

S. CON. RES. 87

At the request of Mr. SMITH, the name of the Senator from Michigan (Mr. LEVIN) was added as a cosponsor of S. Con. Res. 87, a concurrent resolution congratulating the Republic of Latvia on the 90th anniversary of its declaration of independence.

S. RES. 636

At the request of Mr. GRAHAM, the names of the Senator from Kentucky (Mr. MCCONNELL), the Senator from Idaho (Mr. CRAIG), the Senator from Kansas (Mr. BROWNBACK), the Senator from Alaska (Mr. STEVENS), the Senator from Tennessee (Mr. ALEXANDER), the Senator from Texas (Mrs. HUTCHISON), the Senator from New Mexico (Mr. DOMENICI), the Senator from Utah (Mr. BENNETT) and the Senator from Oklahoma (Mr. COBURN) were added as cosponsors of S. Res. 636, a resolution recognizing the strategic success of the troop surge in Iraq and expressing gratitude to the members of the United States Armed Forces who made that success possible.

AMENDMENT NO. 4979

At the request of Mr. NELSON of Florida, the names of the Senator from Tennessee (Mr. ALEXANDER) and the Senator from Oklahoma (Mr. INHOFE) were added as cosponsors of amendment No. 4979 intended to be proposed to S. 3001, an original bill to authorize appropriations for fiscal year 2009 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. 5063

At the request of Mr. SMITH, the name of the Senator from Nebraska (Mr. NELSON) was added as a cosponsor of amendment No. 5063 intended to be proposed to S. 3001, an original bill to authorize appropriations for fiscal year 2009 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.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. DORGAN:

S. 3454. A bill to transfer unexpended Iraq reconstruction funds to develop renewable energy and improve energy efficiency in the United States, and for other purposes; to the Committee on Appropriations.

Mr. DORGAN. Mr. President, I am introducing legislation today in two ways, and I will send the bills to the desk following my comments. The first bill is called the Iraq Self-Sufficiency and American Energy Independence Act, and, the second is called the Rescission of Unneeded Iraq Reconstruction Funds Act of 2008.

In a nutshell, the bills say this: We are going to take up to \$11.48 billion

that has been appropriated but not yet expended for Iraq reconstruction, funds that are American taxpayers' dollars and that the Iraqi Government says it does not need, and bring that money back to this country. In the first approach, we would use the funds to substantially increase our renewable energy and make us less dependent on foreign sources of oil. Alternatively, in the second approach, we would use those funds to reduce the deficit. Either is fine with me, and I am introducing it both ways.

Here is the Special Inspector General Report for Iraq Reconstruction. This report shows that there are now \$11.48 billion in U.S. funds destined for Iraq reconstruction.

And let me quote, if I may, the Deputy Prime Minister of Iraq: "Iraq does not need financial assistance."

That is for sure. The price of oil has gone way up like a Roman candle. They are producing 2 million barrels a day in Iraq. They have, by all accounts, somewhere around a \$49 billion surplus in bank accounts for the Government of Iraq, and there have been estimates that will reach a \$79 billion surplus. Meanwhile, our country is deep in debt, and yet we have money going to Iraq for reconstruction coming from American taxpayers' dollars while Iraqi money sits in the bank? It doesn't make any sense to me.

There is \$11.4 billion that has already been appropriated and is as yet unspent. My feeling is let's take the Iraqis at their word: "Iraq does not need financial assistance."

All right, I agree with that. Then let's not provide that financial assistance, and let's tell the Iraqis they have the capability to use their own surpluses to invest in their country.

It is interesting to me that we are now funding something like 900 water projects in the country of Iraq, and President Bush, in his budget, says let's cut back water projects in our country by a very substantial amount. We are going to take American taxpayers' dollars and build water projects in Iraq and stop building infrastructure in this country at a time when they have a big surplus and we have a big deficit? I don't think so.

I have a chart that shows what has happened to the price of oil from July 2003 to July 2008: \$27 a barrel to \$128 a barrel. The country of Iraq is producing 2 million barrels a day, and therefore their treasury is fattening in a way that is very significant.

I have a New York Times story on August 6, just a month ago:

Soaring oil prices will leave the Iraqi Government with a cumulative budget surplus of as much as \$79 billion by year's end, according to an American federal oversight agency. But Iraq has spent only a minute fraction of that on reconstruction costs, which are now largely borne by the United States.

That makes no sense to me. It just makes no sense. I want to show something on page 10 of the special inspector general's report, which is a descrip-

tion of what is going on in Iraq. This is a picture of something called the Whale. This is referred to as the Whale in Iraq. It is actually the Kahn Bani Sa'ad Correctional Facility. U.S. taxpayers paid \$40 million to build that prison in Iraq. I am told the Iraqis said they don't want the prison, but \$40 million went to the Parsons Corporation.

Take a look at this photo. I will bring it to the Senate floor in a chart. It is in unbelievable disrepair. Apparently, after the \$40 million, they kicked the contractor off the site, brought another contractor in, and spent another \$10 million. So they have \$50 million invested in something called the Whale, a prison the Iraqis did not want, is not now being used, will never be used, and sits in the desert rotting with 50 million of American taxpayers' dollars having been spent on it. Reconstruction, American taxpayers' dollars, construction in Iraq, in some cases even construction Iraqis don't want.

The question, it seems to me, for us is, are we going to continue this? At some point, is some common sense going to prevail? We shouldn't take money from American taxpayers and send it to Iraq, a country that has substantial surplus in the bank, and build projects in Iraq even while we cut infrastructure projects in our country.

The legislation I am introducing will say we will take \$11.48 billion that is appropriated but as of yet unspent and rescind that spending and use it either to reduce this country's budget deficit or use it to substantially change our energy future so we are less dependent on that part of the world for our energy future.

The funds I am proposing to eliminate are in three categories. One is the IRRF2. It is called the Iraq Relief and Reconstruction Fund, which covers many projects, including, as I just described, the prison which sits unused and falling apart, a \$50 million prison called the Whale. The ISFF is the Iraq Security Forces Fund. A country with currently about \$50 billion in the bank in surplus surely should have the ability now, after these long years of the American taxpayers footing the bill, to provide for infrastructure for their own army and their own police. Finally there is the ESF, the Economic Support Fund, which includes funding for provincial reconstruction teams, microfinance, and so on.

I would note that I am not proposing to cut the Commander's Emergency Response Program, which gives field commanders some discretion to provide funds for local projects.

But I do suggest it is long past the time for this Congress to use just a small amount of common sense. Instead of shoveling money out the door in support of reconstruction projects in Iraq, money we don't have, money we are borrowing from the Chinese and Japanese, by the way, instead of shoveling money out the door to provide money in a country that is piling up its

own surpluses from oil sales, let's decide that which we previously decided to spend will no longer be spent and brought back home. It seems to me we must do that if we are going to begin to put this country's fiscal house in order.

By Mr. FEINGOLD (for himself and Mr. LEAHY):

S. 3457. A bill to reaffirm United States objectives in Ethiopia and encourage critical democratic and humanitarian principles and practices, and for other purposes; to the Committee on Foreign Relations.

Mr. FEINGOLD. Mr. President, today I am pleased to introduce the Support for Democracy and Human Rights in Ethiopia Act of 2008. Senator LEAHY joins me as an original cosponsor. The purpose of this bill is to reaffirm policy objectives towards Ethiopia and encourage greater commitment to the underpinnings of a true democracy—an independent judiciary and the rule of law, respect for human and political rights, and an end to restrictions on the media and non-governmental organizations.

As many in this body know, I have spoken numerous times in recent months about the situation in Ethiopia and I continue to believe that the U.S.-Ethiopian partnership is very important—one of the more critical ones given not only our historic relationship but also Ethiopia's location in an increasingly strategic region. Ethiopia sits on the Horn of Africa—perhaps one of the roughest neighborhoods in the world, with Somalia a failed state and safe haven for terrorists, Eritrea an inaccessible authoritarian government that meddles across national borders, Sudan a genocidal regime, and Kenya still emerging from a profound electoral crisis. One look at the deteriorating situation across the Horn and the importance of a robust relationship with Ethiopia is obvious. And, by contrast with some of its neighbors, Ethiopia appears relatively stable with a growing economy. But I am concerned about a number of anti-democratic actions in that country, particularly since this administration has largely overlooked them.

The security threats in Ethiopia are real but, unfortunately, the Bush administration's approach to addressing these threats and strengthening this alliance remains short-sighted and narrow—focusing predominately on short-term ways to address insecurity while overlooking the need for long-term measures that are needed to achieve the same goal, such as desperately needed governance reform, the rule of law, and increased accountability. Genuine democratic progress in Ethiopia is essential if we are to have a healthy and positive bilateral relationship. It is also essential if we are going to successfully combat extremism, thereby bolstering our own national security here at home.

That is why today I am introducing the Support for Democracy and Human

Rights in Ethiopia Act of 2008—because as our administration fails to balance our priorities in Ethiopia, or to adopt comprehensive strategies to achieve those priorities, we are watching significant backsliding in previously hard-won democratic gains. As we turn a blind eye to the escalating political tensions, people are being thrown in jail without justification and non-government organizations are being restricted, while civilians are dying unnecessarily in the Ogaden region—just like so many before them in Oromiya, Amhara, and Gambella. Furthermore, the Ethiopian military has come under increasing scrutiny for its conduct in the Ogaden as well as Somalia, with credible reports from non-governmental organizations of torture, rape and indiscriminate attacks. By providing unconditioned security assistance we are also sowing the seeds of insecurity and creating new grievances both in Ethiopia and in its neighboring countries.

I want to see greater progress—not less—in Ethiopia which is why this bill authorizes an additional \$20 million for democracy and governance projects in Ethiopia. The addition of these funds would make it one of the top five countries on the continent receiving this kind of assistance from this U.S. Government. This bill calls on the President to take additional steps to implement these programs but also requires that funds made available to the Ethiopian government be subject to regular congressional notification. This ensures U.S. taxpayer dollars are being used appropriately—and used to support a government taking steps to become more democratic, not less.

I make it a practice to pay for all bills I introduce, and the authorization in this bill is offset by a transfer of funds from NASA. Some may disagree with me on the need for an offset, but recent Office of Management and Budget projections confirm that we now have the biggest budget deficit in the history of our country. We cannot afford to be fiscally irresponsible so we must make choices to ensure that our children and grandchildren do not bear the burden of our reckless spending. Instead of cutting specific programs, which are likely to have begun and thus would cost more to close, transferring \$20 million from the general budget would allow appropriators to evaluate, at their discretion, how best to make this transfer.

I ask my colleagues to consider what our own State Department has said about the political situation in Ethiopia and then consider how best to rectify the situation. The 2007 State Department Report on Human Rights notes that in Ethiopia the following occurred: "limitation[s] on citizens' right to change their government during the most recent elections; unlawful killings, and beating, abuse, and mistreatment of detainees and opposition supporters by security forces; poor prison conditions; arbitrary arrest and

detention, particularly of those suspected of sympathizing with or being members of the opposition or insurgent groups; detention of thousands without charge and lengthy pretrial detention; infringement on citizens' privacy rights and frequent refusal to follow the law regarding search warrants; use of excessive force by security services in an internal conflict and counter-insurgency operations; restrictions on freedom of the press; arrest, detention, and harassment of journalists for publishing articles critical of the government; restrictions on freedom of assembly; limitations on freedom of association; violence and societal discrimination against women and abuse of children; female genital mutilation, FGM; exploitation of children for economic and sexual purposes; trafficking in persons; societal discrimination against persons with disabilities and religious and ethnic minorities; and government interference in union activities, including killing and harassment of union leaders."

The continued failure of the administration to acknowledge this reality is emblematic of its insular thinking and unwillingness to see the big picture. Without a balanced policy that addresses both short and long-term concerns in Ethiopia we are putting ourselves at greater risk and making ourselves more vulnerable, not less.

By Mr. FEINGOLD:

S. 3459. A bill to amend the Elementary and Secondary Education Act of 1965 to authorize a connecting education and emerging professions demonstration grant program; to the Committee on Health, Education, Labor, and Pensions.

Mr. FEINGOLD. Mr. President, this week I am introducing a number of different bills designed to fuel job creation and spur economic development. My initiative, dubbed E4, because of its focus on economy, employment, education, and energy, seeks to respond to economic and job development needs both in my State of Wisconsin and around the country. Today I am introducing a bill, the Connecting Education and Emerging Professions Act of 2008, to help promote better collaboration between our Nation's high schools and local, regional, and statewide businesses and workforce development groups.

This legislation seeks to address a couple of interrelated issues. The first issue is the alarmingly high dropout rate in our Nation's high schools. While numbers vary slightly, a growing body of research indicates that the United States has a graduation rate of approximately 70 percent and about one-third of our country's high school students will not graduate on time. Graduation rates for minority and low-income students are even lower, in many cases, alarmingly lower. In addition, many of our Nation's urban school districts report very high dropout rates, including the Milwaukee

Public School District. According to the Cities in Crisis report put out earlier this year by the Editorial Projects in Education Research Center, the Milwaukee Public Schools has a graduation rate of 46.1 percent. Unfortunately, there are at least a dozen large urban districts that have even lower graduation rates than Milwaukee.

One of our top education priorities as a nation must be to address the low graduation rates nationwide in urban, suburban, and rural school districts. We must also work to close the huge opportunity gap that is created by the large disparity in graduation rates between our minority and non-minority students as well as between low income and more affluent students. Solving this problem will require a broad, comprehensive solution involving the Federal, State and local governments. It is my hope that when Congress finally reauthorizes the Elementary and Secondary Education Act, we pay particular attention to the needs of our Nation's high schools and our students.

While many factors contribute to high dropout rates, disengagement from classroom instruction can contribute to a student's decision to drop out. Some students feel that high school is not relevant to their lives and do not see how completing high school will translate into future career and academic success. In this increasingly competitive twenty-first century where postsecondary education is now required for many entry-level jobs, it is up to us to show our Nation's students why it is imperative that they graduate from high school.

Another issue that this bill seeks to address is the growing sense among employers and postsecondary institutions that our Nation's high school students who do graduate are increasingly unprepared for success either in the workforce or in college. Employers in various economic sectors, including technology, manufacturing, health care, construction, and others, report difficulty in identifying qualified candidates for skilled positions. Recent surveys also indicate that many employers are dissatisfied with the overall preparation of secondary school graduates. In order for companies in the United States to be competitive in a global economy, we must have a highly skilled workforce. Adequate preparation at the high school level can help prepare students for entry into our rapidly changing global economy where new emerging industries are cropping up in Wisconsin and around the country.

To address these two interrelated issues, I am introducing the Connecting Education and Emerging Professions Act. My bill would provide 5-year competitive education grants to states and school districts to foster collaboration and discussions between schools, businesses, and others about the emerging industry workforce needs and how to prepare our high school students to meet those needs, both aca-

demically and practically. States and local school districts must use this money to form partnerships with local or regional businesses, postsecondary institutions, workforce development boards, labor organizations, nonprofit organizations and others.

These partnerships will have the responsibility of surveying the local, regional, and statewide emerging industries and deciding what are the academic and work-based skills that our high school students need in order to be successful in these emerging industries. The partnerships will then work together to develop new and engaging curriculum and programs designed to teach the academic and work-based skills that are necessary to succeed in these new emerging industries. Once the partnership has designed a curriculum or program and received approval from the Federal Department of Education, the partnership will work to implement the program in qualifying schools.

During the implementation phase, the partnership will come together to implement hands-on learning and work opportunities for students including internships, apprenticeships, job shadowing, and other career and technical education programs. These hands-on learning and work opportunities will be based on the emerging industry pathways curriculum or program that the eligible partnership has designed and will offer students practical academic experiences and skill-building lessons that they can use in the workplace or in postsecondary education.

This legislation seeks to help schools, businesses, colleges, and the students who would be served by this legislation all talk with each other to build new programs that would help boost student engagement in learning and student attendance and graduation rates while also preparing students for success in the workforce or in college after they graduate. There are a number of successful local and state programs around Wisconsin that this legislation would help support and that served as valuable examples as I developed this legislation.

Wisconsin's Department of Public Instruction, Department of Workforce Development, and various local school districts have all been working to boost Wisconsin's career and technical education offerings and gear these offerings towards emerging industries. My bill seeks to help Wisconsin and other states build on these efforts and engage in additional conversations with interested stakeholders to design new curriculums and programs to prepare students for emerging industries.

I look forward to pushing this legislation forward in the coming weeks and months. Some of our Nation's schools are experiencing high dropout rates in part because students aren't connecting with what they are being taught. At the same time, we're seeing an emergence of new industries, like those aiming to capitalize on alter-

native energies and energy efficiency, that need employers with skills and training in their field. If we help schools connect their students with businesses, workforce development boards, and colleges that offer career and academic opportunities in these new and exciting fields, we can help to lower the alarming dropout rates while helping these emerging industries thrive.

Mr. President, I ask unanimous consent that the text of the bill be printed in the RECORD.

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

S. 3459

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

SECTION 1. SHORT TITLE.

This Act may be cited as the "Connecting Education and Emerging Professions Act of 2008".

SEC. 2. FINDINGS AND PURPOSES.

(a) FINDINGS.—Congress finds the following:

(1) The majority of secondary school students in the United States receive some career-related instruction before graduation, and about half of secondary school students have a strong career-related component to their educational programs.

(2) A gap still remains between what students are learning in school and the knowledge required to succeed in the current labor market.

(3) Employers in various economic sectors, including technology, manufacturing, healthcare, construction, and others, report difficulty in identifying qualified candidates for skilled positions.

(4) A survey of more than 400 employers nationwide found that nearly half were dissatisfied with the overall preparation of secondary school graduates.

(5) Almost 40 percent of secondary school graduates report feeling unprepared for the workplace or postsecondary education.

(6) In order for companies in the United States to be competitive in a global economy, the United States must have a highly skilled workforce.

(7) Adequate preparation on the secondary school level can help prepare students to enter high-demand fields in need of skilled workers.

(8) Collaboration between businesses, industries, and education leaders can help determine how best to prepare students for workforce success.

(9) Career-related experiences, such as apprenticeships during secondary education are associated with positive labor market outcomes for students.

(10) The United States has a secondary school graduation rate of 70 percent, and approximately one-third of students entering secondary school will not graduate on time.

(11) Minority and low socioeconomic status students have significantly lower graduation rates.

(12) Disengagement from classroom instruction contributes to student decisions to drop out of school.

(13) Studies indicate a link between career-oriented models of secondary education, dropout rate reduction, and higher earning potential for graduates.

(14) Studies suggest that academic lessons taught in a work context or an applied manner can improve some students' ability to comprehend and retain information.

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

(1) foster improved collaboration among secondary schools, State, regional, and local businesses, institutions of higher education, industry, or workforce development organizations, labor organizations, and other non-profit community organizations to identify emerging industry pathways, as well as the academic skills necessary to improve student success in the workforce or postsecondary education;

(2) address industry and postsecondary education needs for a prepared and skilled workforce;

(3) improve the potential for economic and employment growth in covered communities; and

(4) help address the dropout crisis in the United States by involving students in a collaborative curriculum or program development process related to emerging industry pathways to improve student engagement and attendance in secondary school.

SEC. 3. CONNECTING EDUCATION AND EMERGING PROFESSIONS DEMONSTRATION GRANT PROGRAM.

(a) AUTHORIZATION.—Part D of title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7241 et seq.) is amended by adding at the end the following:

“Subpart 22—Connecting Education and Emerging Professions Demonstration Grant Program

“SEC. 5621. DEFINITIONS.

“In this subpart:

“(1) COVERED COMMUNITY.—The term ‘covered community’ means a town, city, community, region, or State that has—

“(A) experienced a significant percentage job loss in the 5 years prior to the date of enactment of this subpart or is projected to experience a significant percentage job loss within 5 years after the date of enactment of this subpart; or

“(B) an unemployment rate that has increased in the 12 months prior to the date of enactment of this subpart.

“(2) ELIGIBLE PARTNERSHIP.—The term ‘eligible partnership’ means a State educational agency, a consortium of local educational agencies, a local educational agency that collaborates with State, regional, or local businesses, including small businesses, that serve a covered community in which qualifying schools are located, or a regional workforce investment board that serves a covered community in which qualifying schools are located, and at least 1 of the following entities:

“(A) An institution of higher education that provides a 4-year program of instruction.

“(B) An accredited community college.

“(C) An accredited career or technical school or college.

“(D) A tribal college or university.

“(E) A nonprofit community organization.

“(F) A labor organization.

“(3) EMERGING INDUSTRY PATHWAYS.—The term ‘emerging industry pathways’ means industry careers that—

“(A) are estimated to increase in the number of job opportunities in a covered community within the 5 to 7 years after the date of enactment of this subpart;

“(B) require new academic skill sets because of new technology or innovation in the field;

“(C) are important to the growth of the State, region, or local area’s economy; and

“(D) may include—

“(i) green industries;

“(ii) health care industries;

“(iii) advanced manufacturing industries; and

“(iv) programs of study, as described in section 122(c)(1)(A) of the Carl D. Perkins Career and Technical Education Act of 2006.

“(4) QUALIFYING SCHOOL.—The term ‘qualifying school’ means a secondary school that—

“(A) serves students not less than 30 percent of whom are eligible for the school lunch program under the Richard B. Russell National School Lunch Act or an equivalent indicator of poverty established by the Secretary;

“(B) has a graduation rate that is lower than the State average; and

“(C) is located in a covered community.

“(5) SCHOOL- AND WORK-BASED CURRICULUM OR PROGRAM.—The term ‘school- and work-based curriculum or program’ means a curriculum or program that incorporates a combination of school-based instruction and work-based learning opportunities, including internships, work experience programs, apprenticeships, service learning programs, mentorship opportunities, job shadowing, and other career and technical education programs, in an emerging industry pathway.

“SEC. 5622. PROGRAM AUTHORIZED.

“(a) IN GENERAL.—The Secretary shall establish and carry out an emerging professions and educational improvement demonstration project, by awarding grants, on a competitive basis, to eligible partnerships.

“(b) PROGRAM PERIODS.—

“(1) IN GENERAL.—The Secretary shall award grants under this subpart for periods of not more than 5 years, of which the eligible partnership shall use—

“(A) not more than 18 months for assessing emerging industry pathways, assessing the academic skills needed for success in such pathways, and developing a school- and work-based curriculum or program to teach such academic skills necessary for success in an emerging industry pathway;

“(B) not more than 48 months for implementing the new emerging industry pathways school- and work-based curriculum or program in qualifying schools; and

“(C) not more than 12 months to disseminate best practices to other State educational agencies, local educational agencies, or schools.

“(2) OVERLAP.—The Secretary may award grant periods under this subpart that overlap.

“(c) PRIORITY.—In awarding grants under this subpart, the Secretary shall give priority to eligible partnerships that—

“(1) serve qualifying schools in which 50 percent or more of the students are eligible for the school lunch program under the Richard B. Russell National School Lunch Act or an equivalent indicator of poverty established by the Secretary;

“(2) serve qualifying schools the majority of which have dropout rates in the top 25 percent statewide;

“(3) pledge to serve the students most at-risk of dropping out within qualifying schools;

“(4) develop school- and work-based curricula and programs serving green industries, health care industries, and advanced manufacturing industries; or

“(5) have a demonstrated record of success in forming collaborative partnerships with businesses, workforce development boards, institutions of higher education, local community and technical colleges, tribal colleges, labor organizations, and other non-profit community organizations.

“SEC. 5623. APPLICATIONS.

“An eligible partnership that desires to receive a grant under this subpart shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require, including—

“(1) a description of the eligible partnership, including the responsibilities of each

partner and how each partner will meet its responsibilities;

“(2) a description of the statewide, regional, or local emerging industry pathways and labor market needs to be filled;

“(3) a description of how members of the eligible partnership will collaborate with each other and interested community stakeholders to assess the emerging industry pathways in the State, region, or local area;

“(4) a description of how the eligible partnership will engage students from qualifying schools to be served in the design and implementation of the school- and work-based curriculum or program;

“(5) a description of how the eligible partnership will use the assessment of emerging industry pathways to establish a school- and work-based curriculum or program to teach academic and industry skills needed for success in such emerging industries and how these skills will be aligned with existing challenging State academic content standards;

“(6) a description of how teachers, parents or guardians, and school guidance counselors will be consulted by the eligible partnership in the development of the school- and work-based curriculum or program developed under this subpart;

“(7) a description of how the eligible partnership will ensure that teachers and instructors have the necessary training and preparation to teach the school- and work-based curriculum or program developed under this subpart;

“(8) a description of how the school- and work-based curriculum or program developed under this subpart will improve the academic achievement, student attendance, and secondary school completion of at-risk students and such students’ readiness to enter into a career in an emerging industry or pursue postsecondary education;

“(9) a description of how the eligible partnership will design a school- and work-based curriculum or program that meets the unique academic and career development needs of students to be served by the curriculum or program;

“(10) a description of how the school- and work-based curriculum or program will support statewide, regional, or local emerging industries;

“(11) a description of how the eligible partnership will measure and report improvement in academic and student engagement outcomes among students who participate in the school- and work-based curriculum or program developed under this subpart;

“(12) a description of how the eligible partnership will seek to leverage other sources of Federal, State, and local funding to support the development and implementation of the school- and work-based curriculum or program;

“(13) a description of how the eligible partnership will work to create, use, and evaluate individual learning plans and career portfolios for students served under this subpart;

“(14) a description of how the eligible partnership will coordinate such curriculum or program with programs funded under the Carl D. Perkins Career and Technical Education Act of 2006; and

“(15) a description of how the eligible partnership plans to sustain and expand such school- and work-based curriculum or program after the Federal grant period ends.

“SEC. 5624. PROGRAM ADMINISTRATION.

“(a) SELECTION.—In awarding grants under this subpart, the Secretary shall—

“(1) consider the information submitted by the eligible partnerships under section 5623;

“(2) prioritize applications in accordance with section 5622(c); and

“(3) select eligible partnerships that submit applications in compliance with section 5623.

“(b) AWARD AMOUNTS.—

“(1) IN GENERAL.—Subject to subsection (c), the Secretary shall award each grant in an amount of not more than \$5,000,000 for a period of not more than 5 years.

“(2) USE OF FUNDS.—An eligible partnership that receives a grant under this subpart shall use—

“(A) not more than 35 percent of the grant funds for designing the emerging industry pathways school- and work-based curriculum or program; and

“(B) not less than 65 percent of the grant funds for implementing the emerging industry pathways school- and work-based curriculum or program in qualifying schools.

“(c) FUNDING TO IMPLEMENT CURRICULA OR PROGRAMS.—The Secretary may not award grant funds under subsection (b)(2)(B) to implement the emerging industry pathways school- and work-based curriculum or program until the Secretary certifies that the eligible partnership is in compliance with the following:

“(1) The eligible partnership has engaged in a collaborative process involving educators and school administrators, including curriculum experts, as well as representatives from local businesses and industry to assess emerging industry demands and the academic knowledge and skills needed to meet those demands.

“(2) The school- and work-based curriculum or program developed by the eligible partnership is aligned with challenging State academic content standards.

“(3) The eligible partnership has consulted with and involved students in qualifying schools in the collaboration process and design of the school- and work-based curriculum or program.

“(4) The eligible partnership has received a commitment from at least 1 qualifying school agreeing to implement the school- and work-based curriculum or program in the qualifying school.

“(5) The school- and work-based curriculum or program will help prepare students for both direct entry into a career in emerging industries and success in postsecondary education.

“(6) The eligible partnership has established a plan to promote the school- and work-based curriculum or program among qualifying schools, businesses, parental groups, and community organizations.

“(d) ELIGIBLE USES OF FUNDS.—

“(1) PLANNING PHASE.—An eligible partnership that receives a grant under this subpart shall use the grant funds in the planning phase for the following:

“(A) Establishing collaborative working groups consisting of educators, school administrators, representatives of local or regional businesses, postsecondary education representatives, representatives from labor organizations, and representatives from non-profit organizations.

“(B) Identifying emerging industry pathways at the State, regional, or local level.

“(C) Identifying the academic and skill gaps that need to be addressed to promote success in the emerging industry pathways identified in subparagraph (B).

“(D) Developing a school- and work-based curriculum or program to teach and integrate the academic and work-based skills, including soft skills, that are needed for success in emerging industry pathways and postsecondary education.

“(E) Creating a comprehensive set of academic and industry skills to be taught across multiple emerging industry pathways.

“(F) Aligning the school- and work-based curriculum or program with challenging State academic content standards.

“(G) Establishing professional development opportunities for educators, business partners, school counselors, and others who will be implementing the school- and work-based curriculum or program.

“(H) Collaborating with multistate regions to develop and identify a school- and work-based curriculum or program that addresses regional emerging industry pathways.

“(2) IMPLEMENTING PHASE.—An eligible partnership that receives a grant under this subpart shall use the grant funds in the implementing phase for the following:

“(A) Integrating the emerging industry pathways school- and work-based curriculum or program into classroom- or work-based instruction.

“(B) Providing professional development opportunities designed around the school- and work-based curriculum or program for educators, business partners, and others.

“(C) Identifying and creating school- and work-based learning curricula or programs for students in such emerging industry pathways.

“(D) Promoting the school- and work-based curriculum or program among school guidance counselors.

“(E) Working with pupil services staff to develop opportunities for career exploration among emerging industry pathways business partners.

“(F) Conducting ongoing evaluations of the school- and work-based curriculum or program, including assessing whether participating students report increased engagement in learning, increased school attendance, and improved success upon entry into the workforce or postsecondary education.

“(G) Purchasing resources, including textbooks, reference materials, assessments, labs, computers, and software, for use in the school- and work-based curriculum or program.

“(3) DISSEMINATION PHASE.—An eligible partnership that receives a grant under this subpart shall use the grant funds in the dissemination phase for the following:

“(A) Evaluating, cataloging, and disseminating best practices from the school- and work-based curriculum or program.

“(B) Disseminating the school- and work-based curriculum or program to—

“(i) the National Research Center for Career and Technical Education;

“(ii) State, regional, and local professional education organizations; and

“(iii) institutions of higher education.

“(e) MATCHING CONTRIBUTIONS.—An eligible partnership that receives a grant under this subpart shall provide, from non-Federal sources, matching funds, which may be provided in cash or in-kind, to carry out the activities supported by the grant, in an amount for which the—

“(1) first year of the grant award shall be equal to 5 percent of the amount of the grant for such year;

“(2) second such year shall be equal to 10 percent of the amount of the grant for such year;

“(3) third such year shall be equal to 15 percent of the amount of the grant for such year;

“(4) fourth such year shall be equal to 20 percent of the amount of the grant for such year; and

“(5) fifth such year shall be equal to 25 percent of the amount of the grant for such year.

“(f) SUPPLEMENT, NOT SUPPLANT.—Grant funds awarded under this subpart shall be used to supplement and not supplant other Federal, State, and local funds available to implement secondary school education pro-

grams or career and technical education programs.

“SEC. 5625. EVALUATION AND REPORTS.

“(a) ANNUAL REPORTS.—An eligible partnership that receives a grant under this subpart shall submit an annual report to the Secretary during the grant period detailing how the eligible partnership is using the grant funds under this subpart, including—

“(1) how the State educational agency or local educational agency that is a member of the partnership collaborated with local businesses, workforce boards, institutions of higher education, and community organizations to assess emerging industry pathways;

“(2) how the eligible partnership has consulted with and involved students in qualifying schools in the design and implementation of the emerging industry pathways school- and work-based curriculum or program;

“(3) the effectiveness of the school- and work-based curriculum or program on improving student engagement, attendance, graduation rates, and preparation for and placement in a career in an emerging industry or in postsecondary education;

“(4) how the eligible partnership has improved its capacity to respond to new workforce development priorities and create educational opportunities that address such new workforce development priorities; and

“(5) any other information the Secretary may reasonably require.

“(b) FINAL REPORTS.—

“(1) IN GENERAL.—An eligible partnership that receives a grant under this subpart shall, at the end of the grant period, collect and prepare a report on the following information:

“(A) The number and percentage of students served by the eligible partnership who—

“(i) graduated from secondary school with a regular high school diploma in the standard number of years;

“(ii) entered into a job in an emerging industry; and

“(iii) enrolled in a postsecondary institution.

“(B) The emerging industry pathways school- and work-based curriculum or program and the—

“(i) successes of such curriculum or program, including placement rates of students in work or postsecondary education and trends in graduation rates in qualifying schools utilizing the school- and work-based curriculum;

“(ii) areas of improvement for the school- and work-based curriculum or program;

“(iii) lessons learned from the implementation of the school- and work-based curriculum or program in secondary schools; and

“(iv) plans to replicate the school- and work-based curriculum or program in other schools or examples of successful replication of the curriculum or program.

“(2) SUBMISSION OF REPORTS.—A report prepared under paragraph (1) shall be submitted to the Secretary of Education and the National Research Center for Career and Technical Education.

“(c) FEDERAL EVALUATION AND REPORT.—Not later than 6 years after the date of enactment of this subpart, the Secretary shall—

“(1) develop and execute a plan for evaluating the emerging industry pathways school- and work-based curricula or programs assisted under this subpart; and

“(2) submit a report to Congress—

“(A) detailing aggregate data on—

“(i) the categories of activities for which eligible partnerships used grant funds under this subpart;

“(ii) the impact of the grants on—
 “(I) student engagement, attendance, and completion of secondary school; and
 “(II) the postsecondary placement of students in high-quality emerging industry careers or postsecondary education; and
 “(iii) promising strategies for improving student engagement, attendance, and completion of secondary school through engaging curricula or programs; and
 “(B) that includes any recommendations for improvements that can be made to the grant program under this subpart.

“SEC. 5626. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—From the amounts appropriated to and available for Program Administration with the Departmental Management account in the Department of Education for each of fiscal years 2009 through 2012, there are authorized to be appropriated \$25,000,000 for each of fiscal years 2009 through 2012, respectively, to carry out this subpart.

“(b) SET ASIDE FOR EVALUATION.—Of the amounts appropriated under subsection (a) for a fiscal year, 2 percent shall be set aside for such fiscal year for the Federal evaluation required under section 5625(c).”.

(b) TABLE OF CONTENTS.—The table of contents in section 2 of the Elementary and Secondary Education Act of 1965 is amended by inserting after the item relating to section 5618 the following:

“SUBPART 22—CONNECTING EDUCATION AND EMERGING PROFESSIONS DEMONSTRATION GRANT PROGRAM

“Sec. 5621. Definitions.

“Sec. 5622. Program authorized.

“Sec. 5623. Applications.

“Sec. 5624. Program administration.

“Sec. 5625. Evaluation and reports.

“Sec. 5626. Authorization of appropriations.”.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 652—DESIGNATING THE WEEK BEGINNING SEPTEMBER 8, 2008, AS “NATIONAL ASSISTED LIVING WEEK”

Mr. CRAPO (for himself and Mr. THUNE) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 652

Whereas the number of elderly and disabled citizens of the United States is increasing dramatically;

Whereas assisted living is a long-term care service that fosters choice, dignity, independence, and autonomy in the elderly and disabled across the United States;

Whereas the National Center for Assisted Living created National Assisted Living Week;

Whereas the theme of National Assisted Living Week 2008 is “Filling Life with Love”; and

Whereas this theme highlights the privilege, value, and responsibility of passing the legacies of the lives of the elderly and disabled of the United States down through the generations that care for and love them: Now, therefore, be it

Resolved, That the Senate—

(1) designates the week beginning September 8, 2008, as “National Assisted Living Week”; and

(2) urges all people of the United States—
 (A) to visit friends and loved ones who reside at assisted living facilities; and

(B) to learn more about assisted living services, including how assisted living services benefit communities in the United States.

AMENDMENTS SUBMITTED AND PROPOSED ON SEPTEMBER 8, 2008

SA 5265. Mr. REID submitted an amendment intended to be proposed by him to the bill S. 3001, to authorize appropriations for fiscal year 2009 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; which was ordered to lie on the table.

SA 5266. Mr. REID (for himself and Ms. SNOWE) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5267. Mr. REID submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

AMENDMENTS SUBMITTED AND PROPOSED

SA 5268. Mr. CORKER submitted an amendment intended to be proposed by him to the bill S. 3001, to authorize appropriations for fiscal year 2009 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; which was ordered to lie on the table.

SA 5269. Mr. CORKER submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5270. Mr. CORKER submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5271. Mr. VOINOVICH (for himself, Mr. BINGAMAN, Mr. DOMENICI, and Mr. KENNEDY) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5272. Mr. NELSON of Florida submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5273. Mr. SCHUMER submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5274. Mr. SALAZAR (for himself and Mr. ALLARD) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5275. Mr. REID submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5276. Ms. COLLINS (for herself and Mr. LIEBERMAN) submitted an amendment intended to be proposed by her to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5277. Ms. COLLINS (for herself, Mr. LIEBERMAN, Mr. COLEMAN, Mr. CARPER, Mr. AKAKA, Mr. TESTER, and Mrs. MCCASKILL) submitted an amendment intended to be proposed by her to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5278. Mr. WYDEN (for himself, Mr. COLEMAN, Mr. GRASSLEY, Mr. HARKIN, Ms. KLOBUCHAR, Mr. MENENDEZ, and Mr. ROBERTS) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5279. Mr. WEBB submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5280. Mr. VITTER (for himself, Mr. INHOFE, and Mr. KYL) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5281. Mr. NELSON of Nebraska (for himself, Mr. SMITH, Mr. SESSIONS, and Mr. GRAHAM) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5282. Mr. NELSON of Nebraska (for himself and Mr. INHOFE) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5283. Mr. NELSON, of Nebraska (for himself and Mr. LEVIN) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5284. Mr. BAYH (for himself, Mr. SESSIONS, Mr. KENNEDY, Mrs. CLINTON, Mr. LIEBERMAN, Mr. OBAMA, and Mr. INHOFE) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5285. Mr. BAYH submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5286. Mr. PRYOR submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5287. Mr. SANDERS submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5288. Mr. SANDERS submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5289. Mr. WARNER submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5290. Mr. REID proposed an amendment to the bill S. 3001, supra.

SA 5291. Mr. REID proposed an amendment to amendment SA 5290 proposed by Mr. REID to the bill S. 3001, supra.

SA 5292. Mr. REID proposed an amendment to the bill S. 3001, supra.

SA 5293. Mr. REID proposed an amendment to the bill S. 3001, supra.

SA 5294. Mr. REID proposed an amendment to amendment SA 5293 proposed by Mr. REID to the bill S. 3001, supra.

SA 5295. Mr. KYL (for himself, Mr. VITTER, and Mr. INOUE) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5296. Mr. ALLARD (for himself and Mr. SALAZAR) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5297. Mr. ALEXANDER submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5298. Mr. ALLARD (for himself, Mr. COBURN, Mr. VITTER, Mr. CORNYN, Mr. CRAIG, and Mr. ROBERTS) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5299. Mr. CASEY (for himself and Mr. HAGEL) submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.

SA 5300. Mr. FEINGOLD submitted an amendment intended to be proposed by him to the bill S. 3001, supra; which was ordered to lie on the table.