiciary of the House of Representatives.

(d) REALLOCATION.—Any funds that are not allocated to a sanctuary city, due to the jurisdiction's designation as a sanctuary city, shall be reallocated to States and political subdivisions of States that are not sanctuary cities.

(e) CONSTRUCTION.—Nothing in this section may be construed to require law enforcement officials from a State or a political subdivision of a State to report or arrest victims or witnesses of a criminal offense.

(f) EFFECTIVE DATE.—This section shall take effect on the date of the enactment of this Act.

SA 2147. Mr. PORTMAN (for himself and Mr. WHITEHOUSE) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 422, line 22, insert ''recovery support services,'' after ''referral,''.

On page 439, line 16, insert ''recovery support services,'' after ''mentoring,''.

SA 2148. Mr. MCCAIN submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 70, line 3, strike the period and insert the following: ''; and

''(iii) use funds under this part to implement statewide efforts to expand and replicate highly performing, low-income charter schools, magnet schools, and traditional public schools.

SA 2149. Mr. UDALL submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 799, between lines 17 and 18, insert the following:

SEC. 9114A. APPLICATION FOR COMPETITIVE GRANTS FROM THE BUREAU OF INDIAN EDUCATION.

Subpart 2 of part F of title IX (20 U.S.C. 7901 et seq.), as amended by sections 4001(3) and 9114 and redesignated by section 9106(1), is further amended by adding at the end the following:

''SEC. 9539. APPLICATION FOR COMPETITIVE GRANTS FROM THE BUREAU OF INDIAN EDUCATION.

''(a) IN GENERAL.—Notwithstanding any other provision of this Act and subject to subsection (b), the Bureau of Indian Education may apply for, and carry out, any grant program awarded on a competitive basis under this Act, as appropriate, on behalf of the schools and the Indian children that the Bureau serves, and shall not be subject to any provision of the program that requires grant recipients to contribute funds toward the costs of the grant program.

''(b) LIMITATION.—In the case of any competitive grant program described in subsection (a) that also provides a reservation of funds to the Bureau of Indian Education, the Bureau shall not, for any fiscal year, receive both a grant and a reservation under the competitive grant program.''.

SA 2150. Mrs. FEINSTEIN (for herself, Mr. CORNYN, and Mr. GARDNER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 403, strike line 15 and insert the following:

''(B) intensified instruction, which may include linguistically responsive materials; and

''(C) bilingual paraprofessionals, which may include interpreters and translators.

SA 2151. Mr. CARPER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 287, between lines 8 and 9, insert the following:

''(J) A description of actions the State will take to improve preparation programs and strengthen support for principals and other school leaders based on the needs of the State, as identified by the State educational agency.

SA 2152. Mr. CASEY (for himself, Mrs. MURRAY, Ms. HIRONO, Mr. DURBIN, Mr. MURPHY, Mr. HEINRICH, Ms. BALDWIN, Mr. UDALL, Mr. SCHATZ, Ms. MIKULSKI, Mr. FRANKEN, Mr. MARKEY, Mr. WHITEHOUSE, Mrs. GILLIBRAND, Mr. WYDEN, Mr. COONS, Ms. WARREN, Ms. CANTWELL, Mr. SCHUMER, Mrs. SHAHEEN, and Mr. SANDERS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title X, add the following:

PART C—UNIVERSAL PREKINDERGARTEN

Subpart A—Prekindergarten Access

SEC. 10300. SHORT TITLE.

This part may be cited as the ''Strong Start for America's Children Act of 2015''.

SEC. 10301. PURPOSES.

The purposes of this subpart are to—

(1) establish a Federal-State partnership to provide access to high-quality public prekindergarten programs for all children from low-income and moderate-income families to ensure that they enter kindergarten prepared for success;

(2) broaden participation in such programs to include children from additional middle-class families;

(3) promote access to high-quality kindergarten, and high-quality early childhood education programs and settings for children; and

(4) increase access to appropriate supports so children with disabilities and other children who need specialized supports can fully participate in high-quality early education programs.

SEC. 10302. DEFINITIONS.

In this subpart:

(1) CHILD WITH A DISABILITY.—The term ''child with a disability'' means—

(A) a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401); or

(B) an infant or toddler with a disability, as defined in section 632 of the Individuals with Disabilities Education Act (20 U.S.C. 1432).

(2) COMPREHENSIVE EARLY LEARNING ASSESSMENT SYSTEM.—The term ''comprehensive early learning assessment system''—

(A) means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that—

(i) organizes information about the process and context of young children's learning and development to help early childhood educators make informed instructional and programmatic decisions; and

(ii) conforms to the recommendations of the National Research Council reports on early childhood; and

(B) includes, at a minimum—

(i) child screening measures to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, areas of physical health, behavioral health, oral health, child development, vision, and hearing;

(ii) child formative assessments;

(iii) measures of environmental quality; and

(iv) measures of the quality of adult-child interactions.

(3) DUAL LANGUAGE LEARNER.—The term ''dual language learner'' means an individual who is limited English proficient.

(4) EARLY CHILDHOOD EDUCATION PROGRAM.—The term ''early childhood education program'' has the meaning given the term under section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(5) ELEMENTARY SCHOOL.—The term ''elementary school'' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(6) ELIGIBILITY DETERMINATION DATE.—The term ''eligibility determination date'' means the date used to determine eligibility for public elementary school in the community in which the eligible local entity involved is located.

(7) ELIGIBLE LOCAL ENTITY.—The term ''eligible local entity'' means—

(A) a local educational agency, including a charter school or a charter management organization that acts as a local educational agency, or an educational service agency in partnership with a local educational agency;

(B) an entity (including a Head Start program or licensed child care setting) that carries out, administers, or supports an early childhood education program; or

(C) a consortium of entities described in subparagraph (A) or (B).

(8) FULL-DAY.—The term ''full-day'' means a day that is—

(A) equivalent to a full school day at the public elementary schools in a State; and

(B) not less than 5 hours a day.

(9) GOVERNOR.—The term ''Governor'' means the chief executive officer of a State.

(10) HIGH-QUALITY PREKINDERGARTEN PROGRAM.—The term ''high-quality prekindergarten program'' means a prekindergarten program supported by an eligible local entity that includes, at a minimum, the following elements based on nationally recognized standards:

(A) Serves children who—

(i) are age 4 or children who are age 3 or 4, by the eligibility determination date (including children who turn age 5 while attending the program); or

(ii) have attained the legal age for State-funded prekindergarten.

(B) Requires high qualifications for staff, including that teachers meet the requirements of 1 of the following clauses:

(i) The teacher has a bachelor's degree in early childhood education or a related field with coursework that demonstrates competence in early childhood education.

(ii) The teacher—

(I) has a bachelor's degree in any field;

(II) has demonstrated knowledge of early childhood education by passing a State-approved assessment in early childhood education;

(III) while employed as a teacher in the prekindergarten program, is engaged in ongoing professional development in early childhood education for not less than 2 years; and

(IV) not more than 4 years after starting employment as a teacher in the prekindergarten program, enrolls in and completes a State-approved educator preparation program in which the teacher receives training and support in early childhood education.

(iii) The teacher has bachelor's degree with a credential, license, or endorsement that demonstrates competence in early childhood education.

(C) Maintains an evidence-based maximum class size.

(D) Maintains an evidence-based child to instructional staff ratio.

(E) Offers a full-day program.

(F) Provides developmentally appropriate learning environments and evidence-based curricula that are aligned with the State's early learning and development standards described in section 10305(1).

(G) Offers instructional staff salaries comparable to kindergarten through grade 12 teaching staff.

(H) Provides for ongoing monitoring and program evaluation to ensure continuous improvement.

(I) Offers accessible comprehensive services for children that include, at a minimum—

(i) screenings for vision, hearing, dental, health (including mental health), and development (including early literacy and math skill development) and referrals, and assistance obtaining services, when appropriate;

(ii) family engagement opportunities that take into account home language, such as parent conferences (including parent input about their child's development) and support services, such as parent education, home visiting, and family literacy services;

(iii) nutrition services, including nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture as well as regular, age-appropriate, nutrition education for children and their families;

(iv) programs in coordination with local educational agencies and entities providing services and supports authorized under part B and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.; 1431 et seq.) to ensure the full participation of children with disabilities;

(v) physical activity programs aligned with evidence-based guidelines, such as those recommended by the Institute of Medicine, and which take into account and accommodate children with disabilities;

(vi) additional support services, as appropriate, based on the findings of the community assessment, as described in section 10311(b)(4); and

(vii) on-site coordination, to the maximum extent practicable.

(J) Provides high-quality professional development for all staff, including regular in-classroom observation for teachers and teacher assistants by individuals trained in such observation and which may include evidence-based coaching.

(K) Meets the education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act (42 U.S.C. 9836a(a)(1)(B)).

(L) Maintains evidence-based health and safety standards.

(M) Maintains disciplinary policies that do not include expulsion or suspension of participating children, except as a last resort in extraordinary circumstances where—

(i) there is a determination of a serious safety threat; and

(ii) policies are in place to provide appropriate alternative early educational services to expelled or suspended children while they are out of school.

(11) HOMELESS CHILD.—The term ''homeless child'' means a child or youth described in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)).

(12) INDIAN TRIBE; TRIBAL ORGANIZATION.—The terms ''Indian tribe'' and ''tribal organization'' have the meanings given the terms in 658P of the Child Care and Development Block Grant of 1990 (42 U.S.C. 9858n).

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

(14) LIMITED ENGLISH PROFICIENT.—The term ''limited English proficient'' has the meaning given the term in section 637 of the Head Start Act (42 U.S.C. 9832).

(15) LOCAL EDUCATIONAL AGENCY; STATE EDUCATIONAL AGENCY; EDUCATIONAL SERVICE AGENCY.—The terms ''local educational agency'', ''State educational agency'', and ''educational service agency'' have the meanings given the terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(16) MIGRATORY CHILD.—The term ''migratory child'' has the meaning given the term in section 1309 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6399).

(17) OUTLYING AREA.—The term ''outlying area'' means each of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

(18) POVERTY LINE.—The term ''poverty line'' means the official poverty line (as defined by the Office of Management and Budget)—

(A) adjusted to reflect the percentage change in the Consumer Price Index for All Urban Consumers published by the Bureau of Labor Statistics of the Department of Labor for the most recent 12-month period or other interval for which the data are available; and

(B) applicable to a family of the size involved.

(19) SECONDARY SCHOOL.—The term ''secondary school'' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

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

(21) STATE.—Except as otherwise provided in this subpart, the term ''State'' means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(22) STATE ADVISORY COUNCIL ON EARLY CHILDHOOD EDUCATION AND CARE.—The term ''State Advisory Council on Early Childhood Education and Care'' means the State Advisory Council on Early Childhood Education and Care established under section 642B(b) of the Head Start Act (42 U.S.C. 9837b(b)).

SEC. 10303. PROGRAM AUTHORIZATION.

From amounts made available to carry out this subpart, the Secretary, in consultation with the Secretary of Health and Human Services, shall award grants to States to implement high-quality prekindergarten programs, consistent with the purposes of this subpart described in section 10301. For each fiscal year, the funds provided under a grant to a State shall equal the allotment determined for the State under section 10304.

SEC. 10304. ALLOTMENTS AND RESERVATIONS OF FUNDS.

(a) RESERVATION.—From the amount made available each fiscal year to carry out this subpart, the Secretary shall—

(1) reserve not less than 1 percent and not more than 2 percent for payments to Indian tribes and tribal organizations;

(2) reserve one-half of 1 percent for the outlying areas to be distributed among the outlying areas on the basis of their relative need, as determined by the Secretary in accordance with the purposes of this subpart;

(3) reserve one-half of 1 percent for eligible local entities that serve children in families who are engaged in migrant or seasonal agricultural labor; and

(4) reserve not more than 1 percent or $30,000,000, whichever amount is less, for national activities, including administration, technical assistance, and evaluation.

(b) ALLOTMENTS.—

(1) IN GENERAL.—From the amount made available each fiscal year to carry out this subpart and not reserved under subsection (a), the Secretary shall make allotments to States in accordance with paragraph (2) that have submitted an approved application.

(2) ALLOTMENT AMOUNT.—

(A) IN GENERAL.—Subject to subparagraph (B), the Secretary shall allot the amount made available under paragraph (1) for a fiscal year among the States in proportion to the number of children who are age 4 who reside within the State and are from families with incomes at or below 200 percent of the poverty line for the most recent year for which satisfactory data are available, compared to the number of such children who reside in all such States for that fiscal year.

(B) MINIMUM ALLOTMENT AMOUNT.—No State receiving an allotment under subparagraph (A) may receive less than one-half of 1 percent of the total amount allotted under such subparagraph.

(3) REALLOTMENT AND CARRY OVER.—

(A) IN GENERAL.—If one or more States do not receive an allotment under this subsection for any fiscal year, the Secretary may use the amount of the allotment for that State or States, in such amounts as the Secretary determines appropriate, for either or both of the following:

(i) To increase the allotments of States with approved applications for the fiscal year, consistent with subparagraph (B).

(ii) To carry over the funds to the next fiscal year.

(B) REALLOTMENT.—In increasing allotments under subparagraph (A)(i), the Secretary shall allot to each State with an approved application an amount that bears the same relationship to the total amount to be allotted under subparagraph (A)(i), as the amount the State received under paragraph (2) for that fiscal year bears to the amount that all States received under paragraph (2) for that fiscal year.

(4) STATE.—For purposes of this subsection, the term ''State'' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(c) FLEXIBILITY.—The Secretary may make minimal adjustments to allotments under subsection (b), which shall neither lead to a significant increase or decrease in a State's allotment determined under subsection (b), based on a set of factors, such as the level of program participation and the estimated cost of the activities specified in the State plan under section 10306(2).

SEC. 10305. STATE ELIGIBILITY CRITERIA.

A State is eligible to receive a grant under this subpart if the State demonstrates to the Secretary that the State—

(1) has established or will establish early learning and development standards that—

(A) describe what children from birth to kindergarten entry should know and be able to do;

(B) are universally designed and developmentally, culturally, and linguistically appropriate;

(C) are aligned with the State's challenging academic content standards and challenging student academic achievement standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)); and

(D) cover all of the essential domains of school readiness, which address—

(i) physical well-being and motor development;

(ii) social and emotional development;

(iii) approaches to learning, including creative arts expression;

(iv) developmentally appropriate oral and written language and literacy development; and

(v) cognition and general knowledge, including early mathematics and early scientific development;

(2) has the ability or will develop the ability to link prekindergarten data with State elementary school and secondary school data for the purpose of collecting longitudinal information for all children participating in the State's high-quality prekindergarten program and any other federally funded early childhood program that will remain with the child through the child's public education through grade 12;

(3) offers State-funded kindergarten for children who are eligible children for that service in the State; and

(4) has established a State Advisory Council on Early Childhood Education and Care.

SEC. 10306. STATE APPLICATIONS.

To receive a grant under this subpart, the Governor of a State, in consultation with the Indian tribes and tribal organizations in the State, if any, shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. At a minimum, each such application shall include—

(1) an assurance that the State—

(A) will coordinate with and continue to participate in the programs authorized under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419; 1431 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), and the maternal, infant, and early childhood home visiting programs funded under section 511 of the Social Security Act (42 U.S.C. 711) for the duration of the grant;

(B) will designate a State-level entity (such as an agency or joint interagency office), selected by the Governor, for the administration of the grant, which shall coordinate and consult with the State educational agency if the entity is not the State educational agency; and

(C) will establish, or certify the existence of, program standards for all State prekindergarten programs consistent with the definition of a high-quality prekindergarten program under section 10302;

(2) a description of the State's plan to—

(A) use funds received under this subpart and the State's matching funds to provide high-quality prekindergarten programs, in accordance with section 10307(d), with open enrollment for all children in the State who—

(i) are described insection 10302(10)(A);and

(ii) are from families with incomes at or below 200 percent of the poverty line;

(B) develop or enhance a system for monitoring eligible local entities that are receiving funds under this subpart for compliance with quality standards developed by the State and to provide program improvement support, which may be accomplished through the use of a State-developed system for quality rating and improvement;

(C) if applicable, expand participation in the State's high-quality prekindergarten programs to children from families with incomes above 200 percent of the poverty line;

(D) carry out the State's comprehensive early learning assessment system, or how the State plans to develop such a system, ensuring that any assessments are culturally, developmentally, and age-appropriate and consistent with the recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences, consistent with section 649(j) of the Head Start Act (42 U.S.C. 9844);

(E) develop, implement, and make publicly available the performance measures and targets described in section 10309;

(F) increase the number of teachers with bachelor's degrees in early childhood education, or with bachelor's degrees in another closely related field and specialized training and demonstrated competency in early childhood education, including how institutions of higher education will support increasing the number of teachers with such degrees and training, including through the use of assessments of prior learning, knowledge, and skills to facilitate and expedite attainment of such degrees;

(G) coordinate and integrate the activities funded under this subpart with Federal, State, and local services and programs that support early childhood education and care, including programs supported under this subpart, the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Community Services Block Grant Act (42 U.S.C. 9901 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), the temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), the Race to the Top program under section 14006 of division A of the American Recovery and Reinvestment Act of 2009 (Public Law 111–5), federally funded early literacy programs, the maternal, infant, and early childhood home visiting programs funded under section 511 of the Social Security Act (42 U.S.C. 711), health improvements to child care funded under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), the program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), the innovation fund program under section 14007 of the American Recovery and Reinvestment Act of 2009 (Public Law 111–5), programs authorized under part E of title IV of the Social Security Act (42 U.S.C. 670 et seq.), the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110–351), grants for infant and toddler care through Early Head Start-Child Care Partnerships funded under the heading ''CHILDREN AND FAMILIES SERVICES PROGRAMS'' under the heading ADMINISTRATION FOR CHILDREN AND FAMILIES in title II of division H of the Department of Health and Human Services Appropriations Act, 2014 (Public Law 113–76; 128 Stat. 377–378), the preschool development grants program funded

under the heading ''INNOVATION AND IMPROVEMENT'' in title III of division G of the Department of Education Appropriations Act, 2015 (Public Law 113–235; 128 Stat. 2496), and any other Federal, State, or local early childhood education programs used in the State;

(H) award subgrants to eligible local entities, and in awarding such subgrants, facilitate a delivery system of high-quality prekindergarten programs that includes diverse providers, such as providers in community-based, public school, and private settings, and consider the system's impact on options for families;

(I) in the case of a State that does not have a State-determined funding mechanism for prekindergarten, use objective criteria in awarding subgrants to eligible local entities that will implement high-quality prekindergarten programs, including actions the State will take to ensure that eligible local entities will coordinate with local educational agencies or other early learning providers, as appropriate, to carry out activities to provide children served under this subpart with a successful transition from preschool into kindergarten, which activities shall include—

(i) aligning curricular objectives and instruction;

(ii) providing staff professional development, including opportunities for joint-professional development on early learning and kindergarten through grade 3 standards, assessments, and curricula;

(iii) coordinating family engagement and support services; and

(iv) encouraging the shared use of facilities and transportation, as appropriate;

(J) use the State early learning and development standards described in section 10305(1) to address the needs of dual language learners, including by incorporating benchmarks related to English language development;

(K) identify barriers, and propose solutions to overcome such barriers, which may include seeking assistance under section 10316, in the State to effectively use and integrate Federal, State, and local public funds and private funds for early childhood education that are available to the State on the date on which the application is submitted;

(L) support articulation agreements (as defined in section 486A of the Higher Education Act of 1965 (20 U.S.C. 1093a)) between public 2-year and public 4-year institutions of higher education and other credit-bearing professional development in the State for early childhood teacher preparation programs and closely related fields;

(M) ensure that the higher education programs in the State have the capacity to prepare a workforce to provide high-quality prekindergarten programs;

(N) support workforce development, including State and local policies that support prekindergarten instructional staff's ability to earn a degree, certification, or other specializations or qualifications, including policies on leave, substitutes, and child care services, including non-traditional hour child care;

(O) hold eligible local entities accountable for use of funds;

(P) ensure that the State's early learning and development standards are integrated into the instructional and programmatic practices of high-quality prekindergarten programs and related programs and services, such as those provided to children under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419 and 1431 et seq.);

(Q) increase the number of children in the State who are enrolled in high-quality kindergarten programs and carry out a strategy to implement such a plan;

(R) coordinate the State's activities supported by grants under this subpart with activities in State plans required under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), and the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.);

(S) encourage eligible local entities to coordinate with community-based learning resources, such as libraries, arts and arts education programs, appropriate media programs, family literacy programs, public parks and recreation programs, museums, nutrition education programs, and programs supported by the Corporation for National and Community Service;

(T) work with eligible local entities, in consultation with elementary school principals, to ensure that high-quality prekindergarten programs have sufficient and appropriate facilities to meet the needs of children eligible for prekindergarten;

(U) support local early childhood coordinating entities, such as local early childhood councils, if applicable, and help such entities to coordinate early childhood education programs with high-quality prekindergarten programs to ensure effective and efficient delivery of early childhood education program services;

(V) support shared services administering entities, if applicable;

(W) ensure that the provision of high-quality prekindergarten programs will not lead to a diminution in the quality or supply of services for infants and toddlers or disrupt the care of infants and toddlers in the geographic area served by the eligible local entity, which may include demonstrating that the State will direct funds to provide high-quality early childhood education and care to infants and toddlers in accordance with section 10307(d); and

(X) encourage or promote socioeconomic, racial, and ethnic diversity in the classrooms of high-quality prekindergarten programs, as applicable; and

(3) an inventory of the State's higher education programs that prepare individuals for work in a high-quality prekindergarten program, including—

(A) certification programs;

(B) associate degree programs;

(C) baccalaureate degree programs;

(D) masters degree programs; and

(E) other programs that lead to a specialization in early childhood education, or a related field.

SEC. 10307. STATE USE OF FUNDS.

(a) RESERVATION FOR QUALITY IMPROVEMENT ACTIVITIES.—

(1) IN GENERAL.—A State that receives a grant under this subpart may reserve, for not more than the first 4 years such State receives such a grant, not more than 20 percent of the grant funds for quality improvement activities that support the elements of high-quality prekindergarten programs. Such quality improvement activities may include supporting teachers, center directors, and principals in a State's high-quality prekindergarten program, licensed or regulated child care, or Head Start programs to enable such teachers, principals, or directors to earn a baccalaureate degree in early childhood education, or a closely related field, through activities which may include—

(A) expanding or establishing scholarships, counseling, and compensation initiatives to cover the cost of tuition, fees, materials, transportation, and release time for such teachers;

(B) providing ongoing professional development opportunities, including regular in-classroom observation by individuals trained in such observation, for such teachers, directors, principals, and teachers assistants to enable such teachers, directors, principals, and teachers assistants to carry out the elements of high-quality prekindergarten programs, which may include activities that address—

(i) promoting children's development across all of the essential domains of early learning and development;

(ii) developmentally appropriate curricula and teacher-child interaction;

(iii) effective family engagement;

(iv) providing culturally competent instruction;

(v) working with a diversity of children and families, including children with disabilities and dual language learners;

(vi) childhood nutrition and physical education programs;

(vii) supporting the implementation of evidence-based curricula;

(viii) social and emotional development; and

(ix) incorporating age-appropriate strategies of positive behavioral interventions and supports; and

(C) providing families with increased opportunities to learn how best to support their children's physical, cognitive, social, and emotional development during the first 5 years of life.

(2) NOT SUBJECT TO MATCHING.—The amount reserved under paragraph (1) shall not be subject to the matching requirements under section 10310.

(3) COORDINATION.—A State that reserves an amount under paragraph (1) shall coordinate the use of such amount with activities funded under section 658G of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858e) and the Head Start Act (42 U.S.C. 9831 et seq.).

(4) CONSTRUCTION.—A State may not use funds reserved under this subsection to meet the requirement described in 10302(10)(G).

(b) SUBGRANTS FOR HIGH-QUALITY PREKINDERGARTEN PROGRAMS.—A State that receives a grant under this subpart shall award subgrants of sufficient size to eligible local entities to enable such eligible local entities to implement high-quality prekindergarten programs for children who—

(1) are described insection 10302(10)(A);

(2) reside within the State; and

(3) are from families with incomes at or below 200 percent of the poverty line.

(c) ADMINISTRATION.—A State that receives a grant under this subpart may reserve not more than 1 percent of the grant funds for administration of the grant, and may use part of that reservation for the maintenance of the State Advisory Council on Early Childhood Education and Care.

(d) EARLY CHILDHOOD EDUCATION AND CARE PROGRAMS FOR INFANTS AND TODDLERS.—

(1) USE OF ALLOTMENT FOR INFANTS AND TODDLERS.—An eligible State may apply to use, and the appropriate Secretary may grant permission for the State to use, not more than 15 percent of the funds made available through a grant received under this subpart to award subgrants to early childhood education programs to provide, consistent with the State's early learning and development guidelines for infants and toddlers, high-quality early childhood education and care to infants and toddlers who reside within the State and are from families with incomes at or below 200 percent of the poverty line.

(2) APPLICATION.—To be eligible to use the grant funds as described in paragraph (1), the State shall submit an application to the appropriate Secretary at such time, in such manner, and containing such information as the Secretary may require. Such application

shall, at a minimum, include a description of how the State will—

(A) designate a lead agency which shall administer such funds;

(B) ensure that such lead agency, in coordination with the State's Advisory Council on Early Childhood Education and Care, will collaborate with other agencies in administering programs supported under this subsection for infants and toddlers in order to obtain input about the appropriate use of such funds and ensure coordination with programs for infants and toddlers funded under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.) (including any Early Learning Quality Partnerships established in the State under section 645B of the Head Start Act, as added by section 202), the Race to the Top program under section 14006 of division A of the American Recovery and Reinvestment Act of 2009 (Public Law 111–5), the maternal, infant, and early childhood home visiting programs funded under section 511 of the Social Security Act (42 U.S.C. 711), part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and grants for infant and toddler care through Early Head Start-Child Care Partnerships funded under the heading ''CHILDREN AND FAMILIES SERVICES PROGRAMS'' under the heading ADMINISTRATION FOR CHILDREN AND FAMILIES in title II of division H of the Department of Health and Human Services Appropriations Act, 2014 (Public Law 113–76; 128 Stat. 377–378);

(C) ensure that infants and toddlers who benefit from amounts made available under this subsection will transition to and have the opportunity to participate in a high-quality prekindergarten program supported under this subpart;

(D) in awarding subgrants, give preference to early childhood education programs that have a written formal plan with baseline data, benchmarks, and timetables to increase access to and full participation in high-quality prekindergarten programs for children who need additional support, including children with developmental delays or disabilities, children who are dual language learners, homeless children, children who are in foster care, children of migrant families, children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), or children in the child welfare system; and

(E) give priority to activities carried out under this subsection that will increase access to high-quality early childhood education programs for infants and toddlers in local areas with significant concentrations of low-income families that do not currently benefit from such programs.

(3) ELIGIBLE PROVIDERS.—A State may use the grant funds as described in paragraph (1) to serve infants and toddlers only by working with early childhood education program providers that—

(A) offer full-day, full-year care, or otherwise meet the needs of working families; and

(B) meet high-quality standards, such as—

(i) Early Head Start program performance standards under the Head Start Act (42 U.S.C. 9831 et seq.); or

(ii) high-quality, demonstrated, valid, and reliable program standards that have been established through a national entity that accredits early childhood education programs.

(4) FEDERAL ADMINISTRATION.—

(A) IN GENERAL.—The Secretary shall bear responsibility for obligating and disbursing funds to support activities under this subsection and ensuring compliance with applicable laws and administrative requirements, subject to paragraph (3).

(B) INTERAGENCY AGREEMENT.—The Secretary of Education and the Secretary of Health and Human Services shall jointly administer activities supported under this subsection on such terms as such Secretaries shall set forth in an interagency agreement. The Secretary of Health and Human Services shall be responsible for any final approval of a State's application under this subsection that addresses the use of funds designated for services to infants and toddlers.

(C) APPROPRIATE SECRETARY.—In this subsection, the term ''appropriate Secretary'' used with respect to a function, means the Secretary designated for that function under the interagency agreement.

SEC. 10308. ADDITIONAL PREKINDERGARTEN SERVICES.

(a) PREKINDERGARTEN FOR 3-YEAR-OLDS.—Each State that certifies to the Secretary that the State provides universally available, voluntary, high-quality prekindergarten programs for 4-year-old children who reside within the State and are from families with incomes at or below 200 percent of the poverty line may use the State's allocation under section 10304(b) to provide high-quality prekindergarten programs for 3-year-old children who reside within the State and are from families with incomes at or below 200 percent of the poverty line.

(b) SUBGRANTS.—In each State that has a city, county, or local educational agency that provides universally available high-quality prekindergarten programs for 4-year-old children who reside within the State and are from families with incomes at or below 200 percent of the poverty line the State may use amounts from the State's allocation under section 10304(b) to award subgrants to eligible local entities to enable such eligible local entities to provide high-quality prekindergarten programs for 3-year-old children who are from families with incomes at or below 200 percent of the poverty line and who reside in such city, county, or local educational agency.

SEC. 10309. PERFORMANCE MEASURES AND TARGETS.

(a) IN GENERAL.—A State that receives a grant under this subpart shall develop, implement, and make publicly available the performance measures and targets for the activities carried out with grant funds. Such measures shall, at a minimum, track the State's progress in—

(1) increasing school readiness across all domains for all categories of children, as described in section 10313(b)(7), including children with disabilities and dual language learners;

(2) narrowing school readiness gaps between minority and nonminority children, and low-income children and more advantaged children, in preparation for kindergarten entry;

(3) decreasing the number of years that children receive special education and related services as described in part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.);

(4) increasing the number of programs meeting the criteria for high-quality prekindergarten programs across all types of local eligible entities, as defined by the State and in accordance with section 10302;

(5) decreasing the need for grade-to-grade retention in elementary school;

(6) if applicable, ensuring that high-quality prekindergarten programs do not experience instances of chronic absence among the children who participate in such programs;

(7) increasing the number and percentage of low-income children in high-quality early childhood education programs that receive financial support through funds provided under this subpart; and

(8) providing high-quality nutrition services, nutrition education, physical activity, and obesity prevention programs.

(b) PROHIBITION OF MISDIAGNOSIS PRACTICES.—A State shall not, in order to meet the performance measures and targets described in subsection (a), engage in practices or policies that will lead to the misdiagnosis or under-diagnosis of disabilities or developmental delays among children who are served through programs supported under this subpart.

SEC. 10310. MATCHING REQUIREMENTS.

(a) MATCHING FUNDS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a State that receives a grant under this subpart shall provide matching funds from non-Federal sources, as described in subsection (c), in an amount equal to—

(A) 10 percent of the Federal funds provided under the grant in the first year of grant administration;

(B) 10 percent of the Federal funds provided under the grant in the second year of grant administration;

(C) 20 percent of the Federal funds provided under the grant in the third year of grant administration;

(D) 30 percent of the Federal funds provided under the grant in the fourth year of grant administration; and

(E) 40 percent of the Federal funds provided under the grant in the fifth year of grant administration.

(2) REDUCED MATCH RATE.—A State that meets the requirements under subsection (b) may provide matching funds from non-Federal sources at a reduced rate. The full reduced matching funds rate shall be in an amount equal to—

(A) 5 percent of the Federal funds provided under the grant in the first year of grant administration;

(B) 5 percent of the Federal funds provided under the grant in the second year of grant administration;

(C) 10 percent of the Federal funds provided under the grant in the third year of grant administration;

(D) 20 percent of the Federal funds provided under the grant in the fourth year of grant administration; and

(E) 30 percent of the Federal funds provided under the grant in the fifth year of grant administration.

(b) REDUCED MATCH RATE ELIGIBILITY.—A State that receives a grant under this subpart may provide matching funds from non-Federal sources at the full reduced rate under subsection (a)(2) if the State, across all publicly funded programs (including locally funded programs)—

(1)(A) offers enrollment in high-quality prekindergarten programs to not less than half of children in the State who are—

(i) age 4 on the eligibility determination date; and

(ii) from families with incomes at or below 200 percent of the poverty line; and

(B) has a plan for continuing to expand access to high-quality prekindergarten programs for such children in the State; and

(2) has a plan to expand access to high-quality prekindergarten programs to children from moderate income families whose income exceeds 200 percent of the poverty line.

(c) NON-FEDERAL RESOURCES.—

(1) IN CASH.—A State shall provide the matching funds under this section in cash with non-Federal resources which may include State funding, local funding, or contributions from philanthropy or other private sources, or a combination thereof.

(2) FUNDS TO BE CONSIDERED AS MATCHING FUNDS.—A State may include, as part of the State's matching funds under this section,

not more than 10 percent of the amount of State or local funds designated for State or local prekindergarten programs or to supplement Head Start programs under the Head Start Act (42 U.S.C. 9831 et seq.) as of the date of enactment of this Act, but may not include any funds that are attributed as matching funds, as part of a non-Federal share, or as a maintenance of effort requirement, for any other Federal program.

(d) MAINTENANCE OF EFFORT.—

(1) IN GENERAL.—If a State reduces its combined fiscal effort per student or the aggregate expenditures within the State to support early childhood education programs for any fiscal year that a State receives a grant authorized under this subpart relative to the previous fiscal year, the Secretary shall reduce support for such State under this subpart by the same amount as the decline in State effort for such fiscal year.

(2) WAIVER.—The Secretary may waive the requirements of paragraph (1) if—

(A) the Secretary determines that a waiver would be appropriate due to a precipitous decline in the financial resources of a State as a result of unforeseen economic hardship or a natural disaster that has necessitated across-the-board reductions in State services, including early childhood education programs; or

(B) due to the circumstances of a State requiring reductions in specific programs, including early childhood education, if the State presents to the Secretary a justification and demonstration why other programs could not be reduced and how early childhood programs in the State will not be disproportionately harmed by such State action.

(e) SUPPLEMENT NOT SUPPLANT.—Grant funds received under this subpart shall be used to supplement and not supplant other Federal, State, and local public funds expended on public prekindergarten programs in the State.

SEC. 10311. ELIGIBLE LOCAL ENTITY APPLICATIONS.

(a) IN GENERAL.—An eligible local entity desiring to receive a subgrant under section 10307(b) shall submit an application to the State, at such time, in such manner, and containing such information as the State may reasonably require.

(b) CONTENTS.—Each application submitted under subsection (a) shall include the following:

(1) PARENT AND FAMILY ENGAGEMENT.—A description of how the eligible local entity plans to engage the parents and families of the children such entity serves and ensure that parents and families of eligible children, as described in clauses (i) and (ii) of section 10306(2)(A), are aware of the services provided by the eligible local entity, which shall include a plan to—

(A) carry out meaningful parent and family engagement, through the implementation and replication of evidence-based or promising practices and strategies, which shall be coordinated with parent and family engagement strategies supported under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), part A of title I and title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.; 7201 et seq.), and strategies in the Head Start Parent, Family, and Community Engagement Framework, if applicable, to—

(i) provide parents and family members with the skills and opportunities necessary to become engaged and effective partners in their children's education, particularly the families of dual language learners and children with disabilities, which may include access to family literacy services;

(ii) improve child development; and

(iii) strengthen relationships among prekindergarten staff and parents and family members; and

(B) participate in community outreach to encourage families with eligible children to participate in the eligible local entity's high-quality prekindergarten program, including—

(i) homeless children;

(ii) dual language learners;

(iii) children in foster care;

(iv) children with disabilities; and

(v) migrant children.

(2) COORDINATION AND ALIGNMENT.—A description of how the eligible local entity will—

(A) coordinate, if applicable, the eligible local entity's activities with—

(i) Head Start agencies (consistent with section 642(e)(5) of the Head Start Act (42 U.S.C. 9837(e)(5))), if the local entity is not a Head Start agency;

(ii) local educational agencies, if the eligible local entity is not a local educational agency;

(iii) providers of services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.);

(iv) programs carried out under section 619 of the Individuals with Disabilities Education Act (20 U.S.C. 1419); and

(v) if feasible, other entities carrying out early childhood education programs and services within the area served by the local educational agency;

(B) develop a process to promote continuity of developmentally appropriate instructional programs and shared expectations with local elementary schools for children's learning and development as children transition to kindergarten;

(C) organize, if feasible, and participate in joint training, when available, including transition-related training for school staff and early childhood education program staff;

(D) establish comprehensive transition policies and procedures, with applicable elementary schools and principals, for the children served by the eligible local entity that support the school readiness of children transitioning to kindergarten, including the transfer of early childhood education program records, with parental consent;

(E) conduct outreach to parents, families, and elementary school teachers and principals to discuss the educational, developmental, and other needs of children entering kindergarten;

(F) help parents, including parents of children who are dual language learners, understand and engage with the instructional and other services provided by the kindergarten in which such child will enroll after participation in a high-quality prekindergarten program; and

(G) develop and implement a system to increase program participation of underserved populations of eligible children, especially homeless children, children eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), parents of children who are dual language learners, and parents of children with disabilities.

(3) FULL PARTICIPATION OF ALL CHILDREN.—A description of how the eligible local entity will meet the diverse needs of children in the community to be served, including children with disabilities, dual language learners, children who need additional support, children in the State foster care system, and homeless children. Such description shall demonstrate, at a minimum, how the entity plans to—

(A) ensure the eligible local entity's high-quality prekindergarten program is accessible and appropriate for children with disabilities and dual language learners;

(B) establish effective procedures for ensuring use of evidence-based practices in assessment and instruction, including use of data for progress monitoring of child performance and provision of technical assistance support for staff to ensure fidelity with evidence-based practices;

(C) establish effective procedures for timely referral of children with disabilities to entities authorized under part B and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.; 1431 et seq.);

(D) ensure that the eligible local entity's high-quality prekindergarten program works with appropriate entities to address the elimination of barriers to immediate and continuous enrollment for homeless children; and

(E) ensure access to and continuity of enrollment in high-quality prekindergarten programs for migratory children, if applicable, and homeless children, including through policies and procedures that require—

(i) outreach to identify migratory children and homeless children;

(ii) immediate enrollment, including enrollment during the period of time when documents typically required for enrollment, including health and immunization records, proof of eligibility, and other documents, are obtained;

(iii) continuous enrollment and participation in the same high-quality prekindergarten program for a child, even if the child moves out of the program's service area, if that enrollment and participation are in the child's best interest, including by providing transportation when necessary;

(iv) professional development for high-quality prekindergarten program staff regarding migratory children and homelessness among families with young children; and

(v) in serving homeless children, collaboration with local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)), and local homeless service providers.

(4) ACCESSIBLE COMPREHENSIVE SERVICES.—A description of how the eligible local entity plans to provide accessible comprehensive services, described in section 10302(10)(I), to the children the eligible local entity serves. Such description shall provide information on how the entity will—

(A) conduct a data-driven community assessment in coordination with members of the community, including parents and community organizations, or use a recently conducted data-driven assessment, which—

(i) may involve an external partner with expertise in conducting such needs analysis, to determine the most appropriate social or other support services to offer through the eligible local entity's on-site comprehensive services to children who participate in high-quality prekindergarten programs; and

(ii) shall consider the resources available at the school, local educational agency, and community levels to address the needs of the community and improve child outcomes; and

(B) have a coordinated system to facilitate the screening, referral, and provision of services related to health, nutrition, mental health, disability, and family support for children served by the eligible local entity.

(5) WORKFORCE.—A description of how the eligible local entity plans to support the instructional staff of such entity's high-quality prekindergarten program, which shall, at a minimum, include a plan to provide high-quality professional development, or facilitate the provision of high-quality professional development through an external partner with expertise and a demonstrated

track record of success, based on scientifically valid research, that will improve the knowledge and skills of high-quality prekindergarten teachers and staff through activities, which may include—

(A) acquiring content knowledge and learning teaching strategies needed to provide effective instruction that addresses the State's early learning and development standards described under section 10305(1), including professional training to support the social and emotional development of children;

(B) enabling high-quality prekindergarten teachers and staff to pursue specialized training in early childhood development;

(C) enabling high-quality prekindergarten teachers and staff to acquire the knowledge and skills to provide instruction and appropriate language and support services to increase the English language skills of dual language learners;

(D) enabling high-quality prekindergarten teachers and staff to acquire the knowledge and skills to provide developmentally appropriate instruction for children with disabilities;

(E) promoting classroom management;

(F) providing high-quality induction and support for incoming high-quality prekindergarten teachers and staff in high-quality prekindergarten programs, including through the use of mentoring programs and coaching that have a demonstrated track record of success;

(G) promoting the acquisition of relevant credentials, including in ways that support career advancement through career ladders; and

(H) enabling high-quality prekindergarten teachers and staff to acquire the knowledge and skills to provide culturally competent instruction for children from diverse backgrounds.

SEC. 10312. REQUIRED SUBGRANT ACTIVITIES.

(a) IN GENERAL.—An eligible local entity that receives a subgrant under section 10307(b) shall use subgrant funds to implement the elements of a high-quality prekindergarten program for the children described in section 10307(b).

(b) COORDINATION.—

(1) LOCAL EDUCATIONAL AGENCY PARTNERSHIPS WITH LOCAL EARLY CHILDHOOD EDUCATION PROGRAMS.—A local educational agency that receives a subgrant under this subpart shall provide an assurance that the local educational agency will enter into strong partnerships with local early childhood education programs, including programs supported through the Head Start Act (42 U.S.C. 9831 et seq.).

(2) ELIGIBLE LOCAL ENTITIES THAT ARE NOT LOCAL EDUCATIONAL AGENCIES.—An eligible local entity that is not a local educational agency that receives a subgrant under this subpart shall provide an assurance that such entity will enter into strong partnerships with local educational agencies.

SEC. 10313. REPORT AND EVALUATION.

(a) IN GENERAL.—Each State that receives a grant under this subpart shall prepare an annual report, in such manner and containing such information as the Secretary may reasonably require.

(b) CONTENTS.—A report prepared under subsection (a) shall contain, at a minimum—

(1) a description of the manner in which the State has used the funds made available through the grant and a report of the expenditures made with the funds;

(2) a summary of the State's progress toward providing access to high-quality prekindergarten programs for children eligible for such services, as determined by the State, from families with incomes at or below 200 percent of the poverty line, including the percentage of funds spent on children from families with incomes—

(A) at or below 100 percent of the poverty line;

(B) at or below between 101 and 150 percent of the poverty line; and

(C) at or below between 151 and 200 percent of the poverty line;

(3) an evaluation of the State's progress toward achieving the State's performance targets, described in section 10309;

(4) data on the number of high-quality prekindergarten program teachers and staff in the State (including teacher turnover rates and teacher compensation levels compared to teachers in elementary schools and secondary schools), according to the setting in which such teachers and staff work (which settings shall include, at a minimum, Head Start programs, public prekindergarten, and child care programs) who received training or education during the period of the grant and remained in the early childhood education program field;

(5) data on the kindergarten readiness of children in the State;

(6) a description of the State's progress in effectively using Federal, State, and local public funds and private funds, for early childhood education;

(7) the number and percentage of children in the State participating in high-quality prekindergarten programs, disaggregated by race, ethnicity, family income, child age, disability, whether the children are homeless children, and whether the children are dual language learners;

(8) data on the availability, affordability, and quality of infant and toddler care in the State;

(9) the number of operational minutes per week and per year for each eligible local entity that receives a subgrant;

(10) the local educational agency and zip code in which each eligible local entity that receives a subgrant operates;

(11) information, for each of the local educational agencies described in paragraph (10), on the percentage of the costs of the public early childhood education programs that is funded from Federal, from State, and from local sources, including the percentages from specific funding programs;

(12) data on the number and percentage of children in the State participating in public kindergarten programs, disaggregated by race, family income, child age, disability, whether the children are homeless children, and whether the children are dual language learners, with information on whether such programs are offered—

(A) for a full day; and

(B) at no cost to families;

(13) data on the number of individuals in the State who are supported with scholarships, if applicable, to meet the bachelor's degree requirement for high-quality prekindergarten programs, as defined in section 10302; and

(14) information on—

(A) the rates of expulsion, suspension, and similar disciplinary action, of children in the State participating in high-quality prekindergarten programs, disaggregated by race, ethnicity, family income, child age, and disability;

(B) the State's progress in establishing policies on effective behavior management strategies and training that promote positive social and emotional development to eliminate expulsions and suspensions of children participating in high-quality prekindergarten programs; and

(C) the State's policies on providing early learning services to children in the State participating in high-quality prekindergarten programs who have been suspended.

(c) SUBMISSION.—A State shall submit the annual report prepared under subsection (a), at the end of each fiscal year, to the Secretary, the Secretary of Health and Human Services, and the State Advisory Council on Early Childhood Education and Care.

(d) COOPERATION.—An eligible local entity that receives a subgrant under this subpart shall cooperate with all Federal and State efforts to evaluate the effectiveness of the program the entity implements with subgrant funds.

(e) NATIONAL REPORT.—The Secretary shall compile and summarize the annual State reports described under subsection (c) and shall prepare and submit an annual report to Congress that includes a summary of such State reports.

SEC. 10314. PROHIBITION OF REQUIRED PARTICIPATION OR USE OF FUNDS FOR ASSESSMENTS.

(a) PROHIBITION ON REQUIRED PARTICIPATION.—A State receiving a grant under this subpart shall not require any child to participate in any Federal, State, local, or private early childhood education program, including a high-quality prekindergarten program.

(b) PROHIBITION ON USE OF FUNDS FOR ASSESSMENT.—A State receiving a grant under this subpart and an eligible local entity receiving a subgrant under this subpart shall not use any grant or subgrant funds to carry out any of the following activities:

(1) An assessment that provides rewards or sanctions for individual children, teachers, or principals.

(2) An assessment that is used as the primary or sole method for assessing program effectiveness.

(3) Evaluating children, other than for the purposes of—

(A) improving instruction or the classroom environment;

(B) targeting professional development;

(C) determining the need for health, mental health, disability, or family support services;

(D) program evaluation for the purposes of program improvement and parent information; and

(E) improving parent and family engagement.

SEC. 10315. COORDINATION WITH HEAD START PROGRAMS.

(a) INCREASED ACCESS FOR YOUNGER CHILDREN.—Not later than 1 year after the date of enactment of this Act, the Secretary and the Secretary of Health and Human Services shall develop a process—

(1) for use in the event that Head Start programs funded under the Head Start Act (42 U.S.C. 9831 et seq.) operate in States or regions that have achieved sustained universal, voluntary access to 4-year-old children who reside within the State and who are from families with incomes at or below 200 percent of the poverty line to high-quality prekindergarten programs; and

(2) for how such Head Start programs will begin converting slots for children who are age 4 on the eligibility determination date to children who are age 3 on the eligibility determination date, or, when appropriate, converting Head Start programs into Early Head Start programs to serve infants and toddlers.

(b) COMMUNITY NEED AND RESOURCES.—The process described in subsection (a) shall—

(1) be carried out on a case-by-case basis and shall ensure that sufficient resources and time are allocated for the development of such a process so that no child or cohort is excluded from currently available services; and

(2) ensure that any conversion shall be based on community need and not on the aggregate number of children served in a State or region that has achieved sustained, universal, voluntary access to high-quality prekindergarten programs.

(c) PUBLIC COMMENT AND NOTICE.—Not fewer than 90 days after the development of the proposed process described in subsection (a), the Secretary and the Secretary of Health and Human Services shall publish a notice describing such proposed process for conversion in the Federal Register providing at least 90 days for public comment. The Secretaries shall review and consider public comments prior to finalizing the process for conversion of Head Start slots and programs.

(d) REPORTS TO CONGRESS.—Concurrently with publishing a notice in the Federal Register as described in subsection (c), the Secretaries shall provide a report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate that provides a detailed description of the proposed process described in subsection (a), including a description of the degree to which Head Start programs are providing State-funded high-quality prekindergarten programs as a result of the grant opportunity provided under this subpart in States where Head Start programs are eligible for conversion described in subsection (a).

SEC. 10316. TECHNICAL ASSISTANCE IN PROGRAM ADMINISTRATION.

In providing technical assistance to carry out activities under this subpart, the Secretary shall coordinate that technical assistance, in appropriate cases, with technical assistance provided by the Secretary of Health and Human Services to carry out the programs authorized under the Head Start Act (42 U.S.C. 9831 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), and the maternal, infant and early childhood home visiting programs assisted under section 511 of the Social Security Act (42 U.S.C. 711).

SEC. 10317. AUTHORIZATION OF APPROPRIATIONS.

To carry out this subpart, there are authorized to be appropriated, and there are appropriated—

(1) $1,300,000,000 for fiscal year 2016;

(2) $3,250,000,000 for fiscal year 2017;

(3) $5,780,000,000 for fiscal year 2018;

(4) $7,580,000,000 for fiscal year 2019; and

(5) $8,960,000,000 for fiscal year 2020.

Subpart B—Prekindergarten Development Grants

SEC. 10321. PREKINDERGARTEN DEVELOPMENT GRANTS.

(a) IN GENERAL.—The Secretary of Education, in consultation with the Secretary of Health and Human Services, shall award competitive grants to States that wish to increase their capacity and build the infrastructure within the State to offer high-quality prekindergarten programs.

(b) ELIGIBILITY OF STATES.—A State that is not receiving funds under subpart A may compete for grant funds under this section if the State provides an assurance that the State will, through the support of grant funds awarded under this section, meet the eligibility requirements of section 10305 not later than 3 years after the date the State first receives grant funds under this section.

(c) GRANT DURATION.—The Secretary shall award grants under this section for a period of not more than 3 years. Such grants shall not be renewed.

(d) APPLICATION.—

(1) IN GENERAL.—A Governor, or chief executive officer of a State that desires to receive a grant under this section shall submit an application to the Secretary of Education at such time, in such manner, and accompanied by such information as the Secretary of Education may reasonably require, including, if applicable, a description of how the State plans to become eligible for grants under section 10305 by not later than 3 years after the date the State first receives grant funds under this section.

(2) DEVELOPMENT OF STATE APPLICATION.—In developing an application for a grant under this section, a State shall consult with the State Advisory Council on Early Childhood Education and Care and incorporate the Council's recommendations, where applicable.

(e) MATCHING REQUIREMENT.—

(1) IN GENERAL.—To be eligible to receive a grant under this section, a State shall contribute for the activities for which the grant was awarded non-Federal matching funds in an amount equal to not less than 20 percent of the amount of the grant.

(2) NON-FEDERAL FUNDS.—To satisfy the requirement of paragraph (1), a State may use—

(A) non-Federal resources in the form of State funding, local funding, or contributions from philanthropy or other private sources, or a combination of such resources; or

(B) in-kind contributions.

(3) FINANCIAL HARDSHIP WAIVER.—The Secretary may waive the requirement under paragraph (1) or reduce the amount of matching funds required under that paragraph for a State that has submitted an application for a grant under this subsection if the State demonstrates, in the application, a need for such a waiver or reduction due to extreme financial hardship, as determined by the Secretary.

(f) SUBGRANTS.—

(1) IN GENERAL.—A State awarded a grant under this section may use the grant funds to award subgrants to eligible local entities, as defined in section 10302, to carry out the activities under the grant.

(2) SUBGRANTEES.—An eligible local entity awarded a subgrant under paragraph (1) shall comply with the requirements of this section relating to grantees, as appropriate.

(g) AUTHORIZATION OF APPROPRIATIONS.—To carry out this section, there are authorized to be appropriated, and there are appropriated, $750,000,000 for each of fiscal years 2016 through 2020.

Subpart C—Early Learning Quality Partnerships

SEC. 10331. PURPOSES.

The purposes of this part are to—

(1) increase the availability of, and access to, high-quality early childhood education and care programming for infants and toddlers;

(2) support a higher quality of, and increase capacity for, such programming in both child care centers and family child care homes;

(3) encourage the provision of comprehensive, coordinated full-day services and supports for infants and toddlers; and

(4) increase access to appropriate supports so children with disabilities and other children who need specialized supports can fully participate in high-quality early education programs.

SEC. 10332. EARLY LEARNING QUALITY PARTNERSHIPS.

The Head Start Act is amended—

(1) by amending section 645A(e) (42 U.S.C. 9840a(e)) to read as follows:

''(e) SELECTION OF GRANT RECIPIENTS.—The Secretary shall award grants under this section on a competitive basis to applicants meeting the criteria in subsection (d) (giving priority to entities with a record of providing early, continuous, and comprehensive childhood development and family services and entities that agree to partner with a center-based or family child care provider to carry out the activities described in section 645B).''; and

(2) by inserting after section 645A the following:

''SEC. 645B. EARLY LEARNING QUALITY PARTNERSHIPS.

''(a) IN GENERAL.—The Secretary shall make grants to Early Head Start agencies to enable the Early Head Start agencies to form early learning quality partnerships by partnering with center-based or family child care providers, particularly those that receive support under the Child Care and Development Block Grant of 1990 (42 U.S.C. 9858 et seq.), that agree to meet the program performance standards described in section 641A(a)(1) and Early Head Start standards described in section 645A that are applicable to the ages of children served with funding and technical assistance from the Early Head Start agency.

''(b) SELECTION OF GRANT RECIPIENTS.—

''(1) IN GENERAL.—Except as provided in paragraphs (2) and (3), the Secretary shall award grants under this section in a manner consistent with section 645A(e).

''(2) COMPETITIVE PRIORITY.—In awarding grants under this section, the Secretary shall give priority to applicants—

''(A) that propose to create strong alignment of programs with maternal, infant, and early childhood home visiting programs assisted under section 511 of the Social Security Act (42 U.S.C. 711), State-funded prekindergarten programs, programs carried out under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), and other programs supported under this Act, to create a strong continuum of high-quality services for children from birth to school entry; and

''(B) that seek to work with child care providers across settings, including center-based and home-based programs.

''(3) ALLOCATION.—

''(A) RESERVATION.—From funds appropriated to carry out this section, the Secretary shall reserve—

''(i) not less than 3 percent of such funds for Indian Head Start programs that serve young children;

''(ii) not less than 4.5 percent for migrant and seasonal Head Start programs that serve young children; and

''(iii) not less than 0.2 percent for programs funded under clause (iv) or (v) of section 640(a)(2)(B).

''(B) ALLOCATION AMONG STATES.—The Secretary shall allocate funds appropriated to carry out this section and not reserved under subparagraph (A) among the States proportionally based on the number of young children from families whose income is below the poverty line residing in such States.

''(c) ELIGIBILITY OF CHILDREN.—Partnerships formed through assistance provided under this section may serve children through age 3, and the standards applied to children in subsection (a) shall be consistent with those applied to 3-year-old children under this subchapter.

''(d) PARTNERSHIPS.—An Early Head Start agency that receives a grant under this section shall—

''(1) enter into a contractual relationship with a center-based or family child care provider to raise the quality of such provider's programs so that the provider meets the program performance standards described in subsection (a) through activities that may include—

''(A) expanding the center-based or family child care provider's programs through financial support;

''(B) providing training, technical assistance, and support to the provider in order to help the provider meet the program performance standards, which may include supporting program and partner staff in earning

a child development associate credential, associate's degree, or baccalaureate degree in early childhood education or a closely related field for working with infants and toddlers; and

''(C) blending funds received under the Child Care and Development Block Grant of 1990 (42 U.S.C. 9858 et seq.) and the Early Head Start program carried out under section 645A in order to provide high-quality child care, for a full day, that meets the program performance standards;

''(2) develop and implement a proposal to recruit and enter into a contract with a center-based or family child care provider, particularly a provider that serves children who receive assistance under the Child Care and Development Block Grant of 1990 (42 U.S.C. 9858 et seq.);

''(3) create a clear and realizable timeline to increase the quality and capacity of a center-based or family child care provider so that the provider meets the program performance standards described in subsection (a); and

''(4) align activities and services provided through funding under this section with the Head Start Child Outcomes Framework.

''(e) STANDARDS.—Prior to awarding grants under this section, the Secretary shall establish standards to ensure that the responsibility and expectations of the Early Head Start agency and the partner child care providers are clearly defined.

''(f) DESIGNATION RENEWAL.—A partner child care provider that receives assistance through a grant provided under this section shall be exempt, for a period of 18 months, from the designation renewal requirements under section 641(c).

''(g) SURVEY OF EARLY HEAD START AGENCIES AND REPORT TO CONGRESS.—Within one year of the effective date of this section, the Secretary shall conduct a survey of Early Head Start agencies to determine the extent of barriers to entering into early learning quality partnership agreements under this section on Early Head Start agencies and on child care providers, and submit this information, with suggested steps to overcome such barriers, in a report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, including a detailed description of the degree to which Early Head Start agencies are utilizing the funds provided.

''(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

''(1) $1,430,376,000 for fiscal year 2016; and

''(2) such sums as may be necessary for each of fiscal years 2017 through 2020.''.

Subpart D—Authorization of Appropriations for the Education of Children With Disabilities

SEC. 10341. PRESCHOOL GRANTS.

Section 619(j) of the Individuals with Disabilities Education Act (20 U.S.C. 1419(j)) is amended to read as follows:

''(j) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $418,000,000 for fiscal year 2016 and such sums as may be necessary for each succeeding fiscal year.''.

SEC. 10342. INFANTS AND TODDLERS WITH DISABILITIES.

Section 644 of the Individuals with Disabilities Education Act (20 U.S.C. 1444) is amended to read as follows:

''SEC. 644. AUTHORIZATION OF APPROPRIATIONS.

''For the purpose of carrying out this part, there are authorized to be appropriated $508,000,000 for fiscal year 2016 and such sums as may be necessary for each succeeding fiscal year.''.

Subpart E—Maternal, Infant, and Early Childhood Home Visiting Program

SEC. 10351. SENSE OF THE SENATE.

It is the sense of the Senate that—

(1) from the prenatal period to the first day of kindergarten, children's development rapidly progresses at a pace exceeding that of any subsequent stage of life;

(2) as reported by the National Academy of Sciences in 2001, striking disparities exist in what children know and can do that are evident well before they enter kindergarten;

(3) such differences are strongly associated with social and economic circumstances, and they are predictive of subsequent academic performance;

(4) research has consistently demonstrated that investments in high-quality programs that serve infants and toddlers—

(A) better positions those children for success in elementary, secondary, and postsecondary education; and

(B) helps those children develop the critical physical, emotional, social, and cognitive skills that they will need for the rest of their lives;

(5) in 2011, there were 11,000,000 infants and toddlers living in the United States, and 49 percent of these children came from low-income families with incomes at or below 200 percent of the Federal poverty guidelines;

(6) the Maternal, Infant, and Early Childhood Home Visiting program (referred to as ''MIECHV'') was authorized by Congress to facilitate collaboration and partnership at the Federal, State, and community levels to improve health and development outcomes for at-risk children, including those from low-income families, through evidence-based home visiting programs;

(7) MIECHV is an evidence-based policy initiative and the program's authorizing legislation requires that at least 75 percent of funds dedicated to the program must support programs to implement evidence-based home visiting models, which includes the home-based model of Early Head Start; and

(8) Congress should continue to provide resources to MIECHV to support the work of States to help at-risk families voluntarily receive home visits from nurses and social workers to—

(A) promote maternal, infant, and child health;

(B) improve school readiness and achievement;

(C) prevent potential child abuse or neglect and injuries;

(D) support family economic self-sufficiency;

(E) reduce crime or domestic violence; and

(F) improve coordination or referrals for community resources and supports.

Subpart F—Stop Corporate Inversions

SEC. 10361. MODIFICATIONS TO RULES RELATING TO INVERTED CORPORATIONS.

(a) IN GENERAL.—Subsection (b) of section 7874 of the Internal Revenue Code of 1986 is amended to read as follows:

''(b) INVERTED CORPORATIONS TREATED AS DOMESTIC CORPORATIONS.—

''(1) IN GENERAL.—Notwithstanding section 7701(a)(4), a foreign corporation shall be treated for purposes of this title as a domestic corporation if—

''(A) such corporation would be a surrogate foreign corporation if subsection (a)(2) were applied by substituting '80 percent' for '60 percent', or

''(B) such corporation is an inverted domestic corporation.

''(2) INVERTED DOMESTIC CORPORATION.—For purposes of this subsection, a foreign corporation shall be treated as an inverted domestic corporation if, pursuant to a plan (or a series of related transactions)—

''(A) the entity completes after July 31, 2015, the direct or indirect acquisition of—

''(i) substantially all of the properties held directly or indirectly by a domestic corporation, or

''(ii) substantially all of the assets of, or substantially all of the properties constituting a trade or business of, a domestic partnership, and

''(B) after the acquisition, more than 50 percent of the stock (by vote or value) of the entity is held—

''(i) in the case of an acquisition with respect to a domestic corporation, by former shareholders of the domestic corporation by reason of holding stock in the domestic corporation, or

''(ii) in the case of an acquisition with respect to a domestic partnership, by former partners of the domestic partnership by reason of holding a capital or profits interest in the domestic partnership.

''(3) EXCEPTION FOR CORPORATIONS WITH SUBSTANTIAL BUSINESS ACTIVITIES IN FOREIGN COUNTRY OF ORGANIZATION.—A foreign corporation described in paragraph (2) shall not be treated as an inverted domestic corporation if after the acquisition the expanded affiliated group which includes the entity has substantial business activities in the foreign country in which or under the law of which the entity is created or organized when compared to the total business activities of such expanded affiliated group. For purposes of subsection (a)(2)(B)(iii) and the preceding sentence, the term 'substantial business activities' shall have the meaning given such term under regulations in effect on May 8, 2014, except that the Secretary may issue regulations increasing the threshold percent in any of the tests under such regulations for determining if business activities constitute substantial business activities for purposes of this paragraph.''.

(b) CONFORMING AMENDMENTS.—

(1) Clause (i) of section 7874(a)(2)(B) of such Code is amended by striking ''after March 4, 2003,'' and inserting ''after March 4, 2003, and before August 1, 2015,''.

(2) Subsection (c) of section 7874 of such Code is amended—

(A) in paragraph (2)—

(i) by striking subsection (a)(2)(B)(ii) and inserting ''subsections (a)(2)(B)(ii) and (b)(2)(B)'', and

(ii) by inserting ''or (b)(2)(A)'' after ''(a)(2)(B)(i)'' in subparagraph (B),

(B) in paragraph (3), by inserting ''or (b)(2)(B), as the case may be,'' after ''(a)(2)(B)(ii)'',

(C) in paragraph (5), by striking ''subsection (a)(2)(B)(ii)'' and inserting ''subsections (a)(2)(B)(ii) and (b)(2)(B)'', and

(D) in paragraph (6), by inserting ''or inverted domestic corporation, as the case may be,'' after ''surrogate foreign corporation''.

(c) EFFECTIVE DATE.—The amendments made by this section shall apply to taxable years ending after July 31, 2015.

(d) FUNDING.—Any increase in revenue attributable to the amendments made by this section shall be allocated to carrying out subparts A and B.

SA 2153. Mr. REID (for Mr. KING (for himself and Mrs. CAPITO)) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 630, between lines 4 and 5, insert the following:

"PART J—DIGITAL LEARNING EQUITY DEMONSTRATION PROGRAM

"SEC. 5911. PURPOSES.

''The purpose of this part is to support the development, implementation, and evaluation of innovative strategies and methods to improve out-of-school access to digital learning resources for eligible students in order to—

''(1) increase student participation in the classroom, including the ability to complete homework assignments and participate in innovative digital learning models;

''(2) improve student access to postsecondary education and workforce opportunities by increasing the ability of students to apply for employment, postsecondary education, and financial aid opportunities;

''(3) increase the education technology and digital learning resources options available to educators to support student learning by ensuring methods and resources used during the school day remain accessible during out-of-school hours;

''(4) increase student, educator, and parent engagement by facilitating greater communication and connection between school and home; and

''(5) increase the identification and dissemination of strategies to support students lacking out-of-school access to digital learning resources and the Internet, including underserved student populations and students in rural and remote geographic areas.

"SEC. 5912. DEFINITIONS.

''In this part:

''(1) ACCESS TECHNOLOGY.—The term 'access technology' means any service or device that provides out-of-school Internet access as its primary function and does not include a computer device.

''(2) DIGITAL LEARNING.—The term 'digital learning' means an educational practice that effectively uses technology to strengthen a student's learning experience within and outside of the classroom and at home, including—

''(A) interactive learning resources that engage students in academic content;

''(B) access to online databases and primary source documents;

''(C) the use of data, data analytics, and information to personalize learning and provide targeted supplementary instruction;

''(D) student collaboration with content experts, peers, and educators;

''(E) digital learning content, video, software, or simulations;

''(F) access to online courses; and

''(G) other resources that may be developed, as the Secretary may determine.

''(3) ELIGIBLE ENTITY.—The term 'eligible entity' means any of the following entities that serve a high-need school:

''(A) A local educational agency.

''(B) A State educational agency.

''(C) An educational service agency.

''(D) A consortium of State educational agencies, local educational agencies, or educational service agencies.

''(E) An Indian tribe or Indian organization.

''(F) A State educational agency, local educational agency, educational service agency, Indian tribe, or Indian organization, in partnership with—

''(i) a nonprofit foundation, corporation, institution, or association;

''(ii) a business;

''(iii) an after-school program or summer program;

''(iv) a library;

''(v) a community learning center; or

''(vi) other community or social services organizations, as the Secretary may determine.

''(4) ELIGIBLE STUDENT.—The term 'eligible student' means a student who lacks out-of-school Internet access and attends a high-need school serviced by an eligible entity.

''(5) HIGH-NEED SCHOOL.—The term 'high-need school' means a school served by an eligible entity that—

''(A) has a high percentage of students aged 5 through 17 who—

''(i) are in poverty, as counted in the most recent census data approved by the Secretary;

''(ii) are eligible for a free or reduced priced lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

''(iii) are in families receiving assistance under the State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

''(iv) are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);

''(B) has a high percentage of students who lack out-of-school Internet access;

''(C) is in need of improvement and or is among the State's persistently lowest achieving schools; or

''(D) has significant gaps in achievement among the categories of students, as defined in section 1111(b)(3)(A).

''(6) OUT-OF-SCHOOL INTERNET ACCESS.—The term 'out-of-school Internet access' means a service provided to an eligible student for out-of-school use by wire or radio that provides the capability to transmit data to and receive data from all or substantially all Internet endpoints, including any capabilities that are incidental to and enable the operation of the communications service, with a speed and capacity sufficient to enable the use of digital learning resources, but excluding—

''(A) dial-up Internet access service; or

''(B) Internet access service that is restricted by monthly data caps set lower than 1 gigabyte.

"SEC. 5913. DEMONSTRATION GRANT PROGRAM AUTHORIZED.

''(a) IN GENERAL.—The Secretary shall award grants to eligible entities, subject to meeting the application requirements in subsection (e), to develop, implement, and evaluate innovative strategies to increase out-of-school Internet access for eligible students.

''(b) DEMONSTRATION PERIOD.—Each eligible entity, in accordance with the application requirements in subsection (e), shall propose to the Secretary the period of time over which it desires to exercise demonstration authority, except that such period shall not exceed 2 years.

''(c) RURAL AREAS.—From the amounts appropriated under section 5915 for a fiscal year, the Secretary shall reserve not less than 35 percent for grants to eligible entities that propose to carry out the activities described in subsection (e)(1) in rural areas, as described in section 6211(b)(1)(A)(ii). The Secretary shall reduce the amount described in this subsection if the Secretary does not receive a sufficient number of applications that propose to carry out the activities described in subsection (e)(1) in rural areas that meet the requirements of subsection (e).

''(d) MATCHING FUNDS.—

''(1) IN GENERAL.—An eligible entity that is a State educational agency or includes a State educational agency, that receives a grant under this section shall provide matching funds, from non-Federal sources (which may be provided in cash or in-kind), in an amount equal to 10 percent of the amount of grant funds provided to the eligible entity to carry out the activities supported by the grant.

''(2) WAIVER.—The Secretary may waive the matching requirement under paragraph (1) for an eligible entity that demonstrates that such requirement imposes an undue financial hardship.

''(e) APPLICATION.—To receive a grant under this section, an eligible entity shall submit to the Secretary an application at such time and in such manner as the Secretary may reasonably require and containing the following:

''(1) A description of how the entity will—

''(A) increase student access to digital learning opportunities outside of the school day, which may include providing access technology for eligible students;

''(B) integrate the out-of-school use of the access technology into the school's educational curriculum and objectives;

''(C) provide eligible students with the necessary training in digital literacy to ensure appropriate and effective use of the digital learning resources and access technology;

''(D) ensure parents, educators, and students are informed of appropriate use of the digital learning resources and access technology; and

''(E) have in place a policy that meets the same requirements as described in paragraphs (1) and (2) of section 9551.

''(2) A description of the eligible students who will be served, disaggregated by—

''(A) the categories of students, as defined in section 1111(b)(3)(A); and

''(B) homeless students and children or youth in foster care.

''(3) In the case of an eligible entity that wishes to award subgrants to local educational agencies or local educational agencies in partnership with the entities described in subparagraphs (A) through (F) of section 5912(3)—

''(A) a description of how the eligible entity will award such subgrants; and

''(B) an assurance that the eligible entity consulted with appropriate staff of participating local educational agencies and the entities described in subparagraphs (A) through (F) of section 5912(3), as applicable, in the development of the eligible entity's application under this subsection.

''(4) A description of the process, activities, and measures that the eligible entity will use to evaluate the impact and effectiveness of the grant funds awarded under this part for eligible students, including measures of changes in—

''(A) the percentage of students who lack access to out-of-school Internet access;

''(B) student participation in the classroom, including the ability to complete homework and take part in innovative learning models;

''(C) student engagement, through such measures as attendance rates and chronic absenteeism;

''(D) student access to postsecondary education and workforce opportunities, including the ability to apply for employment, postsecondary education, and student financial aid programs; and

''(E) any other valid and reliable indicators of student, educator, or parent engagement or participation, as determined by the eligible entity.

''(5) A description of the way in which the eligible entity will solicit and collect meaningful feedback from participating students, educators, parents, and school administrators on the effectiveness of the demonstration program.

''(6) A description of how the eligible entity will procure the access technology and out-of-school Internet access necessary to carry out the demonstration program, including whether the entity will utilize bulk purchasing or other strategies that make efficient use of program funds.

''(7) If the applicant is a State educational agency or includes a State educational agency, an assurance that the applicant will provide matching funds as required under subsection (d).

''(f) USE OF FUNDS.—Each eligible entity receiving a grant under this part shall use the funds awarded to develop, implement, and evaluate strategies and methods used to increase student access to digital learning resources at home through such practices as—

''(1) providing a targeted distribution of access technology to eligible students;

''(2) educating and training students, parents, and educators about the appropriate use of access technology outside of the classroom; and

''(3) evaluating the effectiveness of the strategies and methods used under this part, through such means as student, educator, and parent surveys.

''(g) RESTRICTION.—Funds awarded under this part shall only be used to promote out-of-school access to digital learning resources for eligible students and shall not be used to address the networking needs of an entity that is eligible to receive support under the E-rate program.

''(h) RESERVATION FOR SUPPORT AND EVALUATION.—

''(1) IN GENERAL.—Each eligible entity that receives a grant under this section may reserve not more than 8 percent of the grant amount for each fiscal year to provide technical support to participating schools and for the purposes of conducting the evaluation described in section 5914.

''(2) EVALUATION.—Not less than 50 percent of any amount reserved under paragraph (1) shall be used for the purposes of conducting the evaluation described in section 5914.

''(i) NATIONAL ACTIVITIES.—From the amounts appropriated under section 5915, the Secretary may reserve not more than 1 percent for national activities to provide technical assistance and support grantees.

''SEC. 5914. EVALUATION.

''(a) IN GENERAL.—Consistent with the criteria outlined in paragraphs (4) and (5) of section 5913(e), the Secretary shall establish an evaluation template through which an eligible entity will record and submit the outcomes and participant feedback associated with the program carried out under this part.

''(b) SUBMISSION; DEADLINE.—Not later than 90 days after the termination of an eligible entity's demonstration authority under this part, the eligible entity shall submit to the Secretary the results of the evaluation.

''(c) PROHIBITION.—Nothing in this section shall be construed to prohibit an eligible entity from recording and submitting additional data or indicators associated with the success of the program executed under the demonstration authority.

''SEC. 5915. AUTHORIZATION OF APPROPRIATIONS.

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

SA 2154. Mr. REID (for Mr. KING (for himself and Mrs. CAPITO)) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 264, between lines 11 and 12, insert the following:

SEC. 1018. REPORT ON STUDENT HOME ACCESS TO DIGITAL LEARNING RESOURCES.

(a) IN GENERAL.—Not later than 18 months after the date of enactment of this Act, the Director of the Institute of Education Sciences, in consultation with relevant Federal agencies, shall complete a national study on the educational trends and behaviors associated with access to digital learning resources outside of the classroom, which shall include analysis of extant data and new surveys about students and teachers that provide—

(1) a description of the various locations from which students access the Internet and digital learning resources outside of the classroom, including through an after-school or summer program, a library, and at home;

(2) a description of the various devices and technology through which students access the Internet and digital learning resources outside of the classroom, including through a computer or mobile device;

(3) data associated with the number of students who lack home Internet access, disaggregated by—

(A) each of the categories of students, as defined in section 1111(b)(3)(A) of the Elementary and Secondary Education Act of 1965;

(B) homeless students and children or youth in foster care; and

(C) students in geographically diverse areas, including urban, suburban, and rural areas;

(4) data associated with the barriers to students acquiring home Internet access;

(5) data associated with the proportion of educators who assign homework or implement innovative learning models that require or are substantially augmented by a student having home Internet access and the frequency of the need for such access;

(6) a description of the learning behaviors associated with students who lack home Internet access, including—

(A) student participation in the classroom, including the ability to complete homework and participate in innovative learning models;

(B) student engagement, through such measures as attendance rates and chronic absenteeism; and

(C) a student's ability to apply for employment, postsecondary education, and financial aid programs;

(7) an analysis of the how a student's lack of home Internet access impacts the instructional practice of educators, including—

(A) the extent to which educators alter instructional methods, resources, homework assignments, and curriculum in order to accommodate differing levels of home Internet access; and

(B) strategies employed by educators, school leaders, and administrators to address the differing levels of home Internet access among students; and

(8) a description of the ways in which State educational agencies, local educational agencies, schools, and other entities, including through partnerships, have developed effective means to provide students with Internet access outside of the school day.

(b) PUBLIC DISSEMINATION.—The Director of the Institute of Education Sciences shall widely disseminate the findings of the study under this section—

(1) in a timely fashion;

(2) in a form that is understandable, easily accessible, and publicly available and usable, or adaptable for use in, the improvement of educational practice;

(3) through electronic transfer and other means, such as posting, as available, to the website of the Institute of Education Sciences, or the Department of Education; and

(4) to all State educational agencies and other recipients of funds under part D of title IV of the Elementary and Secondary Education Act of 1965.

(c) DEFINITION OF DIGITAL LEARNING.—In this section, the term ''digital learning''—

(1) has the meaning given the term in section 5702 of the Elementary and Secondary Education Act of 1965; and

(2) includes an educational practice that effectively uses technology to strengthen a student's learning experience within and outside of the classroom and at home, which may include the use of digital learning content, video, software, and other resources that may be developed, as the Secretary of Education may determine.

SA 2155. Mr. THUNE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title VII, insert the following:

SEC. 7006. REPORT ON RESPONSES TO INDIAN STUDENT SUICIDES.

(a) PREPARATION.—

(1) IN GENERAL.—The Secretary of Education, in coordination with the Secretary of the Interior and the Secretary of Health and Human Services, shall prepare a report on efforts to address outbreaks of suicides among elementary school and secondary school students (referred to in this section as ''student suicides'') that occurred within 1 year prior to the date of enactment of this Act in Indian country (as defined in section 1151 of title 18, United States Code).

(2) CONTENTS.—The report shall include information on—

(A) the Federal response to the occurrence of high numbers of student suicides in Indian country (as so defined);

(B) a list of Federal resources available to prevent and respond to outbreaks of student suicides, including the availability and use of tele-behavioral health care;

(C) any barriers to timely implementation of programs or interagency collaboration regarding student suicides;

(D) interagency collaboration efforts to streamline access to programs regarding student suicides, including information on how the Department of Education, the Department of the Interior, and the Department of Health and Human Services work together on administration of such programs;

(E) recommendations to improve or consolidate resources or programs described in subparagraph (B) or (D); and

(F) feedback from Indian tribes to the Federal response described in subparagraph (A).

(b) SUBMISSION.—Not later than 90 days after the date of enactment of this Act, the Secretary of Education shall submit the report described in subsection (a) to the appropriate committees of Congress.

SA 2156. Mrs. CAPITO (for herself and Mr. DURBIN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

''(xviii) for each high school in the State, and beginning with the report card released in 2017, the cohort rate (in the aggregate, and disaggregated for each category of students defined in subsection (b)(3)(A), except that such disaggregation shall not be required in a case in which the number of students is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student) at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation—

''(I) in programs of public postsecondary education in the State; and

''(II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State;

''(xix) if available and to the extent practicable, for each high school in the State and beginning with the report card released in 2018, the remediation rate (in the aggregate, and disaggregated for each category of students defined in subsection (b)(3)(A), except that such disaggregation shall not be required in a case in which the number of students is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student) for students who graduate from the high school at—

''(I) programs of postsecondary education in the State; and

''(II) programs of postsecondary education outside the State;

SA 2157. Mr. FLAKE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 615, between lines 22 and 23, insert the following:

''(3) RESERVATION FOR EVALUATION.—From the amounts appropriated under section 5903 for a fiscal year, the Secretary shall reserve one-half of 1 percent to conduct, in consultation with the Secretary of Health and Human Services, an evaluation to determine whether grants under this part are—

(A) improving efficiency in the use of Federal funds for early childhood education programs;

(B) improving coordination across Federal early childhood education programs; and

(C) increasing the availability of, and access to, high-quality early childhood education programs for eligible children.

SA 2158. Mr. FLAKE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

Strike section 5007.

SA 2159. Mr. BENNET submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After section 4005, insert the following:

SEC. 4006. FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.

Title IV (20 U.S.C. 7101 et seq.), as amended by sections 4001, 4004, and 4005, is further amended by adding at the end the following:

"PART E—FAMILY ENGAGEMENT IN EDUCATION PROGRAMS

"SEC. 4501. PURPOSES.

''The purposes of this part are the following:

''(1) To provide financial support to organizations to provide technical assistance and training to State and local educational agencies in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

''(2) To assist State educational agencies, local educational agencies, community-based organizations, schools, and educators in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.

''(3) To support State educational agencies, local educational agencies, schools, educators, and parents in developing and strengthening the relationship between parents and their children's school in order to further the developmental progress of children.

''(4) To coordinate activities funded under this subpart with parent involvement initiatives funded under section 1115 and other provisions of this Act.

''(5) To assist the Secretary, State educational agencies, and local educational agencies in the coordination and integration of Federal, State, and local services and programs to engage families in education.

"SEC. 4502. GRANTS AUTHORIZED.

''(a) STATEWIDE FAMILY ENGAGEMENT CENTERS.—From the amount appropriated under section 4506, the Secretary is authorized to award grants for each fiscal year to statewide organizations (or consortia of such organizations), to establish Statewide Family Engagement Centers that provide comprehensive training and technical assistance to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships, and other organizations that carry out, or carry out directly, parent education and family engagement in education programs.

''(b) MINIMUM AWARD.—In awarding grants under this section, the Secretary shall, to the extent practicable, ensure that a grant is awarded for a Statewide Family Engagement Center in an amount not less than $500,000.

"SEC. 4503. APPLICATIONS.

''(a) SUBMISSIONS.—Each statewide organization, or a consortium of such organizations, that desires a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and including the information described in subsection (b).

''(b) CONTENTS.—Each application submitted under subsection (a) shall include, at a minimum, the following:

''(1) A description of the applicant's approach to family engagement in education.

''(2) A description of the support that the Statewide Family Engagement Center that will be operated by the applicant will have from the State educational agency and any partner organization outlining the commitment to work with the center.

''(3) A description of the applicant's plan for building a statewide infrastructure for family engagement in education, that includes—

''(A) management and governance;

''(B) statewide leadership; or

''(C) systemic services for family engagement in education.

''(4) A description of the applicant's demonstrated experience in providing training, information, and support to State educational agencies, local educational agencies, schools, educators, parents, and organizations on family engagement in education policies and practices that are effective for parents (including low-income parents) and families, English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students, including evaluation results, reporting, or other data exhibiting such demonstrated experience.

''(5) A description of the steps the applicant will take to target services to low-income students and parents.

''(6) An assurance that the applicant will—

''(A) establish a special advisory committee, the membership of which includes—

''(i) parents, who shall constitute a majority of the members of the special advisory committee;

''(ii) representatives of education professionals with expertise in improving services for disadvantaged children;

''(iii) representatives of local elementary schools and secondary schools, including students;

''(iv) representatives of the business community; and

''(v) representatives of State educational agencies and local educational agencies;

''(B) use not less than 65 percent of the funds received under this part in each fiscal year to serve local educational agencies, schools, and community-based organizations that serve high concentrations of disadvantaged students, including English learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migratory students;

''(C) operate a Statewide Family Engagement Center of sufficient size, scope, and quality to ensure that the Center is adequate to serve the State educational agency, local educational agencies, and community-based organizations;

''(D) ensure that the Statewide Family Engagement Center will retain staff with the requisite training and experience to serve parents in the State;

''(E) serve urban, suburban, and rural local educational agencies and schools;

''(F) work with—

''(i) other Statewide Family Engagement Centers assisted under this subpart; and

''(ii) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act;

''(G) use not less than 30 percent of the funds received under this part for each fiscal year to establish or expand technical assistance for evidence-based parent education programs;

''(H) provide assistance to State educational agencies and local educational agencies and community-based organizations that support family members in supporting student academic achievement;

''(I) work with State educational agencies, local educational agencies, schools, educators, and parents to determine parental needs and the best means for delivery of services to address such needs;

''(J) conduct sufficient outreach to assist parents, including parents who the applicant may have a difficult time engaging with a school or local educational agency; and

''(K) conduct outreach to low-income students and parents, including low-income students and parents who are not proficient in English.

''SEC. 4504. USES OF FUNDS.

''(a) IN GENERAL.—Grantees shall use grant funds received under this part, based on the needs determined under section 4503, to provide training and technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents—

''(1) to assist parents in participating effectively in their children's education and to help their children meet State standards, such as assisting parents—

''(A) to engage in activities that will improve student academic achievement, including understanding how they can support learning in the classroom with activities at home and in afterschool and extracurricular programs;

''(B) to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel;

''(C) to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement;

''(D) to participate in the design and provision of assistance to students who are not making academic progress;

''(E) to participate in State and local decisionmaking;

''(F) to train other parents; and

''(G) to help the parents learn and use technology applied in their children's education;

''(2) to develop and implement, in partnership with the State educational agency, statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and

''(3) to develop and implement parental involvement policies under this Act.

''(b) MATCHING FUNDS FOR GRANT RENEWAL.—For each fiscal year after the first fiscal year for which an organization or consortium receives assistance under this section, the organization or consortium shall demonstrate in the application that a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which may be in cash or in-kind.

''(c) TECHNICAL ASSISTANCE.—The Secretary shall reserve not more than 2 percent of the funds appropriated under section 4506 to carry out this part to provide technical assistance, by competitive grant or contract, for the establishment, development, and coordination of Statewide Family Engagement Centers.

''(d) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to prohibit a Statewide Family Engagement Center from—

''(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

''(2) working with another agency that serves children.

''(e) PARENTAL RIGHTS.—Notwithstanding any other provision of this section—

''(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this section; and

''(2) no program or center assisted under this section shall take any action that infringes in any manner on the right of parents to direct the education of their children.

''SEC. 4505. FAMILY ENGAGEMENT IN INDIAN SCHOOLS.

''The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with local tribes, tribal organizations, or Indian nonprofit parent organizations to establish and operate Family Engagement Centers.

''SEC. 4506. AUTHORIZATION OF APPROPRIATIONS.

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

SA 2160. Mr. MENENDEZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title X, add the following:

PART C—SAFE PLAY

SEC. 10301. SHORT TITLE.

This part may be cited as the ''Supporting Athletes, Families and Educators to Protect the Lives of Athletic Youth Act'' or the ''SAFE PLAY Act''.

SEC. 10302. EDUCATION, AWARENESS, AND TRAINING ABOUT CHILDREN'S CARDIAC CONDITIONS TO INCREASE EARLY DIAGNOSIS AND PREVENT DEATH.

Part P of title III of the Public Health Service Act (42 U.S.C. 280g et seq.) is amended by adding at the end the following:

''SEC. 399V–6. MATERIALS AND EDUCATIONAL RESOURCES TO INCREASE AWARENESS OF CARDIOMYOPATHY AND OTHER HIGHER RISK CHILDHOOD CARDIAC CONDITIONS AMONG SCHOOL ADMINISTRATORS, EDUCATORS, COACHES, STUDENTS AND FAMILIES.

''(a) MATERIALS AND RESOURCES.—Not later than 18 months after the date of enactment of the SAFE PLAY Act, the Secretary, acting through the Director of the Centers for Disease Control and Prevention (referred to in this section as the 'Director') and in consultation with national patient advocacy and health professional organizations experts in cardiac health, including all forms of cardiomyopathy, shall develop public education and awareness materials and resources to be disseminated to school administrators, educators, school health professionals, coaches, families, and other appropriate individuals. The materials and resources shall include—

''(1) information to increase education and awareness of high risk cardiac conditions and genetic heart rhythm abnormalities that may cause sudden cardiac arrest in children, adolescents, and young adults, including—

''(A) cardiomyopathy;

''(B) conditions such as long QT syndrome, Brugada syndrome, catecholaminergic polymorphic ventricular tachycardia, short QT syndrome, Wolff-Parkinson-White syndrome; and

''(C) other cardiac conditions, as determined by the Secretary;

''(2) sudden cardiac arrest and cardiomyopathy risk assessment worksheets to increase awareness of warning signs and symptoms of life-threatening cardiac conditions in order to prevent acute cardiac episodes and increase the likelihood of early detection and treatment;

''(3) information and training materials for emergency interventions such as cardiopulmonary resuscitation (referred to in this section and in section 399V–7 as 'CPR') and ways to obtain certification in CPR delivery;

''(4) guidelines and training materials for the proper placement and use of life-saving emergency equipment such as automatic external defibrillators (referred to in this section and section 399V–7 as 'AED') and ways to obtain certification on AED usage; and

''(5) recommendations for how schools, childcare centers, and local youth athletic organizations can develop and implement cardiac emergency response plans, including recommendations about how a local educational agency (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) can apply such response plans to all students enrolled in the public schools served by such local educational agency.

''(b) DEVELOPMENT OF MATERIALS AND RESOURCES.—The Secretary, acting through the Director, shall develop and update, as necessary and appropriate, the materials and resources described in subsection (a) and, in support of such effort, the Secretary is encouraged to establish an advisory panel that includes the following members:

''(1) Representatives from national patient advocacy organizations, including—

''(A) not less than 1 organization dedicated to pediatrics;

''(B) not less than 1 organization dedicated to school-based wellness;

''(C) not less than 1 organization dedicated to cardiac research, health, and awareness; and

''(D) not less than 1 organization dedicated to advocacy and support for individuals with cognitive impairments or developmental disabilities.

''(2) Representatives of medical professional societies, including pediatrics, cardiology, emergency medicine, and sports medicine.

''(3) A representative of the Centers for Disease Control and Prevention.

''(4) Representatives of other relevant Federal agencies.

''(5) Representatives of schools, such as administrators, educators, sports coaches, and nurses.

''(c) DISSEMINATION OF MATERIALS AND RESOURCES.—Not later than 30 months after the date of enactment of the SAFE PLAY Act, the Secretary, acting through the Director, shall disseminate the materials and resources described in subsection (a) in accordance with the following:

''(1) DISTRIBUTION BY STATE EDUCATIONAL AGENCIES.—The Secretary shall make available such written materials and resources to State educational agencies (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) to distribute—

''(A) to school administrators, educators, school health professionals, coaches, and parents, guardians, or other caregivers, the cardiomyopathy education and awareness materials and resources described in subsection (a);

''(B) to parents, guardians, or other caregivers, the cardiomyopathy and sudden cardiac arrest risk assessment worksheets described in subsection (a)(2);

''(C) to school administrators, school health professionals, and coaches—

''(i) the information and training materials described in subsection (a)(3); and

''(ii) the guidelines and training materials described in subsection (a)(4); and

''(D) to school administrators, educators, coaches, and youth sports organizations, the recommendations described in subsection (a)(5).

''(2) DISSEMINATION TO HEALTH DEPARTMENTS AND PROFESSIONALS.—The Secretary shall make available such materials and resources to State and local health departments, pediatricians, hospitals, and other health professionals, such as nurses and first responders.

''(3) DISSEMINATION OF INFORMATION THROUGH THE INTERNET.—

''(A) CDC.—

''(i) IN GENERAL.—The Secretary, acting through the Director, shall post the materials and resources developed under subsection (a) on the public Internet website of the Centers for Disease Control and Prevention.

''(ii) MAINTENANCE OF INFORMATION.—The Director shall maintain on such Internet website such additional and updated information regarding the resources and materials under subsection (a) as necessary to ensure such information reflects the latest standards.

''(B) STATE EDUCATIONAL AGENCIES.—State educational agencies are encouraged to create Internet webpages dedicated to disseminating the information and resources developed under subsection (a) to the general public, with an emphasis on targeting dissemination to families of students and students.

''(4) ACCESSIBILITY OF INFORMATION.—The information regarding the resources and materials under subsection (a) shall be made available in a format and in a manner that is readily accessible to individuals with cognitive and sensory impairments.

''(d) REPORT TO CONGRESS.—Not later than 3 years after the date of the enactment of this section, and annually thereafter, the Secretary shall submit to Congress a report identifying the steps taken to increase public education and awareness of higher risk cardiac conditions that may lead to sudden cardiac arrest.

''(e) DEFINITIONS.—In this section:

''(1) SCHOOL ADMINISTRATORS.—The term 'school administrator' means a principal, director, manager, or other supervisor or leader within an elementary school or secondary school (as such terms are defined under section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)), State-based early education program, or childcare center.

''(2) SCHOOLS.—The term 'school' means an early education program, childcare center, or elementary school or secondary school (as such terms are so defined) that is not an Internet- or computer-based community school.

''(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal years 2016 through 2021.

''SEC. 399V–7. GRANTS TO PROVIDE FOR CARDIAC TRAINING AND EQUIPMENT IN PUBLIC ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS.

''(a) AUTHORITY TO MAKE GRANTS.—The Secretary, in consultation with the Secretary of Education, shall award grants to eligible local educational agencies—

''(1) to enable such local educational agencies to purchase AEDs and implement nationally recognized CPR and AED training courses; or

''(2) to enable such local educational agencies to award funding to eligible schools that are served by the local educational agency to purchase AEDs and implement nationally recognized CPR and AED training courses.

''(b) USE OF FUNDS.—An eligible local educational agency receiving a grant under this section, or an eligible school receiving grant funds under this section through an eligible local educational agency, shall use the grant funds—

''(1) to pay a nationally recognized training organization, such as the American Heart Association, the American Red Cross, or the National Safety Council, for instructional, material, and equipment expenses associated with the training necessary to receive CPR and AED certification in accordance with the materials and resources developed under section 399V–6(a)(3); or

''(2) if the local educational agency or an eligible school served by such agency meets the conditions described under subsection (c)(2), to purchase AED devices for eligible schools and pay the costs associated with obtaining the certifications necessary to meet the guidelines established in section 399V–6(a)(4).

''(c) GRANT ELIGIBILITY.—

''(1) APPLICATION.—To be eligible to receive a grant under this section, a local educational agency shall submit an application to the Secretary at such time, in such manner, and containing such information and certifications as such Secretary may reasonably require.

''(2) AED TRAINING AND ALLOCATION.—To be eligible to use grant funds to purchase AED devices as described in subsection (b)(2), an eligible local educational agency shall demonstrate to the Secretary that such local educational agency or an eligible school served by such agency has or intends to implement an AED training program in conjunction with a CPR training program and has or intends to implement an emergency cardiac response plan as of the date of the submission of the grant application.

''(d) PRIORITY OF AWARD.—The Secretary shall award grants under this section to eligible local educational agencies based on 1 or more of the following priorities:

''(1) A demonstrated need for initiating a CPR or AED training program in an eligible school or a community served by an eligible school, which may include—

''(A) schools that do not already have an automated AED on school grounds;

''(B) schools in which there are a significant number of students on school grounds during a typical day, as determined by the Secretary;

''(C) schools for which the average time required for emergency medical services (as defined in section 330J(f)) to reach the school is greater than the average time required for emergency medical services to reach other public facilities in the community; and

''(D) schools that have not received funds under the Rural Access to Emergency Devices Act (42 U.S.C. 254c note).

''(2) A demonstrated need for continued support of an existing CPR or AED training program in an eligible school or a community served by an eligible school.

''(3) A demonstrated need for expanding an existing CPR or AED training program by adding training in the use of an AED.

''(4) Previously identified opportunities to encourage and foster partnerships with and among community organizations, including emergency medical service providers, fire and police departments, nonprofit organizations, public health organizations, parent-teacher associations, and local and regional youth sports organizations to aid in providing training in both CPR and AED usage and in obtaining AED equipment.

''(5) Recognized opportunities to maximize the use of funds provided under this section.

''(e) MATCHING FUNDS REQUIRED.—

''(1) IN GENERAL.—To be eligible to receive a grant under this section, an eligible local educational agency shall provide matching funds from non-Federal sources in an amount equal to not less than 25 percent of the total grant amount.

''(2) WAIVER.—The Secretary may waive the requirement of paragraph (1) for an eligible local educational agency if the number of children counted under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965 for the local educational agency is 20 percent or more of the total number of children aged 5 to 17, inclusive, served by the eligible local educational agency.

''(f) DEFINITIONS.—In this section:

''(1) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—The term 'eligible local educational agency' means a local educational agency, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, that has established a plan to follow the guidelines and carry out the recommendations described under section 399V–6(a) regarding cardiac emergencies.

''(2) ELIGIBLE SCHOOL.—The term 'eligible school' means a public elementary, middle, or secondary school, including any public charter school that is considered a local educational agency under State law, and which is not an Internet- or computer-based community school.

''(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each of the fiscal years 2016 through 2021.

''SEC. 399V–8. REQUIREMENT TO INCLUDE CARDIAC CONDITIONS IN EXISTING RESEARCH AND INVESTIGATIONS.

''The Director of the Centers for Disease Control and Prevention shall develop data collection methods, to be included in the School Health Policies and Practices Survey authorized under section 301, that are being carried out as of the date of enactment of the SAFE PLAY Act, to determine the degree to which school administrators, educators, school health professionals, coaches, families, and other appropriate individuals have an understanding of cardiac issues. Such data collection methods shall be designed to collect information about—

''(a) the ability to accurately identify early symptoms of a cardiac condition, such as cardiomyopathy, cardiac arrest, and sudden cardiac death;

''(b) the dissemination of training described in section 399V–6(a)(3) regarding the proper performance of cardiopulmonary resuscitation; and

''(c) the dissemination of guidelines and training described in section 399V–6(a)(4) regarding the placement and use of automatic external defibrillators.''.

SEC. 10303. GUIDELINES FOR EMERGENCY ACTION PLANS FOR ATHLETICS.

The Secretary of Health and Human Services, acting through the Director of the Centers for Disease Control and Prevention, and in consultation with the Secretary of Education, shall work with stakeholder organizations to develop recommended guidelines for the development of emergency action plans for youth athletics. Such plans shall include the following:

(1) Identifying the characteristics of an athletic, medical, or health emergency.

(2) Procedures for accessing emergency communication equipment and contacting emergency personnel, including providing directions to the specific location of the athletic venue that is used by the youth athletic group or organization.

(3) Instructions for utilizing appropriate first-aid and cardiopulmonary resuscitation techniques and accessing and utilizing emergency equipment, such as an automatic external defibrillator.

SEC. 10304. GUIDELINES FOR SAFE ENERGY DRINK USE BY YOUTH ATHLETES.

(a) DEVELOPMENT OF GUIDELINES.—Not later than 2 years after the date of enactment of this Act, the Secretary of Health and Human Services, acting through the Commissioner of Food and Drugs, in collaboration with the Director of the Centers for

Disease Control and Prevention and other related Federal agencies, may—

(1) develop information about the ingredients used in energy drinks and the potential side effects of energy drink consumption; and

(2) recommend guidelines for the safe use of energy drink consumption by youth, including youth participating in athletic activities.

(b) DISSEMINATION OF GUIDELINES.—Not later than 6 months after any information or guidelines are developed under subsection (a), the Secretary of Education, in coordination with the Commissioner of Food and Drugs, shall disseminate such information and guidelines to school administrators, educators, school health professionals, coaches, families, and other appropriate individuals.

(c) ENERGY DRINK DEFINED.—In this section the term ''energy drink'' means a class of products in liquid form, marketed as either a dietary supplement or conventional food under the Federal Food, Drug, and Cosmetic Act (21 U.S.C. 301 et seq.), for the stated purpose of providing the consumer with added physical or mental energy, and that contains each of the following:

(1) Caffeine.

(2) At least 1 of the following ingredients:

(A) Taurine.

(B) Guarana.

(C) Ginseng.

(D) B vitamins such as cobalamin, folic acid, pyridoxine, or niacin.

(E) Any other ingredient added for the express purpose of providing physical or mental energy, as determined during the development of guidelines in accordance with subsection (a).

(d) PROHIBITION ON RESTRICTION OF MARKETING AND SALES OF ENERGY DRINKS.—Nothing in this section shall be construed to provide the Commissioner of Food and Drugs with authority to regulate the marketing and sale of energy drinks, beyond such authority as such Commissioner has as of the date of enactment of this Act.

SEC. 10305. RESEARCH RELATING TO YOUTH ATHLETIC SAFETY.

(a) EXPANSION OF CDC RESEARCH.—Section 301 of the Public Health Service Act (42 U.S.C. 241) is amended by adding at the end the following:

''(f) The Secretary, acting through the Director of the Centers for Disease Control and Prevention, shall, to the extent practicable, expand, intensify, and coordinate the activities of the Centers for Disease Control and Prevention with respect to cardiac conditions, concussions, and heat-related illnesses among youth athletes.''.

(b) REPORT TO CONGRESS.—Not later than 6 years after the enactment of this Act, the Director of the Centers for Disease Control and Prevention and the Secretary of Education shall prepare and submit a joint report to Congress that includes information, with respect to the 5-year period beginning after the date of enactment of this Act, about—

(1) the number of youth fatalities that occur while a youth is participating in an athletic activity, and the cause of each of those deaths; and

(2) the number of catastrophic injuries sustained by a youth while the youth is participating in an athletic activity, and the cause of such injury.

Between sections 9115 and 9116, insert the following:

SEC. 9115A. HEAT ADVISORY AND HEAT ACCLIMATIZATION GUIDELINES FOR SECONDARY SCHOOL ATHLETICS.

Subpart 2 of part F of title IX (20 U.S.C. 7901 et seq.), as amended by sections 4001, 9114, and 9115, and redesignated by section 9106, is further amended by adding at the end the following:

''SEC. 9539A. HEAT ADVISORY AND HEAT ACCLIMATIZATION PROCEDURES.

''(a) MATERIALS AND RESOURCES.—The Secretary, in consultation with the Secretary of Health and Human Services and the Secretary of Commerce, acting through the Administrator of the National Oceanic and Atmospheric Administration, shall develop public education and awareness materials and resources to be disseminated to school administrators, school health professionals, coaches, families, and other appropriate individuals. The materials and resources shall include—

''(1) information regarding the health risks associated with exposure to excessive heat and excessive humidity, as defined by the National Weather Service;

''(2) tips and recommendations on how to avoid heat-related illness, including proper hydration and access to the indoors or cooling stations; and

''(3) strategies for 'heat-acclimatization' that address the types and duration of athletic activities considered to be generally safe during periods of excessive heat.

''(b) IMPLANTATION OF EXCESSIVE HEAT ACTION PLAN.—Public schools shall develop an 'excessive heat action plan' to be used during all school-sponsored athletic activities that occur during periods of excessive heat and humidity. Such plan shall—

''(1) be in effect prior to full scale athletic participation by students, including any practices or scrimmages prior to the beginning of the school's academic year; and

''(2) apply to days when an Excessive Heat Watch or Excessive Heat Warning or Advisory has been issued by the National Weather Service for the area in which the athletic event is to take place.''.

SEC. 9115B. PREVENTION AND TREATMENT OF YOUTH ATHLETE CONCUSSIONS.

Part F of title IX (20 U.S.C. 7881 et seq.), as amended by sections 2001 and 4001, and redesignated by section 9106, is further amended by adding at the end the following:

''Subpart 7—State Requirements for the Prevention and Treatment of Concussions

''SEC. 9581. MINIMUM STATE REQUIREMENTS.

''(a) IN GENERAL.—Beginning for fiscal year 2016, as a condition of receiving funds under title IV for a fiscal year, a State shall, not later than July 1 of the preceding fiscal year, certify to the Secretary in accordance with subsection (b) that the State has in effect and is enforcing a law or regulation that, at a minimum, establishes the following requirements:

''(1) LOCAL EDUCATIONAL AGENCY CONCUSSION SAFETY AND MANAGEMENT PLAN.—Each local educational agency in the State (including each public charter school that is considered a local educational agency under State law), in consultation with members of the community in which the local educational agency is located, and taking into consideration the guidelines of the Centers for Disease Control and Prevention's Pediatric Mild Traumatic Brain Injury Guideline Workgroup, shall develop and implement a standard plan for concussion safety and management for public schools served by the local educational agency that includes—

''(A) the education of students, school administrators, educators, coaches, youth sports organizations, parents, and school personnel about concussions, including—

''(i) training of school personnel on evidence-based concussion safety and management, including prevention, recognition, risk, academic consequences, and response for both initial and any subsequent concussions; and

''(ii) using, maintaining, and disseminating to students and parents release forms, treatment plans, observation, monitoring, and reporting forms, recordkeeping forms, and post-injury and prevention fact sheets about concussions;

''(B) supports for each student recovering from a concussion, including—

''(i) guiding the student in resuming participation in school-sponsored athletic activities and academic activities with the help of a multidisciplinary concussion management team, which shall include—

''(I) a health care professional, the parents of such student, and other relevant school personnel; and

''(II) an individual who is assigned by the public school in which the student is enrolled to oversee and manage the recovery of the student;

''(ii) providing appropriate academic accommodations aimed at progressively reintroducing cognitive demands on such student; and

''(iii) if the student's symptoms of concussion persist for a substantial period of time—

''(I) evaluating the student in accordance with section 614 of the Individuals with Disabilities Education Act (20 U.S.C. 1414) to determine whether the student is eligible for services under part B of such Act (20 U.S.C. 1411 et seq.); or

''(II) evaluating whether the student is eligible for services under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and

''(C) best practices, as defined by national neurological medical specialty and sports health organizations, designed to ensure, with respect to concussions, the uniformity of safety standards, treatment, and management, including—

''(i) disseminating information on concussion safety and management to the public; and

''(ii) applying best practice and uniform standards for concussion safety and management to all students enrolled in the public schools served by the local educational agency.

''(2) POSTING OF INFORMATION ON CONCUSSIONS.—Each public school in the State shall post on school grounds, in a manner that is visible to students and school personnel, and make publicly available on the school website, information on concussions that—

''(A) is based on peer-reviewed scientific evidence or consensus (such as information made available by the Centers for Disease Control and Prevention);

''(B) shall include—

''(i) the risks posed by sustaining a concussion or multiple concussions;

''(ii) the actions a student should take in response to sustaining a concussion, including the notification of school personnel; and

''(iii) the signs and symptoms of a concussion; and

''(C) may include—

''(i) the definition of a concussion under section 9582(1);

''(ii) the means available to the student to reduce the incidence or recurrence of a concussion; and

''(iii) the effects of a concussion on academic learning and performance.

''(3) RESPONSE TO A CONCUSSION.—If any school personnel of a public school in the State suspect that a student has sustained a concussion during a school-sponsored athletic activity or other school-sponsored activity—

''(A) the student shall be—

''(i) immediately removed from participation in such activity; and

''(ii) prohibited from resuming participation in school-sponsored athletic activities—

''(I) on the day the student sustained the concussion; and

''(II) until the day the student is capable of resuming such participation, according to

the student's written release, as described in paragraphs (4) and (5);

''(B) the school personnel shall report to the concussion management team described under paragraph (1)(B)(i)—

''(i) that the student may have sustained a concussion; and

''(ii) all available information with respect to the student's injury; and

''(C) the concussion management team shall confirm and report to the parents of the student—

''(i) the type of injury, and the date and time of the injury, suffered by the student; and

''(ii) any actions that have been taken to treat the student.

''(4) RETURN TO ATHLETICS.—If a student enrolled in a public school in the State sustains a concussion, before the student resumes participation in school-sponsored athletic activities, the relevant school personnel shall receive a written release from a health care professional, that—

''(A) may require the student to follow a plan designed to aid the student in recovering and resuming participation in such activities in a manner that—

''(i) is coordinated, as appropriate, with periods of cognitive and physical rest while symptoms of a concussion persist; and

''(ii) reintroduces cognitive and physical demands on the student on a progressive basis so long as such increases in exertion do not cause the re-emergence or worsening of symptoms of a concussion; and

''(B) states that the student is capable of resuming participation in such activities once the student is asymptomatic.

''(5) RETURN TO ACADEMICS.—If a student enrolled in a public school in the State has sustained a concussion, the concussion management team (as described under paragraph (1)(B)(i)) of the school shall consult with and make recommendations to relevant school personnel and the student to ensure that the student is receiving the appropriate academic supports, including—

''(A) providing for periods of cognitive rest over the course of the school day;

''(B) providing modified academic assignments;

''(C) allowing for gradual reintroduction to cognitive demands; and

''(D) other appropriate academic accommodations or adjustments.

''(b) CERTIFICATION REQUIREMENT.—The certification required under subsection (a) shall be in writing and include a description of the law or regulation that meets the requirements of subsection (a).

''SEC. 9582. DEFINITIONS.

''In this subpart:

''(1) CONCUSSION.—The term 'concussion' means a type of mild traumatic brain injury that—

''(A) is caused by a blow, jolt, or motion to the head or body that causes the brain to move rapidly in the skull;

''(B) disrupts normal brain functioning and alters the physiological state of the individual, causing the individual to experience—

''(i) any period of observed or self-reported—

''(I) transient confusion, disorientation, or altered consciousness;

''(II) dysfunction of memory around the time of injury; or

''(III) disruptions in gait or balance; and

''(ii) symptoms that may include—

''(I) physical symptoms, such as headache, fatigue, or dizziness;

''(II) cognitive symptoms, such as memory disturbance or slowed thinking;

''(III) emotional symptoms, such as irritability or sadness; or

''(IV) difficulty sleeping; and

''(C) occurs—

''(i) with or without the loss of consciousness; and

''(ii) during participation—

''(I) in a school-sponsored athletic activity; or

''(II) in any other activity without regard to whether the activity takes place on school property or during the school day.

''(2) HEALTH CARE PROFESSIONAL.—The term 'health care professional' means a physician (including a medical doctor or doctor of osteopathic medicine), registered nurse, athletic trainer, physical therapist, neuropsychologist, or other qualified individual—

''(A) who is registered, licensed, certified, or otherwise statutorily recognized by the State to provide medical treatment; and

''(B) whose scope of practice and experience includes the diagnosis and management of traumatic brain injury among a pediatric population.

''(3) PARENT.—The term 'parent' means biological or adoptive parents or legal guardians, as determined by applicable State law.

''(4) PUBLIC SCHOOL.—The term 'public school' means an elementary school or secondary school (as such terms are so defined), including any public charter school that is considered a local educational agency under State law, and which is not an Internet- or computer-based community school.

''(5) SCHOOL PERSONNEL.—The term 'school personnel' has the meaning given such term in section 4151, except that such term includes coaches and athletic trainers.

''(6) SCHOOL-SPONSORED ATHLETIC ACTIVITY.—The term 'school-sponsored athletic activity' means—

''(A) any physical education class or program of a public school;

''(B) any athletic activity authorized by a public school that takes place during the school day on the school's property;

''(C) any activity of an extracurricular sports team, club, or league organized by a public school; and

''(D) any recess activity of a public school.''.

SA 2161. Mr. KIRK (for himself, Mr. REED, Ms. BALDWIN, and Mr. BROWN) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

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

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

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

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

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

''(II) availability of health and wellness programs;

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

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

''(V) availability of core academic subject courses;

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

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

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

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

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

SA 2162. Mr. LEE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 52, strike line 3 and all that follows through line 9 and insert the following:

''(K) PARENTAL NOTIFICATION AND OPT-OUT.—

''(i) NOTIFICATION.—Each State receiving funds under this part shall ensure that the parents of each child in the State who are scheduled to take an assessment described in this paragraph during the academic year are notified, at the beginning of that academic year, about any such assessment that their child is scheduled to take and the following information about each such assessment:

''(I) The dates when the assessment will take place.

''(II) The subject of the assessment.

''(III) Any additional information that the State believes will best inform parents regarding the assessment their child is scheduled to take.

''(ii) DELAYED OR CHANGED ASSESSMENT INFORMATION.—If any of the information described in clause (i) is not available at the beginning of the academic school year, or if the initial information provided at that time is changed, the State shall ensure that a subsequent notification is provided to parents not less than 14 days prior to the scheduled assessment, which shall include any new or changed information.

''(iii) OPT-OUT.—

''(I) IN GENERAL.—Notwithstanding the requirement described in section

1111(b)(3)(B)(vi), or any other provision of law, upon the request of the parent of a child made in accordance with subclause (II), and for any reason or no reason at all stated by the parent, a State shall allow the child to opt out of the assessments described in this paragraph. Such an opt-out, or any action related to that opt-out, may not be used by the Secretary, the State, any State or local agency, or any school leader or employee as the basis for any corrective action, penalty, or other consequence against the parent, the child, any school leader or employee, or the school.

''(II) FORM OF PARENTAL OPT-OUT REQUEST.—Unless a State has implemented an alternative process for parents to opt out of assessments as described in this subparagraph, a parent shall request to have their child opt out of an assessment by submitting such request to their child's school in writing.

''(iv) APPLICABILITY.—The requirements relating to notification and opt-out in this subparagraph shall only apply to federally mandated assessments. A State may implement separate requirements for notification and opt-out relating to State and locally mandated assessments.''.

On page 58, on line 21, after ''paragraph (2)'' insert ''(except that such 95 percent requirements shall exclude any student who, pursuant to paragraph (2)(K), opts out of an assessment)''.

SA 2163. Mr. LEE submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After section 9115, insert the following:

SEC. 9116. RULE OF CONSTRUCTION REGARDING TRAVEL TO AND FROM SCHOOL.

Subpart 2 of part F of title IX (20 U.S.C. 7901 et seq.), as amended by sections, 9114 and 9115, and redesignated by section 9601, is further amended by adding at the end the following:

''SEC. 9539A. RULE OF CONSTRUCTION REGARDING TRAVEL TO AND FROM SCHOOL.

''Nothing in this Act shall authorize the Secretary to, or shall be construed to—

''(1) prohibit a child from traveling to and from school on foot or by car, bus, or bike when the parent of the child has given permission; or

''(2) expose a parent to civil or criminal charges for allowing their child to responsibly and safely travel to and from school by a means the parent believes is age appropriate.''.

SA 2164. Mr. ISAKSON submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 44, strike lines 19 through 25.

On page 47, lines 19 through 21, strike '', consistent with the 1 percent limitation of clause (i)(I)''.

SA 2165. Mr. ISAKSON submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 58, line 19, insert ''(excluding students whose parent opts the student out of assessments under paragraph (2) in accordance with a State or local educational agency policy, procedure, or parental right regarding student participation in any mandated assessments for the student)'' after ''students,''.

SA 2166. Mr. BROWN (for himself, Mr. CASEY, and Mr. COONS) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

After part B of title X, insert the following:

PART C—AMERICORPS SCHOOL TURNAROUND

SEC. 10301. SHORT TITLE.

This part may be cited as the ''AmeriCorps School Turnaround Act of 2015''

SEC. 10302. FINDINGS AND PURPOSES.

(a) FINDINGS.—Congress finds the following:

(1) Students are most successful when they have personal, attentive support.

(2) Turning schools around requires collaboration among teachers, administrators, counselors, business leaders, the philanthropic sector, and community members.

(3) National service provides valuable support to elementary schools and secondary schools and has a record for improving student academic achievement.

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

(1) strengthen and accelerate interventions in the lowest-performing elementary schools and secondary schools;

(2) provide financial support to eligible entities that serve low-performing schools;

(3) significantly improve outcomes for students in persistently low-performing schools by—

(A) providing opportunities for academic enrichment;

(B) extending learning time; and

(C) providing individual support for students; and

(4) improve high school graduation rates and college readiness for the most disadvantaged students.

SEC. 10303. DEFINITIONS.

In this part:

(1) CHIEF EXECUTIVE OFFICER.—The term ''Chief Executive Officer'' means the Chief Executive Officer of the Corporation for National and Community Service appointed under section 193 of the National and Community Service Act of 1990 (42 U.S.C. 12651c).

(2) ELIGIBLE ENTITY.—The term ''eligible entity'' means—

(A) an elementary school or secondary school; or

(B) any of the following entities that serve low-performing schools:

(i) Public or private nonprofit organizations, including faith-based and other community organizations.

(ii) Local educational agencies.

(iii) Institutions of higher education.

(iv) Government entities within States.

(v) Indian Tribes.

(vi) Labor organizations.

(3) LOW-PERFORMING SCHOOL.—The term ''low-performing school'' means an elementary school or secondary school that is identified under section 1116 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316).

(4) NATIONAL SERVICE PARTICIPANT.—The term ''national service participant'' means an individual described under part III of the National and Community Service Act of 1990 (42 U.S.C. 12591 et seq.).

(5) SCHOOL TURNAROUND CORPS PROJECT.—The term ''School Turnaround Corps project'' means a project carried out by an eligible entity that is a permissible use of funds for a grant under this part.

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

SEC. 10304. INTERAGENCY AGREEMENT FOR SCHOOL TURNAROUND GRANTS.

(a) INTERAGENCY AGREEMENT.—

(1) IN GENERAL.—The Chief Executive Officer shall enter into an interagency agreement with the Secretary similar to an interagency agreement described in section 121(b)(1) of the National and Community Service Act of 1990 (42 U.S.C. 12571(b)(1)) regarding the grant program described in section 10305, except that funds appropriated under this part may be used as if for the purposes for which funds may be provided through grants under section 121(a) of the National and Community Service Act of 1990 (42 U.S.C. 12571(a)).

(2) AMENDMENT TO THE NCSA.—Section 121(b) of such Act (42 U.S.C. 12571(b)) is amended by adding at the end the following:

''(6) SCHOOL TURNAROUND GRANT INTERAGENCY AGREEMENT.—Notwithstanding paragraph (1), the Corporation shall enter into an interagency agreement similar to an interagency agreement described in paragraph (1) with the Secretary of Education under this subsection regarding the school turnaround grant program described in section 10305 of the AmeriCorps School Turnaround Act of 2015.''.

(b) APPROVED NATIONAL SERVICE POSITIONS.—

(1) IN GENERAL.—The Chief Executive Officer shall approve positions for School Turnaround Corps projects as approved national service positions in accordance with subtitle C of title I of the National and Community Service Act of 1990 (42 U.S.C. 12571 et seq.).

(2) DISTRIBUTION OF ASSISTANCE AND APPROVED POSITIONS UNAFFECTED.—Nothing in this part shall be construed to affect the distribution of assistance or approved national service positions under section 129 of the National and Community Service Act of 1990 (42 U.S.C. 12581).

(c) TREATMENT OF FUNDS APPROPRIATED.—

(1) NATIONAL SERVICE TRUST.—For purposes of section 145(a)(1) of the National and Community Service Act of 1990 (42 U.S.C. 12601(a)(1)), a portion of the funds appropriated under this part, as determined by the Chief Executive Officer based on the number of participants selected for School Turnaround Corps projects, shall be treated as funds made available to carry out subtitle D of title I of the National and Community Service Act of 1990 (42 U.S.C. 12601 et seq.).

(2) INVESTMENT OF TRUST FUNDS.—For purposes of subsection (b) of section 145 of the National and Community Service Act of 1990 (42 U.S.C. 12601), a portion of the funds appropriated under this part, as determined by the Chief Executive Officer based on the number of participants selected for School Turnaround Corps projects, shall be treated as if appropriated to the Trust established under such section.

(3) RESERVE ACCOUNT.—For purposes of section 149(b)(1)(B)(ii) of the National and Community Service Act of 1990 (42 U.S.C.

12606(b)(1)(B)(ii)), a portion of the funds appropriated under this part, as determined by the Chief Executive Officer based on the number of participants selected for School Turnaround Corps projects, shall be treated as funds appropriated for the fiscal year involved under section 501 of the National and Community Service Act of 1990 (42 U.S.C. 12681) and made available to carry out subtitle C or D of title I of such Act (42 U.S.C. 12571 et seq.; 42 U.S.C. 12601 et seq.).

(4) AUDITS.—For purposes of section 149(c) of the National and Community Service Act of 1990 (42 U.S.C. 12606(c)), funds appropriated under this part shall be treated as appropriated funds for approved national service positions.

SEC. 10305. SCHOOL TURNAROUND GRANT PROGRAM.

(a) IN GENERAL.—From amounts made available under this part after the reservation described in subsection (b), the Chief Executive Officer, in consultation with the Secretary, shall award grants, on a competitive basis, to eligible entities to enable such eligible entities—

(1) to improve the academic achievement of elementary school and secondary school students; and

(2) to select national service participants and engage such participants' in School Turnaround Corps projects.

(b) AMOUNTS RESERVED.—The Chief Executive Officer shall reserve not less than 1 percent, and not more than 2 percent, of the amount appropriated to carry out this part for each fiscal year to award grants under this part to Indian tribes and organizations serving tribal populations.

(c) PRIORITY.—In making grants under this part, the Chief Executive Officer, in consultation with the Secretary—

(1) shall give priority to eligible entities that will serve significant populations of low-income students; and

(2) may give priority to eligible entities that—

(A) are located in low-income communities;

(B) will serve communities with significant populations of families with limited English proficiency;

(C) will place national service participants in urban or rural areas; or

(D) will increase the ability of educators to provide appropriate services and coordinate activities with State and local systems providing services under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) for children with developmental delays or disabilities, including such children in the child welfare system of the State.

(d) USE OF FUNDS.—

(1) IN GENERAL.—An eligible entity that receives a grant under this section shall use the funds made available through the grant to carry out 1 or more of the activities described in paragraphs (2) through (6), and shall engage national service participants to carry out such activities.

(2) INCREASING HIGH-QUALITY, INDIVIDUALIZED LEARNING TIME.—Improving the quality and frequency of individualized learning time provided to elementary school and secondary school students by providing individualized support, which may include increasing postsecondary education enrollment rates through postsecondary education preparation counseling assistance, including assistance with completing the Free Application for Federal Student Aid (FAFSA) and applications for institutions of higher education, and educating students and their families about financial literacy for postsecondary education.

(3) OUT-OF-SCHOOL AND EXTENDED LEARNING PROGRAMS.—Increasing personalized, out-of-school and extended learning programs provided to elementary school and secondary school students by engaging national service participants to serve as—

(A) tutors who provide individualized, academic support outside of the standard school day; and

(B) family resource mentors who connect the student, family, and school in an open conversation about the student's academic situation.

(4) COLLEGE AND CAREER READINESS AND GRADUATION COACHES.—The provision of individual graduation, postsecondary education, and career preparation guidance and assistance by college or career planing advisors.

(5) SCHOOLWIDE ACTIVITIES.—Carrying out schoolwide activities, including—

(A) establishing a school culture and environment that improves school safety, attendance, and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

(B) carrying out activities to increase graduation rates, such as early warning systems, credit-recovery programs, and re-engagement strategies.

(6) ACCELERATING READING AND MATHEMATICS KNOWLEDGE AND SKILLS.—The provision of activities to accelerate students' acquisition of reading and mathematics knowledge and skills.

SEC. 10306. ANNUAL REPORT.

(a) IN GENERAL.—As a condition on receipt of any funds for a program under this part, each grantee shall agree to submit an annual report at such time, in such manner, and containing such information as the Chief Executive Officer, in consultation with the Secretary, may require.

(b) CONTENT.—At a minimum, each annual report under this subsection shall describe—

(1) the degree to which progress has been made toward meeting the annual benchmarks and long-term goals and objectives described in the grant recipient's application; and

(2) demographic data about low-performing schools, including the number of low-income and minority students, served in each program.

SEC. 10307. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part $25,000,000 for fiscal year 2016, and such sums as may be necessary for each of the 5 succeeding fiscal years.

SA 2167. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title V, insert the following:

SEC. 5011. IMPROVING EDUCATION FACILITIES.

Title V (20 U.S.C. 7201 et seq.), as amended by section 5010, is further amended by adding at the end the following:

"PART J—SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, CAREER, AND TECHNICAL FACILITIES

"SEC. 5911. DEFINITIONS.

''In this part:

''(1) CAREER AND TECHNICAL EDUCATION.—The term 'career and technical education' has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006,

''(2) COMMUNITY COLLEGE.—The term 'community college' means—

''(A) a junior or community college, as that term is defined in section 312(f) of the Higher Education Act of 1965; or

''(B) an institution of higher education (as defined in section 101 of such Act) that awards a significant number of degrees and certificates, as determined by the Secretary, that are not—

''(i) baccalaureate degrees (or an equivalent); or

''(ii) master's, professional, or other advanced degrees.

''(3) ELIGIBLE ENTITY.—The term 'eligible entity' means a local educational agency, community college, or other entity determined appropriate by the Secretary.

''(4) QUALIFIED PROJECT.—The term 'qualified project'—

''(A) means the modernization, renovation, or repair of a facility that will be used to improve the quality and availability of science, technology, engineering, mathematics, or career and technical education instruction to public elementary school or secondary school, or community college, students, and that may include—

''(i) improving the energy efficiency of the facility;

''(ii) improving the cost-effectiveness of the facility in delivering quality education;

''(iii) improving student, faculty, and staff health and safety at the facility;

''(iv) improving, installing, or upgrading educational technology infrastructure;

''(v) retrofitting an existing building for career and technical education purposes; and

''(vi) a one-time repair of serviceable equipment at the facility, or replacement of equipment at the facility that is at the end of its serviceable lifespan, that will be used to further educational outcomes; and

''(B) does not include new construction or the payment of routine maintenance costs.

"SEC. 5912. SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, CAREER, AND TECHNICAL FACILITIES IMPROVEMENT.

''(a) PROGRAM AUTHORIZED.—From amounts appropriated under subsection (g), the Secretary shall carry out a program to improve science, technology, engineering, mathematics, or career and technical education facilities by—

''(1) awarding grants to eligible entities to enable the eligible entities to carry out qualified projects;

''(2) guaranteeing loans made to eligible entities for qualified projects; or

''(3) making payments of interest on bonds, loans, or other financial instruments (other than a refinancing) that are issued to eligible entities for qualified projects.

''(b) APPLICATION.—An eligible entity that desires to receive a grant, loan guarantee, or payment of interest under this part shall submit an application to the Secretary at such a time, in such a manner, and containing such information as the Secretary may require. The application shall include—

''(1) a detailed description of the qualified project;

''(2) in the case of a qualified project described in section 5911(4)(A)(vi), a description of the educational outcomes to be furthered by the one-time repair of serviceable equipment or replacement of equipment;

''(3) an indication as to whether the eligible entity prefers to receive a grant, loan guarantee, or payment of interest;

''(4) a description of the need for the qualified project;

''(5) a description of how the eligible entity will ensure that the qualified project will be adequately maintained;

''(6) an identification of any public elementary school or secondary school or community college that will benefit from the qualified project;

''(7) a description of how the qualified project will improve instruction and educational outcomes at the facility, including any opportunities to integrate project activities within the curriculum of such school or community college;

''(8) a description of how the facility supported by the qualified project will be used for providing educational services in science, technology, engineering, mathematics, or career and technical education;

''(9) a description of how the eligible entity will ensure that the modernization, renovation, or repair supported by the qualified project meets Leadership in Energy and Environmental Design (LEED) building rating standards, Energy Star standards, Collaborative for High Performance Schools (CHPS) criteria, Green Building Initiative environmental design and rating standards (Green Globes), the Living Building Challenge certification standards, or equivalent standards adopted by entities with jurisdiction over or related to the eligible entity;

''(10) a description of the fiscal capacity of the eligible entity;

''(11) the percentage of students enrolled in the public elementary school or secondary school or community college to be served by the qualified project who are from low-income families;

''(12) in the case of a qualified project at a facility that is used by students in a secondary school, the secondary school graduation rates; and

''(13) such additional information and assurances as the Secretary may require.

''(c) PRIORITY.—In making awards under this part, the Secretary shall use not less than a total of 25 percent of the funds appropriated under subsection (g) to eligible entities for qualified projects to benefit—

''(1) public elementary schools or secondary schools served by high-need local educational agencies, as described in section 2202(b)(2)(A); or

''(2) community colleges serving a substantial number of rural students, as determined by the Secretary.

''(d) SUPPLEMENT NOT SUPPLANT.—Funds made available under this part shall be used to supplement, and not supplant, other Federal and State funds available to carry out the activities supported under this part.

''(e) TECHNICAL ASSISTANCE AND ADMINISTRATIVE COSTS.—The Secretary may reserve not more than 3 percent of funds appropriated under subsection (g) for the administrative costs of this part and to provide technical assistance to community colleges and local educational agencies concerning best practices in school facility renovation, repair, and modernization.

''(f) REPORTING REQUIREMENTS.—Not later than 1 year after funds are appropriated to carry out this part, and every 2 years thereafter, the Secretary shall prepare and submit to the appropriate committees of Congress a report on the effect of the qualified projects supported under this part on improving academic achievement.

''(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this part such sums as may be necessary for each of fiscal years 2016 through 2021.''.

SA 2168. Mr. SCHATZ submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 630, between lines 4 and 5, insert the following:

''PART J—SCHOOL FACILITIES

''SEC. 5910. GRANTS FOR SCHOOL REPAIR, RENOVATION, AND CONSTRUCTION.

''(a) DEFINITIONS.—In this section:

''(1) CHARTER SCHOOL.—The term 'charter school' has the meaning given the term in section 5110.

''(2) CHPS CRITERIA.—The term 'CHPS Criteria' means the green building rating criteria developed by the Collaborative for High Performance Schools.

''(3) EARLY LEARNING FACILITY.—The term 'early learning facility' means a public facility that—

''(A) serves children who are not yet in kindergarten; and

''(B) is under the jurisdiction of a local educational agency.

''(4) ENERGY STAR.—The term 'Energy Star' means the Energy Star program of the Department of Energy and the Environmental Protection Agency.

''(5) GREEN GLOBES.—The term 'Green Globes' means the Green Building Initiative environmental design and rating system.

''(6) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term 'high-need local educational agency' has the meaning given the term in section 2201(b)(2).

''(7) LEED GREEN BUILDING RATING SYSTEM.—The term 'LEED Green Building Rating System' means the United States Green Building Council Leadership in Energy and Environmental Design green building rating system.

''(8) LIVING BUILDING CHALLENGE.—The term 'Living Building Challenge' means the Living Building Challenge building certification program.

''(9) PUBLIC SCHOOL FACILITY.—The term 'public school facility' means a public elementary or secondary school facility, including a public charter school facility or an existing facility planned for adaptive reuse as a public charter school facility.

''(10) RURAL LOCAL EDUCATIONAL AGENCY.—The term 'rural local educational agency' means a local educational agency that meets the eligibility requirements under—

''(A) section 6211(b) for participation in the program described in subpart 1 of part B of title VI; or

''(B) section 6221(b)(1) for participation in the program described in subpart 2 of part B of title VI.

''(11) STATE.—The term 'State' means each of the several states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

''(12) STATE ENTITY.—The term 'State entity' has the meaning given the term in section 5103.

''(b) ALLOCATION OF FUNDS.—

''(1) RESERVATIONS.—From the funds appropriated under subsection (i) for a fiscal year, the Secretary shall reserve 1 percent to provide assistance to the outlying areas and for payments to the Secretary of the Interior to provide assistance to schools funded by the Bureau of Indian Education. Funds allocated under this paragraph shall be reserved by the Secretary for distribution among the outlying areas and the Secretary of the Interior on the basis of their relative need for public elementary school and secondary school repair, renovation, and construction, as determined by the Secretary.

''(2) ALLOCATION TO STATE EDUCATIONAL AGENCIES.—From the funds appropriated under subsection (i) for a fiscal year that are not reserved under paragraph (1) for the fiscal year, the Secretary shall allocate to each State educational agency serving a State an amount that bears the same relation to the funds as the amount the State received under part A of title I for the fiscal year preceding the fiscal year for which the determination is made bears to the amount all States received under such part for such preceding fiscal year, except that no such State educational agency shall receive less than 0.5 percent of the amount allocated under this subsection.

''(c) WITHIN-STATE DISTRIBUTIONS.—

''(1) ADMINISTRATIVE AND OTHER COSTS.—

''(A) STATE EDUCATIONAL AGENCY ADMINISTRATION AND OTHER COSTS.—Except as provided in subparagraph (D), each State educational agency may reserve not more than 1 percent of the State educational agency's allocation under subsection (b) for the purposes of administering the distribution of grants under this subsection and awarding grants under subparagraph (C)(v).

''(B) REQUIRED USES.—The State educational agency shall use a portion of the funds reserved under subparagraph (A)—

''(i) to provide technical assistance to local educational agencies; and

''(ii) to establish or support a State-level database of public school facility inventory, condition, design, and utilization, which shall include for each school facility—

''(I) the age of the facility;

''(II) the total square footage of the facility that is used for academic or technical classroom instruction; and

''(III) the year of the last major renovation of the facility.

''(C) PERMISSIBLE USES.—The State educational agency may use a portion of the funds reserved under subparagraph (A) for—

''(i) developing a statewide public school educational facility master plan;

''(ii) developing policies, procedures, and standards for high-quality, energy efficient public school facilities;

''(iii) supporting interagency collaboration that will lead to broad community use of public school facilities, and school-based services for students served by high-need local educational agencies or rural local educational agencies;

''(iv) helping to defray the cost of issuing State bonds to finance public elementary school and secondary school repair, renovation, and construction; and

''(v) awarding grants to State-operated or State-supported schools, such as a State school for the deaf or for the blind, to enable such schools to carry out school repair, renovation, and construction activities in accordance with subsection (d).

''(D) STATE ENTITY ADMINISTRATION AND OTHER COSTS.—If the State educational agency transfers funds to a State entity described in paragraph (2)(A), the State educational agency shall transfer to such State entity not less than 75 percent of the amount reserved under subparagraph (A) for the purpose of carrying out the activities described in subparagraph (C).

''(2) DISTRIBUTION OF COMPETITIVE SCHOOL REPAIR, RENOVATION, AND CONSTRUCTION GRANTS TO LOCAL EDUCATIONAL AGENCIES.—

''(A) IN GENERAL.—Of the funds allocated to a State educational agency under subsection (b) that are not reserved under paragraph (1), the State educational agency shall distribute 100 percent of such funds to local educational agencies or, if the State educational agency is not responsible for the financing of public school facilities, the State educational agency shall transfer such funds to the State entity responsible for the financing of public school facilities for distribution by such State entity to local educational agencies in accordance with this paragraph, to be used, consistent with subsection (d), for public elementary school or secondary school repair, renovation, and construction.

''(B) COMPETITIVE GRANTS TO LOCAL EDUCATIONAL AGENCIES.—The State educational agency or State entity shall carry out a program to award grants, on a competitive

basis, to local educational agencies for public elementary school or secondary school repair, renovation, and construction. Of the total amount available for distribution to local educational agencies under this paragraph, the State educational agency or State entity, shall, in carrying out the grant competition—

''(i) award to high-need local educational agencies, in the aggregate, not less than an amount which bears the same relationship to such total amount as the aggregate amount such high-need local educational agencies received under part A of title I for the fiscal year preceding the fiscal year for which the determination is made bears to the aggregate amount received for such preceding fiscal year under such part by all local educational agencies in the State;

''(ii) award to rural local educational agencies in the State, in the aggregate, not less than an amount which bears the same relationship to such total amount as the aggregate amount such rural local educational agencies received under part A of title I for the fiscal year preceding the fiscal year for which the determination is made bears to the aggregate amount received for such preceding fiscal year under such part by all local educational agencies in the State; and

''(iii) award the remaining funds to local educational agencies in the State that did not receive a grant award under clause (i) or (ii), including to high-need local educational agencies and rural local educational agencies that did not receive a grant award under clause (i) or (ii).

''(C) CRITERIA FOR AWARDING GRANTS.—In awarding competitive grants under this paragraph, a State educational agency or State entity shall take into account the following criteria:

''(i) PERCENTAGE OF POOR CHILDREN.—The percentage of children served by the local educational agency who are between 5 to 17 years of age, inclusive, and who are from families with incomes below the poverty line.

''(ii) NEED FOR SCHOOL REPAIR, RENOVATION, AND CONSTRUCTION.—The need of a local educational agency for school repair, renovation, and construction, as demonstrated by the condition of the public school facilities of the local educational agency or the local educational agency's need for such facilities.

''(iii) GREEN SCHOOLS.—The extent to which a local educational agency will make use, in the repair, renovation, or construction to be undertaken, of green practices that are certified, verified, or consistent with any applicable provisions of—

''(I) the LEED Green Building Rating System;

''(II) Energy Star;

''(III) the CHPS Criteria;

''(IV) the Living Building Challenge;

''(V) Green Globes; or

''(VI) an equivalent program adopted by the State or another jurisdiction with authority over the local educational agency.

''(iv) FISCAL CAPACITY.—The fiscal capacity of a local educational agency to meet the needs of the local educational agency for repair, renovation, and construction of public school facilities without assistance under this section, including the ability of the local educational agency to raise funds through the use of local bonding capacity and otherwise.

''(v) LIKELIHOOD OF MAINTAINING THE FACILITY.—The likelihood that a local educational agency will maintain, in good condition, any public school facility whose repair, renovation, or construction is assisted under this section.

''(vi) CHARTER SCHOOL EQUITABLE ACCESS TO FUNDING.—In the case of a local educational agency that proposes to fund a repair, renovation, or construction project for a public charter school, the extent to which the public charter school lacks access to funding for school repair, renovation, and construction through the financing methods available to other public schools or local educational agencies in the State.

''(D) MATCHING REQUIREMENT.—

''(i) IN GENERAL.—A State educational agency or State entity shall require local educational agencies to match funds awarded under this paragraph.

''(ii) MATCH AMOUNT.—The amount of a match described in clause (i) may be established by using a sliding scale that takes into account the relative poverty of the population served by the local educational agency.

''(d) RULES APPLICABLE TO SCHOOL REPAIR, RENOVATION, AND CONSTRUCTION.—With respect to funds made available under this section that are used for school repair, renovation, and construction, the following rules shall apply:

''(1) PERMISSIBLE USES OF FUNDS.—School repair, renovation, and construction shall be limited to 1 or more of the following:

''(A) Upgrades, repair, construction, or replacement of public elementary school or secondary school building systems or components to improve the quality of education and ensure the health and safety of students and staff, including—

''(i) repairing, replacing, or constructing early learning facilities at public elementary schools (including renovation of existing facilities to serve children under 5 years of age);

''(ii) repairing, replacing, or installing roofs, windows, doors, electrical wiring, plumbing systems, or sewage systems;

''(iii) repairing, replacing, or installing heating, ventilation, or air conditioning systems (including insulation); and

''(iv) bringing such public schools into compliance with fire and safety codes.

''(B) Public school facilities modifications necessary to render public school facilities accessible in order to comply with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

''(C) Improvements to the environmental conditions of public elementary school or secondary school sites, including asbestos abatement or removal, and the reduction or elimination of human exposure to lead-based paint, mold, or mildew.

''(D) Measures designed to reduce or eliminate human exposure to classroom noise and environmental noise pollution.

''(E) Modifications necessary to reduce the consumption of electricity, natural gas, oil, water, coal, or land.

''(F) Upgrades or installations of educational technology infrastructure to ensure that students have access to up-to-date educational technology.

''(G) Measures that will broaden or improve the use of public elementary school or secondary school buildings and grounds by the community in order to improve educational outcomes.

''(2) IMPERMISSIBLE USES OF FUNDS.—No funds received under this section may be used for—

''(A) payment of maintenance costs in connection with any projects constructed in whole or part with Federal funds provided under this section;

''(B) purchase or upgrade of vehicles;

''(C) improvement or construction of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities;

''(D) purchase of information technology hardware, including computers, monitors, or printers;

''(E) stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public; or

''(F) purchase of carbon offsets.

''(3) SUPPLEMENT, NOT SUPPLANT.—A local educational agency or State-operated or State-supported school shall use Federal funds subject to this subsection only to supplement the amount of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for school repair, renovation, and construction.

''(e) QUALIFIED BIDDERS; COMPETITION.—Each local educational agency that receives funds under subsection (c)(2) shall ensure that, if the local educational agency carries out repair, renovation, or construction through a contract, any such contract process ensures the maximum number of qualified bidders, including small, minority, and women-owned businesses, through full and open competition.

''(f) PUBLIC COMMENT.—Each local educational agency receiving funds under subsection (c)(2)—

''(1) shall provide an opportunity for public comment, and ensure that parents, educators, and all other interested members of the community in which the school to be assisted is located have the opportunity to consult, on the use of the funds received under such subsection;

''(2) shall provide the public with adequate and efficient notice of the opportunity described in paragraph (1) in a widely read and distributed medium; and

''(3) shall provide the opportunity described in paragraph (1) in accordance with any applicable State and local law specifying how the comments may be received and how the comments may be reviewed by any member of the public.

''(g) REPORTING.—

''(1) LOCAL REPORTING.—Each local educational agency receiving funds under subsection (c)(2) shall submit a report to the State educational agency, at such time as the State educational agency may require, describing the use of such funds for school repair, renovation, and construction.

''(2) STATE REPORTING.—Each State educational agency receiving funds under subsection (b) shall submit to the Secretary, at such time as the Secretary may require, a report on the use of funds received under this section and made available to local educational agencies (and, if applicable, to State-operated or State-sponsored schools) for school repair, renovation, and construction.

''(h) REALLOCATION.—If a State educational agency does not apply for an allocation of funds under subsection (b) for a fiscal year, or does not use the State educational agency's entire allocation for such fiscal year, then the Secretary may reallocate the amount of the State educational agency's allocation (or the remainder thereof, as the case may be) for such fiscal year to the remaining State educational agencies in accordance with subsection (b).

''(i) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section, $1,000,000,000 for fiscal year 2016, and such sums as may be necessary for each of fiscal years 2017 through 2021.

''SEC. 5911. NATIONAL CENTER FOR EDUCATION STATISTICS STUDY.

''(a) IN GENERAL.—The Commissioner of the National Center for Education Statistics shall conduct a study of the condition of public school facilities in the United States.

''(b) ESTIMATES AND MEASURES.—In conducting the study, the Commissioner of the

National Center for Education Statistics shall—

''(1) estimate the costs needed to repair and renovate all public elementary schools and secondary schools in the United States to good overall condition; and

''(2) measure recent expenditures of Federal, State, local, and private funds for public elementary school and secondary school repair, renovation, and construction costs in the United States.

''(c) ANALYSIS.—In conducting the study, the Commissioner of the National Center for Education Statistics shall examine trends in expenditures of Federal, State, local, and private funds since fiscal year 2001 for repair, renovation, and construction activities for public elementary schools and secondary schools in the United States, including examining the differences between the types of schools assisted, and the types of repair, renovation, and construction activities conducted, with those expenditures.

''(d) REPORT.—The Commissioner of the National Center for Education Statistics shall prepare and submit to Congress a report containing the results of the study.''.

SA 2169. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 76, line 13, insert ''and for purposes of subclause (II), homeless status and status as a child in foster care,'' after ''(b)(3)(A),''.

SA 2170. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 623, strike line 8 and insert the following:

''(14) a description of how the State will support, through the use of professional development, early childhood education programs that maintain disciplinary policies that do not include expulsion or suspension of participating children, except as a last resort in extraordinary circumstances where—

''(A) there is a determination of a serious safety threat; and

''(B) policies are in place to provide appropriate alternative early educational services to expelled or suspended children while they are out of school; and''.

SA 2171. Ms. HEITKAMP submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 492, after line 22, insert the following:

SEC. 4006. GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS.

Title IV (20 U.S.C. 7101 et seq.), as amended by sections 4001, 4004, and 4005, is further amended by adding at the end the following:

''PART E—GRANTS TO IMPROVE THE MENTAL HEALTH OF CHILDREN

''SEC. 4501. GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS.

''(a) AUTHORIZATION.—The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies, local educational agencies, Indian tribes or their tribal education agency, a school operated by the Bureau of Indian Education, or a Regional Corporation (as defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602)) for the purpose of increasing student access to quality mental health care and support by developing innovative programs to link local school systems with local mental health systems, such as those under the Indian Health Service.

''(b) DURATION.—With respect to a grant, contract, or cooperative agreement awarded or entered into under this section, the period during which payments under such grant, contract or agreement are made to the recipient may not exceed 5 years.

''(c) USE OF FUNDS.—An entity that receives a grant, contract, or cooperative agreement under this section shall use amounts made available through such grant, contract, or cooperative agreement for the following:

''(1) To enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students.

''(2) To enhance the availability of crisis intervention services and conflict resolution practices, such as those focused on decreasing rates of bullying, teen dating violence, suicide, trauma, and human trafficking (defined as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)), as well as provide appropriate referrals for students potentially in need of mental health services, and ongoing mental health services.

''(3) To provide training and professional development for the school personnel and mental health professionals who will participate in the program carried out under this section.

''(4) To provide technical assistance and consultation to school systems and mental health agencies as well as to families participating in the program carried out under this section.

''(5) To provide linguistically appropriate and culturally competent services.

''(6) To evaluate the effectiveness of the program carried out under this section in increasing student access to quality mental health services, and make recommendations to the Secretary about the sustainability of the program.

''(7) To engage and utilize expertise provided by institutions of higher education, such as a Tribal College or University, as defined in section 316(b) of the Higher Education Act of 1965.

''(d) APPLICATIONS.—To be eligible to receive a grant, contract, or cooperative agreement under this section, an entity described in subsection (a) shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require, such as the following:

''(1) A description of the program to be funded under the grant, contract, or cooperative agreement.

''(2) A description of how such program will increase access to quality mental health services for students.

''(3) A description of how the applicant will establish a crisis intervention program or conflict resolution practices, or both, that provide immediate mental health services to the school community as necessary.

''(4) An assurance that—

''(A) persons providing services under the grant, contract, or cooperative agreement are adequately trained to provide such services;

''(B) the services will be provided in accordance with subsection (c);

''(C) teachers, administrators, parents or guardians, representatives of local Indian tribes, and other school personnel are aware of the program; and

''(D) parents or guardians of students participating in services under this section will be engaged and involved in the design and implementation of the services.

''(5) An assurance that the applicant will support and integrate existing school-based services with the program in order to provide appropriate mental health services for students.

''(6) An assurance that the applicant will establish a program that will support students and the school in improving the school climate in order to support an environment conducive to learning.

''(e) INTERAGENCY AGREEMENTS.—

''(1) DESIGNATION OF LEAD AGENCY.—A recipient of a grant, contract, or cooperative agreement under this section shall designate a lead agency to direct the establishment of an interagency agreement among local educational agencies, juvenile justice authorities, mental health agencies, and other relevant entities in the State, in collaboration with local entities, such as Indian tribes.

''(2) CONTENTS.—The interagency agreement shall ensure the provision of the services described in subsection (c), specifying with respect to each agency, authority, or entity—

''(A) the financial responsibility for the services;

''(B) the conditions and terms of responsibility for the services, including quality, accountability, and coordination of the services; and

''(C) the conditions and terms of reimbursement among the agencies, authorities, or entities that are parties to the interagency agreement, including procedures for dispute resolution.

''(f) EVALUATION.—The Secretary shall evaluate each program carried out under this section and shall disseminate the findings with respect to each such evaluation to appropriate public, tribal, and private entities.

''(g) DISTRIBUTION OF AWARDS.—The Secretary shall ensure that grants, contracts, and cooperative agreements awarded or entered into under this section are equitably distributed among the geographical regions of the United States and among tribal, urban, suburban, and rural populations.

''(h) RULE OF CONSTRUCTION.—Nothing in this section shall be construed—

''(1) to prohibit an entity involved with a program carried out under this section from reporting a crime that is committed by a student to appropriate authorities; or

''(2) to prevent State and tribal law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal, tribal, and State law to crimes committed by a student.

''(i) SUPPLEMENT, NOT SUPPLANT.—Any services provided through programs carried out under this section shall supplement, and not supplant, existing mental health services, including any services required to be provided under the Individuals with Disabilities Education Act.

''(j) CONSULTATION WITH INDIAN TRIBES.—In carrying out subsection (a), the Secretary shall, in a timely manner, meaningfully consult, engage, and cooperate with Indian

tribes and their representatives to ensure notice of eligibility.

''(k) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for fiscal years 2016 through 2021.''.

SA 2172. Mr. MERKLEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 101, between lines 16 and 17, insert the following:

''(11) how the local education agency will implement strategies to facilitate effective transitions for students from middle school to high school and from high school to postsecondary education, including a description of the specific transition activities the local education agency will take, such as providing students with access to dual or concurrent enrollment opportunities that enable students during high school to earn postsecondary credit or an industry-recognized credential that meets any quality standards required by the State or utilizing comprehensive career counseling to identify student interests and skills;

''(12) if determined appropriate by the local education agency, how such agency will support programs that promote integrated academic and career and technical education content through coordinated instructional strategies, which may incorporate experiential learning opportunities;''.

On page 714, line 21, insert ''career and technical education,'' after ''music,''.

On page 595, after line 21, add the following:

''PART J—CAREER AND TECHNICAL EDUCATION EXPLORATION PROGRAMS

''SEC. 5910. SHORT TITLE.

''This part may be cited as the 'Building Understanding, Investment, Learning, and Direction Career and Technical Education Act of 2015' or the 'BUILD Career and Technical Education Act of 2015'.

''SEC. 5911. FINDINGS.

''Congress finds the following:

''(1) The average high school graduation rate for students concentrating in career and technical education programs is 93 percent.

''(2) Students at schools with highly integrated rigorous academic and career and technical education programs have significantly higher achievement in reading, mathematics, and science than do students at schools with less integrated programs.

''(3) Four out of 5 graduates of secondary-level career and technical education programs who pursued postsecondary education after secondary school had earned a credential or were still enrolled in postsecondary education 2 years later.

''(4) Eighty percent of students taking a college preparatory academic curriculum with rigorous career and technical education programs met college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous career and technical education programs.

''SEC. 5912. PILOT GRANT PROGRAM TO SUPPORT CAREER AND TECHNICAL EDUCATION EXPLORATION PROGRAM IN MIDDLE SCHOOLS AND HIGH SCHOOLS.

''(a) PURPOSES.—The purposes of this part are the following:

''(1) To provide students with opportunities to participate in career and technical education exploration programs and to provide information on available career and technical education programs and their impact on college and career readiness.

''(2) To expand professional growth of, and career opportunities for, students through career and technical education exploration programs.

''(3) To enhance collaboration between education providers and employers.

''(4) To develop or enhance career and technical education exploration programs with ties to a career and technical education program of study.

''(5) To evaluate students' participation in coordinated middle school and high school career and technical education exploration programs.

''(b) DEFINITION OF CAREER AND TECHNICAL EDUCATION EXPLORATION PROGRAM.—In this part, the term 'career and technical education exploration program' means a course or series of courses that provides experiential learning opportunities in 1 or more programs of study (including after school and during the summer), as appropriate, and the opportunity to connect experiential learning to education and career pathways that is offered to middle school students or high school students, or both.

''(c) AUTHORIZATION OF GRANT PROGRAM.—

''(1) IN GENERAL.—The Secretary shall award grants to local educational agencies to support career and technical education exploration programs.

''(2) GRANT DURATION.—Grants awarded under this part shall be 2 years in duration.

''(3) DISTRICT CAPACITY TAKEN INTO ACCOUNT.—In awarding grants under paragraph (1), the Secretary shall take into account the resources and capacity of each local educational agency that applies for a grant.

''(d) APPLICATIONS.—A local educational agency that desires to receive a grant under this part shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

''(e) PRIORITY.—In awarding grants under this part, the Secretary shall give priority to grant proposals that—

''(1) demonstrate—

''(A) that a partnership among the local educational agency and business, industry, labor, or institutions of higher education, where appropriate to the grant project, exists and will participate in carrying out grant activities under this part;

''(B) innovative and sustainable design;

''(C) a curriculum aligned with State diploma requirements;

''(D) a focus on preparing students, including special populations and nontraditional students, with opportunities to explore careers and skills required for jobs in their State and that provide high wages and are in demand;

''(E) a method of evaluating success; and

''(F) that the programs to be assisted with grant funds are not receiving assistance under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.); and

''(2) include an assurance that—

''(A) the local educational agency will fund the operational costs of the activities described in this part after the grant period expires; and

''(B) if the local educational agency charges a fee to participate in the after school and summer components of the career and technical education exploration program to be carried out by the agency, the agency will implement such fee on a sliding scale according to income and established in a manner that makes participation financially feasible for all students.

''(f) USES OF FUNDS.—

''(1) IN GENERAL.—A local educational agency that receives a grant under this part shall use the grant funds to carry out any of the following:

''(A) Leasing, purchasing, upgrading, or adapting equipment related to the content of career and technical education exploration program activities.

''(B) Program director, instructor, or other staff expenses to coordinate or implement program activities.

''(C) Consultation services with a direct alignment to the program goals.

''(D) Support of professional development programs aligned to the program goals.

''(E) Minor remodeling, if any, necessary to accommodate new equipment obtained pursuant to subparagraph (A).

''(F) Evaluating the access to career and technical education exploration programs and the impact such programs have on the transition to career and technical programs of study (as described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(A))), or other postsecondary programs of study, high school completion, and the number of students who earn an industry-recognized credential, associate's degree, bachelor's degree, or other career and technical education related postsecondary credit in addition to a high school diploma.

''(2) USE AND OWNERSHIP OF MATERIALS OR EQUIPMENT.—Any materials or equipment purchased with grant funds awarded under this part shall be the property of the local educational agency.

''(3) ADMINISTRATIVE COSTS.—A local educational agency that receives a grant under this part may use not more than 5 percent of the grant funds for administrative costs associated with carrying out activities under this part.

''(g) EVALUATIONS.—

''(1) IN GENERAL.—A local educational agency that receives a grant under this part shall develop an evaluation plan of grant activities that shall include an evaluation of specific outcomes, described in paragraph (2), and progress toward meeting such outcomes within the timeline of the grant that shall be measurable through collection of appropriate data or documented through other records. Such evaluation shall reflect the resources and capacity of the local educational agency.

''(2) OUTCOMES.—The specific outcomes shall clearly address the following areas:

''(A) The extent of student participation in career and technical education exploration programs.

''(B) Improved rigor in technical or academic content aligned to diploma requirements and industry recognized technical standards.

''(C) Improved alignment between career and technical education and other courses, including core academic subjects.

''(D) The impact such programs have on the transition to career and technical programs of study (as described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2342(c)(1)(A))) and other postsecondary programs of study.

''(3) SUBMISSION TO THE DEPARTMENT.—A local educational agency that receives a grant under this part shall submit evaluations conducted under this subsection to the Secretary.

''(h) SUPPLEMENT NOT SUPPLANT.—Funds received under this part shall be used to supplement, and not supplant, funds that would otherwise be used for activities authorized under this part.

''(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to

carry out this part such sums as may be necessary.''.

SA 2173. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

On page 306, after line 23, add the following:

''(V) conducting, and publicly reporting the results of, an annual assessment of educator support and working conditions that—

''(i) evaluates supports for teachers, leaders, and other school personnel, such as—

''(I) teacher and principal perceptions of availability of high-quality professional development and instructional materials;

''(II) timely availability of data on student academic achievement and growth;

''(III) the presence of high-quality instructional leadership; and

''(IV) opportunities for professional growth, such as career ladders and mentoring and induction programs;

''(ii) evaluates working conditions for teachers, leaders and other school personnel, such as—

''(I) school climate;

''(II) school safety;

''(III) class size;

''(IV) availability and use of common planning time and opportunities to collaborate; and

''(V) community engagement;

''(iii) is developed with teachers, leaders, other school personnel, parents, students, and the community; and

''(iv) includes the development and implementation, with the groups described in clause (iii), of a plan to address the results of the assessment described in this subparagraph, which shall be publicly reported; and

SA 2174. Ms. HEITKAMP (for herself, Mr. THUNE, Ms. STABENOW, and Mr. TESTER) submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of the bill, insert the following:

SEC. 1020___. EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT OF 1994 AND SMITH-LEVER ACT.

(a) EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT OF 1994.—Section 533 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382) is amended in subsection (a)(2)(A)(ii) by striking ''(as added by section 534(b)(1) of this part)'' and inserting ''(7 U.S.C. 343(b)(3)) and for programs for children, youth, and families at risk and for Federally recognized Tribes implemented under section 3(d) of such Act (7 U.S.C. 343(d))''.

(b) SMITH-LEVER ACT.—Section 3(d) of the Act of May 8, 1914 (commonly known as the ''Smith-Lever Act''; 7 U.S.C. 343(d)), is amended in the second sentence by inserting ''and in the case of programs for children, youth, and families at risk and for Federally recognized Tribes, the 1994 Institutions (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382)),'' before ''may compete for''.

SA 2175. Mr. MARKEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of part B of title X, add the following:

SEC. 10204. CLIMATE SCIENCE INSTRUCTION.

(a) FINDINGS.—Congress finds that—

(1) carbon pollution is accumulating in the atmosphere, causing global temperatures to rise at a rate that poses a significant threat to the economy and security of the United States, to public health and welfare, and to the global environment;

(2) climate change is already impacting the United States with sea level rise, ocean acidification, and more frequent or intense extreme weather events, such as heat waves, heavy rainfalls, droughts, floods, and wildfires;

(3) the scientific evidence for human-induced climate change is overwhelming and undeniable, as demonstrated by statements from the National Academy of Sciences, the National Climate Assessment, and numerous other science professional organizations in the United States;

(4) the United States has a responsibility to children and future generations of the United States to reduce the harmful effects of climate change;

(5) providing clear and scientifically accurate information about climate change, in a variety of forms, can increase climate literacy and encourage individuals and communities to take action;

(6) the actions of a single nation cannot solve the climate crisis, so solutions that address both mitigation and adaptation must involve developed and developing nations around the world;

(7) education about climate change is important to ensure that the future generation of leaders is well-informed about the issues facing our planet in order to make decisions based on science and fact;

(8) the facts and reality of climate change are under attack by those who disagree with the overwhelming consensus of scientific agreement regarding the reality of climate change and the human role in causing climate to change; and

(9) challenges to accurate presentation of climate science in classrooms have been proposed in legislatures and school boards across the Nation.

(b) SENSE OF THE SENATE.—It is the sense of the Senate that instruction in climate science is important for all students and should not be prohibited by any unit of State or local government.

SA 2176. Mr. MARKEY submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title V, add the following:

SEC. 5011. CLIMATE CHANGE EDUCATION.

(a) SHORT TITLE.—This section may be cited as the ''Climate Change Education Act''.

(b) FINDINGS.—Congress finds that—

(1) carbon pollution is accumulating in the atmosphere, causing global temperatures to rise at a rate that poses a significant threat to the economy and security of the United States, to public health and welfare, and to the global environment;

(2) climate change is already impacting the United States with sea level rise, ocean acidification, and more frequent or intense extreme weather events such as heat waves, heavy rainfalls, droughts, floods, and wildfires;

(3) the scientific evidence for human-induced climate change is overwhelming and undeniable as demonstrated by statements from the National Academy of Sciences, the National Climate Assessment, and numerous other science professional organizations in the United States;

(4) the United States has a responsibility to children and future generations of the United States to address the harmful effects of climate change;

(5) providing clear information about climate change, in a variety of forms, can encourage individuals and communities to take action;

(6) the actions of a single nation cannot solve the climate crisis, so solutions that address both mitigation and adaptation must involve developed and developing nations around the world;

(7) investing in the development of innovative clean energy and energy efficiency technologies will—

(A) enhance the global leadership and competitiveness of the United States; and

(B) create and sustain short and long term job growth;

(8) implementation of measures that promote energy efficiency, conservation, and renewable energy will greatly reduce human impact on the environment; and

(9) education about climate change is important to ensure the future generation of leaders is well-informed about the challenges facing our planet in order to make decisions based on science and fact.

(c) AMENDMENT TO ESEA.—Title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7201 et seq.), as amended by section 5010, is further amended by adding at the end the following:

''PART J—CLIMATE CHANGE EDUCATION

''SEC. 5911. CLIMATE CHANGE EDUCATION PROGRAM.

''(a) PURPOSE.—The purpose of this section is to—

''(1) broaden the understanding of human induced climate change, possible long and short-term consequences, and potential solutions;

''(2) provide learning opportunities in climate science education for all students through grade 12, including those of diverse cultural and linguistic backgrounds;

''(3) emphasize actionable information to help students understand how to utilize new technologies and programs related to energy conservation, clean energy, and carbon pollution reduction; and

''(4) inform the public of impacts to human health and safety as a result of climate change.

''(b) GRANTS AUTHORIZED.—The Secretary, in consultation with the National Oceanic and Atmospheric Administration, the Environmental Protection Agency, and the Department of Energy, shall establish a competitive grant program to provide grants to States to—

''(1) develop or improve climate science curriculum and supplementary educational materials for grades kindergarten through grade 12;

''(2) initiate, develop, expand, or implement statewide plans and programs for climate change education, including relevant teacher training and professional development and multidisciplinary studies to ensure

that students graduate from high school climate literate; or

''(3) create State green school building standards or policies.

''(c) APPLICATION.—A State desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

''(d) REPORT TO CONGRESS.—Not later than 1 year after the date of enactment of this section, and annually thereafter, the Secretary shall transmit to Congress a report that evaluates the scientific merits, educational effectiveness, and broader impacts of activities under this section.

''(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary.''.

SA 2177. Mr. SANDERS submitted an amendment intended to be proposed to amendment SA 2089 submitted by Mr. ALEXANDER (for himself and Mrs. MURRAY) to the bill S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves; which was ordered to lie on the table; as follows:

At the end of title X, insert the following:

PART C—EMPLOYING YOUNG AMERICANS

Subpart 1—Youth Jobs

SEC. 10301. SHORT TITLE.

This subpart may be cited as the ''Employ Young Americans Now Act''.

SEC. 10302. ESTABLISHMENT OF EMPLOY YOUNG AMERICANS FUND.

(a) ESTABLISHMENT.—There is established in the Treasury of the United States an account that shall be known as the Employ Young Americans Fund (referred to in this subpart as the ''Fund'').

(b) DEPOSITS INTO THE FUND.—Out of any amounts in the Treasury not otherwise appropriated, there is appropriated $5,500,000,000 for fiscal year 2016, which shall be paid to the Fund, to be used by the Secretary of Labor to carry out this subpart.

(c) AVAILABILITY OF FUNDS.—Of the amounts available to the Fund under subsection (b), the Secretary of Labor shall—

(1) allot $4,000,000,000 in accordance with section 10303 to provide summer and year-round employment opportunities to low-income youth; and

(2) award $1,500,000,000 in allotments and competitive grants in accordance with section 10304 to local entities to carry out work-based training and other work-related and educational strategies and activities of demonstrated effectiveness to unemployed, low-income young adults and low-income youth to provide the skills and assistance needed to obtain employment.

(d) PERIOD OF AVAILABILITY.—The amounts appropriated under this subpart shall be available for obligation by the Secretary of Labor, and shall be available for expenditure by grantees (including subgrantees), until expended.

SEC. 10303. SUMMER EMPLOYMENT AND YEAR-ROUND EMPLOYMENT OPPORTUNITIES FOR LOW-INCOME YOUTH.

(a) IN GENERAL.—From the funds available under section 10302(c)(1), the Secretary of Labor shall make an allotment under subsection (c) to each State that has a modification to a State plan (referred to in this section as a ''State plan modification'') (or other State request for funds specified in guidance under subsection (b)) approved under subsection (d), and recipient under section 166(c) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3221(c)) (referred to in this section as a ''Native American grantee''), that meets the requirements of this section, for the purpose of providing summer employment and year-round employment opportunities to low-income youth.

(b) GUIDANCE AND APPLICATION OF REQUIREMENTS.—

(1) GUIDANCE.—Not later than 20 days after the date of enactment of this Act, the Secretary of Labor shall issue guidance regarding the implementation of this section.

(2) PROCEDURES.—Such guidance shall, consistent with this section, include procedures for—

(A) the submission and approval of State plan modifications, for such other forms of requests for funds by the State as may be identified in such guidance, for modifications to local plans (referred to individually in this section as a ''local plan modification''), or for such other forms of requests for funds by local areas as may be identified in such guidance, that promote the expeditious and effective implementation of the activities authorized under this section; and

(B) the allotment and allocation of funds, including reallotment and reallocation of such funds, that promote such implementation.

(3) REQUIREMENTS.—Except as otherwise provided in the guidance described in paragraph (1) and in this section and other provisions of this subpart, the funds provided for activities under this section shall be administered in accordance with the provisions of subtitles A, B, and E of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111 et seq., 3151 et seq., 3241 et seq.) relating to youth activities.

(c) STATE ALLOTMENTS.—

(1) IN GENERAL.—Using the funds described in subsection (a), the Secretary of Labor shall allot to each State the total of the amounts assigned to the State under subparagraphs (A) and (B) of paragraph (2).

(2) ASSIGNMENTS TO STATES.—

(A) MINIMUM AMOUNTS.—Using funds described in subsection (a), the Secretary of Labor shall assign to each State an amount equal to ½ of 1 percent of such funds.

(B) FORMULA AMOUNTS.—The Secretary of Labor shall assign the remainder of the funds described in subsection (a) among the States by assigning—

(i) 33⅓ percent on the basis of the relative number of individuals in the civilian labor force who are not younger than 16 but younger than 25 in each State, compared to the total number of individuals in the civilian labor force who are not younger than 16 but younger than 25 in all States;

(ii) 33⅓ percent on the basis of the relative number of unemployed individuals in each State, compared to the total number of unemployed individuals in all States; and

(iii) 33⅓ on the basis of the relative number of disadvantaged young adults and youth in each State, compared to the total number of disadvantaged young adults and youth in all States.

(3) REALLOTMENT.—If the Governor of a State does not submit a State plan modification or other State request for funds specified in guidance under subsection (b) by the date specified in subsection (d)(2)(A), or a State does not receive approval of such State plan modification or request, the amount the State would have been eligible to receive pursuant to paragraph (2) shall be transferred within the Fund and added to the amounts available for competitive grants under sections 2(c)(2) and 4(b)(2).

(4) DEFINITIONS.—For purposes of paragraph (2), the term ''disadvantaged young adult or youth'' means an individual who is not younger than 16 but is younger than 25 who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of—

(A) the poverty line; or

(B) 70 percent of the lower living standard income level.

(d) STATE PLAN MODIFICATION.—

(1) IN GENERAL.—For a State to be eligible to receive an allotment of funds under subsection (c), the Governor of the State shall submit to the Secretary of Labor a State plan modification, or other State request for funds specified in guidance under subsection (b), in such form and containing such information as the Secretary may require. At a minimum, such State plan modification or request shall include—

(A) a description of the strategies and activities to be carried out to provide summer employment opportunities and year-round employment opportunities, including linkages to training and educational activities, consistent with subsection (f);

(B) a description of the requirements the State will apply relating to the eligibility of low-income youth, consistent with section 10302(4), for summer employment opportunities and year-round employment opportunities, which requirements may include criteria to target assistance to particular categories of such low-income youth, such as youth with disabilities, consistent with subsection (f);

(C) a description of the performance outcomes to be achieved by the State through the activities carried out under this section and the processes the State will use to track performance, consistent with guidance provided by the Secretary of Labor regarding such outcomes and processes and with section 10305(b);

(D) a description of the timelines for implementation of the strategies and activities described in subparagraph (A), and the number of low-income youth expected to be placed in summer employment opportunities, and year-round employment opportunities, respectively, by quarter;

(E) assurances that the State will report such information, relating to fiscal, performance, and other matters, as the Secretary may require and as the Secretary determines is necessary to effectively monitor the activities carried out under this section;

(F) assurances that the State will ensure compliance with the requirements, restrictions, labor standards, and other provisions described in section 10305(a); and

(G) if a local board and chief elected official in the State will provide employment opportunities with the link to training and educational activities described in subsection (f)(2)(B), a description of how the training and educational activities will lead to the industry-recognized credential involved.

(2) SUBMISSION AND APPROVAL OF STATE PLAN MODIFICATION OR REQUEST.—

(A) SUBMISSION.—

(i) IN GENERAL.—The Governor shall submit the State plan modification or other State request for funds specified in guidance under subsection (b) to the Secretary of Labor not later than 30 days after the issuance of such guidance.

(ii) PROCESS.—The Secretary shall—

(I) make copies of the State plan modification or request available to the public on the Web site of the Department of Labor and through other electronic means, on the date on which the Governor submits the State plan modification or request under this section;

(II) allow members of the public, including representatives of business, representatives of labor organizations, and representatives of educational institutions, to submit to the

Secretary comments on the State plan modification or request, during a comment period beginning on the submission date and ending 60 days after the submission date; and

(III) include with the notification of approval or disapproval of the State plan modification or request, submitted to the Governor under subparagraph (B), any such comments that represent disagreement with the plan modification or request.

(B) APPROVAL.—The Secretary of Labor shall approve the State plan modification or request submitted under subparagraph (A) not later than 90 days after the submission date, unless the Secretary determines that the plan or request is inconsistent with the requirements of this section. If the Secretary has not made a determination with that 90-day period, the plan or request shall be considered to be approved. If the plan or request is disapproved, the Secretary may provide a reasonable period of time in which the plan or request may be amended and resubmitted for approval. If the plan or request is approved, the Secretary shall allot funds to the State under subsection (c) within 90 days after such approval.

(3) MODIFICATIONS TO STATE PLAN OR REQUEST.—The Governor may submit further modifications to a State plan modification or other State request for funds specified under subsection (b), consistent with the requirements of this section.

(e) WITHIN-STATE ALLOCATION AND ADMINISTRATION.—

(1) IN GENERAL.—Of the funds allotted to the State under subsection (c), the Governor—

(A) may reserve not more than 5 percent of the funds for administration and technical assistance; and

(B) shall allocate the remainder of the funds among local areas within the State in accordance with clauses (i), (ii), and (iii) of subsection (c)(2)(B), except that for purposes of such allocation references to a State in subsection (c)(2)(B) shall be deemed to be references to a local area and references to all States shall be deemed to be references to all local areas in the State involved.

(2) LOCAL PLAN.—

(A) SUBMISSION.—In order to receive an allocation under paragraph (1)(B), the local board, in partnership with the chief elected official for the local area involved, shall submit to the Governor a local plan modification, or such other request for funds by local areas as may be specified in guidance under subsection (b), not later than 30 days after the submission by the State of the State plan modification or other State request for funds specified in guidance under subsection (b), describing the strategies and activities to be carried out under this section.

(B) APPROVAL.—The Governor shall approve the local plan modification or other local request for funds submitted under subparagraph (A) not later than 30 days after the submission date, unless the Governor determines that the plan or request is inconsistent with requirements of this section. If the Governor has not made a determination within that 30-day period, the plan shall be considered to be approved. If the plan or request is disapproved, the Governor may provide a reasonable period of time in which the plan or request may be amended and resubmitted for approval. If the plan or request is approved, the Governor shall allocate funds to the local area within 30 days after such approval.

(3) REALLOCATION.—If a local board and chief elected official do not submit a local plan modification (or other local request for funds specified in guidance under subsection (b)) by the date specified in paragraph (2), or the Governor disapproves a local plan modification (or other local request), the amount the local area would have been eligible to receive pursuant to the formula under paragraph (1)(B) shall be allocated to local areas that receive approval of their local plan modifications or local requests for funds under paragraph (2). Each such local area shall receive a share of the total amount available for reallocation under this paragraph, in accordance with the area's share of the total amount allocated under paragraph (1)(B) to such local areas.

(f) USE OF FUNDS.—

(1) IN GENERAL.—The funds made available under this section shall be used—

(A) to provide summer employment opportunities for low-income youth, with direct linkages to academic and occupational learning, and may be used to provide supportive services, such as transportation or child care, that is necessary to enable the participation of such youth in the opportunities; and

(B) to provide year-round employment opportunities, which may be combined with other activities authorized under section 129 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164), to low-income youth.

(2) PROGRAM PRIORITIES.—In administering the funds under this section, the local board and chief elected official shall give priority to—

(A) identifying employment opportunities that are—

(i) in emerging or in-demand occupations in the local area; or

(ii) in the public or nonprofit sector and meet community needs; and

(B) linking participants in year-round employment opportunities to training and educational activities that will provide such participants an industry-recognized certificate or credential (referred to in this subpart as an ''industry-recognized credential'').

(3) ADMINISTRATION.—Not more than 5 percent of the funds allocated to a local area under this section may be used for the costs of administration of this section.

(4) PERFORMANCE ACCOUNTABILITY.—For activities funded under this section, in lieu of meeting the requirements described in (before July 1, 2016) section 136 of the Workforce Investment Act of 1998 (29 U.S.C. 2871) and (after June 30, 2016) section 116 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3141), States and local areas shall provide such reports as the Secretary of Labor may require regarding the performance outcomes described in section 10305(b)(5).

SEC. 10304. WORK-BASED EMPLOYMENT STRATEGIES AND ACTIVITIES OF DEMONSTRATED EFFECTIVENESS.

(a) IN GENERAL.—From the funds available under section 10302(c)(2), the Secretary of Labor shall make allotments to States, and award grants to eligible entities, under subsection (b) to carry out work-based strategies and activities of demonstrated effectiveness.

(b) ALLOTMENTS AND GRANTS.—

(1) ALLOTMENTS TO STATES FOR GRANTS.—

(A) ALLOTMENTS.—Using funds described in subsection (a), the Secretary of Labor shall allot to each State an amount equal to ½ of 1 percent of such funds.

(B) GRANTS TO ELIGIBLE ENTITIES.—The State shall use the funds to award grants, on a competitive basis, to eligible entities in the State.

(2) DIRECT GRANTS TO ELIGIBLE ENTITIES.—Using the funds described in subsection (a) that are not allotted under paragraph (1), the Secretary of Labor shall award grants on a competitive basis to eligible entities.

(c) ELIGIBLE ENTITY.—To be eligible to receive a grant under this section, an entity—

(1) shall include—

(A) a partnership involving a chief elected official and the local board for the local area involved (which may include a partnership with such elected officials and boards and State elected officials and State boards, in the region and in the State); or

(B) an entity eligible to apply for a grant, contract, or agreement under section 166 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3221); and

(2) may include, in combination with a partnership or entity described in paragraph (1)—

(A) employers or employer associations;

(B) adult education providers or postsecondary educational institutions, including community colleges;

(C) community-based organizations;

(D) joint labor-management committees;

(E) work-related intermediaries;

(F) labor organizations that sponsor training or employment upgrade programs; and

(G) other appropriate organizations.

(d) APPLICATION.—To be eligible to receive a grant under this section, an entity shall submit to the Secretary of Labor (or to the State, if applying for a grant under subsection (b)(1)(B)) an application at such time, in such manner, and containing such information as the Secretary may require. At a minimum, the application shall—

(1) describe the strategies and activities of demonstrated effectiveness that the eligible entity will carry out to provide unemployed, low-income young adults and low-income youth with skills that will lead to employment upon completion of participation in such activities;

(2) describe the requirements that will apply relating to the eligibility of unemployed, low-income young adults and low-income youth, consistent with section 10302, for activities carried out under this section, which requirements may include criteria to target assistance to particular categories of such adults and youth, such as individuals with disabilities or individuals who have exhausted all rights to unemployment compensation;

(3) describe how the strategies and activities will address the needs of the target populations identified in paragraph (2) and the needs of employers in the local area;

(4) describe the expected outcomes to be achieved by implementing the strategies and activities;

(5) provide evidence that the funds provided through the grant will be expended expeditiously and efficiently to implement the strategies and activities;

(6) describe how the strategies and activities will be coordinated with other Federal, State and local programs providing employment, education and supportive activities;

(7) provide evidence of employer commitment to participate in the activities funded under this section, including identification of anticipated occupational and skill needs;

(8) provide assurances that the eligible entity will report such information relating to fiscal, performance, and other matters, as the Secretary of Labor may require and as the Secretary determines is necessary to effectively monitor the activities carried out under this section;

(9) provide assurances that the eligible entity will ensure compliance with the requirements, restrictions, labor standards, and other provisions described in section 10305(a); and

(10) if the entity will provide activities described in subsection (f)(4), a description of how the activities will lead to the industry-recognized credentials involved.

(e) PRIORITY IN AWARDS.—In awarding grants under this section, the Secretary of Labor (or a State, under subsection (b)(1)(B)) shall give priority to applications submitted

by eligible entities from areas of high poverty and high unemployment, as defined by the Secretary, such as Public Use Microdata Areas designated by the Bureau of the Census.

(f) USE OF FUNDS.—An entity that receives a grant under this section shall use the funds made available through the grant to support work-based strategies and activities of demonstrated effectiveness that are designed to provide unemployed, low-income young adults and low-income youth with skills that will lead to employment as part of or upon completion of participation in such activities. Such strategies and activities may include—

(1) on-the-job training, registered apprenticeship programs, or other programs that combine work with skills development;

(2) sector-based training programs that have been designed to meet the specific requirements of an employer or group of employers in that sector and for which employers are committed to hiring individuals upon successful completion of the training;

(3) training that supports an industry sector or an employer-based or labor-management committee industry partnership and that includes a significant work-experience component;

(4) activities that lead to the acquisition of industry-recognized credentials in a field identified by the State or local area as a growth sector or in-demand industry in which there are likely to be significant job opportunities in the short term;

(5) activities that provide connections to immediate work opportunities, including subsidized employment opportunities, or summer employment opportunities for youth, that include concurrent skills training and other supports;

(6) activities offered through career academies that provide students with the academic preparation and training, such as paid internships and concurrent enrollment in community colleges or other postsecondary institutions, needed to pursue a career pathway that leads to postsecondary credentials and in-demand jobs; and

(7) adult basic education and integrated basic education and training for low-skilled individuals who are not younger than 16 but are younger than 25, hosted at community colleges or at other sites, to prepare individuals for jobs that are in demand in a local area.

(g) COORDINATION OF FEDERAL ADMINISTRATION.—The Secretary of Labor shall administer this section in coordination with the Secretary of Education, the Secretary of Health and Human Services, and other appropriate agency heads, to ensure the effective implementation of this section.

SEC. 10305. GENERAL REQUIREMENTS.

(a) LABOR STANDARDS AND PROTECTIONS.—Activities provided with funds made available under this subpart shall be subject to the requirements and restrictions, including the labor standards, described in section 181 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3241) and the nondiscrimination provisions of section 188 of such Act (29 U.S.C. 3248), in addition to other applicable Federal laws.

(b) REPORTING.—The Secretary of Labor may require the reporting of information relating to fiscal, performance and other matters that the Secretary determines is necessary to effectively monitor the activities carried out with funds provided under this subpart. At a minimum, recipients of grants (including recipients of subgrants) under this subpart shall provide information relating to—

(1) the number of individuals participating in activities with funds provided under this subpart and the number of such individuals who have completed such participation;

(2) the expenditures of funds provided under this subpart;

(3) the number of jobs created pursuant to the activities carried out under this subpart;

(4) the demographic characteristics of individuals participating in activities under this subpart; and

(5) the performance outcomes for individuals participating in activities under this subpart, including—

(A) for low-income youth participating in summer employment activities under sections 3 and 4, performance on indicators consisting of—

(i) work readiness skill attainment using an employer validated checklist; and

(ii) placement in or return to secondary or postsecondary education or training, or entry into unsubsidized employment;

(B) for low-income youth participating in year-round employment activities under section 10303 or in activities under section 10304, performance on indicators consisting of—

(i) placement in or return to postsecondary education;

(ii) attainment of a secondary school diploma or its recognized equivalent;

(iii) attainment of an industry-recognized credential; and

(iv) entry into, retention in, and earnings in, unsubsidized employment; and

(C) for unemployed, low-income young adults participating in activities under section 10304, performance on indicators consisting of—

(i) entry into, retention in, and earnings in, unsubsidized employment; and

(ii) attainment of an industry-recognized credential.

(c) ACTIVITIES REQUIRED TO BE ADDITIONAL.—Funds provided under this subpart shall only be used for activities that are in addition to activities that would otherwise be available in the State or local area in the absence of such funds.

(d) ADDITIONAL REQUIREMENTS.—The Secretary of Labor may establish such additional requirements as the Secretary determines may be necessary to ensure fiscal integrity, effective monitoring, and the appropriate and prompt implementation of the activities under this subpart.

(e) REPORT OF INFORMATION AND EVALUATIONS TO CONGRESS AND THE PUBLIC.—The Secretary of Labor shall provide to the appropriate committees of Congress and make available to the public the information reported pursuant to subsection (b).

SEC. 10306. DEFINITIONS.

In this subpart:

(1) CHIEF ELECTED OFFICIAL.—The term ''chief elected official'' means the chief elected executive officer of a unit of local government in a local area or in the case in which such an area includes more than one unit of general government, the individuals designated under an agreement described in section 107(c)(1)(B) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3122(c)(1)(B)).

(2) LOCAL AREA.—The term ''local area'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

(3) LOCAL BOARD.—The term ''local board'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act.

(4) LOCAL PLAN.—The term ''local plan''—

(A) means a local plan approved, before July 1, 2016, under section 118 of the Workforce Investment Act of 1998 (29 U.S.C. 2833); and

(B) after June 30, 2016, means a local plan as defined in section 3 of the Workforce Innovation and Opportunity Act.

(5) LOW-INCOME YOUTH.—The term ''low-income youth'' means an individual who—

(A) is not younger than 16 but is younger than 25;

(B) meets the definition of a low-income individual provided in section 3(36) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(36)), except that—

(i) States and local areas, subject to approval in the applicable State plans and local plans, may increase the income level specified in subparagraph (B)(i) of such section to an amount not in excess of 200 percent of the poverty line for purposes of determining eligibility for participation in activities under section 10303; and

(ii) eligible entities described in section 10304(c), subject to approval in the applicable applications for funds, may make such an increase for purposes of determining eligibility for participation in activities under section 10304; and

(C) is in one or more of the categories specified in subparagraph (B)(iii) or (C)(iv) of section 129(a)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3164(a)(1)).

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

(7) REGISTERED APPRENTICESHIP PROGRAM.—The term ''registered apprenticeship program'' means an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the ''National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

(8) STATE.—The term ''State'' means each of the several States of the United States, and the District of Columbia.

(9) STATE PLAN.—The term ''State plan'' means a State plan approved—

(A) before July 1, 2016, under section 112 of the Workforce Investment Act of 1998 (29 U.S.C. 2822); or

(B) after June 30, 2016, under section 102 or 103 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112, 3113).

(10) UNEMPLOYED, LOW-INCOME YOUNG ADULT.—The term ''unemployed, low-income young adult'' means an individual who—

(A) is not younger than 18 but is younger than 35;

(B) is without employment and is seeking assistance under this subpart to obtain employment; and

(C) meets the definition of a low-income individual specified in section 3(36) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(36)), except that eligible entities described in section 10304(c), subject to approval in the applicable applications for funds, may increase the income level specified in subparagraph (B)(i) of such section 3(36) to an amount not in excess of 200 percent of the poverty line for purposes of determining eligibility for participation in activities under section 10304.

Subpart 2—Carried Interest Fairness

SEC. 10311. SHORT TITLE; ETC.

(a) SHORT TITLE.—This subpart may be cited as the ''Carried Interest Fairness Act of 2015''.

(b) AMENDMENT OF 1986 CODE.—Except as otherwise expressly provided, whenever in this subpart an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Internal Revenue Code of 1986.

SEC. 10312. PARTNERSHIP INTERESTS TRANSFERRED IN CONNECTION WITH PERFORMANCE OF SERVICES.

(a) MODIFICATION TO ELECTION TO INCLUDE PARTNERSHIP INTEREST IN GROSS INCOME IN

YEAR OF TRANSFER.—Subsection (c) of section 83 is amended by redesignating paragraph (4) as paragraph (5) and by inserting after paragraph (3) the following new paragraph:

''(4) PARTNERSHIP INTERESTS.—Except as provided by the Secretary—

''(A) IN GENERAL.—In the case of any transfer of an interest in a partnership in connection with the provision of services to (or for the benefit of) such partnership—

''(i) the fair market value of such interest shall be treated for purposes of this section as being equal to the amount of the distribution which the partner would receive if the partnership sold (at the time of the transfer) all of its assets at fair market value and distributed the proceeds of such sale (reduced by the liabilities of the partnership) to its partners in liquidation of the partnership, and

''(ii) the person receiving such interest shall be treated as having made the election under subsection (b)(1) unless such person makes an election under this paragraph to have such subsection not apply.

''(B) ELECTION.—The election under subparagraph (A)(ii) shall be made under rules similar to the rules of subsection (b)(2).''.

(b) EFFECTIVE DATE.—The amendments made by this section shall apply to interests in partnerships transferred after the date of the enactment of this Act.

SEC. 10313. SPECIAL RULES FOR PARTNERS PROVIDING INVESTMENT MANAGEMENT SERVICES TO PARTNERSHIPS.

(a) IN GENERAL.—Part I of subchapter K of chapter 1 is amended by adding at the end the following new section:

''SEC. 710. SPECIAL RULES FOR PARTNERS PROVIDING INVESTMENT MANAGEMENT SERVICES TO PARTNERSHIPS.

''(a) TREATMENT OF DISTRIBUTIVE SHARE OF PARTNERSHIP ITEMS.—For purposes of this title, in the case of an investment services partnership interest—

''(1) IN GENERAL.—Notwithstanding section 702(b)—

''(A) an amount equal to the net capital gain with respect to such interest for any partnership taxable year shall be treated as ordinary income, and

''(B) subject to the limitation of paragraph (2), an amount equal to the net capital loss with respect to such interest for any partnership taxable year shall be treated as an ordinary loss.

''(2) RECHARACTERIZATION OF LOSSES LIMITED TO RECHARACTERIZED GAINS.—The amount treated as ordinary loss under paragraph (1)(B) for any taxable year shall not exceed the excess (if any) of—

''(A) the aggregate amount treated as ordinary income under paragraph (1)(A) with respect to the investment services partnership interest for all preceding partnership taxable years to which this section applies, over

''(B) the aggregate amount treated as ordinary loss under paragraph (1)(B) with respect to such interest for all preceding partnership taxable years to which this section applies.

''(3) ALLOCATION TO ITEMS OF GAIN AND LOSS.—

''(A) NET CAPITAL GAIN.—The amount treated as ordinary income under paragraph (1)(A) shall be allocated ratably among the items of long-term capital gain taken into account in determining such net capital gain.

''(B) NET CAPITAL LOSS.—The amount treated as ordinary loss under paragraph (1)(B) shall be allocated ratably among the items of long-term capital loss and short-term capital loss taken into account in determining such net capital loss.

''(4) TERMS RELATING TO CAPITAL GAINS AND LOSSES.—For purposes of this section—

''(A) IN GENERAL.—Net capital gain, long-term capital gain, and long-term capital loss, with respect to any investment services partnership interest for any taxable year, shall be determined under section 1222, except that such section shall be applied—

''(i) without regard to the recharacterization of any item as ordinary income or ordinary loss under this section,

''(ii) by only taking into account items of gain and loss taken into account by the holder of such interest under section 702 (other than subsection (a)(9) thereof) with respect to such interest for such taxable year, and

''(iii) by treating property which is taken into account in determining gains and losses to which section 1231 applies as capital assets held for more than 1 year.

''(B) NET CAPITAL LOSS.—The term 'net capital loss' means the excess of the losses from sales or exchanges of capital assets over the gains from such sales or exchanges. Rules similar to the rules of clauses (i) through (iii) of subparagraph (A) shall apply for purposes of the preceding sentence.

''(5) SPECIAL RULE FOR DIVIDENDS.—Any dividend allocated with respect to any investment services partnership interest shall not be treated as qualified dividend income for purposes of section 1(h).

''(6) SPECIAL RULE FOR QUALIFIED SMALL BUSINESS STOCK.—Section 1202 shall not apply to any gain from the sale or exchange of qualified small business stock (as defined in section 1202(c)) allocated with respect to any investment services partnership interest.

''(b) DISPOSITIONS OF PARTNERSHIP INTERESTS.—

''(1) GAIN.—

''(A) IN GENERAL.—Any gain on the disposition of an investment services partnership interest shall be—

''(i) treated as ordinary income, and

''(ii) recognized notwithstanding any other provision of this subtitle.

''(B) GIFT AND TRANSFERS AT DEATH.—In the case of a disposition of an investment services partnership interest by gift or by reason of death of the taxpayer—

''(i) subparagraph (A) shall not apply,

''(ii) such interest shall be treated as an investment services partnership interest in the hands of the person acquiring such interest, and

''(iii) any amount that would have been treated as ordinary income under this subsection had the decedent sold such interest immediately before death shall be treated as an item of income in respect of a decedent under section 691.

''(2) LOSS.—Any loss on the disposition of an investment services partnership interest shall be treated as an ordinary loss to the extent of the excess (if any) of—

''(A) the aggregate amount treated as ordinary income under subsection (a) with respect to such interest for all partnership taxable years to which this section applies, over

''(B) the aggregate amount treated as ordinary loss under subsection (a) with respect to such interest for all partnership taxable years to which this section applies.

''(3) ELECTION WITH RESPECT TO CERTAIN EXCHANGES.—Paragraph (1)(A)(ii) shall not apply to the contribution of an investment services partnership interest to a partnership in exchange for an interest in such partnership if—

''(A) the taxpayer makes an irrevocable election to treat the partnership interest received in the exchange as an investment services partnership interest, and

''(B) the taxpayer agrees to comply with such reporting and recordkeeping requirements as the Secretary may prescribe.

''(4) DISTRIBUTIONS OF PARTNERSHIP PROPERTY.—

''(A) IN GENERAL.—In the case of any distribution of property by a partnership with respect to any investment services partnership interest held by a partner, the partner receiving such property shall recognize gain equal to the excess (if any) of—

''(i) the fair market value of such property at the time of such distribution, over

''(ii) the adjusted basis of such property in the hands of such partner (determined without regard to subparagraph (C)).

''(B) TREATMENT OF GAIN AS ORDINARY INCOME.—Any gain recognized by such partner under subparagraph (A) shall be treated as ordinary income to the same extent and in the same manner as the increase in such partner's distributive share of the taxable income of the partnership would be treated under subsection (a) if, immediately prior to the distribution, the partnership had sold the distributed property at fair market value and all of the gain from such disposition were allocated to such partner. For purposes of applying subsection (a)(2), any gain treated as ordinary income under this subparagraph shall be treated as an amount treated as ordinary income under subsection (a)(1)(A).

''(C) ADJUSTMENT OF BASIS.—In the case of a distribution to which subparagraph (A) applies, the basis of the distributed property in the hands of the distributee partner shall be the fair market value of such property.

''(D) SPECIAL RULES WITH RESPECT TO MERGERS, DIVISIONS, AND TECHNICAL TERMINATIONS.—In the case of a taxpayer which satisfies requirements similar to the requirements of subparagraphs (A) and (B) of paragraph (3), this paragraph and paragraph (1)(A)(ii) shall not apply to the distribution of a partnership interest if such distribution is in connection with a contribution (or deemed contribution) of any property of the partnership to which section 721 applies pursuant to a transaction described in paragraph (1)(B) or (2) of section 708(b).

''(c) INVESTMENT SERVICES PARTNERSHIP INTEREST.—For purposes of this section—

''(1) IN GENERAL.—The term 'investment services partnership interest' means any interest in an investment partnership acquired or held by any person in connection with the conduct of a trade or business described in paragraph (2) by such person (or any person related to such person). An interest in an investment partnership held by any person—

''(A) shall not be treated as an investment services partnership interest for any period before the first date on which it is so held in connection with such a trade or business,

''(B) shall not cease to be an investment services partnership interest merely because such person holds such interest other than in connection with such a trade or business, and

''(C) shall be treated as an investment services partnership interest if acquired from a related person in whose hands such interest was an investment services partnership interest.

''(2) BUSINESSES TO WHICH THIS SECTION APPLIES.—A trade or business is described in this paragraph if such trade or business primarily involves the performance of any of the following services with respect to assets held (directly or indirectly) by one or more investment partnerships referred to in paragraph (1):

''(A) Advising as to the advisability of investing in, purchasing, or selling any specified asset.

''(B) Managing, acquiring, or disposing of any specified asset.

''(C) Arranging financing with respect to acquiring specified assets.

''(D) Any activity in support of any service described in subparagraphs (A) through (C).

''(3) INVESTMENT PARTNERSHIP.—

''(A) IN GENERAL.—The term 'investment partnership' means any partnership if, at the

end of any two consecutive calendar quarters ending after the date of enactment of this section—

''(i) substantially all of the assets of the partnership are specified assets (determined without regard to any section 197 intangible within the meaning of section 197(d)), and

''(ii) less than 75 percent of the capital of the partnership is attributable to qualified capital interests which constitute property held in connection with a trade or business of the owner of such interest.

''(B) LOOK-THROUGH OF CERTAIN WHOLLY OWNED ENTITIES FOR PURPOSES OF DETERMINING ASSETS OF THE PARTNERSHIP.—

''(i) IN GENERAL.—For purposes of determining the assets of a partnership under subparagraph (A)(i)—

''(I) any interest in a specified entity shall not be treated as an asset of such partnership, and

''(II) such partnership shall be treated as holding its proportionate share of each of the assets of such specified entity.

''(ii) SPECIFIED ENTITY.—For purposes of clause (i), the term 'specified entity' means, with respect to any partnership (hereafter referred to as the upper-tier partnership), any person which engages in the same trade or business as the upper-tier partnership and is—

''(I) a partnership all of the capital and profits interests of which are held directly or indirectly by the upper-tier partnership, or

''(II) a foreign corporation which does not engage in a trade or business in the United States and all of the stock of which is held directly or indirectly by the upper-tier partnership.

''(C) SPECIAL RULES FOR DETERMINING IF PROPERTY HELD IN CONNECTION WITH TRADE OR BUSINESS.—

''(i) IN GENERAL.—Except as otherwise provided by the Secretary, solely for purposes of determining whether any interest in a partnership constitutes property held in connection with a trade or business under subparagraph (A)(ii)—

''(I) a trade or business of any person closely related to the owner of such interest shall be treated as a trade or business of such owner,

''(II) such interest shall be treated as held by a person in connection with a trade or business during any taxable year if such interest was so held by such person during any 3 taxable years preceding such taxable year, and

''(III) paragraph (5)(B) shall not apply.

''(ii) CLOSELY RELATED PERSONS.—For purposes of clause (i)(I), a person shall be treated as closely related to another person if, taking into account the rules of section 267(c), the relationship between such persons is described in—

''(I) paragraph (1) or (9) of section 267(b), or

''(II) section 267(b)(4), but solely in the case of a trust with respect to which each current beneficiary is the grantor or a person whose relationship to the grantor is described in paragraph (1) or (9) of section 267(b).

''(D) ANTIABUSE RULES.—The Secretary may issue regulations or other guidance which prevent the avoidance of the purposes of subparagraph (A), including regulations or other guidance which treat convertible and contingent debt (and other debt having the attributes of equity) as a capital interest in the partnership.

''(E) CONTROLLED GROUPS OF ENTITIES.—

''(i) IN GENERAL.—In the case of a controlled group of entities, if an interest in the partnership received in exchange for a contribution to the capital of the partnership by any member of such controlled group would (in the hands of such member) constitute property held in connection with a trade or business, then any interest in such partnership held by any member of such group shall be treated for purposes of subparagraph (A) as constituting (in the hands of such member) property held in connection with a trade or business.

''(ii) CONTROLLED GROUP OF ENTITIES.—For purposes of clause (i), the term 'controlled group of entities' means a controlled group of corporations as defined in section 1563(a)(1), applied without regard to subsections (a)(4) and (b)(2) of section 1563. A partnership or any other entity (other than a corporation) shall be treated as a member of a controlled group of entities if such entity is controlled (within the meaning of section 954(d)(3)) by members of such group (including any entity treated as a member of such group by reason of this sentence).

''(F) SPECIAL RULE FOR CORPORATIONS.—For purposes of this paragraph, in the case of a corporation, the determination of whether property is held in connection with a trade or business shall be determined as if the taxpayer were an individual.

''(4) SPECIFIED ASSET.—The term 'specified asset' means securities (as defined in section 475(c)(2) without regard to the last sentence thereof), real estate held for rental or investment, interests in partnerships, commodities (as defined in section 475(e)(2)), cash or cash equivalents, or options or derivative contracts with respect to any of the foregoing.

''(5) RELATED PERSONS.—

''(A) IN GENERAL.—A person shall be treated as related to another person if the relationship between such persons is described in section 267(b) or 707(b).

''(B) ATTRIBUTION OF PARTNER SERVICES.—Any service described in paragraph (2) which is provided by a partner of a partnership shall be treated as also provided by such partnership.

''(d) EXCEPTION FOR CERTAIN CAPITAL INTERESTS.—

''(1) IN GENERAL.—In the case of any portion of an investment services partnership interest which is a qualified capital interest, all items of gain and loss (and any dividends) which are allocated to such qualified capital interest shall not be taken into account under subsection (a) if—

''(A) allocations of items are made by the partnership to such qualified capital interest in the same manner as such allocations are made to other qualified capital interests held by partners who do not provide any services described in subsection (c)(2) and who are not related to the partner holding the qualified capital interest, and

''(B) the allocations made to such other interests are significant compared to the allocations made to such qualified capital interest.

''(2) AUTHORITY TO PROVIDE EXCEPTIONS TO ALLOCATION REQUIREMENTS.—To the extent provided by the Secretary in regulations or other guidance—

''(A) ALLOCATIONS TO PORTION OF QUALIFIED CAPITAL INTEREST.—Paragraph (1) may be applied separately with respect to a portion of a qualified capital interest.

''(B) NO OR INSIGNIFICANT ALLOCATIONS TO NONSERVICE PROVIDERS.—In any case in which the requirements of paragraph (1)(B) are not satisfied, items of gain and loss (and any dividends) shall not be taken into account under subsection (a) to the extent that such items are properly allocable under such regulations or other guidance to qualified capital interests.

''(C) ALLOCATIONS TO SERVICE PROVIDERS' QUALIFIED CAPITAL INTERESTS WHICH ARE LESS THAN OTHER ALLOCATIONS.—Allocations shall not be treated as failing to meet the requirement of paragraph (1)(A) merely because the allocations to the qualified capital interest represent a lower return than the allocations made to the other qualified capital interests referred to in such paragraph.

''(3) SPECIAL RULE FOR CHANGES IN SERVICES AND CAPITAL CONTRIBUTIONS.—In the case of an interest in a partnership which was not an investment services partnership interest and which, by reason of a change in the services with respect to assets held (directly or indirectly) by the partnership or by reason of a change in the capital contributions to such partnership, becomes an investment services partnership interest, the qualified capital interest of the holder of such partnership interest immediately after such change shall not, for purposes of this subsection, be less than the fair market value of such interest (determined immediately before such change).

''(4) SPECIAL RULE FOR TIERED PARTNERSHIPS.—Except as otherwise provided by the Secretary, in the case of tiered partnerships, all items which are allocated in a manner which meets the requirements of paragraph (1) to qualified capital interests in a lower-tier partnership shall retain such character to the extent allocated on the basis of qualified capital interests in any upper-tier partnership.

''(5) EXCEPTION FOR NO-SELF-CHARGED CARRY AND MANAGEMENT FEE PROVISIONS.—Except as otherwise provided by the Secretary, an interest shall not fail to be treated as satisfying the requirement of paragraph (1)(A) merely because the allocations made by the partnership to such interest do not reflect the cost of services described in subsection (c)(2) which are provided (directly or indirectly) to the partnership by the holder of such interest (or a related person).

''(6) SPECIAL RULE FOR DISPOSITIONS.—In the case of any investment services partnership interest any portion of which is a qualified capital interest, subsection (b) shall not apply to so much of any gain or loss as bears the same proportion to the entire amount of such gain or loss as—

''(A) the distributive share of gain or loss that would have been allocated to the qualified capital interest (consistent with the requirements of paragraph (1)) if the partnership had sold all of its assets at fair market value immediately before the disposition, bears to

''(B) the distributive share of gain or loss that would have been so allocated to the investment services partnership interest of which such qualified capital interest is a part.

''(7) QUALIFIED CAPITAL INTEREST.—For purposes of this section—

''(A) IN GENERAL.—The term 'qualified capital interest' means so much of a partner's interest in the capital of the partnership as is attributable to—

''(i) the fair market value of any money or other property contributed to the partnership in exchange for such interest (determined without regard to section 752(a)),

''(ii) any amounts which have been included in gross income under section 83 with respect to the transfer of such interest, and

''(iii) the excess (if any) of—

''(I) any items of income and gain taken into account under section 702 with respect to such interest, over

''(II) any items of deduction and loss so taken into account.

''(B) ADJUSTMENT TO QUALIFIED CAPITAL INTEREST.—

''(i) DISTRIBUTIONS AND LOSSES.—The qualified capital interest shall be reduced by distributions from the partnership with respect to such interest and by the excess (if any) of the amount described in subparagraph (A)(iii)(II) over the amount described in subparagraph (A)(iii)(I).

''(ii) SPECIAL RULE FOR CONTRIBUTIONS OF PROPERTY.—In the case of any contribution

of property described in subparagraph (A)(i) with respect to which the fair market value of such property is not equal to the adjusted basis of such property immediately before such contribution, proper adjustments shall be made to the qualified capital interest to take into account such difference consistent with such regulations or other guidance as the Secretary may provide.

''(C) TECHNICAL TERMINATIONS, ETC., DISREGARDED.—No increase or decrease in the qualified capital interest of any partner shall result from a termination, merger, consolidation, or division described in section 708, or any similar transaction.

''(8) TREATMENT OF CERTAIN LOANS.—

''(A) PROCEEDS OF PARTNERSHIP LOANS NOT TREATED AS QUALIFIED CAPITAL INTEREST OF SERVICE PROVIDING PARTNERS.—For purposes of this subsection, an investment services partnership interest shall not be treated as a qualified capital interest to the extent that such interest is acquired in connection with the proceeds of any loan or other advance made or guaranteed, directly or indirectly, by any other partner or the partnership (or any person related to any such other partner or the partnership). The preceding sentence shall not apply to the extent the loan or other advance is repaid before the date of the enactment of this section unless such repayment is made with the proceeds of a loan or other advance described in the preceding sentence.

''(B) REDUCTION IN ALLOCATIONS TO QUALIFIED CAPITAL INTERESTS FOR LOANS FROM NONSERVICE-PROVIDING PARTNERS TO THE PARTNERSHIP.—For purposes of this subsection, any loan or other advance to the partnership made or guaranteed, directly or indirectly, by a partner not providing services described in subsection (c)(2) to the partnership (or any person related to such partner) shall be taken into account in determining the qualified capital interests of the partners in the partnership.

''(9) SPECIAL RULE FOR QUALIFIED FAMILY PARTNERSHIPS.—

''(A) IN GENERAL.—In the case of any specified family partnership interest, paragraph (1)(A) shall be applied without regard to the phrase 'and who are not related to the partner holding the qualified capital interest'.

''(B) SPECIFIED FAMILY PARTNERSHIP INTEREST.—For purposes of this paragraph, the term 'specified family partnership interest' means any investment services partnership interest if—

''(i) such interest is an interest in a qualified family partnership,

''(ii) such interest is held by a natural person or by a trust with respect to which each beneficiary is a grantor or a person whose relationship to the grantor is described in section 267(b)(1), and

''(iii) all other interests in such qualified family partnership with respect to which significant allocations are made (within the meaning of paragraph (1)(B) and in comparison to the allocations made to the interest described in clause (ii)) are held by persons who—

''(I) are related to the natural person or trust referred to in clause (ii), or

''(II) provide services described in subsection (c)(2).

''(C) QUALIFIED FAMILY PARTNERSHIP.—For purposes of this paragraph, the term 'qualified family partnership' means any partnership if—

''(i) all of the capital and profits interests of such partnership are held by—

''(I) specified family members,

''(II) any person closely related (within the meaning of subsection (c)(3)(C)(ii)) to a specified family member, or

''(III) any other person (not described in subclause (I) or (II)) if such interest is an investment services partnership interest with respect to such person, and

''(ii) such partnership does not hold itself out to the public as an investment advisor.

''(D) SPECIFIED FAMILY MEMBERS.—For purposes of subparagraph (C), individuals shall be treated as specified family members if such individuals would be treated as one person under the rules of section 1361(c)(1) if the applicable date (within the meaning of subparagraph (B)(iii) thereof) were the latest of—

''(i) the date of the establishment of the partnership,

''(ii) the earliest date that the common ancestor holds a capital or profits interest in the partnership, or

''(iii) the date of the enactment of this section.

''(e) OTHER INCOME AND GAIN IN CONNECTION WITH INVESTMENT MANAGEMENT SERVICES.—

''(1) IN GENERAL.—If—

''(A) a person performs (directly or indirectly) investment management services for any investment entity,

''(B) such person holds (directly or indirectly) a disqualified interest with respect to such entity, and

''(C) the value of such interest (or payments thereunder) is substantially related to the amount of income or gain (whether or not realized) from the assets with respect to which the investment management services are performed,

any income or gain with respect to such interest shall be treated as ordinary income. Rules similar to the rules of subsections (a)(5) and (d) shall apply for purposes of this subsection.

''(2) DEFINITIONS.—For purposes of this subsection—

''(A) DISQUALIFIED INTEREST.—

''(i) IN GENERAL.—The term 'disqualified interest' means, with respect to any investment entity—

''(I) any interest in such entity other than indebtedness,

''(II) convertible or contingent debt of such entity,

''(III) any option or other right to acquire property described in subclause (I) or (II), and

''(IV) any derivative instrument entered into (directly or indirectly) with such entity or any investor in such entity.

''(ii) EXCEPTIONS.—Such term shall not include—

''(I) a partnership interest,

''(II) except as provided by the Secretary, any interest in a taxable corporation, and

''(III) except as provided by the Secretary, stock in an S corporation.

''(B) TAXABLE CORPORATION.—The term 'taxable corporation' means—

''(i) a domestic C corporation, or

''(ii) a foreign corporation substantially all of the income of which is—

''(I) effectively connected with the conduct of a trade or business in the United States, or

''(II) subject to a comprehensive foreign income tax (as defined in section 457A(d)(2)).

''(C) INVESTMENT MANAGEMENT SERVICES.—The term 'investment management services' means a substantial quantity of any of the services described in subsection (c)(2).

''(D) INVESTMENT ENTITY.—The term 'investment entity' means any entity which, if it were a partnership, would be an investment partnership.

''(f) EXCEPTION FOR DOMESTIC C CORPORATIONS.—Except as otherwise provided by the Secretary, in the case of a domestic C corporation—

''(1) subsections (a) and (b) shall not apply to any item allocated to such corporation with respect to any investment services partnership interest (or to any gain or loss with respect to the disposition of such an interest), and

''(2) subsection (e) shall not apply.

''(g) REGULATIONS.—The Secretary shall prescribe such regulations or other guidance as is necessary or appropriate to carry out the purposes of this section, including regulations or other guidance to—

''(1) require such reporting and recordkeeping by any person in such manner and at such time as the Secretary may prescribe for purposes of enabling the partnership to meet the requirements of section 6031 with respect to any item described in section 702(a)(9),

''(2) provide modifications to the application of this section (including treating related persons as not related to one another) to the extent such modification is consistent with the purposes of this section,

''(3) prevent the avoidance of the purposes of this section (including through the use of qualified family partnerships), and

''(4) coordinate this section with the other provisions of this title.

''(h) CROSS REFERENCE.—For 40-percent penalty on certain underpayments due to the avoidance of this section, see section 6662.''.

(b) APPLICATION OF SECTION 751 TO INDIRECT DISPOSITIONS OF INVESTMENT SERVICES PARTNERSHIP INTERESTS.—

(1) IN GENERAL.—Subsection (a) of section 751 is amended by striking ''or'' at the end of paragraph (1), by inserting ''or'' at the end of paragraph (2), and by inserting after paragraph (2) the following new paragraph:

''(3) investment services partnership interests held by the partnership,''.

(2) CERTAIN DISTRIBUTIONS TREATED AS SALES OR EXCHANGES.—Subparagraph (A) of section 751(b)(1) is amended by striking ''or'' at the end of clause (i), by inserting ''or'' at the end of clause (ii), and by inserting after clause (ii) the following new clause:

''(iii) investment services partnership interests held by the partnership,''.

(3) APPLICATION OF SPECIAL RULES IN THE CASE OF TIERED PARTNERSHIPS.—Subsection (f) of section 751 is amended—

(A) by striking ''or'' at the end of paragraph (1), by inserting ''or'' at the end of paragraph (2), and by inserting after paragraph (2) the following new paragraph:

''(3) an investment services partnership interest held by the partnership,'', and

(B) by striking ''partner.'' and inserting ''partner (other than a partnership in which it holds an investment services partnership interest).''.

(4) INVESTMENT SERVICES PARTNERSHIP INTERESTS; QUALIFIED CAPITAL INTERESTS.—Section 751 is amended by adding at the end the following new subsection:

''(g) INVESTMENT SERVICES PARTNERSHIP INTERESTS.—For purposes of this section—

''(1) IN GENERAL.—The term 'investment services partnership interest' has the meaning given such term by section 710(c).

''(2) ADJUSTMENTS FOR QUALIFIED CAPITAL INTERESTS.—The amount to which subsection (a) applies by reason of paragraph (3) thereof shall not include so much of such amount as is attributable to any portion of the investment services partnership interest which is a qualified capital interest (determined under rules similar to the rules of section 710(d)).

''(3) EXCEPTION FOR PUBLICLY TRADED PARTNERSHIPS.—Except as otherwise provided by the Secretary, in the case of an exchange of an interest in a publicly traded partnership (as defined in section 7704) to which subsection (a) applies—

''(A) this section shall be applied without regard to subsections (a)(3), (b)(1)(A)(iii), and (f)(3), and

''(B) such partnership shall be treated as owning its proportionate share of the property of any other partnership in which it is a partner.

''(4) RECOGNITION OF GAINS.—Any gain with respect to which subsection (a) applies by reason of paragraph (3) thereof shall be recognized notwithstanding any other provision of this title.

''(5) COORDINATION WITH INVENTORY ITEMS.—An investment services partnership interest held by the partnership shall not be treated as an inventory item of the partnership.

''(6) PREVENTION OF DOUBLE COUNTING.—Under regulations or other guidance prescribed by the Secretary, subsection (a)(3) shall not apply with respect to any amount to which section 710 applies.

''(7) VALUATION METHODS.—The Secretary shall prescribe regulations or other guidance which provide the acceptable methods for valuing investment services partnership interests for purposes of this section.''.

(c) TREATMENT FOR PURPOSES OF SECTION 7704.—Subsection (d) of section 7704 is amended by adding at the end the following new paragraph:

''(6) INCOME FROM CERTAIN CARRIED INTERESTS NOT QUALIFIED.—

''(A) IN GENERAL.—Specified carried interest income shall not be treated as qualifying income.

''(B) SPECIFIED CARRIED INTEREST INCOME.—For purposes of this paragraph—

''(i) IN GENERAL.—The term 'specified carried interest income' means—

''(I) any item of income or gain allocated to an investment services partnership interest (as defined in section 710(c)) held by the partnership,

''(II) any gain on the disposition of an investment services partnership interest (as so defined) or a partnership interest to which (in the hands of the partnership) section 751 applies, and

''(III) any income or gain taken into account by the partnership under subsection (b)(4) or (e) of section 710.

''(ii) EXCEPTION FOR QUALIFIED CAPITAL INTERESTS.—A rule similar to the rule of section 710(d) shall apply for purposes of clause (i).

''(C) COORDINATION WITH OTHER PROVISIONS.—Subparagraph (A) shall not apply to any item described in paragraph (1)(E) (or so much of paragraph (1)(F) as relates to paragraph (1)(E)).

''(D) SPECIAL RULES FOR CERTAIN PARTNERSHIPS.—

''(i) CERTAIN PARTNERSHIPS OWNED BY REAL ESTATE INVESTMENT TRUSTS.—Subparagraph (A) shall not apply in the case of a partnership which meets each of the following requirements:

''(I) Such partnership is treated as publicly traded under this section solely by reason of interests in such partnership being convertible into interests in a real estate investment trust which is publicly traded.

''(II) Fifty percent or more of the capital and profits interests of such partnership are owned, directly or indirectly, at all times during the taxable year by such real estate investment trust (determined with the application of section 267(c)).

''(III) Such partnership meets the requirements of paragraphs (2), (3), and (4) of section 856(c).

''(ii) CERTAIN PARTNERSHIPS OWNING OTHER PUBLICLY TRADED PARTNERSHIPS.—Subparagraph (A) shall not apply in the case of a partnership which meets each of the following requirements:

''(I) Substantially all of the assets of such partnership consist of interests in one or more publicly traded partnerships (determined without regard to subsection (b)(2)).

''(II) Substantially all of the income of such partnership is ordinary income or section 1231 gain (as defined in section 1231(a)(3)).

''(E) TRANSITIONAL RULE.—Subparagraph (A) shall not apply to any taxable year of the partnership beginning before the date which is 10 years after the date of the enactment of this paragraph.''.

(d) IMPOSITION OF PENALTY ON UNDERPAYMENTS.—

(1) IN GENERAL.—Subsection (b) of section 6662 is amended by inserting after paragraph (7) the following new paragraph:

''(8) The application of section 710(e) or the regulations or other guidance prescribed under section 710(g) to prevent the avoidance of the purposes of section 710.''.

(2) AMOUNT OF PENALTY.—

(A) IN GENERAL.—Section 6662 is amended by adding at the end the following new subsection:

''(k) INCREASE IN PENALTY IN CASE OF PROPERTY TRANSFERRED FOR INVESTMENT MANAGEMENT SERVICES.—In the case of any portion of an underpayment to which this section applies by reason of subsection (b)(8), subsection (a) shall be applied with respect to such portion by substituting '40 percent' for '20 percent'.''.

(B) CONFORMING AMENDMENT.—Subparagraph (B) of section 6662A(e)(2) is amended by striking ''or (i)'' and inserting '', (i), or (k)''.

(3) SPECIAL RULES FOR APPLICATION OF REASONABLE CAUSE EXCEPTION.—Subsection (c) of section 6664 is amended—

(A) by redesignating paragraphs (3) and (4) as paragraphs (4) and (5), respectively;

(B) by striking ''paragraph (3)'' in paragraph (5)(A), as so redesignated, and inserting ''paragraph (4)''; and

(C) by inserting after paragraph (2) the following new paragraph:

''(3) SPECIAL RULE FOR UNDERPAYMENTS ATTRIBUTABLE TO INVESTMENT MANAGEMENT SERVICES.—

''(A) IN GENERAL.—Paragraph (1) shall not apply to any portion of an underpayment to which section 6662 applies by reason of subsection (b)(8) unless—

''(i) the relevant facts affecting the tax treatment of the item are adequately disclosed,

''(ii) there is or was substantial authority for such treatment, and

''(iii) the taxpayer reasonably believed that such treatment was more likely than not the proper treatment.

''(B) RULES RELATING TO REASONABLE BELIEF.—Rules similar to the rules of subsection (d)(3) shall apply for purposes of subparagraph (A)(iii).''.

(e) INCOME AND LOSS FROM INVESTMENT SERVICES PARTNERSHIP INTERESTS TAKEN INTO ACCOUNT IN DETERMINING NET EARNINGS FROM SELF-EMPLOYMENT.—

(1) INTERNAL REVENUE CODE.—

(A) IN GENERAL.—Section 1402(a) is amended by striking ''and'' at the end of paragraph (16), by striking the period at the end of paragraph (17) and inserting ''; and'', and by inserting after paragraph (17) the following new paragraph:

''(18) notwithstanding the preceding provisions of this subsection, in the case of any individual engaged in the trade or business of providing services described in section 710(c)(2) with respect to any entity, investment services partnership income or loss (as defined in subsection (m)) of such individual with respect to such entity shall be taken into account in determining the net earnings from self-employment of such individual.''.

(B) INVESTMENT SERVICES PARTNERSHIP INCOME OR LOSS.—Section 1402 is amended by adding at the end the following new subsection:

''(m) INVESTMENT SERVICES PARTNERSHIP INCOME OR LOSS.—For purposes of subsection (a)—

''(1) IN GENERAL.—The term 'investment services partnership income or loss' means, with respect to any investment services partnership interest (as defined in section 710(c)) or disqualified interest (as defined in section 710(e)), the net of—

''(A) the amounts treated as ordinary income or ordinary loss under subsections (b) and (e) of section 710 with respect to such interest,

''(B) all items of income, gain, loss, and deduction allocated to such interest, and

''(C) the amounts treated as realized from the sale or exchange of property other than a capital asset under section 751 with respect to such interest.

''(2) EXCEPTION FOR QUALIFIED CAPITAL INTERESTS.—A rule similar to the rule of section 710(d) shall apply for purposes of applying paragraph (1)(B).''.

(2) SOCIAL SECURITY ACT.—Section 211(a) of the Social Security Act is amended by striking ''and'' at the end of paragraph (15), by striking the period at the end of paragraph (16) and inserting ''; and'', and by inserting after paragraph (16) the following new paragraph:

''(17) Notwithstanding the preceding provisions of this subsection, in the case of any individual engaged in the trade or business of providing services described in section 710(c)(2) of the Internal Revenue Code of 1986 with respect to any entity, investment services partnership income or loss (as defined in section 1402(m) of such Code) shall be taken into account in determining the net earnings from self-employment of such individual.''.

(f) SEPARATE ACCOUNTING BY PARTNER.—Section 702(a) is amended by striking ''and'' at the end of paragraph (7), by striking the period at the end of paragraph (8) and inserting '', and'', and by inserting after paragraph (8) the following:

''(9) any amount treated as ordinary income or loss under subsection (a), (b), or (e) of section 710.''.

(g) CONFORMING AMENDMENTS.—

(1) Subsection (d) of section 731 is amended by inserting ''section 710(b)(4) (relating to distributions of partnership property),'' after ''to the extent otherwise provided by''.

(2) Section 741 is amended by inserting ''or section 710 (relating to special rules for partners providing investment management services to partnerships)'' before the period at the end.

(3) The table of sections for part I of subchapter K of chapter 1 is amended by adding at the end the following new item:

''Sec. 710. Special rules for partners providing investment management services to partnerships.''.

(h) EFFECTIVE DATE.—

(1) IN GENERAL.—Except as otherwise provided in this subsection, the amendments made by this section shall apply to taxable years ending after the date of the enactment of this Act.

(2) PARTNERSHIP TAXABLE YEARS WHICH INCLUDE EFFECTIVE DATE.—In applying section 710(a) of the Internal Revenue Code of 1986 (as added by this section) in the case of any partnership taxable year which includes the date of the enactment of this Act, the amount of the net capital gain referred to in such section shall be treated as being the lesser of the net capital gain for the entire partnership taxable year or the net capital gain determined by only taking into account items attributable to the portion of the partnership taxable year which is after such date.

(3) DISPOSITIONS OF PARTNERSHIP INTERESTS.—

(A) IN GENERAL.—Section 710(b) of such Code (as added by this section) shall apply to dispositions and distributions after the date of the enactment of this Act.

(B) INDIRECT DISPOSITIONS.—The amendments made by subsection (b) shall apply to

transactions after the date of the enactment of this Act.

(4) OTHER INCOME AND GAIN IN CONNECTION WITH INVESTMENT MANAGEMENT SERVICES.—Section 710(e) of such Code (as added by this section) shall take effect on the date of the enactment of this Act.

AUTHORITY FOR COMMITTEES TO MEET

COMMITTEE ON BANKING, HOUSING, AND URBAN AFFAIRS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on Banking, Housing, and Urban Affairs be authorized to meet during the session of the Senate on Wednesday, July 8, 2015, at 10 a.m., to conduct a hearing entitled ''The Role of the Financial Stability Board in the U.S. Regulatory Framework.''

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

COMMITTEE ON ENVIRONMENT AND PUBLIC WORKS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on Environment and Public Works be authorized to meet during the session of the Senate on July 8, 2015, at 10 a.m., in room SD–406 of the Dirksen Senate Office Building, to conduct a hearing entitled ''Road to Paris: Examining the President's International Climate Agenda and Implications for Domestic Environmental Policy.''

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

COMMITTEE ON FOREIGN RELATIONS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on Foreign Relations be authorized to meet during the session of the Senate on July 8, 2015, at 5 p.m., to conduct a hearing entitled ''Department of Defense Maritime Activities and Engagement in the South China Sea.''

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

COMMITTEE ON HOMELAND SECURITY AND GOVERNMENTAL AFFAIRS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on Homeland Security and Governmental Affairs be authorized to meet during the session of the Senate on July 8, 2015, at 10 a.m., to conduct a hearing entitled ''Stopping an Avian Influenza Threat to Animal and Public Health.''

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

COMMITTEE ON INDIAN AFFAIRS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on Indian Affairs be authorized to meet during the session of the Senate on July 8, 2015, in room SD–628 of the Dirksen Senate Office Building, at 2:15 p.m., to conduct a hearing entitled ''A Path Forward: Trust Modernization and Reform for Indian Lands.''

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

COMMITTEE ON THE JUDICIARY

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on the Judiciary be authorized to meet during the session of the Senate on July 8, 2015, at 10 a.m., in room SD–226 of the Dirksen Senate Office Building, to conduct a hearing entitled ''Going Dark: Encryption, Technology, and the Balance Between Public Safety and Privacy.''

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

SELECT COMMITTEE ON INTELLIGENCE

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Select Committee on Intelligence be authorized to meet during the session of the Senate on July 8, 2015, at 2:30 p.m.

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

SUBCOMMITTEE ON CRIME AND TERRORISM

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Committee on the Judiciary; Subcommittee on Crime and Terrorism, be authorized to meet during the session of the Senate on July 8, 2015, at 2:15 p.m., in room SD–226 of the Dirksen Senate Office Building, to conduct a hearing entitled ''Cyber Crime: Modernizing our Legal Framework for the Information Age.''

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

PRIVILEGES OF THE FLOOR

Mr. BENNET. Mr. President, I ask unanimous consent that Jessica Bowen, a fellow in my office, have floor privileges for the remainder of this session.

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

THE CALENDAR

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of Calendar Nos. 128, 129, 130, and 131 en bloc.

There being no objection, the Senate proceeded to consider the bills en bloc.

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the bills be read a third time and passed, the motions to reconsider be considered made and laid upon the table, and that any statements related to the bills be printed in the RECORD, all en bloc.

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

SERGEANT FIRST CLASS WILLIAM B. WOODS, JR. POST OFFICE

The bill (H.R. 728) to designate the facility of the United States Postal Service located at 7050 Highway BB in Cedar Hill, Missouri, as the ''Sergeant First Class William B. Woods, Jr. Post Office,'' was ordered to a third reading, was read the third time, and passed.

FLORESVILLE VETERANS POST OFFICE BUILDING

The bill (H.R. 891) to designate the facility of the United States Postal Service located at 141 Paloma Drive in Floresville, Texas, as the ''Floresville Veterans Post Office Building'' was ordered to a third reading, was read the third time, and passed.

SERGEANT FIRST CLASS DANIEL M. FERGUSON POST OFFICE

The bill (H.R. 1326) to designate the facility of the United States Postal Service located at 2000 Mulford Road in Mulberry, Florida, as the ''Sergeant First Class Daniel M. Ferguson Post Office,'' was ordered to a third reading, was read the third time, and passed.

HERMAN BADILLO POST OFFICE BUILDING

The bill (H.R. 1350) to designate the facility of the United States Postal Service located at 442 East 167th Street in Bronx, New York, as the ''Herman Badillo Post Office Building,'' was ordered to a third reading, was read the third time, and passed.

WISHING HIS HOLINESS THE 14TH DALAI LAMA A HAPPY 80TH BIRTHDAY ON JULY 6, 2015

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the Judiciary Committee be discharged from further consideration of S. Res. 200 and the Senate proceed to its immediate consideration.

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

The clerk will report the resolution by title.

The senior assistant legislative clerk read as follows:

A resolution (S. Res. 200) wishing His Holiness the 14th Dalai Lama a happy 80th birthday on July 6, 2015, and recognizing the outstanding contributions His Holiness has made to the promotion of nonviolence, human rights, interfaith dialogue, environmental awareness, and democracy.

There being no objection, the Senate proceeded to consider the resolution.

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table with no intervening action or debate.

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

The resolution (S. Res. 200) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in the RECORD of June 11, 2015, under ''Submitted Resolutions.'')

CONGRATULATING THE UNITED STATES WOMEN'S NATIONAL TEAM FOR WINNING THE 2015 FIFA WORLD CUP

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the Senate proceed to the immediate consideration of S. Res. 218, submitted earlier today.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The senior assistant legislative clerk read as follows:

A resolution (S. Res. 218) congratulating the United States Women's National Team for winning the 2015 FIFA World Cup.

There being no objection, the Senate proceeded to consider the resolution.

Mr. MENENDEZ. Mr. President, I rise as the coauthor, with Senator COLLINS, of this Senate resolution to honor and congratulate an extraordinary team on an extraordinary accomplishment. The U.S. women's national soccer team and their triumphant 5-to-2 victory over Japan at the 2015 FIFA World Cup final was an extraordinary accomplishment and a great victory for them, for the United States, for women's soccer, and women's sports.

These inspiring athletes have spent the past months captivating audiences around the globe with their determination, tenacity, and sheer grit. It started with our national team winning the so-called group of death against Australia, Sweden, and Nigeria. They went on to beat powerhouse teams Colombia, China, and Germany on the way to the final.

All along the way, they tied a World Cup record by playing 540 consecutive minutes without conceding a single goal. In the final, our national team came up strong, scoring four goals in the first 16 minutes, including three goals from New Jersey's own Carli Lloyd. Fellow New Jerseyan Tobin Heath would add another goal, and the team cruised to a resounding 5-to-2 victory. All in all, in the entire tournament, our women's national team never lost a game.

We are all proud of them. I am especially proud of fellow New Jerseyans Christie Rampone, Heather O'Reilly, Tobin Heath, and Golden Ball winner Carli Lloyd. But more than pride, we look to this team for inspiration. The women's World Cup final was the most watched soccer game in American history. The final game had my stepchildren Jana, who is an avid player and a big women's soccer fan, and her brother Sonny, who was rooting the team on—they were both riveted at what these women players were accomplishing. This game showed them what hard work and determination can do.

For Jana and every young girl who aspires to be the best, this victory makes her dreams seem within reach. Just as the 1999 U.S. World Cup team motivated an entire generation to pursue their dreams, I am certain the performance of this team will do the same and push this generation to dream bigger, work harder, and achieve even more than they have ever imagined.

I congratulate our champions. I look forward to the adoption of the resolution.

Mr. DURBIN. Mr. President, I want to recognize the 2015 United States Women's National Soccer Team. Sunday night, our athletes brought home their third World Cup championship and continued the excellence that we have come to know from the team. Four of the woman's national team players—Shannon Boxx, Julie Johnston, Lori Chalupny, and Christen Press—are also on Chicago's National Women's Soccer League team, the Red Stars.

More than 22 million Americans watched Team USA—including a crowd of thousands gathering in Lincoln Park in Chicago to watch the match on the big screens and cheer the U.S. women to victory. This was not an easy road for the United States team. Their mettle was tested against the best teams in the world, including No. 1 ranked Germany in the semifinal.

These 23 athletes displayed the best qualities of champions: depth, confidence, selflessness, athleticism, and unconquerable spirit. With a decisive 5–2 victory over Japan, the U.S. Women's National Team showed the world that this is what legacy looks like.

We will forever remember when this team of athletes brought the Nation to its feet, yelling, ''I believe, I believe that we will win.'' And they did.

Mr. President, I congratulate all the players, coaches, and staff of the 2015 U.S. women's national soccer team.

Mr. MCCONNELL. Mr. President, I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table with no intervening action or debate.

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

The resolution (S. Res. 218) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in today's RECORD under ''Submitted Resolutions.'')

ORDERS FOR THURSDAY, JULY 9, 2015

Mr. MCCONNELL. Mr. President, I ask unanimous consent that when the Senate completes its business today, it adjourn until 9:30 a.m. tomorrow, Thursday, July 9; that following the prayer and pledge, the morning hour be deemed expired, the Journal of proceedings be approved to date, and the time for the two leaders be reserved for their use later in the day; finally, that following leader remarks, the Senate resume consideration of S. 1177.

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

PROGRAM

Mr. MCCONNELL. Mr. President, Chairman ALEXANDER and Ranking Member MURRAY intend to set up further amendment votes tomorrow before lunch, so Senators should expect a series of votes around 11:30 a.m. tomorrow.

ORDER FOR ADJOURNMENT

Mr. MCCONNELL. Mr. President, if there is no further business to come before the Senate, I ask unanimous consent that it stand adjourned under the previous order, following the remarks of Senator BLUMENTHAL.

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

Mr. MCCONNELL. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

Mr. BLUMENTHAL. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

EVERY CHILD ACHIEVES ACT

Mr. BLUMENTHAL. Mr. President, I want to thank all of my colleagues for their hard work that has brought us to this point on the bipartisan Every Child Achieves Act. My friend and colleague from Tennessee, Chairman ALEXANDER, and my great colleague, Ranking Member MURRAY, of the HELP Committee have worked tirelessly to bring this bill to the floor. I salute them for finding many points of agreement that unite us in a very bipartisan way in forming our approach to high-stakes testing—an issue that has bedeviled this body and our Nation for many years—and requiring increased data collection and reporting, expanding access to early childhood education, increases in authorization of funding, and finally, after 13 years, reauthorizing the Elementary and Secondary Education Act.

This bill is by no means perfect. Few measures approved by the Congress are. We work to come as close to perfection as possible. But, as the saying goes, we cannot let the perfect be the enemy of the good. This bill is a good bill. I personally would like to see some of the accountability provisions of the bill strengthened, ensuring that schools have real incentives to make reform.

I have some very serious qualms about a proposal that would change the formula for allocating title I funding in a way that would take funding away from certain districts in Connecticut and other States that serve low-income children.

I am hoping that three of the amendments I have written will make this legislation stronger.

First, I am pleased to say that an amendment that I had led to make sure schools and districts understand their responsibility under title IX was adopted in the underlying bill. I thank Chairman ALEXANDER and Ranking Member MURRAY for their commitment on this important title IX provision that makes the bill better and guarantees that title IX will be enforced.

A lot of people think title IX affects only athletic programs. In fact, it actually covers all forms of gender-based

discrimination in schools, including sexual harassment and assault, bullying, the needs of pregnant and parenting students, female participation in the STEM field, and a lot more. All kinds of discrimination are covered by title IX.

This landmark measure in our Federal law requires every school to designate an employee to serve as a title IX coordinator, helping students and staff to understand their rights and their obligations. Unfortunately, a lot of schools currently fail to designate such a coordinator.

In Connecticut, my friend Bill Howe has provided vitally important statewide title IX compliance training for years, but I know he often found it very difficult to secure funding for his efforts and was sometimes forced to dip into his own pocket to keep these programs going. Bill Howe is a hero in Connecticut for maintaining and sustaining a title IX training program.

My amendment will give States the resources they need to ensure their schools are protecting and promoting gender equity. No longer will Bill Howe be forced to make that funding out of his own pocket—Connecticut will have it as well.

I am proud to join with Senator AYOTTE in championing an amendment that will provide critical training and resources to help educators recognize and respond to the earliest signs of mental illness. This provision is really key because school personnel frequently see young people in many different situations, and therefore they are among the best positioned to see young people who are at risk of serious mental illness and identify those risk signs and provide mental health services at critical times before those illnesses become more serious.

We know from our tragic and horrific experience—we in Connecticut know better than most—that violence and emergency situations can happen anywhere, including at the youngest ages in elementary and secondary schools. Resources must be made available for people to help deescalate crisis situations. These funds will help diffuse those crises before they occur or while they occur by providing critical mental health services.

Training programs are important for teaching school professionals how to safely deescalate a crisis, recognize the signs and symptoms of mental illness, and refer people to appropriate mental health service providers at the early stages of mental illness, reducing the number of crisis situations.

Some of the programs already in place provide models of what kind of training will be funded. They have proven immensely successful. They are profoundly important, and they can serve as models for other schools. Some of those models are in Connecticut—training and education in helping to diffuse and resolve crises and provide for treating mental illness.

Third, I am perhaps most proud to offer the Jesse Lewis Empowering Educators Act. I am proud to offer the Jesse Lewis Empowering Educators Act because I think it reflects an advance in education that truly embodies the spirit and legacy of Jesse Lewis himself—a brave young boy who had emotional intelligence way beyond his years and who was a victim of the unspeakable, unimaginable, horrific tragedy that occurred in Newtown. I thank my colleagues, Senators MURPHY and CANTWELL, for cosponsoring it.

Jesse was one of the children who lost their lives in the Sandy Hook tragedy. In those painful, aching days after Sandy Hook, I sat in the living room of Scarlet Lewis, Jesse's mom, and I saw firsthand through Jesse's own words and photos the awe-inspiring courage and caring of this boy—his empathy and resilience and the compassion he demonstrated repeatedly throughout his all-too-brief life.

This amendment is directly shaped by the Sandy Hook Advisory Commission's final report, which highlights the importance of integrating social and emotional learning concepts into our schools. The commission noted that social-emotional learning is an integral part of education because students must learn coping skills, such as how to identify and name feelings and emotions such as frustration, anger, sadness, and how to use their problem-solving skills to manage those difficult emotional and potentially conflictual situations.

Resolving conflict means understanding the reasons for it. Social intelligence is the means to do it, and training teachers in how to teach it is one of the great missions we need to make sure our schools serve.

As much as the commission's work, this amendment really is formed by Scarlet Lewis and Jesse. His example of emotional and social learning, of intelligence in that sense, provides an example of what we should seek to emulate in our schools—demonstrating caring and concern for others, maintaining positive relationships, and making responsible decisions and resolving conflicts effectively. All of these are teachable and learnable skills. In fact, they are essential to learn for participating and contributing to society. The only question is, Where are young people going to learn them? If they do not learn them at home, they need to be taught in our schools.

If students are surrounded by educators who understand these concepts and who have the right tools and training to teach them, these students can learn to demonstrate what intelligence and emotional intelligence means in practical, everyday terms—how it can make people happier and make the people around those young people happier. Demonstrating the kinds of emotional gifts and intelligence that Jesse had innately is itself a gift that can be taught, and we have an obligation to teach it.

Social and emotional learning is a strategy that is strongly grounded in academic research. Numerous studies and reports, including the great work being done at the Yale Center for Emotional Intelligence, have found that students who exhibit these skills not only perform better academically but are less likely to engage in problematic behavior, such as alcohol and drug use, violence, truancy, and bullying. It makes perfect common sense. Students who have that emotional intelligence better adjust and avoid the pitfalls of substance abuse, violence, bullying, and conflict with fellow students.

We have an obligation to adopt social—emotional learning as part of the curricula of our schools and to make sure teachers are trained in how to impart and inculcate those great talents and gifts that are so important to the happiness of the young people who come through their classrooms, and I am hopeful this amendment will become part of this bill.

My amendments recognize that education is not only about reading, writing, and arithmetic, but learning requires an environment and a culture that cares for each student and prepares each person as an individual and as a healthy, involved member of a larger community. I think that will be a legacy we can leave through this bill, and I hope we will.

I thank the Presiding Officer, and I yield the floor.

ADJOURNMENT UNTIL 9:30 A.M. TOMORROW

The PRESIDING OFFICER. The Senate stands adjourned until 9:30 a.m. tomorrow morning.

Thereupon, the Senate, at 7:18 p.m., adjourned until Thursday, July 9, 2015, at 9:30 a.m.

NOMINATIONS

Executive nominations received by the Senate:

SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION

ANTHONY G. COLLINS, OF NEW YORK, TO BE A MEMBER OF THE ADVISORY BOARD OF THE SAINT LAWRENCE SEAWAY DEVELOPMENT CORPORATION, VICE WILLIAM L. WILSON.

DEPARTMENT OF DEFENSE

BRAD R. CARSON, OF OKLAHOMA, TO BE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS, VICE JESSICA GARFOLA WRIGHT, RESIGNED.

DEPARTMENT OF STATE

MARI CARMEN APONTE, OF THE DISTRICT OF COLUMBIA, TO BE PERMANENT REPRESENTATIVE OF THE UNITED STATES OF AMERICA TO THE ORGANIZATION OF AMERICAN STATES, WITH THE RANK OF AMBASSADOR.

PETER WILLIAM BODDE, OF MARYLAND, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER–COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO LIBYA.

CATHERINE EBERT–GRAY, OF VIRGINIA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER–COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE INDEPENDENT STATE OF PAPUA NEW GUINEA, AND TO SERVE CONCURRENTLY AND WITHOUT ADDITIONAL COMPENSATION AS AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE SOLOMON ISLANDS AND AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF VANUATU.

DENNIS B. HANKINS, OF MINNESOTA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER–COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF GUINEA.

G. KATHLEEN HILL, OF COLORADO, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF MALTA.

ELISABETH I. MILLARD, OF VIRGINIA, A CAREER MEMBER OF THE SENIOR FOREIGN SERVICE, CLASS OF MINISTER–COUNSELOR, TO BE AMBASSADOR EXTRAORDINARY AND PLENIPOTENTIARY OF THE UNITED STATES OF AMERICA TO THE REPUBLIC OF TAJIKISTAN.

MERIT SYSTEMS PROTECTION BOARD

MARK PHILIP COHEN, OF MARYLAND, TO BE A MEMBER OF THE MERIT SYSTEMS PROTECTION BOARD FOR THE TERM OF SEVEN YEARS EXPIRING MARCH 1, 2021, VICE ANNE MARIE WAGNER, TERM EXPIRED.

IN THE ARMY

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES ARMY VETERINARY CORPS UNDER TITLE 10, U.S.C., SECTIONS 624 AND 3064:

To be lieutenant colonel

NICHOLAS R. CABANO
BARBARA CLOUTIER
THOMAS H. EDWARDS
MICHAEL D. HANSEN
ERIN J. HAVERLY
GREGORY S. LAUGHLIN
JAMES W. PRATT

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES ARMY MEDICAL SPECIALIST CORPS UNDER TITLE 10, U.S.C., SECTIONS 624 AND 3064:

To be lieutenant colonel

KIMBERLY D. BRENDA
TED T. CHAPMAN
ANDREW D. CONTRERAS
MICHAEL A. DAVIDSON
LORIE L. FIKE
CHRISTOPHER A. FLAUGH
NICHELLE A. JOHNSON
JAMES J. JONES
DAVID LARRES
DUSTIN S. MARTIN
MAE H. MIRANDA
JOHNNY W. PAUL
JULIE C. RYLANDER
JAMES R. SCHMID
ENRIQUE V. SMITHFORBES
ZACK T. SOLOMON
CARRIE A. STORER

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES ARMY MEDICAL SERVICE CORPS UNDER TITLE 10, U.S.C., SECTIONS 624 AND 3064:

To be lieutenant colonel

ERIC J. ANSORGE
JUSTIN AVERY
AMY M. BIRD
MERBIN CARATTINI
TELLIS L. CARR
ANNETTE M. CARTER
JOHN D. CARTER
LAKISHIA T. CHEEFUS
RICKEY CHRISTOPHER
CHRISTOPHER M. CHUNG
SIDNEY M. COBB
MICHAEL M. COE
MICHELLE COLACICCOMAYHUGH
KYMBERLY A. DEBEAUCLAIR
MICHAEL R. DEVRIES
ERICA R. DIJOSEPH
CHARLES A. DITUSA
LUCINDA DUNCAN
LIQUORI L. ETHERIDGE
YUN H. FAN
CHADWICK FLETCHER
BRIAN T. FREIDLINE
DAVID L. GLAD
TAMMY D. GLASCOE
BRYAN T. GNADE
ALEJANDRO GONZALES
MICHELLE J. GRADNIGO
ANDREW R. GREGORY
BRENT W. GRUVER
JIAN GUAN
CASEY E. HAINES
VANESA D. HAMARD
TIFFANY N. HEADY
THWANA F. JOHNSON
DONALD C. JOHNSTON
ALAN A. JONES
NICOS KARASAVVA
PAUL J. KASSEBAUM
ALEXANDER K. KAYATANI
TODD M. KIJEK
CHRISTOPHER W. KISS
MELISSA LECCESE
JASON D. LING
HERBERT LORFILS
ROBERT G. LOWEN
CLAUDIA S. LUNA
JAMES C. MAKER
DAVID R. MALDONADOLOPEZ
DAMIAN G. MCCABE
HARRY MCDONALD, JR.
RICHARD B. MCNEMEE, JR.
MARILYN M. MUELLER
JITTAWADEE MURPHY
ALFRED H. NADER III
CLAUDIA G. NOYOLA
JAMES A. NUCE
MARCO A. OCHOA
MARILYN V. OFIELD
CHRISTOPHER J. OLIVER
CHRISTIAN K. OLSON
TRAVIS D. PAMENTER
ANTHONY W. PATTERSON
LORENZA L. PETERSON
LALINI PILLAY
JOSE M. PIZARROMATOS
PAUL R. ROLEY
ANDREW T. SCHNAUBELT
STEPHANIE A. SIDO
TRACY C. SMALLBROWN
ROSE L. SMYTH
SUSAN L. SPIAK
VEASNA T. SREY
KIRSTEN F. SWANSON
MATTHEW T. SWINGHOLM
TERESA M. TERRY
SABRINA R. THWEATT
WILLIAM A. TUDOR, JR.
SORAYA TURNER
JOLANDA L. WALKER
DAVID V. WALSH
FRED K. WEIGEL
MARC R. WELDE
MICHAEL S. WHIDDON
WILLIAM D. WHITAKER
RACHEL J. WIENKE
EMILE K. WIJNANS
ROBERT V. WILLIAMS
GREGORY C. WILSON
D010268
D011713

THE FOLLOWING NAMED OFFICERS FOR APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES ARMY NURSE CORPS UNDER TITLE 10, U.S.C., SECTIONS 624 AND 3064:

To be lieutenant colonel

JOHN L. AMENT
MARIA O. P. ANGELES
SARAH R. BELLENGER
DAVID E. BENNETT
DWIGHT R. BERRY
ALLAN J. BOUDREAUX
SILVANA R. BOYD
LISA D. BRADFORD
JODY A. BROWN
KRISTAL R. BRYANT
EDWARD F. BURKE
GAIL M. CASLEYSAWYER
RICHARD CLARK
SHANNON M. COLE
JACQUELIN COLEMANADAMS
MICHAEL R. CORBIN
ROBERT L. CORSON
LESLIE A. CURTIS
SHIRLEY DANIEL
TERRY R. DICKINSON
BRENT L. DONMOYER
E E. DUNTON II
JENNIFER L. FLORENT
CLAUDE E. FOURROUX
ROBERT K. FREDREGILL
LAURA M. GALLAWAY
WENDY L. GRAY
JOHN C. HANSON
WILLIAM R. HERRMANN
RENEE L. HOWELL
SARAH T. HUML
JENNIFER R. HUXEL
MARY E. ITTNER
KRISTIN D. JAUREGUI
HYUN J. KANG
STEVEN S. KERTES
ANN K. KETZ
LAURA O. KHAN
KIJA A. KOROWICKI
DAVID D. LAMBERT
TRACY A. LITTLE
STEPHANIE K. MARTINSON
BILLIE J. MATTHEWS
REBECCA K. MCARTHUR
STEVEN T. MEYER
JOHN L. MITCHELL, JR.
IDA S. MONTGOMERY
VINCENT B. MYERS
TRACY J. OSTROM
LILLIAN S. PERKINS
SAFIYA S. PETERSON
BRENT K. RAMSEY
DARRELL G. REAMER
COLLEEN M. REID
WILLIAM S. SEDGWICK
MARIA H. SHELTON
CHRISTOPHER T. STAKE
RACHEL STRATMAN
PAULINE A. SWIGER
LORI M. TAPLEY
RUBY J. THOMAS
JEFFREY D. THOMPSON
SHEILA J. WEBB
MICHAEL W. WISSEMANN
WENDY G. WOODALL

THE FOLLOWING NAMED INDIVIDUAL FOR REGULAR APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES ARMY NURSE CORPS UNDER TITLE 10, U.S.C., SECTIONS 531 AND 3064:

To be major

LAURA M. HUDSON

IN THE NAVY

THE FOLLOWING NAMED OFFICERS FOR TEMPORARY APPOINTMENT TO THE GRADE INDICATED IN THE UNITED STATES NAVY UNDER TITLE 10, U.S.C., SECTION 5721:

To be lieutenant commander

CHRISTOPHER N. ANDREWS
GLEN A. BARNETT
RYAN L. BROOKS
MATTHEW A. BURMESTER
CHRISTOPHER D. CARAWAY
PATRICK C. CASHIN
STEPHEN L. CLAGETT
PAUL M. DANOS
EDWARD J. DAVIS, JR.
TIMOTHY D. ERICKSON
STEVEN E. GREY, JR.
CHARLES R. HALL
ROGER A. HART
RYAN C. LANGHAM
ANDREW J. LAWRENCE
JOSHUA E. LISTER
JOSHUA LUDWIG
TIMOTHY S. MARSHALL
BRIAN D. MAXFIELD
RYAN M. P. MCCABE
TIMOTHY L. MERRICK
GREGORY A. MISCHLER
GWENDOLYN H. MURPHY
JONATHAN S. OVREN
CHARLES C. POGUE
SHANE H. PRICE
RYAN W. ROBERTSON
CHRISTOPHER A. ROMNEK
MARK G. ROSTEDT
ALEXANDER M. SAYERS
MICHAEL A. SCHENK
DUSTIN T. SMITH
JAMES P. STEBBINS
DEREK A. SUTTON
JOSHUA D. THOMPSON
JOSHUA P. THURMAN
JOSHUA H. TILEY
CHRISTOPHER R. TOCKEY
BRIAN L. TRIBBITT
JON K. TURNIPSEED
NICHOLAS A. TUUK
NICHOLAS J. VANDYKE

IN THE COAST GUARD

THE FOLLOWING NAMED OFFICER FOR APPOINTMENT IN THE UNITED STATES COAST GUARD TO THE GRADE INDICATED UNDER TITLE 14, U.S.C., SECTION 211(A)(2):

To be lieutenant commander

STEPHEN R. BIRD

FOREIGN SERVICE

THE FOLLOWING–NAMED PERSONS OF THE DEPARTMENT OF STATE FOR APPOINTMENT AS FOREIGN SERVICE OFFICERS OF THE CLASSES STATED.

FOR APPOINTMENT AS FOREIGN SERVICE OFFICER OF CLASS ONE, CONSULAR OFFICER AND SECRETARY IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA:

JASON DOUGLAS KALBFLEISCH, OF ALASKA

FOR APPOINTMENT AS FOREIGN SERVICE OFFICER OF CLASS TWO, CONSULAR OFFICER AND SECRETARY IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA:

ARLENE RENEE BARILEC, OF NEW YORK
MARLAINA R. CASEY, OF THE DISTRICT OF COLUMBIA
PHATHANIE S. CHAPMAN, OF VIRGINIA
REBECCA SCHWALBACH DALEY, OF VIRGINIA
LISA A. DERRICKSON, OF ALASKA
REBECCA EDWARDS, OF VIRGINIA
PATRICK FENNING, OF VIRGINIA
FADI A. HADDAD, OF FLORIDA
ALBERT JOHN JANEK III, OF VIRGINIA
DAVID H. LIBOFF, OF FLORIDA
GWENDOLYN LLEWELLYN, OF VIRGINIA
DALEY C. O'NEIL, OF FLORIDA
CHRISTOPHER W. VOLCIAK, OF PENNSYLVANIA

FOR APPOINTMENT AS FOREIGN SERVICE OFFICER OF CLASS THREE, CONSULAR OFFICER AND SECRETARY IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA:

LIDIA AVAKIAN, OF VIRGINIA
CARRIE LYNN BASNIGHT, OF FLORIDA
KARLA C. BROWN, OF CALIFORNIA
TABATHA L. FAIRCLOUGH, OF THE DISTRICT OF COLUMBIA
KWANG H. KIM, OF FLORIDA
KEIJI D. TURNER, OF WYOMING

FOR APPOINTMENT AS FOREIGN SERVICE OFFICER OF CLASS FOUR, CONSULAR OFFICER AND SECRETARY IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA:

NISHA ABRAHAM, OF TEXAS
MICHAEL KEITH AGNER, JR., OF FLORIDA
MEGAN AHEARN, OF PENNSYLVANIA
MAROOF P. AHMED, OF FLORIDA
NADIA SHAIRZAY AHMED, OF VIRGINIA
DRU ALEJANDRO, OF FLORIDA
BRIAN DAVID ASCHER, OF FLORIDA
RACHEL ATWOOD MENDIOLA, OF NORTH DAKOTA
OSCAR D. AVILA, OF FLORIDA
KALA CARRUTHERS AZAR, OF VIRGINIA
ANDREW C. BAKER, OF CALIFORNIA
ANNA L. BALOGH, OF MASSACHUSETTS
FRANCESCO CARLO BARBACCI, OF VIRGINIA

ANDREW BARWIG, OF COLORADO
NICOLE C. BAYER, OF CALIFORNIA
CALEB DANIEL BECKER, OF TEXAS
BRANISLAVA BELL, OF NORTH CAROLINA
ANNIKA R. BETANCOURT, OF CONNECTICUT
SHAILAJA BISTA, OF GEORGIA
D. JAMES BJORKMAN, OF VERMONT
BRIDGET BLAGOEVSKI–TRAZOFF, OF NEW YORK
RICHMOND PAUL BLAKE, OF PENNSYLVANIA
SEAN DANIEL BODA, OF FLORIDA
MATTHEW ANTHONY BOULLIOUN, OF CALIFORNIA
MICHAEL DAVIDSON BOVEN, OF MICHIGAN
ROYCE MELBERT BRANCH II, OF TEXAS
BRIAN JAMES BREUHAUS, OF NEW YORK
LASEAN WADE BROWN, OF GEORGIA
CAROLINE R. BUDDENHAGEN, OF FLORIDA
KEVIN J. BURGWINKLE, OF VIRGINIA
LAURA ALLISON BURNS, OF FLORIDA
ANDREW GEORGE BURY III, OF VIRGINIA
JOHN W. BUSH II, OF FLORIDA
YANCY W. CARUTHERS, OF MISSOURI
JEFFREY PHILIP CERNYAR, OF TEXAS
DEAN I. CHANG, OF PENNSYLVANIA
GRACE WOORI CHOI, OF CALIFORNIA
YUSHIN CHOI, OF CALIFORNIA
ROGER VINCENT CHUANG, OF CALIFORNIA
D. MARKO CIMBALJEVICH, OF INDIANA
SHOSHAUNA A. CLARK, OF COLORADO
VANESSA D. COLON, OF TEXAS
NATHAN J. COOPER, OF CALIFORNIA
JESSI MARIE COPELAND, OF VIRGINIA
JULIA HARTT KENTNOR CORBY, OF ARIZONA
ELISE S. CRANE, OF COLORADO
REID MILLER CREEDON, OF MICHIGAN
CATHERINE CROFT, OF WASHINGTON
CHAD SPENCER CRYDER, OF INDIANA
CHANSONETTA C. CUMMINGS, OF VIRGINIA
DAVID JUDE CUMMINGS, OF COLORADO
ANDREW A. DAEHNE, OF TEXAS
EDWARD FRANCIS DANOWITZ III, OF GEORGIA
CYNTHIA C. DAVILA, OF CALIFORNIA
STEWART E. DAVIS, OF THE DISTRICT OF COLUMBIA
JENNIFER L. DENHARD, OF FLORIDA
ANDREW R. DEVLIN, OF VIRGINIA
DAISY A. DIX, OF VIRGINIA
ANDREW HARRINGTON DOEHLER, OF MARYLAND
CHRISTY S. DOHERTY, OF VIRGINIA
KIRK EDWARD DONAHOE, OF PENNSYLVANIA
CLARE E. DOWDLE, OF THE DISTRICT OF COLUMBIA
RICHARD L. DUBOIS III, OF KANSAS
MICHAEL DUBRAY, OF CALIFORNIA
KARL DUCKWORTH, OF PENNSYLVANIA
ANDREW WEBER DUFF, OF VIRGINIA
SUSAN L. DUNATHAN, OF WASHINGTON
ANNA DUPONT, OF NEW YORK
SANDRA L. DUPUY, OF FLORIDA
JOEL DYLHOFF, OF ILLINOIS
DERRICK EDUARD ECKARDT, OF INDIANA
TIMOTHY R. EDGE, OF CALIFORNIA
WREN S. ELHAI, OF VIRGINIA
CHRISTOPHER CHARLES ELLIS, OF OREGON
MARY K. FANOUS, OF FLORIDA
CHRISTOPHER R. FARLOW, OF FLORIDA
JESSICA T. FARMER, OF MAINE
MICHAEL JARED FELDMAN, OF MARYLAND
JAMES P. FELDMAYER, OF VIRGINIA
DANIEL D. FENECH, OF TEXAS
BETH RUSHFORD FERNALD, OF NEW HAMPSHIRE
LIAM E. FITZGERALD, OF VIRGINIA
SHARYN C. FITZGERALD, OF VIRGINIA
ROBERT WILLIAM FOLLEY, OF WISCONSIN
AMIRA A. FOUAD, OF CALIFORNIA
SACHA FRAITURE, OF MARYLAND
DAVID FREITAS, OF CALIFORNIA
WILLIAM DAVID TUNGETT FROST, OF KENTUCKY
GREGORY ROBERT GAEDE, OF CALIFORNIA
JASON HOWARD GALLIAN, OF UTAH
EDUARDO GARCIA, OF TEXAS
LAUREN M. GIBSON, OF MARYLAND
BRIAN A. GILLESPIE, OF TENNESSEE
DARROW SLADE GODESKI MERTON, OF NEW YORK
KESHAV GOPINATH, OF CALIFORNIA
KAM J. GORDON, OF UTAH
NICHOLAS GRAY, OF WISCONSIN
LUKE S. GREICIUS, OF NEW YORK
KAY TRENHOLME HAIRSTON, OF VIRGINIA
ALEXANDER FERRELL HALL, OF WASHINGTON
JOHN RICHARD HALL, OF TEXAS
HAMMAD BASSAM HAMMAD, OF CALIFORNIA
JEFFREY HANLEY, OF PENNSYLVANIA
MICHAEL HARKER, OF NORTH CAROLINA
BRENDAN J. HARLEY, OF PENNSYLVANIA
MARY K. HARRINGTON, OF NEW HAMPSHIRE
JENNIFER ANNE–MARIE HARWOOD, OF MARYLAND
KARLENE M. HENNINGER FRELICH, OF FLORIDA
YASMEEN HIBRAWI, OF CALIFORNIA
CARLTON JEROME HICKS, OF VIRGINIA
CHRISTIANA MICHELLE HOLLIS, OF FLORIDA
REID STEVENSON HOWELL, OF OREGON
MAIETA HOWZE, OF NEW YORK
RICHARD DANIEL HUGHES, OF NEW YORK
JONATHAN HWANG, OF CALIFORNIA
ADAEZE J. IGWE, OF TEXAS
KUMI T. IKEDA, OF CALIFORNIA
AMIRAH TAREK ISMAIL, OF VIRGINIA
AARON THEODORE JACKSON, OF CALIFORNIA
DANIEL ALEXANDER JACOBS–NHAN, OF GEORGIA
JESSICA LYNN JARCEV, OF WASHINGTON
JOSANDA EVELYN JINNETTE, OF TEXAS
ELVIN JOHN, OF TEXAS
DOUGLAS MAYES JOHNSON, OF ARIZONA
NADINE FARID JOHNSON, OF WASHINGTON
ALLISON BARR JONES, OF MAINE
BRITT JAMISON JONES, OF NORTH CAROLINA
DAVID JOSAR, OF PENNSYLVANIA
JAMES JOSEPH KANIA, OF NEW JERSEY
ASHOK KAUL, OF NEVADA
KAMILAH MARESSA KEITH, OF GEORGIA
PHILIP R. KERN, OF WYOMING
AAMER ALAM KHAN, OF NEW JERSEY
UZMA FATIMAH KHAN, OF NORTH CAROLINA
MIRA J. KIM, OF ILLINOIS
CHELSEA M. KINSMAN, OF NEW YORK
JENNIFER S. KLARMAN, OF FLORIDA
JOHN C. KNETTLES, OF WASHINGTON
AHMED KOKON, OF NEW YORK
JAN JERRY KRASNY, OF FLORIDA
KAREN ANN KUZIS MEYER, OF WASHINGTON
VALERIE A. LABOY, OF TEXAS
BORCHIEN LAI, OF THE DISTRICT OF COLUMBIA
JEFFREY R. LAKSHAS, OF WASHINGTON
JIN–FONG YASUO LAM, OF FLORIDA
MATTHEW COURTNEY LAMM, OF WASHINGTON
RENEE LYNN LARIVIERE, OF VERMONT
BENJAMIN ISAAC LAZARUS, OF NORTH CAROLINA
BENEY JUHYON LEE, OF WASHINGTON
DANIEL K. LEE, OF CALIFORNIA
SCOTT T. LEO, OF CONNECTICUT
KRISTINA LESZCZAK, OF THE DISTRICT OF COLUMBIA
STEVE DAVIS LEU, OF CALIFORNIA
KUAN–WEN LIAO, OF NEW YORK
SHANNON LIBURD, OF NEW YORK
JOSEPH KUO LIN, OF CALIFORNIA
DAVID LINFIELD, OF FLORIDA
ALLISON WERNER LISTERMAN, OF NORTH CAROLINA
PETER ALBERT LOSSAU, OF FLORIDA
MY LU, OF CALIFORNIA
JACLYN LUO, OF TEXAS
JENNIFER L. MAATTA, OF WASHINGTON
EWAN JOHN MACDOUGALL, OF NEW YORK
DANIEL P. MADAR, OF SOUTH CAROLINA
MATTHEW A. MALONE, OF MARYLAND
CRISTOPH ALEXIS MARK, OF CALIFORNIA
DAN MARK, OF WASHINGTON
DOREEN VAILLANCOURT MARONEY, OF MARYLAND
THOMAS PATRICK MAROTTA, OF FLORIDA
TRACY MARTIN, OF NEW YORK
CATHERINE LIND MATHES, OF KANSAS
BRIAN AARON MATTYS, OF NEW YORK
PAUL A. MCDERMOTT, OF TEXAS
KRISTINE R. MCELWEE, OF OREGON
KARL W. MCNAMARA, OF SOUTH DAKOTA
DAVID MCWILLIAMS, OF TEXAS
KRISTIN ASHLEY MENCER, OF TENNESSEE
SAUL MERCADO, OF NEW YORK
SHANNON M. MERLO, OF VIRGINIA
LITAH NICOLE MILLER, OF MISSOURI
RYAN S. MILLER, OF OHIO
CHAD GREGORY MINER, OF LOUISIANA
KYLE JOHN MISSBACH, OF TEXAS
MICHAEL JOHN MITCHELL, OF MINNESOTA
CHARLES L. MONTGOMERY, OF CALIFORNIA
EVAN MORRISEY, OF WASHINGTON
AMAL MOUSSAOUI HAYNES, OF NEW YORK
SCOTT E. MURPHY, OF VIRGINIA
NINA MURRAY, OF NEBRASKA
KERRIE ANN NANNI, OF TEXAS
JOSEPH JOHN NARUS, OF OREGON
CRISTINA MARIE NARVAEZ, OF FLORIDA
WILLIAM E. O'BRYAN, OF NEBRASKA
RACHEL OREOLUWA OKUNUBI, OF THE DISTRICT OF COLUMBIA
AMBER M. OLIVA, OF ALASKA
DAVID TODD PANETTI, OF MINNESOTA
JASON LEE PARK, OF NEW JERSEY
JOO WEON JOHN PARK, OF VIRGINIA
TYLER J. PARTRIDGE, OF ARIZONA
LEONARD K. PAYNE IV, OF FLORIDA
CASSANDRA J. PAYTON, OF FLORIDA
MIGAEL S. PENIX, OF NORTH CAROLINA
AMY PETERSEN, OF TEXAS
NATALIE L. PETERSON, OF OHIO
SHANNON ELISABETH PETRY, OF TEXAS
ROBERT MATTHEW PICKETT, OF OREGON
BRANDON NOBLE PIERCE, OF FLORIDA
MATTHEW COLE PIERSON, OF VIRGINIA
LISA N. PODOLNY, OF FLORIDA
KEVIN C. PRICE, OF VIRGINIA
LAURA QUINN, OF NEW YORK
HEDAYAT KHALIL RAFIQZAD, OF VIRGINIA
CHRISTOPHER RAINS, OF CALIFORNIA
AMANJIT RAMESH, OF VIRGINIA
SHANKAR RAO, OF CALIFORNIA
KEDENARD MADEILLE RAYMOND, OF MARYLAND
JUSTIN REID, OF CALIFORNIA
JAMES PATRICK REIDY, OF TEXAS
REBECCA RESNIK, OF MARYLAND
SALINA RICO, OF CALIFORNIA
ARMANDO DIEGO RIVERA, OF ARIZONA
JOHN TIMOTHY ROBBINS, OF TEXAS
KAHINA MILDRANA ROBINSON, OF CALIFORNIA
THAD W. ROSS, OF IDAHO
JOHN RUNKLE, OF WASHINGTON
RAOUL A. RUSSELL, OF TENNESSEE
WILLIAM C. SANDS, OF TEXAS
SCOTT R. SANFORD, OF WYOMING
JOHN DAVID SARRAF, OF PENNSYLVANIA
BRIAN J. SAWICH, OF NEW HAMPSHIRE
JOANNA M. SCHENKE, OF TEXAS
MIRIAM S. SCHIVE, OF MARYLAND
STEPHANIE LAURA SCHMID, OF THE DISTRICT OF COLUMBIA
CURTIS L. SCHMUCKER, OF FLORIDA
GARY SCHUMANN, OF FLORIDA
MATTHEW WILLIAM SCRANTON, OF DELAWARE
JAMES JONAS SHEA, OF MARYLAND
MARY ANN SHEPHERD, OF COLORADO
TIMOTHY SHRIVER, OF IOWA
JEFFREY HANCOCK SILLIN, OF THE DISTRICT OF COLUMBIA
JOAN LOUISE SIMON BARTHOLOMAUS, OF WASHINGTON
KRISTEN MICHELLE EDIANN SMART, OF THE DISTRICT OF COLUMBIA
BENJAMIN J. SMITH, OF ARIZONA
CHRISTOPHER FREDERIC SMITH, OF TEXAS
MARISSA L. SMITH, OF ARIZONA
RACHEL ELIZABETH SMITH, OF CALIFORNIA
SEAN ROBERT SMITH, OF PENNSYLVANIA
THERESA ANN CARPENTER SONDJO, OF MARYLAND
LACHLYN M. SOPER, OF TEXAS
JULIANA AURELIA SPAVEN, OF THE DISTRICT OF COLUMBIA
SILVIA FREYRE SPRING, OF MARYLAND
PAUL A. ST. PIERRE II, OF TENNESSEE
EVAN ROBERT STANLEY, OF FLORIDA
ANDREW STAPLES, OF WASHINGTON
ADAM T. STEVENS, OF CONNECTICUT
JACOB DARYL STEVENS, OF WASHINGTON
KARYN M. STOVALL, OF ILLINOIS
LUCIJA BAJZER STRALEY, OF MINNESOTA
ELISABETH CORBIN STRATTON, OF THE DISTRICT OF COLUMBIA
TRACY M. STRAUCH, OF VIRGINIA
MARY M. STREETZEL, OF FLORIDA
AKASH R. SURI, OF CALIFORNIA
SARAH HOWE SWATZBURG, OF NEVADA
CODY W. SWYER, OF CALIFORNIA
KAREN TANG, OF VIRGINIA
SHAWN TENBRINK, OF OHIO
JOHN THOMPSON, OF TEXAS
SEAN ANDREW THOMPSON, OF WASHINGTON
BRIAN ANDREW TIMM–BROCK, OF MARYLAND
LESLIE M. TOKIWA, OF CALIFORNIA
GREGORY VINSON TOLLE, OF VIRGINIA
J. BARRETT TRAVIS, OF TEXAS
AARON CHAUNCEY TRUAX, OF NEW HAMPSHIRE
CAITLIN JANE TUMULTY, OF MASSACHUSETTS
NICHOLAS TYNER, OF MASSACHUSETTS
DAVID MARK URBIA, OF MINNESOTA
ANNE M. VASQUEZ, OF FLORIDA
KARINA A. VERAS, OF NEW YORK
CHARLES F. VETTER, OF TEXAS
VANJA VUKOTA, OF FLORIDA
CYNTHIA H. WANG, OF CALIFORNIA
RONALD P. WARD, OF FLORIDA
JEFFREY M. WARNER, OF NEVADA
EILEEN WEDEL, OF FLORIDA
REBECCA WEIDNER, OF VIRGINIA
NELSON H. WEN, OF TEXAS
KEITH E. WEST, OF FLORIDA
ELIZABETH ANNE WEWERKA, OF FLORIDA
EMILY BUTLER WHITE, OF CALIFORNIA
ZAINABU ZAWADI WILLIAMS, OF MARYLAND
ERIC MICHAEL WILSON, OF THE DISTRICT OF COLUMBIA
ANDREW G. WINKELMAN, OF NORTH CAROLINA
COURTNEY J. WOODS, OF ARKANSAS
STALLION EASE YANG, OF CALIFORNIA
HYUN YOON, OF FLORIDA
DENISE ROSALIND ZAVRAS, OF THE DISTRICT OF COLUMBIA
LU ZHOU, OF CALIFORNIA
MICHELLE ZIA, OF VIRGINIA
RAFAELA ZUIDEMA–BLOMFIELD, OF PENNSYLVANIA

THE FOLLOWING NAMED PERSON OF THE DEPARTMENT OF STATE FOR APPOINTMENT AS A FOREIGN SERVICE OFFICER OF THE CLASS STATED:

FOREIGN SERVICE OFFICER OF CLASS FOUR, CONSULAR OFFICER AND SECRETARY IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA, EFFECTIVE JULY 6, 2010:

DERRIN RAY SMITH, OF FLORIDA

THE FOLLOWING–NAMED CAREER MEMBER OF THE FOREIGN SERVICE OF THE DEPARTMENT OF STATE FOR PROMOTION WITHIN THE SENIOR FOREIGN SERVICE TO THE CLASS INDICATED:

CAREER MEMBER OF THE SENIOR FOREIGN SERVICE OF THE UNITED STATES OF AMERICA, CLASS OF MINISTER–COUNSELOR:

STUART MACKENZIE HATCHER, OF VIRGINIA

THE FOLLOWING–NAMED MEMBERS OF THE FOREIGN SERVICE TO BE CONSULAR OFFICERS AND SECRETARIES IN THE DIPLOMATIC SERVICE OF THE UNITED STATES OF AMERICA:

JENNIFER ANN AMOS, OF TEXAS
JENNIFER ANDERSON, OF ALASKA
PATRICK B. BAETJER, OF VIRGINIA
LAUREN ELIZABETH BARROW, OF FLORIDA
JOHN CONNOR BIBA, OF VIRGINIA
RANDALL E. BROWN, OF TEXAS
DAVID LUKE BRUNS, OF FLORIDA
MATTHEW THOMAS CALVIN, OF COLORADO
LEROY A. CAMPBELL, OF VIRGINIA
DANA LYNN CANDELL, OF VIRGINIA
MICHAEL P. CASSIN, OF VIRGINIA
JEFFREY LOUIS CHRISTY, OF VIRGINIA
MARLYNN P. CIAVOLA, OF VIRGINIA
APRIL L. CONWAY, OF GEORGIA
MICHAEL L. COOK, OF VIRGINIA
RUSSELL JAMES CORNELIA, OF MASSACHUSETTS
JENNIFER M. CROSSON, OF VIRGINIA
JASON T. CUMMINGS, OF VIRGINIA
COURTNEY LYNN DE ANGELIS, OF THE DISTRICT OF COLUMBIA
BLAKE NATHANIEL EBER, OF VIRGINIA
HOLLY TAING EBHARDT, OF VIRGINIA
NURIT SIVAN EINIK, OF THE DISTRICT OF COLUMBIA
PAUL DAVID JO ELY, OF OREGON
HEATHER NALLEY FARRELL, OF VIRGINIA
WILLIAM TROY FARRIS, OF VIRGINIA
ANNA T. FEATHER, OF NEVADA
MICHAEL STEPHEN FLETCHER, OF VIRGINIA
OWEN PATRICK FLETCHER, OF MARYLAND
WILLIAM WEST FOLLMER, OF MARYLAND
EVAN FOX, OF VIRGINIA
LLOYD DUNGAN FREEMAN, OF TENNESSEE
HENRY YU–HANG FUNG, OF FLORIDA
SEAN C. GARRETT, OF VIRGINIA
STEPHANIE GIACOLETTO–STEGALL, OF UTAH
JENNIFER LYNNE GOOD, OF VIRGINIA

TIMOTHY MICHAEL HAGERTY, OF VIRGINIA
KATHERINE ANN HARBIN, OF MISSOURI
KATHERINE D. HARMON, OF VIRGINIA
RICHARD BARNEY HATCH, OF VIRGINIA
MARY E. HAWKINS, OF MARYLAND
RICHARD EDWARD HEATER, OF NEW YORK
ROSEMARY NOTTOLI HIGGINS, OF ILLINOIS
SEAN D. HILL, OF VIRGINIA
KEVIN LEE HUTTENBACH, OF VIRGINIA
JEFFRY ALAN JACKSON, OF CONNECTICUT
KENNETH EDWARD JENSEN, OF THE DISTRICT OF COLUMBIA
WILLIAM G. JOHNSON, OF CALIFORNIA
OLIVIA R. JORJANI, OF VIRGINIA
JOSHUA WESLEY PRICE KAMP, OF NEW YORK
JOHN HERMAN KAY, OF VIRGINIA
KENDRA J. KILLMER, OF VIRGINIA
JAMES PETER KLAPPS, JR., OF VIRGINIA
NOAH ADAM KLINGER, OF NEW YORK
CYNTHIA B. KNUTSEN, OF VIRGINIA
OLENA ANNA KRAWCIW, OF VIRGINIA
KEVIN C. KREPLIN, OF ARIZONA
ABIGAIL CAROLINE LACKMAN, OF THE DISTRICT OF COLUMBIA
KELLY STERLING LAURITZEN, OF TEXAS
SCOTT SUNGWON LEE, OF MARYLAND
CARY O. LEWIN, OF VIRGINIA
MEGHAN LUCKETT, OF MICHIGAN
LAURA ALLISON MACARTHUR, OF CALIFORNIA
ANGELA EVE MALONEY, OF MARYLAND
CAROLINE JESSICA MANN, OF ILLINOIS
RICHARD WILLIAM MATTON, JR., OF VIRGINIA
KEVIN WENG–YEW MAYNER, OF GEORGIA
JERRY P. MAYO, OF VIRGINIA
RYAN THOMAS MCCLELLAN, OF VIRGINIA
JOHNNY MEYER, OF VIRGINIA
PAUL DAVID MIGNANO, OF NEW YORK
MONICA A. MIRELES, OF VIRGINIA
DAVID CARLTON MORRISON, OF IOWA
JAMES RICHARD NUTTALL, OF VIRGINIA
JOHN THOMAS OCH, OF VIRGINIA
ALEX OLIVIA O'MALLEY, OF VIRGINIA
PATRICK JOSEPH PERRIELLO, JR., OF NEW YORK
NICHOLAS A. PSYHOS, OF VIRGINIA
BELLA A. REID, OF VIRGINIA
SCOTT ANDREW RISNER, OF THE DISTRICT OF COLUMBIA
ANGELIA DELOIS ROBERTSON, OF FLORIDA
JUSTIN J. RONNING, OF VIRGINIA
ADAM LELAND SCHICK, OF WASHINGTON
CATHERINE ROSE SEAGRAVES, OF OKLAHOMA
CHAD JOSEPH SLANEY, OF VIRGINIA
ELIZABETH M. SMITH, OF NEW YORK
NICHOLAS MATHEW SMITH, OF VIRGINIA
SHANE SPELLMAN, OF MISSOURI
FREDRIC NICHOLAS STOKES, OF CONNECTICUT
TINA S. SULEIMAN, OF VIRGINIA
SHRAVAN SURENDRA, OF VIRGINIA
MICHAEL PATRICK SYKES, OF THE DISTRICT OF COLUMBIA
KYLE LEWIS TADKEN, OF VIRGINIA
JESSICA L. TESORIERO, OF VIRGINIA
KAYLA RICHELLE THOMAS, OF VIRGINIA
DEVON VAN DYNE, OF WASHINGTON
CHRISTOPHER L. VASQUEZ, OF THE DISTRICT OF COLUMBIA
KRISTEN ELAINE VATT, OF ARIZONA
ERIC THOMAS VOGEL, OF TEXAS
REBECCA WALL, OF THE DISTRICT OF COLUMBIA
JENNIFER DERNAY WHALEN, OF LOUISIANA
HOLLY ROTHE WIELKOSZEWSKI, OF VIRGINIA

WITHDRAWAL

Executive Message transmitted by the President to the Senate on July 8, 2015 withdrawing from further Senate consideration the following nomination:

AIR FORCE NOMINATION OF BRIG. GEN. ROBERT N. POLUMBO, TO BE MAJOR GENERAL, WHICH WAS SENT TO THE SENATE ON APRIL 20, 2015.

EXTENSIONS OF REMARKS

IN RECOGNITION OF MR. NICK MANGANARO ON HIS 90TH BIRTHDAY

HON. LOU BARLETTA

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. BARLETTA. Mr. Speaker, it is my honor to recognize Mr. Nick Manganaro as he celebrates his 90th birthday. Nick began working at Medico Industries at the young age of 13, and he has continually served my local community in his duties at the company's Hanover Township facility.

The son of Italian immigrants, Nick was born on May 23, 1925, and graduated from Pittston High School in 1943. He proudly went on to serve in the Navy during WWII and was stationed in Panama. Upon returning to Pittston in 1946, Nick immediately resumed his work at Medico Electric Motor Company.

To this day, Nick is still employed by Medico Industries, where he has worked for 77 years. His work ethic is unparalleled. A wearer of many hats, Nick has worked on the rigging crew, operated cranes, drove tractor trailers, and maneuvered all of the construction equipment. Within the company, Nick is considered to be a father figure to many employees, always willing to provide support and guidance to those in need. He is admired by his coworkers and customers for his bright attitude, modest demeanor, and dedication to the company.

Though he cannot perform all the job functions he once could, Nick continues to work seven days per week—a habit that is indicative of his tireless, hard-working character. He still lives at the Manganaro family homestead, where he resides next door to his sister, Maria Capolarella Montante. The two have one living brother, Joe Manganaro. Outside of work, Nick is a member of St. Rocco's Parish in Pittston, and is a life-long member of the San Cataldo Society in Pittston, a social organization that is united in celebrating its member's Italian heritage, familial values, and religious principles.

Mr. Speaker, I am pleased to recognize Mr. Nick Manganaro on this important milestone, and I admire his diligent work ethic and sense of commitment. I thank Nick for his service to our country and community, and I hope that he will celebrate this year in the company of his family and friends.

COMMEMORATING THE 50TH ANNIVERSARY OF THE NATIONAL NEGRO GOLF ASSOCIATION

HON. MARCIA L. FUDGE

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Ms. FUDGE. Mr. Speaker, I rise today to mark the 50th Anniversary of the National Negro Golf Association (NNGA) and to recognize the organization for its efforts to increase interest in the game, particularly among African American communities.

Sports often reflect the racial and social trends in the larger American society; and perhaps no game illustrates the gradual progression in race relations quite as clearly as golf.

Nearly 50 years ago, a small group of black students gathered in Lebanon, Pennsylvania to establish the NNGA. Its history would become part of the greater ongoing struggle to overcome a legacy of social exclusion. While NNGA's mission focuses on recreation, it has become an agent for social change.

Today, NNGA has grown to over 200 members in seven chapters, including a chapter in the 11th Congressional District of Ohio, my home district. Its interest in diversity and inclusion has inspired the association to raise hundreds of thousands of dollars for the United Negro College Fund and has helped professional African American golfers further their careers in this once exclusive sport.

Over the course of its history, the fraternal spirit of the NNGA membership has positively impacted the lives of its members and future generations of young golfers. Happy 50th Anniversary to the National Negro Golf Association.

CONGRATULATING BRIGADIER GENERAL KRISTIN K. FRENCH ON HER RETIREMENT

HON. CHERI BUSTOS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mrs. BUSTOS. Mr. Speaker, I rise today to congratulate Brigadier General Kristin K. French on her retirement from her long and heroic service in the U.S. Armed Forces.

Completing her studies at the historic grounds of West Point Military Academy in 1986, Brig. Gen. French would later go on to complete two masters degrees in Logistics Management and Strategic Studies. After serving all over the world in operations such as Operation Desert Fox in Kuwait, Operation Joint Endeavor in Croatia, Operation Iraqi Freedom in Iraq and Operation Enduring Freedom in Afghanistan, she assumed command of the Joint Munitions and Lethality Life Cycle Management Command and Joint Munitions Command at the Rock Island Arsenal in Rock Island, Illinois in July of 2013.

A highly decorated officer, her awards include the Defense Superior Service Medal, Legion of Merit, Bronze Star Medal, Defense Meritorious Service Medal, Joint Service Commendation Medal, Army Commendation Medal and the Army Achievement Medal. Brig. Gen. French is married to Lieutenant Colonel Rick French, and together they have a daughter and a son.

Mr. Speaker, I would like to thank Brigadier General Kristin French for her dedicated service in the Armed Forces, bravely protecting and defending American citizens. I congratulate her on her well-earned retirement after nearly 30 years of service, and I wish her and her family the very best the future has to offer.

CONGRATULATING CURT FRYE

HON. ADRIAN SMITH

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. SMITH of Nebraska. Mr. Speaker, I rise today to congratulate Curt Frye of Wayne, Nebraska, on his recent retirement after 30 years of service to the students and faculty at Wayne State College.

Mr. Frye taught for 18 years in Nebraska public schools before becoming Associate Dean of Students at Wayne State in 1985. In the years following, he served in numerous roles including Dean of Students, Vice President of Student Affairs, and Interim President before being named President in 2011.

Having served at the college longer than any of his predecessors, Mr. Frye is known for his dedication to seeing Wayne State students succeed. I had the opportunity earlier this year to visit the College Center in South Sioux City, a unique partnership established under Mr. Frye's leadership to provide a high-quality, affordable education to more students in the region. Despite his retirement, Mr. Frye's vision and tireless work for the college he loves will continue to benefit Wayne State students for years to come.

On behalf of the people of Nebraska's Third District, I thank Mr. Frye for his decades of service to Nebraska education and congratulate him and his wife Dianne on the start of this new chapter in their lives.

STUDENT SUCCESS ACT

SPEECH OF

HON. GENE GREEN

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 25, 2015

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 5) to support State and local accountability for public education, protect State and local authority, inform parents of the performance of their children's schools, and for other purposes:

Mr. GENE GREEN of Texas. Mr. Chair, I rise today to express my opposition to H.R. 5, the Student Success Act. This bill undermines the fundamental purpose of the Elementary and Secondary Education Act (ESEA), which was created to ensure that disadvantaged children are provided a high-quality education that allows them to compete on a level playing field with their more-advantaged peers.

Among its many problematic provisions, this bill cuts crucial education funding, fails to hold states and districts accountable for supporting

and improving the achievement of all students, eliminates and weakens protections for disadvantaged students, and lacks critical support systems for our nation's educators.

I believe No Child Left Behind (NCLB) is flawed and must be reformed, and reauthorization presents a tremendous opportunity to make much-needed improvements and bring our education system into the 21st century. However, instead of fixing the problems of NCLB, the Student Success Act does not reflect best practices and fails to strike the appropriate balance between flexibility and accountability.

Reauthorization should support college and career-ready standards, address the overuse of testing in teacher and school evaluations that currently forces educators to substitute test preparation for instruction, and feature an accountability system that includes meaningful targets for improving student attainment that gives schools and districts flexibility in how they achieve those goals.

I urge my colleagues to vote against H.R. 5 and instead support reauthorization that restores our nation's commitment to providing equal opportunity for all students regardless of their background and protect our country's students including the most vulnerable, which was the intention of this landmark civil rights law.

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2016

SPEECH OF

HON. BARBARA LEE

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 25, 2015

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes:

Ms. LEE. Mr. Chair, let me thank our Ranking Member, Congresswoman MCCOLLUM, for her tremendous leadership of this Subcommittee.

Mr. Chair, the Fiscal Year (FY) 2016 Interior and Environment bill before us would place health and safety of all Americans at risk. It dangerously cuts funding by $246 million from FY 2015 levels and is $3.1 billion less than the President's FY2016 request.

The deep cuts to this bill would undermine our air quality, land, water and conservation funding and will have devastating impacts on all communities in my home state of California and across the country.

What's worse—this bill slashes funding for the Environmental Protection Agency (EPA) by more than 700 million dollars—from FY2015 levels and funds the agency at more than a billion dollars less than the President's FY2016 request. These profound cuts would significantly harm the Clean Water Fund and the Safe Drinking Water Fund—critical programs that ensure the safety of our drinking water and our children.

It also includes $40 million in cuts to the Historic Preservation Fund (HPP), which would weaken the National Park Service's (NPS) ability to preserve sites significant in the Civil Rights Movement. This includes sites like the Selma to Montgomery National Historic Trail, where I marched this spring to commemorate the 50th anniversary of ''Bloody Sunday.''

Furthermore, there are also egregious policy riders in this bill that would block clean air protections, such as the EPA's Clean Power Plan.

Too many families, particularly those in low-income, vulnerable communities, already suffer from poor air quality because of dirty carbon pollution.

We know that communities of color are disproportionately affected by pollution-related illnesses, including asthma. According to the American Academy of Allergy Asthma and Immunology, one in six African American and one in nine Latino children suffer from asthma.

There are other toxic policy riders that would block the protection of our imperiled wildlife under the Endangered Species Act, like the Greater Sage Grouse population.

The Endangered Species Act is the only law that has safeguarded more than 2,000 plants and wildlife from extinction. This law enjoys broad support from nearly 85 percent of Americans. And yet here we are again, with a bill that seeks to undermine decades of animal protection and runs counter to vast public support.

Mr. Chair, we need to continue to fight to defend our environment, address climate change, and make real, meaningful impacts on reducing greenhouse gas emissions so we can protect our environment, our children and our future.

Unfortunately, the bill before us does just the opposite.

I hope that as this process moves forward, we can address the insufficient funding allocations and backwards policy riders that would harm every American and put our precious environment at risk.

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2016

SPEECH OF

HON. ROBERT C. ''BOBBY'' SCOTT

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 7, 2015

The House in Committee of the Whole House on the state of the Union had under consideration the bill (H.R. 2822) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016, and for other purposes:

Mr. SCOTT of Virginia. Mr. Chair, I rise in opposition to the amendment offered by my colleague that would, in essence, prohibit the EPA from spending any funds to ensure that states fulfill their obligations under the Clean Water Act to help clean up the Chesapeake Bay. If passed into law, this amendment would endanger the progress we have made in restoring the Chesapeake Bay Watershed and would put in jeopardy not only the Chesapeake Bay itself, but also critical economic contributions that the Bay provides.

When I was in the Virginia House of Delegates, I was part of a joint Virginia-Maryland legislative task force that first recommended the creation of a multi-state commission to address Bay issues. In our report filed in 1980, we recommended ''the need for improved coordination of Bay-wide management to meet the long-term needs of the people of both Maryland and Virginia'' and found that this was not an issue that Maryland and Virginia alone could solve.

Cleaning up the Bay required the cooperation of all states in the watershed. In 1983, Chesapeake Bay Watershed states signed the first Chesapeake Bay agreement to coordinate their efforts on this issue, and in 2010 the EPA set pollution limits to reduce pollution, nutrients, and sediment flowing into the Bay.

As a result of these efforts, the quality of the Chesapeake Bay has been significantly improved and states continue to invest millions of dollars in their Chesapeake Clean Water Blueprint Plans. Just yesterday, a unanimous decision was issued by the Third Circuit Court of Appeals affirming the authority of the EPA under the Clean Water Act to set limits on pollution in the Chesapeake Bay Watershed. In the decision, the Court wrote that cleaning up the Chesapeake Bay ''will require sacrifice . . . but that is a consequence of the tremendous effort it will take to restore health to the bay.''

I agree with the Court's assessment: cleaning up the Bay will take tremendous efforts and coordination between all six states in the Chesapeake Bay Watershed and the District of Columbia, and participating states should have the certainty that other states can be trusted to fulfill their obligations to help clean up the Bay.

I believe that instead of offering amendments to undermine these efforts, we should be investing even more resources to ensure that they are successful. I urge my colleagues to reject this amendment.

RECOGNIZING LESLIE VELEZ AND DANIEL HENRY

HON. KEN BUCK

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. BUCK. Mr. Speaker, I rise today to recognize Leslie Velez and Daniel Henry for their hard work and dedication to the people of Colorado's Fourth District as interns in my Washington, DC office for the Spring 2015 session of Congress.

The work of this young man and woman has been exemplary and I know they both have bright futures. They served as tour guides, interacted with constituents, and learned a great deal about our nation's legislative process. I was glad to be able to offer this educational opportunity to these two and look forward to seeing them build their careers in public service.

Both of our interns have made plans to continue their work next year with various organizations in Washington. I am certain they will succeed in their new roles and wish them all the best in their future endeavors. Mr. Speaker, it is an honor to recognize Leslie Velez and Daniel Henry for their service this spring.

DECADES OF COMPASSION

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to recognize Mrs. Avadele Short of Katy, Texas for receiving an Award of Distinction for her 34 years of dedicated service to the Memorial Hermann Katy Hospital.

Mrs. Short and her husband were two of the founders of the Memorial Hermann Katy Volunteer Auxiliary when the hospital opened its doors in 1981. Since then, Mrs. Short has given more than 9,000 hours of her time to the Katy community and is the only remaining original member of the Auxiliary. With her help, the volunteer program has expanded from 45 original members to 145 members today. Now 91, Mrs. Short still volunteers twice a week and brings smiles to all the patients and the entire hospital staff. Hospital staff and patients alike agree, it would not be the same place without her care and compassion.

On behalf of the Twenty-Second Congressional District of Texas, congratulations again to Mrs. Avadele Short for more than three decades of volunteer service to the Memorial Hermann Katy Hospital. Thank you for all that you have done for our community.

CONGRATULATING MADDY PETICOLAS

HON. RODNEY DAVIS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. RODNEY DAVIS of Illinois. Mr. Speaker, I rise today to congratulate my constituent, Maddy Peticolas of Godfrey, Illinois, on achieving the Congressional Award Silver Medal.

The Congressional Award recognizes individuals for excellence in four areas: voluntary public service, personal development, physical fitness, and expedition. During her time at Principia High School, Maddy participated in a number of activities that helped to improve her community.

Maddy spent over two hundred hours volunteering at a local day camp, staffing events and led hikes for children. She also grew in her faith of Christian Science by reading ''Prose Works'', written by Mary Baker Eddy, a founder of the Church of Christ, Scientist. Additionally, as a ukulele player, Maddy worked to improve her memorization and sight reading skills.

She also spent many hours playing for her club soccer team, and began running to increase speed and confidence as a player. She climbed a 14,000 foot mountain and completed a ropes course during her time on a yurt campground where she was also in charge of meals.

In all these things, Maddy demonstrated determination in improving both herself and her community. Whether it was through volunteering, personal development, physical fitness, or expedition, Maddy impacted the lives of many and I am proud to represent individuals like her in my district.

Congratulations on earning the Congressional Award Silver Medal, Maddy.

HONORING MR. JOSÉ DUEÑAS

HON. BARBARA LEE

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Ms. LEE. Mr. Speaker, I rise today to honor the extraordinary life of Mr. José Dueñas, former President and CEO of the Alameda County Hispanic Chamber of Commerce. Known throughout the Bay Area as a fervent Latino community leader, Mr. Dueñas has left an undeniable mark on our community. With his passing on June 20, 2015, we look to honor the outstanding quality of his life's work.

Born in Mexico City, Mexico on February 24, 1952, Mr. Dueñas was raised in Oakland, California where he graduated from Fremont High School. He later attended California State University, Hayward and St. Mary's College of California. Upon receiving his Bachelor's Degree in Engineering, Mr. Dueñas went on to pursue a career in public service to develop and promote opportunities for the greater Bay Area community.

During the earlier stages of his professional career, Mr. Dueñas' determination and hard work led him to become a senior manager for the Port of Oakland, the fourth largest port in North America. Shortly after, he was chosen to lead the Bay Area World Trade Center as Chief Executive Officer where he coordinated trade missions to over 40 different countries.

Afterwards, the Alameda County Hispanic Chamber of Commerce (ACHCC) hired Mr. Dueñas to represent and provide assistance to over 18,000 Hispanic owned firms. As President and Chief Executive Officer at ACHCC, he led the charge of building a sustainable economic and financial foundation for Latino businesses to grow and prosper in the Bay Area. During his tenure, he also helped create a Latino Political Action Committee to help promote Latino candidates and address key issues facing the Latino community and communities of color.

Furthermore, Mr. Dueñas also ran his own company, Global 8 Partners, which focuses on international trade, government affairs and Hispanic business marketing. He is survived by his two children, Nicolas and Annalisa, three sisters and one brother.

I will always remember José's resiliency, his charisma, and passion for serving his community. Some of my most memorable moments with José were traveling to Mexico and Africa on the trade missions he helped organize. He truly understood the importance of international trade to the Bay Area, and he shared his knowledge with policy makers and the private sector to help spur economic growth and create jobs. His larger than life spirit will live forever and will continue to give us hope for the future. I will be forever grateful for his wise counsel and friendship.

Today, California's 13th Congressional District salutes an outstanding individual and leader, Mr. José Dueñas. Mr. Dueñas' contributions have truly impacted countless lives throughout the Bay Area. I join all of Mr. Dueñas' loved ones in celebrating his incredible life and offer my most sincere condolences.

PEARLAND ISD SECONDARY TEACHER OF THE YEAR—MELISSA WARD

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to congratulate Melissa Ward of Pearland's Dawson High School for being named Pearland Independent School District's 2015 Secondary Teacher of the Year.

Ms. Ward has always had a gift and talent for teaching. After receiving degrees in both sociology and psychology, she sought a career where she could help people and found a passion for teaching. In addition to her classroom excellence, Ms. Ward also coaches girls' cross country, track and field, and basketball. She often takes time out of her day to attend her students' cheer, band, or sporting events. She has also implemented the Student Training in Teacher Leadership Program, which provides mentoring for students who are considering teaching for a career at Dawson High School. Her dedication to Dawson High School doesn't stop.

On behalf of the Twenty-Second Congressional District of Texas, congratulations again to Melissa Ward for winning the Pearland Independent School District's 2015 Secondary Teacher of the Year Award.

HONORING THE COUNTY OF NAPA'S IF GIVEN A CHANCE PROGRAM

HON. MIKE THOMPSON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. THOMPSON of California. Mr. Speaker, I rise today to honor the valuable and tremendous work of the Napa County organization, If Given A Chance. For two decades, this group has provided scholarships and resilient high school graduates to overcome extraordinary challenges and troubled pasts.

Since 1995, the If Given A Chance program has provided young people that have faced tremendous difficulties the opportunity to continue their education after high school and gain the work experience they need to succeed. With support from local businesses and philanthropic organizations, the program awards more than $100,000 in scholarships, and graduates have gone on to get Masters and Ph.D. degrees at schools such as UCLA, UC Davis, and Stanford University.

If Given A Chance has supported hundreds of Napa Valley students in their efforts to pursue college and vocational education. The remarkable young people that participate in If Given a Chance have overcome gang affiliation, addiction, injury, abuse and disease, and this program provides them the opportunity to make a better life for themselves and their families. If Given A Chance is a testament to the significant and positive impact young people can have on their communities, and a true demonstration of the qualities that make our country great.

Many have worked tirelessly to ensure the success of If Given A Chance, and none

more-so than Jim King, the program's founder. His legacy continues, and the board of directors has continued the tradition of exceptional work in support of Napa County's youth.

Mr. Speaker, If Given A Chance has helped to engage and support so many students in the Napa community. I celebrate them for devoting themselves to the success of the next generation and wish them good fortune in their next twenty years of service.

HONORING SCENTSABILITY MICRO-ENTERPRISE, INC.

HON. THEODORE E. DEUTCH

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. DEUTCH. Mr. Speaker, I rise today in honor of ScentsAbility Micro-Enterprise, Inc. as they are awarded the Platinum Business Award at this year's Connections luncheon, an annual awards ceremony sponsored by Career Source Broward and Palm Beach Counties. This award, presented by the South Florida Business Leadership Network, recognizes employers for disability-friendly practices and their commitment to training disabled Floridians for employment opportunities.

ScentsAbility has made it its mission to do exactly that. Under the guidance of ScentsAbility employees, disabled Floridians craft and sell homemade candles as well as learn important vocational and leadership skills that will allow them to succeed in a variety of workplace settings. ScentsAbility's care and commitment to this work has enabled countless Americans with special needs to live independently and with confidence. Too often, Americans with intellectual and physical disabilities are unable to find meaningful employment and earn a living. As a nation, it is important we recognize and enable organizations, such as ScentsAbility, that raise awareness of these critical issues and prioritize the diverse needs of our community.

It is with great pleasure that I honor ScentsAbility and its director, Ms. Bonnie Schmidt.

IN HONOR OF THE GREATER TOMBALL AREA CHAMBER OF COMMERCE

HON. KEVIN BRADY

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. BRADY of Texas. Mr. Speaker, I stand today to honor the 50th anniversary of The Greater Tomball Area Chamber of Commerce of Tomball, Texas.

There is no doubt that the Tomball area is experiencing exciting economic growth. The area, once known for agriculture, oil, and the railroad is now a bustling corridor home to tech start-ups and manufacturing firms. Throughout this growth, one thing has stayed constant—the Greater Tomball Area Chamber of Commerce's small town friendliness.

Although the Chamber was not formally incorporated until 1965, it was first organized in the 1920s when a group of local businessmen identifying themselves as the chamber sent a telegram to a Marshall, Texas doctor to entice him to move to the area.

Built upon a mission to provide resources and foster relationships that empower businesses to prosper, the Greater Tomball Area Chamber of Commerce is truly the model of excellence for all Chambers.

The Tomball Chamber's great success is due in no small part to the local business leaders who over the years have worked so hard to make Tomball the great community it is today.

Those men and women have been supported by a tremendous group of Chamber executives including Pete Still, Doris Johnson, Diane Holland and Bruce Hillegeist.

I had the privilege of working firsthand with Diane and Bruce as a chamber executive myself in nearby Montgomery County. Diane not only led the Tomball Chamber for 20 years but was the first woman to hold the post of Chairman of the Board of the Texas Chamber of Commerce Executives. Bruce, who currently serves as the Tomball Chamber's President, held that same post in 2010 and is widely respected for his vision, energy, and leadership.

Continually advocating on behalf of its members, the Chamber was a driving force in the creation of the Tomball Tollway which has brought much needed relief from congested roadways.

Additionally, the Chamber was a key player in bringing the community college to the Tomball community. Now known as Lone Star College—Tomball, the college has become an integral part of the Tomball economic infrastructure with an enrollment of over 12,000 students.

Today, I want all of America to join with us in celebrating 50 years of excellence. I cannot wait to see what the future holds for the Greater Tomball Area Chamber of Commerce.

PEARLAND ISD ELEMENTARY SCHOOL TEACHER OF THE YEAR—TAMMY NORMAN

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to congratulate Tammy Norman of Pearland's Rogers Middle School for being named Pearland Independent School District's 2015 Elementary Teacher of the Year.

Throughout her childhood, Ms. Norman was inspired and encouraged by her teachers. Today, she strives to have the same effect on her students by helping them grow academically and being a positive influence. Ms. Norman creates an engaging learning environment by supplementing her lessons with technology, humor, and fun activities. Ms. Norman is truly making a lasting impact on the lives of her students.

On behalf of the Twenty-Second Congressional District of Texas, congratulations again to Ms. Norman for being named Pearland ISD's 2015 Elementary Teacher of the Year.

ANTHONY JOSEPH NARUTOWICZ

HON. C. A. DUTCH RUPPERSBERGER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. RUPPERSBERGER. Mr. Speaker, I rise before you today to honor the life and legacy of Anthony Joseph "Tony" Narutowicz, a local business owner, U.S. veteran and active community leader, who passed on October 14, 2014, at the age of 81.

A life-long resident of Baltimore County, Mr. Narutowicz attended Saint Joseph Academy in McSherrystown, Pennsylvania, Leonard Hall Academy in Leonardtown, Maryland, and Mount Saint Joseph High School in Baltimore. He served in the U.S. Merchant Marines for two years before joining the Army for another two years during the Korean War as a corporal.

Mr. Narutowicz worked several jobs before landing in the family business, a tavern and package store called Mickey's of Edgemere, in 1963. He was eventually named president of the company and managed it until his retirement in 2001. Among his many claims to fame, he once successfully fought two armed robbers outside a local bank.

An extremely active and loyal Democratic leader, Mr. Narutowicz was a founding member of the Baltimore County Seal Democratic Club, serving several terms as president. He also served on the Democratic State Central Committee from 1991 to 1998 in addition to launching his own bid for the Maryland House of Delegates.

A prominent business owner, Mr. Narutowicz sat on the Board of Directors at Bay-Vanguard Federal Savings and Loans for 25 years. He also donated time as a member of the Edgemere-Millers Island Businessmen's Association for a decade.

Giving back to his community was always a top priority for Mr. Narutowicz. An active parishioner at St. Luke Catholic Church, he was an avid supporter of church and community programs that benefitted children and worked for many years as treasurer of a charity golf tournament to provide scholarships for local high school students. He was also a member of the Independent Order of Odd Fellows North Point Lodge 4, an organization that operates under the principles of friendship, love and truth.

A dedicated family man, he was married to Verna Moore Narutowicz for an incredible 53 years. Together, the couple had four daughters, seven grandchildren and one great-grandchild.

Mr. Speaker, I ask that you join with me today to honor the life and memory of Mr. Tony Narutowicz. He was a valued member of the Baltimore County Community who will be sorely missed but never forgotten.

RECOGNIZING WARREN E. MOTTS AND THE MOTTS MILITARY MUSEUM

HON. STEVE STIVERS

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. STIVERS. Mr. Speaker, I rise today to recognize Warren E. Motts, the founder of the

Motts Military Museum in Ohio. As a Colonel in the Ohio National Guard, I truly appreciate all that Warren has done to make the museum into what it is today.

In 1987, Groveport, Ohio native Warren Motts established the military museum in his family's residence in order to preserve the history of our armed forces. As new exhibits were added, the museum was later moved to a larger facility on nearly four acres of land.

After moving, the museum began receiving large donations from military families, which allowed for the acquisition of military vehicles, aircraft, and a World War II boat. In 2001, the museum had the funds to break ground on a new wing to add even more military artifacts. The new wing of the museum was completed in 2006 and items are still being added to this section of the museum.

Today, the Motts Military Museum has exhibits for the Revolutionary War, the Civil War, World War I, World War II, the Korean War, the Vietnam War, and Desert Storm. The museum also has some historical NASA artifacts, medals, and a POW exhibit.

It is a testament to Warren Motts' dedication that The Motts Military Museum has grown into an incredible facility for people all over Ohio to learn about the rich history of America's armed services. I thank Warren for all of his tremendous work in establishing this museum and ensuring it will continue to grow well into the future for our community and visitors to enjoy.

CONGRATULATING THE RAINWATER FAMILY AND THE CITY OF CARROLLTON FOR RAINWATER LANE

HON. KENNY MARCHANT

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. MARCHANT. Mr. Speaker, I rise today in recognition of the city of Carrollton, Texas, located in my Congressional district, for renaming Jamestown Lane to Rainwater Lane in commemoration of the Rainwater family, who have resided in the area since 1855. This change, proposed April 7th, was approved by the city council on May 5th, and put into effect May 6th.

The Rainwaters are one of the oldest families in Carrollton, having lived there for over 150 years. Carrollton has a history of honoring important residents and families with street names, and continues that tradition with Rainwater Lane. The Rainwaters even worked on the plot of land where Carrollton City Hall is currently placed. It is a long deserved honor to name a street after one of the great Carrollton families. The newly renamed Rainwater Lane is located behind Carrollton City Hall right in the heart of Carrollton. As Carrollton mayor Matthew Marchant said on the subject, ''The Rainwater family is a very key part of the history of the city of Carrollton and your legacy continues, even through today.''

Mr. Speaker, on behalf of the 24th Congressional District of Texas, I ask all my distinguished colleagues to join me in honoring the Rainwater family and the city of Carrollton on this commemoration.

PEARLAND ISD HIGH PRINCIPAL OF THE YEAR—DR. JENNIFER MORROW

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to congratulate Dr. Jennifer Morrow of Pearland's Turner College and Career High School for being named Pearland Independent School District's 2015 Elementary and Secondary Principal of the Year.

Dr. Morrow has been working as principal at Turner College and Career High School since 2012. She has helped create educational programs that allow students to earn associates degrees while becoming career certified. These higher learning programs fill an important role in ensuring our communities have well trained employees to meet specific industry needs. Dr. Morrow shows the innovation and leadership that is deserving of this prestigious award.

On behalf of the Twenty-Second Congressional District of Texas, congratulations again to Dr. Jennifer Morrow for being named Pearland ISD's Secondary Principal of the Year.

HONORING CARLI LLOYD OF DELRAN

HON. THOMAS MacARTHUR

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. MACARTHUR. Mr. Speaker, I rise today to acknowledge the outstanding performance and ultimate victory of the United States Women's National Team during the FIFA Women's World Cup.

On July 5, 2015, the women representing the United States of America soared to victory over Japan in the final game of the Women's World Cup. I would like to recognize the entire team for representing our country with a sweeping and courageous win.

I would like to congratulate Carli Lloyd, who grew up in Delran, New Jersey, for a truly heroic performance and the ultimate representation of her hometown in New Jersey's third Congressional district. Ms. Lloyd's brilliant play in the Women's World Cup concluded with the first hat trick in WWC Final history. Not only did Ms. Lloyd win the Golden Ball Award, but she inspired our country with her passion, leadership and fearless execution that led the United States Women's National Team to become the first team to win three FIFA Women's World Cup titles.

Carli Lloyd continues to represent New Jersey's third Congressional District with honor and distinction and I am proud to represent her in Congress.

TRIBUTE TO PATRICK GULBRANSON

HON. DAVID YOUNG

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. YOUNG of Iowa. Mr. Speaker, I rise today to congratulate and recognize Patrick Gulbranson of Stuart, Iowa, as he has been named to Special Olympics Team USA and will represent the United States at the 2015 Special Olympics World Summer Games in Los Angeles, California.

The 2015 World Games, which will take place July 25th through August 2nd marks the 14th Special Olympics World Summer Games. Every two years, the world comes together for this event, a flagship event of the Special Olympics movement, which promotes equality, tolerance and acceptance through the power and joy of sport. This prominent world stage brings attention to the Special Olympics movement and the abilities of people with intellectual disabilities. Currently, more than 4.4 million Special Olympics athletes train and compete year-round in 170 nations across the globe.

Patrick is one among a 491-member delegation representing the United States in competition in 17 different sports. After earning a gold medal at the 2013 Special Olympics Iowa State Bowling Tournament, Patrick qualified to apply for his spot on Special Olympics Team USA bowling.

I commend Patrick for his dedication to the sport and I know that my colleagues in the United States Congress will join me in congratulating him for qualifying to represent the Special Olympics Team USA at this year's World Summer Games. It is an honor to serve Iowans like Patrick, and I wish him the best of luck at the 2015 Special Olympics World Summer Games and in all his future endeavors.

COMMEMORATING THE 45TH ANNIVERSARY OF PRESIDENT RICHARD M. NIXON'S SPECIAL MESSAGE TO CONGRESS ON INDIAN AFFAIRS

HON. TOM COLE

OF OKLAHOMA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. COLE. Mr. Speaker, I rise today to commemorate the 45th anniversary of President Richard M. Nixon's Special Message to Congress on Indian Affairs.

For nearly two hundred years, Federal Indian policy has veered from one failed policy to another. Past policies have included treaty-making, outright war and hostilities, land allotment, assimilation, and termination. On July 8, 1970, President Richard M. Nixon issued his Special Message to Congress on Indian Affairs. In the message, he acknowledged that the state of Federal Indian policy was wholly inadequate. President Nixon noted that the Indians were the most deprived group of Americans, ranking at the bottom of nearly every economic and social measurement. He related that, despite inconsistent and often hostile Federal treatment, the story of the American Indian was one of great struggle, but ultimately overcoming overwhelming challenges.

He highlighted the long history of cultural contributions to American society which have become part of the American experience and spirit. He also noted the ''record of enormous contributions Indians have made to this country, its art and culture, its strength and spirit, its sense of history, and its sense of purpose.''

The President's Special Message was of particular importance because it called on Congress to repudiate and repeal the termination policy expressed in House Concurrent Resolution 108, and instead he promoted a policy that would allow Indian tribes to become part of the American fabric and participate in their communities across this great nation, at every level.

The President's message represented a fundamental change to how the United States engages Indian tribal governments and their people, proclaiming ''the time has come to break decisively with the past and to create the conditions for a new era in which the Indian future is determined by Indian acts and Indian decisions.'' Since then, the United States Indian policy has become one of Indian Self-Determination, without Termination.

Congress responded to the Nixon Administration's initiative in 1975, by passing the Indian Self-Determination and Education Assistance Act, paving the way for the enactment in 1988 of the Tribal Self-Governance Program. As a result of these enactments, Indian tribes currently manage and administer one-half of all programs and services offered by the Bureau of Indian Affairs and Indian Health Service.

In an effort to further develop a relationship of trust and confidence between the Federal government and Indian people, the President endorsed legislation to restore the Blue Lake lands to the Taos Pueblo Indians. Previously, the United States had appropriated the land for the purposes of creating a national forest. The Pueblo held the land sacred and necessary to express their religious faith. The message also proposed reforms to Indian education, encouraged investment, economic development and job creation in tribal communities, called for liberalizing land leases, and increasing support for Indian health.

Since then, Congress and the Executive Branch have collaborated to enact and implement statutes to improve Indian education, health, housing, sacred site protection, energy and economic development, and international trade and tourism. Every President since Nixon has embraced and implemented the policy of Indian Self-Determination. This policy is supported by the twin pillars of strong tribal governments and vigorous tribal economies, and continues to be the most successful Indian doctrine to date.

Mr. Speaker, I come before you now to commemorate President Richard M. Nixon's Special Message to Congress on Indian Affairs, affirm its support for the enduring truths contained therein, and call for the policy of Indian Self-Determination to be expanded and strengthened by this and future Congresses and Presidents.

ONE MILLION CHILDREN FED

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to congratulate Lunches of Love for serving its one millionth free lunch to the children of the Fort Bend County community.

Lunches of Love has been serving Fort Bend County since 2012 by providing nutritious lunches for children in need. On June 23, the organization handed out their millionth sack lunch and moved one step closer to ending childhood hunger. We are extremely proud of Lunches of Love's dedication to our children and are grateful for every volunteer who has helped them reach this milestone.

On behalf of the Twenty-Second Congressional District of Texas, thank you again to Lunches of Love for serving the children of Fort Bend County and helping to eradicate childhood hunger.

HONORING THE ST. HELENA NATIVE SONS HALL

HON. MIKE THOMPSON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. THOMPSON of California. Mr. Speaker, I rise today to honor the St. Helena chapter of Native Sons of the Golden West, Parlor 53, on the occasion of the 100th anniversary of its meeting hall.

First opened on June 25, 1915, the St. Helena Native Sons Hall has hosted events and gatherings of all kinds and served as a valuable meeting space for the local community. Concerts, funerals, weddings, and auctions have been held within its walls. Once an old dance hall, the building was moved to its current location on Spring Street in St. Helena in 1915. A century later, the hall remains a cornerstone of the St. Helena community.

Founded in 1875, the Native Sons of the Golden West is one of the oldest fraternal service organizations in California. The organization was initially established to preserve the state's early history, including the events of the Gold Rush. Today, the Native Sons serve as a charitable organization and work to purchase, rehabilitate, and restore monuments from California's pioneer days. Sutter's Fort, the Franciscan Missions, and the Monterey Custom House were all preserved thanks to efforts of the Native Sons of the Golden West.

Mr. Speaker, it is my distinct pleasure to recognize the St. Helena chapter of the Native Sons of the Golden West for the 100th anniversary of its hall, and for many years of dedication to the local community. I wish them all the best on this historical occasion, and look forward to another century of service and celebration.

HONORING THE LIFE OF WILLIAM ''BILL'' ALFRED KINDRICKS

HON. ZOE LOFGREN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Ms. LOFGREN. Mr. Speaker, I rise with my colleagues, Congressmembers ANNA ESHOO and MIKE HONDA, in memory of William ''Bill'' Alfred Kindricks, who passed away on June 8, 2015. Bill was a leader in our community both in his public work with San Francisco BART and Santa Clara Valley Transit Authority, and in his private life as an integral member of his church and mentor within the black community in Santa Clara County.

Bill Kindricks, born the youngest of four siblings on July 24, 1946, on the campus of Tuskegee University to Lewis and Salena Kindricks, grew up in Opelika, Alabama. He graduated from Alabama A&M University and the University of Virginia, Darden Graduate School of Business, and played professional football with the Cincinnati Bengals and Oakland Raiders.

For most of his life, Bill resided and was an active member of his community in San Jose. A devout man, Bill was baptized and attended church weekly throughout his life. During his career, Bill worked for General Motors and San Francisco Bay Area Rapid Transit (BART) and retired from the Santa Clara County Valley Transit Authority (VTA) after 23 years of dedicated service.

Until his passing, Bill was a nurturing, supportive leader and mentor in the 100 Black Men of America, Omega Psi Phi Fraternity, Inc., National Forum Black Public Administrators, Black Leadership Kitchen Cabinet of Santa Clara County, and NAACP, among others. As the President of the Silicon Valley Chapter of 100 Black Men of America, Bill contributed to the development of hundreds of young adults. Compassionate and generous with his time, Bill was always available to selflessly help those in need.

Bill was a genuinely good human being. He bettered the lives of others with his magnanimous presence and spirit. Many loved and respected Bill, and his passing is mourned and deeply felt among those whose lives he has touched. Together with my colleagues, I want to express my sincerest condolences to Bill's family and fellow church members. Our hearts are with them in this time of sorrow. Along with Bill's family, friends, former colleagues and our community, we will miss him. We have been lucky to have him.

OUR UNCONSCIONABLE NATIONAL DEBT

HON. MIKE COFFMAN

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. COFFMAN. Mr. Speaker, on January 20, 2009, the day President Obama took office, the national debt was $10,626,877,048,913.08.

Today, it is $18,151,950,433,860.76. We've added $7,525,073,384,947.68 to our debt in 6 years. This is over $7.5 trillion in debt our nation, our economy, and our children could

have avoided with a balanced budget amendment.

HONORING BRUNO SCHUSTEK

HON. BILL FOSTER

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. FOSTER. Mr. Speaker, I rise today to recognize the dedication of the Schustek Pond in the Village of Willowbrook, Illinois.

On July 6, 1930, the wealthy heiress Mary ''Merry'' Fahrney decided to try her hand at skydiving for the first time without any prior training or a qualified instructor to assist her. Upon exiting the airplane her parachute became entangled on the plane's wing, leaving her helplessly suspended hundreds of feet above the ground for over two hours. Charles Geiger and Bruno Schustek witnessed Fahrney's predicament from the ground and decided to assist her. When he reached Farhney's plane, Schustek climbed out of his own airplane, down a rope, and onto the wing of her aircraft freeing her parachute and allowing Merry to glide safely to the ground. Unfortunately, Schustek was unable to climb back into his plane and fell to his death.

Eighty-five years to the day after Bruno Schustek's death, the North American Spine Society unveiled a new plaque in his honor. Decades after his heroic act, Schustek's memory lives on thanks to Maria R. Traska, Joseph Kubal and Keith Yearman, amateur historians who discovered and publicized Schustek's story. With the dedication of the Schustek Pond, his selfless actions will continue to inspire and remind us of his sacrifice.

PEARLAND ISD PRINCIPAL OF THE YEAR—SHARON BRADLEY

HON. PETE OLSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. OLSON. Mr. Speaker, I rise today to congratulate Sharon Bradley of Pearland's Jamison Middle School for being named Pearland Independent School District's 2015 Elementary and Secondary Principal of the Year.

Ms. Bradley has served as principle of Jamison Middle School for ten years. Previously, she taught multiple different grade levels including as a junior high assistant principal. She developed a passion for helping to guide her students into becoming strong leaders through the school system. Ms. Bradley has demonstrated great leadership and dedication to her students and colleagues.

On behalf of the Twenty-Second Congressional District of Texas, congratulations again to Sharon Bradley for winning the Pearland Independent School District's 2015 Elementary and Secondary Principal of the Year Award.

CELEBRATING STEFAN ROZENFELD

HON. JERROLD NADLER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Mr. NADLER. Mr. Speaker, on July 12, 1940, six-year-old Stefan Rozenfeld arrived on the shores of the United States of America with his mother and father, after a long and perilous journey from Poland. This week, he will celebrate the 75th anniversary of his arrival.

His journey, albeit encompassing a narrative far too familiar for many American Jews, represents a remarkable story of survival and courage.

When they fled their native Poland in January 1940, Stefan Rozenfeld and his mother escaped certain death at the hands of the Nazis. Only weeks after they departed their home in Lodz, the Jews of Lodz were rounded up and crammed into a ghetto that served as a staging ground for deportations to Nazi extermination camps. The Rozenfelds made their way to Belgium, where they reunited with Stefan's father and secured American immigration visas. However, unable to obtain passage to the United States before the Nazi invasion of Belgium in May 1940, they narrowly evaded the Nazis once again, securing safety in France. But when France capitulated to the Nazis in June, 1940, the Rozenfelds were trapped. Denied entrance to their last two remaining hopes, Portugal and Spain, vulnerable and without anywhere else to turn, Stefan and his family seemed destined to fall into the Nazis' murderous hands.

Portugal, neutral throughout World War II, had closed its borders to Jewish refugees. It was only the actions taken by an exceedingly courageous diplomat, Aristides de Sousa Mendes, the Portuguese consul in Bordeaux, which permitted the Rozenfelds, along with tens of thousands of other refugees, to successfully flee the Nazis. Despite a government directive strictly prohibiting the issuing of visas to Jews, Sousa Mendes instructed his vice-consuls to issue Portuguese visas to anyone who petitioned for one, regardless of nationality or religion. Yet, in saving as many as 30,000 lives, Sousa Mendes sacrificed his own career and livelihood. Put on trial by the Portuguese government, the formerly high-ranking diplomat was convicted and forced into retirement, tarnishing his reputation and leaving him impoverished.

While Sousa Mendes was unjustly blacklisted and punished, the Rozenfelds were able to escape to Portugal and then to the United States, where they landed in Hoboken, New Jersey on July 12, 1940. Settling in Queens, New York, Stefan's father started a company that dubbed and translated foreign films for American audiences. The company became an important component of the American film industry, most notably dubbing the Vittorio De Sica film, ''Two Women,'' which starred Sophia Loren. After graduating from Stuyvesant High School in downtown Manhattan and Perdue University in Indiana, Stefan joined his father's company. In 1958, he married Linda Schoengold, a childhood friend he had known since he was eight years old and with whom he had four children: Julie, Laurie, Paul, and Leah. After raising the children in New Rochelle, where Linda volunteered in the community and worked to encourage voter participation, Stefan and Linda today live in active retirement, yet make sure to return every summer to Pine Lake Park, where they first met. Stefan maintains his lifelong passion for classical music through his extensive collection of recordings and the series of concerts he and Linda host for friends. Despite having faced incredible adversity, the Rozenfeld family, with the help of the heroic Aristides de Sousa Mendes, survived and managed to thrive, embodying the very ethos of the American dream.

After Aristides de Sousa Mendes died in disgrace in 1954, his name was largely forgotten. Many of the refugees whose lives he had singlehandedly saved were scattered around the world. Yet after decades of hard work by his children, and with support from Congress, the Portuguese diplomat eventually came to be known internationally as a hero. Named by Israel in 1966 as Righteous Among the Nations, he would later be honored in his native Portugal, where Portugal's president Mario Soares declared him ''Portugal's greatest hero of the twentieth century.'' In 2004, after reparations were paid to his family and his name restored, celebrations were held in over thirty nations to commemorate Sousa Mendes on the fiftieth anniversary of his death.

Aristides de Sousa Mendes recorded the names and visa numbers of the individuals he granted visas to in a ledger book which now lies in the Portuguese Foreign Ministry in Lisbon. I recently viewed images of Sousa Mendes' list, and, although to some it may appear only as names and numbers, to me it represents promise and hope for the Jewish people and the heroism of one exceptionally brave man.

The story of the Rozenfelds' flight from Nazi persecution, the righteous actions taken by Aristides de Sousa Mendes, and the Rozenfelds' successful passage and settlement in America is important to recognize. I am deeply grateful for Sousa Mendes and his actions, which allowed Stefan and thousands of other refugees to escape the evils of the Nazis and live a life of freedom and promise. I am pleased to be able to share the story of the Rozenfelds' perseverance and courage, of Sousa Mendes' heroic actions, of a case of the United States fulfilling its role as a haven, affording refugees welcome and freedom, and of the refugees contributing their energy and industry to the United States, with the House of Representatives today.

I wish Stefan Rozenfeld and his family well as they celebrate this historic anniversary.

HONORING JAMES MONDO

HON. LOIS FRANKEL

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 8, 2015

Ms. FRANKEL of Florida. Mr. Speaker, I rise today to celebrate James Mondo of Ridge, New York who turned 100 years old on July 4, 2015.

James, who is commonly known as Jack but more affectionately known as ''pop'', was born in Brooklyn, New York. The youngest child of Italian Immigrants, Francis and Clara, James grew up with seven siblings. In 1933,

he married Anna Brillante, and together the couple had twin girls Clara and Marie, and a son Francis. He served in the U.S. Army during World War II, as a part of Delta Company's 25th tank division in Germany from 1945 to 1946.

Following the war, James and Anna moved the family to Mineola, New York where he drove trucks for the National Biscuit Company for 30 years before retiring in 1978. He continued to serve his community as an American Legion Post chaplain for over 20 years and by becoming a fourth degree knight in the Knights of Columbus. A die hard Yankee fan, he had witnessed all 40 of their American League pennants and 27 World Champions and still cheers the team on today. James and Anna settled down in Ridge, New York, where they have resided to this day and enjoy seeing their 8 grandchildren, and 12 great grandchildren.

James is truly an exceptional man and I join with his friends and family in celebrating this wonderful milestone. I wish him good health and continued success in the coming years.

SENATE COMMITTEE MEETINGS

Title IV of Senate Resolution 4, agreed to by the Senate of February 4, 1977, calls for establishment of a system for a computerized schedule of all meetings and hearings of Senate committees, subcommittees, joint committees, and committees of conference. This title requires all such committees to notify the Office of the Senate Daily Digest—designated by the Rules Committee—of the time, place and purpose of the meetings, when scheduled and any cancellations or changes in the meetings as they occur.

As an additional procedure along with the computerization of this information, the Office of the Senate Daily Digest will prepare this information for printing in the Extensions of Remarks section of the CONGRESSIONAL RECORD on Monday and Wednesday of each week.

Meetings scheduled for Thursday, July 9, 2015 may be found in the Daily Digest of today's RECORD.

MEETINGS SCHEDULED

JULY 14

9:30 a.m.

Committee on Armed Services

To hold hearings to examine the nominations of General Paul J. Selva, USAF, to be Vice Chairman of the Joint Chiefs of Staff, and General Darren W. McDew, USAF, to be commander of the U.S. Transportation Command.

SD–G50

10 a.m.

Committee on Commerce, Science, and Transportation

Subcommittee on Space, Science, and Competitiveness

To hold hearings to examine unlocking the cures for America's most deadly diseases.

SR–253

Committee on Energy and Natural Resources

To hold an oversight hearing to examine islanded energy systems, focusing on energy and infrastructure challenges and opportunities in Alaska, Hawaii and the United States Territories.

SD–366

2:30 p.m.

Committee on Small Business and Entrepreneurship

To hold hearings to examine challenges and opportunities for small businesses engaged in energy development and energy intensive manufacturing.

SR–428A

Select Committee on Intelligence

To hold closed hearings to examine certain intelligence matters.

SH–219

JULY 15

9:30 a.m.

Committee on Environment and Public Works

To hold hearings to examine the nominations of Kristen Marie Kulinowski, of New York, to be a Member of the Chemical Safety and Hazard Investigation Board for a term of five years, and Gregory Guy Nadeau, of Maine, to be Administrator of the Federal Highway Administration, Department of Transportation.

SD–406

10 a.m.

Committee on Banking, Housing, and Urban Affairs

To hold hearings to examine the Consumer Financial Protection Bureau's semi-annual report to Congress.

SD–538

Committee on Commerce, Science, and Transportation

Business meeting to consider pending calendar business.

SR–253

Committee on Homeland Security and Governmental Affairs

To hold hearings to examine securing the border, focusing on understanding threats and strategies for the maritime border.

SD–342

2:15 p.m.

Committee on Indian Affairs

To hold an oversight hearing to examine juvenile justice in Indian Country, focusing on challenges and promising strategies.

SD–628

2:30 p.m.

Committee on Commerce, Science, and Transportation

Subcommittee on Consumer Protection, Product Safety, Insurance, and Data Security

To hold hearings to examine the governance and integrity of international soccer.

SR–253

Joint Economic Committee

To hold hearings to examine what lower labor force participation rates tell us about work opportunities and incentives.

SD–562

JULY 16

2 p.m.

Committee on Homeland Security and Governmental Affairs

Subcommittee on Regulatory Affairs and Federal Management

To hold hearings to examine the Office of Information and Regulatory Affairs's role in the regulatory process.

SD–342

2:30 p.m.

Select Committee on Intelligence

To hold closed hearings to examine certain intelligence matters.

SH–219

2:45 p.m.

Committee on Energy and Natural Resources

Subcommittee on Public Lands, Forests, and Mining

To hold hearings to examine S. 132, to improve timber management on Oregon and California Railroad and Coos Bay Wagon Road grant land, S. 326, to amend the Healthy Forests Restoration Act of 2003 to provide cancellation ceilings for stewardship end result contracting projects, and S. 1691, to expedite and prioritize forest management activities to achieve ecosystem restoration objectives.

SD–366

AUGUST 4

10 a.m.

Committee on Energy and Natural Resources

To hold hearings to examine the back-end of the nuclear fuel cycle and related legislation, including S. 854, to establish a new organization to manage nuclear waste, provide a consensual process for siting nuclear waste facilities, ensure adequate funding for managing nuclear waste.

SD–366

Daily Digest

Senate

Chamber Action

Routine Proceedings, pages S4805–S4899

Measures Introduced: Eight bills and two resolutions were introduced, as follows: S. 1715–1722, and S. Res. 217–218. **Pages S4840–41**

Measures Reported:

Special Report entitled "Further Revised Allocation to Subcommittees of Budget Totals from the Concurrent resolution for Fiscal Year 2016". (S. Rept. No. 114–78) **Page S4840**

Measures Passed:

First Class William B. Woods, Jr. Post Office: Senate passed H.R. 728, to designate the facility of the United States Postal Service located at 7050 Highway BB in Cedar Hill, Missouri, as the "Sergeant First Class William B. Woods, Jr. Post Office. **Page S4894**

Floresville Veterans Post Office: Senate passed H.R. 891, to designate the facility of the United States Postal Service located at 141 Paloma Drive in Floresville, Texas, as the "Floresville Veterans Post Office Building". **Page S4894**

First Class Daniel M. Ferguson Post Office: Senate passed H.R. 1326, to designate the facility of the United States Postal Service located at 2000 Mulford Road in Mulberry, Florida, as the "Sergeant First Class Daniel M. Ferguson Post Office". **Page S4894**

Herman Badillo Post Office: Senate passed H.R. 1350, to designate the facility of the United States Postal Service located at 442 East 167th Street in Bronx, New York, as the "Herman Badillo Post Office Building". **Page S4894**

His Holiness the 14th Dalai Lama 80th Birthday: Committee on the Judiciary was discharged from further consideration of S. Res. 200, wishing His Holiness the 14th Dalai Lama a happy 80th birthday on July 6, 2015, and recognizing the outstanding contributions His Holiness has made to the promotion of nonviolence, human rights, interfaith dialogue, environmental awareness, and democracy, and the resolution was then agreed to. **Page S4894**

U.S. Women's National Team 2015 FIFA World Cup: Senate agreed to S. Res. 218, congratulating the United States Women's National Team for winning the 2015 FIFA World Cup. **Pages S4894–95**

Measures Considered:

Every Child Achieves Act—Agreement: Senate continued consideration of S. 1177, to reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves, taking action on the following amendments proposed thereto: **Pages S4806–16, S4816–31**

Adopted:

By a unanimous vote of 98 yeas (Vote No. 222), Murray (for Reed/Cochran) Amendment No. 2085 (to Amendment No. 2089), to amend the Elementary and Secondary Education Act of 1965 regarding school librarians and effective school library programs. **Pages S4806, S4816**

Murray (for Warner) Amendment No. 2086 (to Amendment No. 2089), to enable the use of certain State and local administrative funds for fiscal support teams. **Pages S4806, S4816**

Alexander (for Rounds/Udall) Amendment No. 2078 (to Amendment No. 2089), to require the Secretary of Education and the Secretary of the Interior to conduct a study regarding elementary and secondary education in rural or poverty areas of Indian country. **Pages S4806, S4816**

By 56 yeas to 41 nays (Vote No. 224), Murray (for Tester) Amendment No. 2107 (to Amendment No. 2089), to restore sections of the Elementary and Secondary Education Act of 1965. **Pages S4827, S4830–31**

Murray/Mikulski Amendment No. 2124 (to Amendment No. 2089), to require schools to collect and report data on interscholastic sports. **Pages S4827, S4831**

Murray (for Bennet) Amendment No. 2115 (to Amendment No. 2089), to provide for a study on increasing the effectiveness of existing services and programs intended to benefit children. **Pages S4828, S4831**

Rejected:

By 47 yeas to 50 nays (Vote No. 223), Murray (for Hirono/Heller) Amendment No. 2109 (to

Amendment No. 2089), to amend section 1111(b)(2)(B)(xi) to provide for additional disaggregation for local educational agencies with a total of not less than 1,000 Asian and Native Hawaiian or Pacific Islander students. **Pages S4827, S4830**

By 45 yeas to 52 nays (Vote No. 225), Alexander Amendment No. 2139 (to Amendment No. 2089), to allow States to let Federal funds for the education of disadvantaged children follow low-income children to the accredited or otherwise State-approved public school, private school, or supplemental educational services program they attend. (A unanimous-consent agreement was reached providing that the amendment, having failed to achieve 60 affirmative votes, was not agreed to.) **Pages S4827, S4831**

Pending:

Alexander/Murray Amendment No. 2089, in the nature of a substitute. **Page S4806**

Alexander (for Fischer) Amendment No. 2079 (to Amendment No. 2089), to ensure local governance of education. **Page S4806**

Murray (for Peters) Amendment No. 2095 (to Amendment No. 2089), to allow local educational agencies to use parent and family engagement funds for financial literacy activities. **Page S4806**

Toomey Amendment No. 2094 (to Amendment No. 2089), to protect our children from convicted pedophiles, child molesters, and other sex offenders infiltrating our schools and from schools ''passing the trash''—helping pedophiles obtain jobs at other schools. **Page S4806**

A unanimous-consent agreement was reached providing for further consideration of the bill at approximately 9:30 a.m., on Thursday, July, 9, 2015. **Page S4895**

Nominations Received: Senate received the following nominations:

Anthony G. Collins, of New York, to be a Member of the Advisory Board of the Saint Lawrence Seaway Development Corporation.

Brad R. Carson, of Oklahoma, to be Under Secretary of Defense for Personnel and Readiness.

Mari Carmen Aponte, of the District of Columbia, to be Permanent Representative of the United States of America to the Organization of American States, with the rank of Ambassador.

Peter William Bodde, of Maryland, to be Ambassador to Libya.

Catherine Ebert-Gray, of Virginia, to be Ambassador to the Independent State of Papua New Guinea, and to serve concurrently and without additional compensation as Ambassador to the Solomon Islands and Ambassador to the Republic of Vanuatu.

Dennis B. Hankins, of Minnesota, to be Ambassador to the Republic of Guinea.

G. Kathleen Hill, of Colorado, to be Ambassador to the Republic of Malta.

Elisabeth I. Millard, of Virginia, to be Ambassador to the Republic of Tajikistan.

Mark Philip Cohen, of Maryland, to be a Member of the Merit Systems Protection Board for the term of seven years expiring March 1, 2021.

Routine lists in the Army, Coast Guard, Foreign Service, and Navy. **Pages S4896–99**

Nomination Withdrawn: Senate received notification of withdrawal of the following nomination:

1 Air Force nomination in the rank of general. **Page S4899**

Messages from the House: **Page S4839**

Measures Referred: **Page S4839**

Measures Placed on the Calendar: **Page S4839**

Executive Communications: **Pages S4839–40**

Additional Cosponsors: **Pages S4841–43**

Statements on Introduced Bills/Resolutions: **Pages S4843–44**

Additional Statements: **Pages S4837–38**

Amendments Submitted: **Pages S4844–94**

Authorities for Committees to Meet: **Page S4894**

Privileges of the Floor: **Page S4894**

Record Votes: Four record votes were taken today. (Total—225) **Pages S4816, S4830–31**

Adjournment: Senate convened at 10 a.m. and adjourned at 7:18 p.m., until 9:30 a.m. on Thursday, July 9, 2015. (For Senate's program, see the remarks of the Majority Leader in today's Record on page S4895.)

Committee Meetings

(Committees not listed did not meet)

THE ROLE OF THE FINANCIAL STABILITY BOARD IN THE UNITED STATES REGULATORY FRAMEWORK

Committee on Banking, Housing, and Urban Affairs: Committee concluded a hearing to examine the role of the Financial Stability Board in the United States regulatory framework, including S. 1484, a bill to improve accountability and transparency in the United States financial regulatory system, protect access to credit for consumers, provide sensible relief to financial institutions, after receiving testimony from former Senator Dirk Kempthorne, American Council of Life Insurers, Eugene Scalia, Gibson, Dunn and Crutcher LLP, Paul Schott Stevens, Investment Company Institute, Peter J. Wallison, American Enterprise Institute, and Adam S. Posen,

Peterson Institute for International Economics, all of Washington, D.C.

PRESIDENT'S INTERNATIONAL CLIMATE AGENDA

Committee on Environment and Public Works: Committee concluded a hearing to examine the President's international climate agenda and implications for domestic environmental policy, after receiving testimony from Jeffrey R. Holmstead, Bracewell and Giuliani, Karl Hausker, World Resources Institute Climate Program, and Sarah O. Ladislaw, Center for Strategic and International Studies Energy and National Security Program, all of Washington, D.C.; David Bookbinder, Element VI Consulting, Middleburg, Virginia; and Jeremy Rabkin, George Mason University School of Law, Arlington, Virginia.

SOUTH CHINA SEA

Committee on Foreign Relations: Committee received a closed briefing on Department of Defense maritime activities and engagement in the South China Sea from Daniel R. Russel, Assistant Secretary of State for East Asian and Pacific Affairs; and David B. Shear, Assistant Secretary of Defense for Asian and Pacific Security Affairs.

STOPPING AN AVIAN INFLUENZA THREAT TO ANIMAL AND PUBLIC HEALTH

Committee on Homeland Security and Governmental Affairs: Committee concluded a hearing to examine stopping an avian influenza threat to animal and public health, after receiving testimony from John Clifford, Deputy Administrator, Veterinary Services, Animal and Plant Health Inspection Service, Department of Agriculture; Anne Schuchat, Director, National Center for Immunization and Respiratory Diseases, Centers for Disease Control and Prevention, Department of Health and Human Services; Chris Currie, Director, Homeland Security and Justice, Government Accountability Office; Jack Gelb, Jr., University of Delaware Avian Biosciences Center, Newark; and Scott Schneider, Nature Link Farm, Jefferson, Wisconsin, on behalf of the Wisconsin Poultry and Egg Industries Association.

TRUST MODERNIZATION AND REFORM FOR INDIAN LANDS OVERSIGHT

Committee on Indian Affairs: Committee concluded an oversight hearing to examine trust modernization and reform for Indian lands, after receiving testimony from Kevin Washburn, Assistant Secretary of the Interior for Indian Affairs; Ernest L. Stensgar, Coeur d'Alene Tribe, Plummer, Idaho, on behalf of the Affiliated Tribes of Northwest Indians; and Brenda Lintinger, Tunica-Biloxi Tribe, Marksville, Louisiana, on behalf of United South and Eastern Tribes, Inc.

ENCRYPTION, TECHNOLOGY, AND PUBLIC SAFETY AND PRIVACY

Committee on the Judiciary: Committee concluded a hearing to examine going dark, focusing on encryption, technology, and the balance between public safety and privacy, after receiving testimony from Sally Quillian Yates, Deputy Attorney General, and James B. Comey, Director, Federal Bureau of Investigation, both of the Department of Justice; Cyrus R. Vance, Jr., New York County District Attorney, New York, New York; Herbert Lin, Stanford University Center for International Security and Cooperation, Stanford, California; and Peter Swire, Georgia Institute of Technology Scheller College of Business, Atlanta.

CYBER CRIME

Committee on the Judiciary: Subcommittee on Crime and Terrorism concluded a hearing to examine cyber crime, focusing on modernizing our legal framework for the information age, after receiving testimony from David M. Bitkower, Deputy Assistant Attorney General, Criminal Division, Department of Justice; Wm. Douglas Johnson, American Bankers Association, and Bill Wright, Symantec Corporation, both of Washington, D.C.; and Jen Ellis, Rapid7, Boston, Massachusetts.

COUNTERTERRORISM AND COUNTERINTELLIGENCE

Select Committee on Intelligence: Committee concluded a hearing to examine counterterrorism, counterintelligence, and the challenges of ''Going Dark'', after receiving testimony from James B. Comey, Director, Federal Bureau of Investigation, Department of Justice.

House of Representatives

Chamber Action

Public Bills and Resolutions Introduced: 28 public bills, H.R. 2962–2989; and 4 resolutions, H. Res. 349, 351–353, were introduced. **Pages H4954–56**

Additional Cosponsors: **Pages H4957–58**

Report Filed: A report was filed today as follows:

H. Res. 350, providing for consideration of the bill (H.R. 6) to accelerate the discovery, development, and delivery of 21st century cures, and for other purposes (H. Rept. 114–193). **Page H4954**

Speaker: Read a letter from the Speaker wherein he appointed Representative Holding to act as Speaker pro tempore for today. **Page H4867**

Recess: The House recessed at 11:06 a.m. and reconvened at 12 noon. **Page H4874**

Guest Chaplain: The prayer was offered by the Guest Chaplain, Reverend Shane Hall, First Southern Baptist Church, Del City, Oklahoma. **Page H4874**

Journal: The House agreed to the Speaker's approval of the Journal by voice vote. **Pages H4874, H4935**

Department of the Interior, Environment, and Related Agencies Appropriations Act, 2016: The House continued consideration of H.R. 2822, making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2016. Consideration began on June 25th. **Pages H4888–H4900, H4935–46**

Agreed to:

Pearce amendment that was debated on July 7 that prohibits the use of funds to increase the rate of any royalty required to be paid to the United States for oil and gas produced on Federal land, or to prepare or publish a proposed rule relating to such an increase (by a recorded vote of 231 ayes to 198 noes, Roll No. 408); **Pages H4898–99**

Hardy amendment that was debated on July 7 that prohibits the use of funds to make a Presidential declaration by public proclamation of a national monument under chapter 3203 of title 54, United States Code in the counties of Mohave and Cococino in the State of Arizona, in the counties of Modoc and Siskiyou in the State of California, in the counties of Chaffee, Moffat, and Park in the State of Colorado, in the counties of Lincoln, Clark, and Nye in the State of Nevada, in the county of Otero in the State of New Mexico, in the counties of Jackson, Josephine and Malheur in the State of Oregon, or in the counties of Wayne, Garfield, and Kane in the State of Utah (by a recorded vote of 222 ayes to 206 noes, Roll No. 409); and **Page H4899**

Buck amendment that prohibits the use of funds to be used to pay the salaries and expenses of personnel or any other entity to negotiate or conclude a settlement with the Federal Government that includes terms requiring the defendant to donate or contribute funds to an organization or individual. **Page H4937**

Rejected:

Garamendi amendment that was debated on June 25 that sought to reduce funding for the Bureau of Land Management by $4,010,000 and increase funding for the US Fish and Wildlife Service by $3,902,000 (by a recorded vote of 181 ayes to 244 noes, Roll No. 393); **Pages H4888–89**

Capps amendment that was debated on June 25 that sought to increase funding by offset, for Inland Oil Spill Programs, by $5,434,000 (by a recorded vote of 184 ayes to 243 noes, Roll No. 394); **Page H4889**

Sablan amendment that was debated on June 25 that sought to increase funding, by offset, for Insular Affairs by $5,000,000 (by a recorded vote of 183 ayes to 245 noes, Roll No. 395); **Pages H4889–90**

Castor (FL) amendment that was debated on June 25 that sought to redirect funding within Environmental Programs and Management, by $1,913,000 (by a recorded vote of 188 ayes to 239 noes, Roll No. 396); **Pages H4890–91**

Grijalva amendment that was debated on July 7 that sought to strike section 423, relating to stream buffers (by a recorded vote of 189 ayes to 239 noes, Roll No. 397); **Page H4891**

Tsongas amendment that was debated on July 7 that sought to strike section 425, relating to the limitation on the use of funds for National Ocean Policy (by a recorded vote of 191 ayes to 238 noes, Roll No. 398); **Pages H4891–92**

Grijalva amendment that was debated on July 7 that sought to strike section 433, relating to the availability of vacant grazing allotments (by a recorded vote of 178 ayes to 251 noes, Roll No. 399); **Pages H4892–93**

Polis amendment that was debated on July 7 that sought to strike section 437, relating to the use of funds for the social cost of carbon (by a recorded vote of 186 ayes to 243 noes, Roll No. 400); **Page H4893**

Edwards amendment that was debated on July 7 that sought to strike section 438, which provides for a limitation on the use of funds regarding ozone standards (by a recorded vote of 180 ayes to 249 noes, Roll No. 401); **Pages H4893–94**

Lawrence amendment (No. 13 printed in the Congressional Record of June 24, 2015) that was debated on July 7 that sought to strike section 439, which provides for prohibitions regarding hydraulic fracturing (by a recorded vote of 179 ayes to 250 noes, Roll No. 402); **Pages H4894–95**

Polis amendment that was debated on July 7 that sought to prohibit the use of funds in contravention of Public Law 94–579 (by a recorded vote of 192 ayes to 237 noes, Roll No. 403); **Page H4895**

Tsongas amendment that was debated on July 7 that sought to prohibit the use of funds to implement or enforce sections 117, relating to Sage-Grouse, section 121 relating to reissuance of rules (wolves), and section 122 relating to the Northern Long Eared Bat (by a recorded vote of 186 ayes to 243 noes, Roll No. 404); **Pages H4895–96**

Grijalva amendment that was debated on July 7 that sought to prohibit the use of funds to implement or enforce section 120, with respect to ivory (by a recorded vote of 183 ayes to 244 noes, Roll No. 405); **Pages H4896–97**

Beyer amendment that was debated on July 7 that sought to prohibit the use of funds in contravention of Executive Orders regarding climate change (by a recorded vote of 189 ayes to 237 noes, Roll No. 406); and **Page H4897**

Blackburn amendment (No. 6 printed in the Congressional Record of June 24, 2015) that was debated on July 7 that sought to reduce funds by 1 percent across-the-board (by a recorded vote of 168 ayes to 258 noes, Roll No. 407). **Pages H4897–98**

Withdrawn:

Buck amendment that was offered and subsequently withdrawn that would have prohibited the use of funds to pay retention bonuses to Senior Executive Service personnel at the Environmental Protection Agency; not more than $50,000 to be made available to be used by the Department of the Interior to conduct a study on whether Agricola Americus should be classified as an endangered species. **Pages H4936–37**

Proceedings Postponed:

Ellison amendment that seeks to prohibit the use of funds to enter into contracts with any person whose disclosures of a proceeding with a disposition listed in United States Code, in the Federal Awardee Performance and Integrity Information System include the term ''Fair Labor Standards Act'' and such disposition is listed as ''willful'' or ''repeated''; **Pages H4935–36**

Buck amendment that seeks to prohibit the use of funds to pay a Federal employee for any period of time during which such employee is using official time under United States Code; **Pages H4937–38**

Grothman amendment that seeks to prohibit the use of funds to regulate the location of the placement of a monitor of pollutants under the Clean Air Act in any county provided such county has at least one monitor; **Pages H4939–40**

Sanford amendment that seeks to prohibit the use of funds for oil and gas lease sale 260 included in the Draft Proposed Outer Continental Shelf (OCS) oil and Gas Leasing program for 2017–2022 (DPP), or in any subsequent proposed or final iteration of such Program; **Page H4940**

Palmer amendment that seeks to prohibit the use of funds for grants under title VII, subtitle G of the Energy Policy Act of 2005 and to reduce funds for EPA-State and Tribal Assistance Grants as well as grants under title VII, subtitle G of the Energy Policy Act by $50,000,000 in each instance; **Pages H4941–42**

Palmer amendment that seeks to prohibit the use of funds by the Environmental Protection Agency to carry out the powers granted under section 3063 of title 18, United States Code; and **Pages H4942–43**

Calvert amendment that seeks to prohibit the use of funds to prohibit the display the flag of the United States or the POW/MIA flag, or the decoration of graves with flags in the National Park Service national cemeteries as provided in National Park Service Director's order #61 or to contravene the National Park Service memorandum dated June 24, 2015 with the subject line containing the words ''Immediate Action Required, No Reply Needed'' with respect to sales items. **Pages H4945–46**

H. Res. 333, the rule providing for consideration of the bills (H.R. 2822) and (H.R. 2042) was agreed to on June 24th.

Suspensions: The House agreed to suspend the rules and agree to the following measures:

Calling for substantive dialogue, without preconditions, in order to address Tibetan grievances and secure a negotiated agreement for the Tibetan people: H. Res. 337, amended, calling for substantive dialogue, without preconditions, in order to address Tibetan grievances and secure a negotiated agreement for the Tibetan people; and **Pages H4900–04**

Expressing the sense of the House of Representatives regarding Srebrenica: H. Res. 310, expressing the sense of the House of Representatives regarding Srebrenica. **Pages H4904–08**

Student Success Act: The House passed H.R. 5, to support State and local accountability for public education, protect State and local authority, and inform parents of the performance of their children's schools,

by a recorded vote of 218 ayes to 213 noes, Roll No. 423. Consideration began February 25th.

Pages H4908–35

Rejected the Esty motion to recommit the bill to the Committee on Education and the Workforce with instructions to report the same back to the House forthwith with an amendment, by a recorded vote of 185 ayes to 244 noes, Roll No. 422.

Pages H4932–34

Pursuant to H. Res. 125, it was made in order to consider the further amendments printed in part A of H. Rept. 114–192 as though they were the last further amendments printed in part B of H. Rept. 114–29. **Page H4924**

Agreed to:

Rokita amendment (No. 45 printed in part A of H. Rept. 114–192) that sets the authorization from fiscal year 2016 through 2019; **Pages H4908–10**

Zeldin amendment (No. 30 printed in part B of H. Rept. 114–29) that was debated on February 26 that allows a State to withdraw from the Common Core Standards or any other specific standards (by a recorded vote of 373 ayes to 57 noes, Roll No. 410); **Pages H4924–25**

Hurd amendment (No. 31 printed in part B of H. Rept. 114–29) that was debated on February 26 that expresses the sense of Congress that students' personally identifiable information is important to protect as applied to current law and this act (by a recorded vote of 424 ayes to 2 noes, Roll No. 411); **Page H4925**

Loebsack amendment (No. 40 printed in part B of H. Rept. 114–29) that was debated on February 26 that supports the expansion of the use of digital learning through competitive grants to partnerships to implement and evaluate the results of technology-based learning practices, strategies, tools, or programs at rural schools (by a recorded vote of 218 ayes to 213 noes, Roll No. 416); and **Pages H4928–29**

Salmon amendment (No. 47 printed in part A of H. Rept. 114–192) that allows parents to opt their student out of the testing required under this bill and exempt schools from including students that have opted out in the schools' participation requirements (by a recorded vote of 251 ayes to 178 noes, Roll No. 420). **Pages H4912–13, H4931**

Rejected:

Grayson amendment (No. 32 printed in part B of H. Rept. 114–29) that was debated on February 26 that sought to require the Secretary of Education to conduct an assessment of the impact of school start times on student health, well-being, and performance (by a recorded vote of 199 ayes to 228 noes, Roll No. 412); **Page H4926**

Wilson (FL) amendment (No. 33 printed in part B of H. Rept. 114–29) that was debated on February 26 that sought to provide for school dropout prevention and re-entry and provide grants to raise academic achievement levels for all students (by a recorded vote of 192 ayes to 237 noes, Roll No. 413); **Pages H4926–27**

Carson (IN) amendment (No. 35 printed in part B of H. Rept. 114–29) that was debated on February 26 that sought to advance assessments of student achievement and instructional practices, effective teacher preparation and continuing professional development, education administration, and international comparisons; the amendment supports development of a national research strategy to ensure that students, particularly at risk students, have effective teachers and are being prepared for the future (by a recorded vote of 186 ayes to 245 noes, Roll No. 414); **Pages H4927–28**

Brownley (CA) amendment (No. 39 printed in part B of H. Rept. 114–29) that was debated on February 26 that sought to create a grant program for states to create or expand biliteracy seal programs to recognize student proficiency in speaking, reading, and writing in both English and a second language for graduating high school seniors (by a recorded vote of 191 ayes to 239 noes, Roll No. 415); **Page H4928**

Polis amendment (No. 41 printed in part B of H. Rept. 114–29) that was debated on February 26 that sought to authorize—but does not appropriate funds—for the Secretary of Education to provide grants for: early-childhood education scholarships, professional development and licensing credentials, or increased compensation for educators who have attained specific qualifications (by a recorded vote of 205 ayes to 224 noes, Roll No. 417); **Page H4929**

Thompson (MS) amendment (No. 43 printed in part B of H. Rept. 114–29) that was debated on February 27 that sought to require that The Student Success Act shall not go into effect until the Secretary of Education determine that its enactment will not reduce the college and career readiness of racial or ethnic minority students, students with disabilities, English learners, and low-income students and provide written notification to Congress on such determination (by a recorded vote of 189 ayes to 241 noes, Roll No. 241); **Page H4930**

Walker amendment (No. 46 printed in part A of H. Rept. 114–192) that sought to add A-PLUS, which would send funding under NCLB back to states in the form of block grants, and states would then be able to direct that funding to any education purpose under state law (by a recorded vote of 195 ayes to 235 noes, Roll No. 419); and

Pages H4910–12, H4930–31

Scott (VA) amendment (No. 44 printed in part B of H. Rept. 114–29) that was debated on February

27 that sought to repeal H.R. 5 and replace the bill text with a substitute amendment that provides robust funding levels, replaces the mandates of No Child Left Behind, and maintains civil rights and equity protections that ensure all students graduate from high school college- and career-ready (by a recorded vote of 187 ayes to 244 noes, Roll No. 421). **Page H4932**

Withdrawn:

Polis amendment (No. 48 printed in part A of H. Rept. 114–192) that was offered and subsequently withdrawn that would have required states to have college- and career-ready standards and set performance, growth, and graduation rate targets for all student subgroups; also included performance targets for English language learners and students with disabilities. **Pages H4913–24**

Agreed that the Clerk be authorized to make technical and conforming changes to reflect the actions of the House. **Page H4946**

H. Res. 347, the rule providing for the further consideration of the bill (H.R. 5) and consideration of the bill (H.R. 2647) was agreed to by a yea-and-nay vote of 242 yeas to 185 nays, Roll No. 392, after the previous question was ordered. **Pages H4879–87**

Senate Message: Message received from the Senate today appears on page H4900.

Senate Referrals: S. 286 was held at the desk.

Quorum Calls—Votes: Thirty one recorded votes and one yea-and-nay vote developed during the proceedings of today and appear on pages H4887, H4888–89, H4889, H4890, H4890–91, H4891, H4891–92, H4892–93, H4893, H4893–94, H4894–95, H4895, H4895–96, H4896–97, H4897, H4897–98, H4898–99, H4899, H4924–25, H4925, H4926, H4926–27, H4927, H4928, H4928–29, H4929, H4930, H4930–31, H4931, H4932, H4934, and H4934–35. There were no quorum calls.

Adjournment: The House met at 10 a.m. and adjourned at 9:37 p.m.

Committee Meetings

ENERGY AND THE RURAL ECONOMY: THE ECONOMIC IMPACT OF EXPORTING CRUDE OIL

Committee on Agriculture: Full Committee held a hearing entitled ''Energy and the Rural Economy: the Economic Impact of Exporting Crude Oil''. Testimony was heard from David J. Porter, Chairman, Texas Railroad Commission; Frank Rusco, Director for Natural Resources and Environment, Government Accountability Office; and public witnesses.

MISCELLANEOUS MEASURE

Committee on Appropriations: Full Committee held a markup on the Agriculture Appropriations Bill for FY 2016; and Revised Report on the Suballocation of Budget Allocations for FY 2016. The Agriculture Appropriations Bill for FY 2016 was ordered reported, as amended. The Revised Report on the Suballocation of Budget Allocations for FY 2016 was agreed to.

INTERNET GOVERNANCE PROGRESS AFTER ICANN 53

Committee on Energy and Commerce: Subcommittee on Communications and Technology held a hearing entitled ''Internet Governance Progress After ICANN 53''. Testimony was heard from Larry Strickling, Administrator, National Telecommunications and Information Administration; and a public witness.

MEDICAID AT 50: STRENGTHENING AND SUSTAINING THE PROGRAM

Committee on Energy and Commerce: Subcommittee on Health held a hearing entitled ''Medicaid at 50: Strengthening and Sustaining the Program''. Testimony was heard from Vikki Wachino, Deputy Administrator, Centers for Medicare and Medicaid Services, and Director, Center for Medicaid and CHIP Services, Centers for Medicare and Medicaid Services; Carolyn Yocom, Director, Health Care, Government Accountability Office; and Anne Schwartz, Executive Director, Medicaid and CHIP Payment and Access Commission.

EXAMINING THE DESIGNATION AND REGULATION OF BANK HOLDING COMPANY SIFIs

Committee on Financial Services: Subcommittee on Financial Institutions and Consumer Credit held a hearing entitled ''Examining the Designation and Regulation of Bank Holding Company SIFIs''. Testimony was heard from public witnesses.

EXAMINING DHS'S MISPLACED FOCUS ON CLIMATE CHANGE

Committee on Homeland Security: Subcommittee on Oversight and Management Efficiency held a hearing entitled ''Examining DHS's Misplaced Focus on Climate Change''. Testimony was heard from the following Department of Homeland Security officials: Thomas Smith, Acting Assistant Secretary, Strategy, Planning, Analysis, and Risk, Office of Policy; Roy Wright, Deputy Associate Administrator, Federal Insurance and Mitigation Administration, Federal Emergency Management Agency; and Robert Kolasky, Deputy Assistant Secretary, Infrastructure Protection, National Protection and Programs Directorate; and a public witness.

MISCELLANEOUS MEASURES

Committee on the Judiciary: Full Committee held a markup on H.R. 2329, the "Ensuring Access to Justice for Claims Against the United States Act"; and H.R. 2604, the "Need-Based Educational Aid Act of 2015". H.R. 2329 and H.R. 2604 were ordered reported, without amendment.

THE HELIUM STEWARDSHIP ACT AND THE PATH FORWARD

Committee on Natural Resources: Subcommittee on Energy and Mineral Resources held a hearing entitled "The Helium Stewardship Act and the Path Forward". Testimony was heard from Anne-Marie Fennell, Director, Natural Resources and Environment Team, Government Accountability Office; Tim Spisak, Senior Advisor for Minerals and Realty Management, Bureau of Land Management, Department of the Interior; and public witnesses.

MISCELLANEOUS MEASURES

Committee on Natural Resources: Full Committee began a markup on H.R. 487, to allow the Miami Tribe of Oklahoma to lease or transfer certain lands; H.R. 959, the "Medgar Evers House Study Act"; H.R. 1554, the "Elkhorn Ranch and White River National Forest Conveyance Act of 2015"; H.R. 1937, the "National Strategic and Critical Minerals Production Act of 2015"; H.R. 1949, the "The National Liberty Memorial Clarification Act of 2015"; H.R. 2223, the "Crags, Colorado Land Exchange Act of 2015"; H.R. 2791, the "Western Oregon Tribal Fairness Act"; H.R. 2898, the "Western Water and American Food Security Act of 2015"; S. 501, the "New Mexico Water Settlement Technical Corrections Act"; and H.R. 1138, the "Sawtooth National Recreation Area and Jerry Peak Wilderness Additions Act".

21ST CENTURY CURES ACT

Committee on Rules: Full Committee held a hearing on H.R. 6, the "21st Century Cures Act". The committee granted, by voice vote, a structured rule for H.R. 6. The rule provides one hour of general debate equally divided and controlled by the chair and ranking minority member of the Committee on Energy and Commerce. The rule waives all points of order against consideration of the bill. The rule provides that an amendment in the nature of a substitute consisting of the text of Rules Committee Print 114–22 shall be considered as adopted and the bill, as amended, shall be considered as read. The rule waives all points of order against provisions in the bill, as amended. The rule makes in order only those further amendments printed in the Rules Committee report. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question. The rule waives all points of order against the amendments printed in the report. The rule provides one motion to recommit with or without instructions. Testimony was heard from Chairman Upton and Representatives DeGette, Griffith of Virginia, Schakowsky, Welch, Slaughter, Polis, Gosar, Jackson Lee, Fitzpatrick, Adams, and Brat.

IS THE OPM DATA BREACH THE TIP OF THE ICEBERG?

Committee on Science, Space, and Technology: Subcommittee on Research and Technology; and Subcommittee on Oversight, held a joint hearing entitled "Is the OPM Data Breach the Tip of the Iceberg?". Testimony was heard from Michael R. Esser, Assistant Inspector General for Audits, Office of Personnel Management; Charles Romine, Director, Information Technology Laboratory, National Institute of Standards and Technology; Gregory Wilshusen, Director, Information Security Issues, Government Accountability Office; and a public witness.

THE CALM BEFORE THE STORM: OVERSIGHT OF THE SBA'S DISASTER LOAN PROGRAM

Committee on Small Business: Full Committee held a hearing entitled "The Calm Before the Storm: Oversight of the SBA's Disaster Loan Program". Testimony was heard from Representative Smith of New Jersey; James Rivera, Associate Administrator, Office of Disaster Assistance, Small Business Administration; William Shear, Director, Financial Markets and Community Investment, Government Accountability Office.

A REVIEW OF VA'S VOCATIONAL REHABILITATION AND EMPLOYMENT PROGRAM

Committee on Veterans' Affairs: Subcommittee on Economic Opportunity held a hearing entitled "A Review of VA's Vocational Rehabilitation and Employment Program". Testimony was heard from Jack Kammerer, Director, Vocational Rehabilitation and Employment Service, Veterans Benefits Administration, Department of Veterans Affairs; Ralph Charlip, Deputy Assistant Secretary for Operations and Management, Veterans' Employment and Training Service, Department of Labor; and public witnesses.

Joint Meetings

No joint committee meetings were held.

NEW PUBLIC LAWS

(For last listing of Public Laws, see DAILY DIGEST, *p. D783)*

H.R. 533, to revoke the charter of incorporation of the Miami Tribe of Oklahoma at the request of that tribe. Signed on July 6, 2015. (Public Law 114–28)

H.R. 615, to amend the Homeland Security Act of 2002 to require the Under Secretary for Management of the Department of Homeland Security to take administrative action to achieve and maintain interoperable communications capabilities among the components of the Department of Homeland Security. Signed on July 6, 2015. (Public Law 114–29)

H.R. 893, to require the Secretary of the Treasury to mint coins in commemoration of the centennial of Boys Town. Signed on July 6, 2015. (Public Law 114–30)

COMMITTEE MEETINGS FOR THURSDAY, JULY 9, 2015

(Committee meetings are open unless otherwise indicated)

Senate

Committee on Appropriations: business meeting to mark up an original bill entitled, ''State, Foreign Operations, and Related Programs Appropriations Act, 2016'', 10:30 a.m., SD–106.

Committee on Armed Services: to hold hearings to examine the nomination of General Joseph F. Dunford, Jr., USMC, to be Chairman of the Joint Chiefs of Staff, 9:30 a.m., SH–216.

Committee on Foreign Relations: to hold hearings to examine the nominations of Michele Thoren Bond, of the District of Columbia, to be an Assistant Secretary of State (Consular Affairs), and Sarah Elizabeth Mendelson, of the District of Columbia, to be Representative on the Economic and Social Council of the United Nations, with the rank of Ambassador, and to be an Alternate Representative to the Sessions of the General Assembly of the United Nations, 10 a.m., SD–419.

Committee on Homeland Security and Governmental Affairs: to hold hearings to examine understanding America's long-term fiscal picture, 10 a.m., SD–342.

Committee on the Judiciary: business meeting to consider S. 1482, to improve and reauthorize provisions relating to the application of the antitrust laws to the award of need-based educational aid, S. 1300, to amend section 221 of the Immigration and Nationality Act to provide relief for adoptive families from immigrant visa feeds in certain situations, and the nominations of Luis Felipe Restrepo, of Pennsylvania, to be United States Circuit Judge for the Third Circuit, Travis Randall McDonough, to be United States District Judge for the Eastern District of Tennessee, and Waverly D. Crenshaw, Jr., to be United States District Judge for the Middle District of Tennessee, 10 a.m., SD–226.

Select Committee on Intelligence: business meeting to consider pending calendar business, Time to be announced, Room to be announced.

House

Committee on Agriculture, Subcommittee on Livestock and Foreign Agriculture, hearing entitled ''U.S. International Food Aid Programs: Oversight and Accountability'', 9:30 a.m., 1300 Longworth.

Committee on Appropriations, Subcommittee on Homeland Security, markup on Homeland Security Appropriations Bill, FY 2016, 10 a.m., B–308 Rayburn.

Committee on Energy and Commerce, Subcommittee on Energy and Power, hearing entitled ''H.R. 702, Legislation to Prohibit Restrictions on the Export of Crude Oil'', 10 a.m., 2123 Rayburn.

Committee on Financial Services, Full Committee, hearing entitled ''The Dodd-Frank Act Five Years Later: Are We More Stable?'', 10 a.m., 2128 Rayburn.

Committee on Foreign Affairs, Full Committee, hearing entitled ''Implications of a Nuclear Agreement with Iran'', 10 a.m., 2172 Rayburn.

Subcommittee on the Middle East and North Africa, hearing entitled ''The Gulf Cooperation Council Camp David Summit: Any Results?'', 2 p.m., 2172 Rayburn.

Subcommittee on Africa, Global Health, Global Human Rights, and International Organizations, hearing entitled ''Africa's Displaced People'', 2 p.m., 2200 Rayburn.

Committee on the Judiciary, Subcommittee on Regulatory Reform, Commercial and Antitrust Law, hearing on the ''Financial Institution Bankruptcy Act of 2015'', 10 a.m., 2141 Rayburn.

Subcommittee on the Constitution and Civil Justice, hearing entitled ''The State of Property Rights in America Ten Years After Kelo v. City of New London'', 2 p.m., 2141 Rayburn.

Committee on Natural Resources, Full Committee, markup on H.R. 487, to allow the Miami Tribe of Oklahoma to lease or transfer certain lands; H.R. 959, the ''Medgar Evers House Study Act''; H.R. 1554, the ''Elkhorn Ranch and White River National Forest Conveyance Act of 2015''; H.R. 1937, the ''National Strategic and Critical Minerals Production Act of 2015''; H.R. 1949, the ''National Liberty Memorial Clarification Act of 2015''; H.R. 2223, the ''Crags, Colorado Land Exchange Act of 2015''; H.R. 2791, the ''Western Oregon Tribal Fairness Act''; H.R. 2898, the ''Western Water and American Food Security Act of 2015''; S. 501, the ''New Mexico Water Settlement Technical Corrections Act''; and H.R. 1138, the ''Sawtooth National Recreation Area and Jerry Peak Wilderness Additions Act'' (continued), 10 a.m., 1324 Longworth.

Committee on Oversight and Government Reform, Full Committee, hearing entitled ''Construction Costs and Delays at the U.S. Embassy in Kabul'', 9 a.m., 2154 Rayburn.

Committee on Science, Space, and Technology, Full Committee, hearing entitled ''Examining EPA's Regulatory Overreach'', 10 a.m., 2318 Rayburn.

Committee on Veterans' Affairs, Subcommittee on Disability Assistance and Memorial Affairs, markup on H.R. 2214, the ''Disabled Veterans' Access to Medical Exams Improvement Act''; H.R. 800, ''the Express Appeals Act''; H.R. 1379, to amend title 38, United States Code, to authorize the Board of Veterans' Appeals to develop evidence in appeal cases, and for other purposes; H.R. 1380, to amend title 38, United States Code, to expand the eligibility for a medallion furnished by the Secretary of Veterans Affairs to signify the veteran status of a deceased individual; H.R. 2605, the ''Veterans Fiduciary Reform Act of 2015''; H.R. 1302, the ''VA Appeals Backlog Relief Act''; H.R. 1338, the ''Dignified Interment of Our Veterans Act of 2015''; H.R. 1384, the ''Honor America's Guard-Reserve Retirees Act''; and H.R. 2691, the ''Veterans' Survivors Claims Processing Automation Act of 2015'', 2 p.m., 334 Cannon.

Committee on Ways and Means, Full Committee, hearing on promoting work opportunities for Social Security Disability Insurance beneficiaries, 10 a.m., 1100 Longworth.

Next Meeting of the SENATE

9:30 a.m., Thursday, July 9

Senate Chamber

Program for Thursday: Senate will continue consideration of S. 1177, Every Child Achieves Act.

Next Meeting of the HOUSE OF REPRESENTATIVES

10 a.m., Thursday, July 9

House Chamber

Program for Thursday: Continue consideration of H.R. 2822—Department of the Interior, Environment, and Related Agencies Appropriations Act, 2016. Consideration of H.R. 2647—Resilient Federal Forests Act (Subject to a Rule).

Extensions of Remarks, as inserted in this issue

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