

But in the case of a major hurricane—

And I continue to quote the Florida National Guard—

we plan to have these other assets repositioned prior to landfall or moving to Florida as soon as possible. However, we cannot afford any additional significant losses of equipment. Losing more equipment from Florida to support our active duty mobilization sites will put us at risk to respond effectively to our State during a time of great need.

We have to be serious all over this country about the equipment needs for our National Guard when it is called on to respond to that aspect of their job, which is to be activated by the Governor of the respective States under statewide emergencies.

HONORING OUR ARMED FORCES

CAPTAIN JONATHAN DAVID GRASSBAUGH

Mr. GREGG. Mr. President, I rise today to pay special tribute to U.S. Army Ranger CPT Jonathan David Grassbaugh of Hampstead, NH. Sadly on April 7, 2007, while supporting Operation Iraqi Freedom, this brave 25-year old leader and three of his fellow soldiers gave their lives for our Nation when an improvised explosive device detonated near their patrol in Zaganiyah, Iraq. Captain Grassbaugh was assigned to Headquarters and Headquarters Troop, 5th Squadron, 73rd Cavalry Regiment, 82nd Airborne Division, out of Fort Bragg, NC, and was protecting our country in his second deployment to Iraq.

Jonathan, or Jon to family and friends, was born in Ohio, but his family moved to Hampstead, NH, when he was in the third grade. He attended Hampstead Central School, graduated from Hampstead Middle School, where his mother Patricia is principal, went on to Phillips Exeter Academy, where he was a 4 year honor student, and then to Johns Hopkins University, where he studied computer science, graduating in 2003. While at Johns Hopkins University he was a distinguished member of the Army ROTC program and Pershing Rifles, served as captain of the Ranger Challenge Team, commanded the ROTC Battalion during his senior year and won the National two-man duet drill team competition.

Following completion of the arduous U.S. Army Ranger School in April 2004, Captain Grassbaugh was assigned to the 7th Cavalry in the Republic of South Korea. He was later assigned to the 3rd Battalion, 505th Parachute Infantry Regiment where he assumed another leadership position serving as an antitank platoon leader. Jon also served as an aide de camp for the 82nd Airborne deputy commanding general, scout platoon leader, and logistics officer for the 5th Squadron, 73rd Cavalry. In July of 2006, he was deployed for a second tour of duty in Iraq in support of Operation Iraqi Freedom. Friends say Jon was laser focused, never questioned his service or his need to be in Iraq, cared deeply for the soldiers in

his command, and always put a 110 percent effort into everything.

Captain Grassbaugh's awards and decorations serve as testimony to his stellar character and performance. They include the Bronze Star Medal, Purple Heart, Meritorious Service Medal, Army Commendation Medal, 4 Oak Leaf Clusters, Joint Service Achievement Medal, Army Achievement Medal, National Defense Service Medal, Iraq Campaign Medal, Global War on Terrorism Service Medal, Korean Defense Service Medal, Army Service Ribbon, Overseas Service Ribbon, Parachutist's Badge, Combat Action Badge, and the Ranger Tab.

Patriots from the State of New Hampshire have served our Nation with honor and distinction from Bunker Hill to Zaganiyah, Iraq—and U.S. Army Ranger CPT Jonathan Grassbaugh served, led, and fought in that same fine tradition.

My sympathy, condolences, and prayers go out to Jon's wife Jenna, his parents Mark and Patricia, brother Jason, and to his other family members and many friends who have suffered this most grievous loss. All will sorely miss Jon Grassbaugh, the caring husband, dedicated son, loyal brother, good friend, outstanding Ranger. Laid to rest at Arlington National Cemetery, Captain Grassbaugh joins his fellow heroes in eternal peace at our military's most sacred place. In the words of another son of New Hampshire, Daniel Webster may his remembrance be as long lasting as the land he honored. God bless Jonathan David Grassbaugh.

ADDRESSING THE DROPOUT EPIDEMIC

Mr. KENNEDY. Mr. President, education has long been the key to opportunity, progress, and prosperity in America. Our schools and teachers prepare young Americans to compete and succeed in an ever-changing economy. Good schools shape the character of our citizens. They train Americans to participate in our democracy, and to serve our country and our communities. And a strong education system helps protect our national security. Above all, it's a force to move America forward. It is the engine of the American dream.

When we enacted the No Child Left Behind Act 5 years ago, we sought to modernize and reform our public schools, and reaffirm the original commitment made in the Elementary and Secondary Education Act in 1965. The No Child Left Behind Act sets lofty goals for all schools to meet, and requires States to establish strong standards, a rigorous curriculum, and reliable assessments.

Congress should not abandon those fundamental goals as it works to reauthorize the law this year.

Nevertheless, we must acknowledge that too many of America's students still don't receive all that is needed to engage and succeed in school, learn to

high standards, and graduate on time. Each year, approximately 1 million students do not finish high school in time to graduate with their peers.

The Nation's dropout rate is more than a problem—it is a national crisis—and one that a Nation so deeply committed to the fundamental value of equal justice and opportunities for all cannot afford to ignore.

In 1963, President Kennedy decried the fact that four out of 10 fifth graders did not finish high school. At that time, he called it “a waste we cannot afford.”

Forty-four years later, the statistics on high school graduation rates are still staggering. About 1,000 high schools across the country only graduate half their students. Among African Americans and Latinos, only 55 percent graduate on time. Every day, 7,000 young Americans drop out of school.

Reaching these dropouts—and giving them a chance to get back on track—is a national imperative. We have a moral commitment and an obligation to children, to parents, and to our communities to provide each and every one of our students with the chance to attend an excellent public school and graduate with a diploma. Delivering on that basic commitment is a measure of our strength as a democracy, and it's an expression of our values and our belief as a nation that our children are our future.

Reducing the dropout rate in our schools is not just the right thing to do. This epidemic has very real consequences for our country, and addressing it is an economic necessity.

High school dropouts earn, on average, \$260,000 less than high school graduates over the course of their lifetime, and nearly \$1 million less than individuals with a college degree. If each student who dropped out of the class of 2006 had graduated, America's economy would have been \$309 billion stronger in future years.

If the approximately 1.2 million young people who are estimated to drop out of school in the United States this year could earn high school diplomas instead, States could save more than \$17 billion in costs under Medicaid and expenditures for uninsured care over the course of these young people's lifetimes.

Curbing the dropout rate requires a comprehensive solution. Our high schools clearly need greater assistance in supporting and retaining their students.

We must recognize, however, that this problem does not begin in high school. Intervention should start in the elementary and middle school years, when standards and expectations are set. Children who do not learn to read or do basic math in these grades will fall farther and farther behind, and find it increasingly difficult to catch up in the faster-paced high school grades.

Research shows that we can identify students who are most at-risk for not

completing high school as early as sixth grade. With early intervention, quality teachers, small classes, and data-driven instruction, we can ensure that these students make progress, stay in school and succeed.

Once students reach high school, we must do more to engage them in the learning process. States and cities across the country are already taking steps to address this challenge, such as offering extra help during the school day, extending learning time, and adopting other school-based interventions.

In Massachusetts, Boston public schools are working with private partners to create smaller learning communities, improve instruction, and strengthen professional development for teachers. Our high schools are undergoing a transformation to focus on business, technology, health professions, arts, public service, engineering, sciences, international studies, and social justice. In many of them, students can prepare for future opportunities after they graduate, by enrolling in courses for college credit or pursuing hands-on experience in a career that interests them.

We must all work in Congress to help more districts like Boston mount significant efforts to address these issues and make progress in reducing the dropout rate.

I have joined my colleagues on the HELP Committee—Senator BINGAMAN and Senator BURR—in introducing the Graduation Promise Act, which would fund state efforts that target resources and reforms to turn around high schools with low graduation rates. 15 percent of America's high schools produce half of our dropouts. In these schools—some of which have as many as 400 students in a freshman class—8 out of 10 of the students start high school already having repeated a grade, or are special education students, or are two years or more below grade level.

It's very clear that these schools need more assistance in supporting and retaining these students, and that's what we hope to provide.

We must also do more to better connect schools with the communities around them, and provide the safety-net of services that at-risk students need to help them stay in school. The Keeping PACE Act would provide federal funds for these efforts.

Supporting the social, emotional, intellectual, and physical development of our youth is a key strategy for breaking down the barriers to learning.

Finally, in order to target reforms, we must accurately measure and track graduation rates throughout the country. Today, in some districts, students who leave school are counted as dropouts only if they have registered as dropouts. In other districts, a promise to earn a GED is all it takes to be counted as a "graduate." That's unacceptable. Obtaining reliable data is the only way to identify and target the

level of reform and resources necessary to assist schools struggling with high dropout rates.

We have an obligation to encourage these and other creative reforms in our schools, and provide the support structure and safe harbor needed to present students at-risk from dropping out. But we must also back up these essential reforms with real investments.

Today, the federal investment in education at all levels—especially in the middle and high school grades—is not sufficient. Only 8 percent of students who benefit from the federal investment in Title I are in high school. Ninety-percent of high schools with very low graduation rates have high concentrations of low-income students—but only a quarter of them receive federal assistance. We need to dedicate more resources and support for secondary schools to improve academic achievement and ensure that every student has a fair opportunity to graduate. We need to target our efforts, resources, and ideas for effective reform to the schools that need them most.

As we consider ways to strengthen and advance our national commitment to leave no child behind, we have an opportunity to give teachers, schools, districts and states the support they need to ensure a high-quality education for every student.

We can no longer turn a blind eye to the millions of young people who fall through the cracks. Let us demand more of ourselves. Let us recommit ourselves to the spirit and the principles of excellence and equal opportunity that have shaped our historic commitment to improving public education. Above all, let us commit ourselves to the great goal of making this silent but severe epidemic—America's dropout crisis—a thing of the past.

TRIBUTE TO KATE MARTIN

Mr. THUNE. Mr. President, today I rise to recognize Kate Martin, an intern in my Washington, DC, office, for all of the hard work she has done for me, my staff, and the State of South Dakota over the past several months.

Kate is a graduate of Ellendale High School in Ellendale, ND. Currently she is attending the University of North Dakota, where she is majoring in marketing and is pursuing a minor in international business. She is also active in her sorority Kappa Alpha Theta. She is a hard worker who has been dedicated to getting the most out of her internship experience.

I would like to extend my sincere thanks and appreciation to Kate for all of the fine work she has done and wish her continued success in the years to come.

ADDITIONAL STATEMENTS

HONORING THE BRIGHT STAR RESTAURANT

• Mr. SHELBY. Mr. President, I wish to honor the Bright Star Restaurant, one of my favorites in Bessemer, AL. The Bright Star celebrated its 100th anniversary last week on May 2, 2007.

I know from personal experience that the Bright Star has endured for a century due to its excellent menu. Though the restaurant has grown from a cafe that served only 25 people to its current size, seating 330 people, the quality of the food has not changed a bit. I attribute this fact to Bill and Pete Koikos, the family-owned restaurant's patriarchs. Bill and Pete immigrated to the United States from Greece in 1923. Two years later they purchased ownership interest in the restaurant. Since 1966, Bill's sons Jim and Nick have owned and operated the business very successfully.

Jim and Nick Koikos are hard workers who are nearly always in the restaurant greeting customers as they walk through the door. Jim and Nick's dedication to keeping customers happy, along with their wonderful menu, account for the Bright Star's longevity.

Although the menu has a wide assortment of delicious dishes, I am partial to the seafood, which is always fresh from the gulf. My personal favorite is the excellent Greek snapper, though their special gumbo, not to mention their lemon pie, are also stand-outs.

For the last 100 years, the Bright Star has been one of the best restaurants in the South. The emphasis on quality food and service has not changed since the restaurant was founded in 1907, and I sincerely congratulate the Koikos brothers on their anniversary and wish them continued success.●

COMMENDING PAT SEAMANS WALKER

• Mr. PRYOR. Mr. President, it is with great pleasure that I commend an outstanding Arkansan on her birthday for her truly amazing gifts to the State of Arkansas. Mrs. Pat Seamans Walker, a Springdale resident, has always been a leader in Arkansas philanthropy by providing donations for many worthwhile causes, especially healthcare, education and human service organizations.

Mrs. Walker and her late husband Willard founded the Willard and Pat Walker Charitable Foundation in 1986. Since that time, their generosity has touched the lives of thousands of Arkansans. Mrs. Walker is a member of the Foundation Board for the Arkansas Cancer Research Center, and an active member of First Christian Church of Springdale. She also participates in the oversight of the Walker Charitable Foundation.