

BROWN) and the Senator from Maryland (Ms. MIKULSKI) were added as cosponsors of S. 1088, a bill to provide increased funding for the reinsurance for early retirees program.

S. 1094

At the request of Mr. MENENDEZ, the names of the Senator from New York (Mr. SCHUMER) and the Senator from Delaware (Mr. COONS) were added as cosponsors of S. 1094, a bill to reauthorize the Combating Autism Act of 2006 (Public Law 109-416).

S. 1167

At the request of Mr. JOHNSON of South Dakota, the name of the Senator from Maryland (Mr. CARDIN) was added as a cosponsor of S. 1167, a bill to amend the Public Health Service Act to improve the diagnosis and treatment of hereditary hemorrhagic telangiectasia, and for other purposes.

S. 1189

At the request of Mr. PORTMAN, the names of the Senator from Tennessee (Mr. ALEXANDER), the Senator from New Hampshire (Ms. AYOTTE), the Senator from Wyoming (Mr. BARRASSO), the Senator from Missouri (Mr. BLUNT), the Senator from Georgia (Mr. CHAMBLISS), the Senator from Indiana (Mr. COATS), the Senator from Nebraska (Mr. JOHANNIS), the Senator from Wisconsin (Mr. JOHNSON), the Senator from Utah (Mr. LEE), the Senator from Kansas (Mr. ROBERTS) and the Senator from Kentucky (Mr. MCCONNELL) were added as cosponsors of S. 1189, a bill to amend the Unfunded Mandates Reform Act of 1995 (2 U.S.C. 1501 et seq.) to provide for regulatory impact analyses for certain rules, consideration of the least burdensome regulatory alternative, and for other purposes.

S. 1211

At the request of Mrs. FEINSTEIN, the name of the Senator from Massachusetts (Mr. KERRY) was added as a cosponsor of S. 1211, a bill to amend the Federal Food, Drug, and Cosmetic Act to preserve the effectiveness of medically important antibiotics used in the treatment of human and animal diseases.

S. 1214

At the request of Mrs. GILLIBRAND, the name of the Senator from Minnesota (Mr. FRANKEN) was added as a cosponsor of S. 1214, a bill to amend title 10, United States Code, regarding restrictions on the use of Department of Defense funds and facilities for abortions.

S. 1224

At the request of Mr. BINGAMAN, the name of the Senator from Colorado (Mr. UDALL) was added as a cosponsor of S. 1224, a bill to amend Public Law 106-392 to maintain annual base funding for the Upper Colorado and San Juan fish recovery program through fiscal year 2023.

S.J. RES. 17

At the request of Mrs. FEINSTEIN, the name of the Senator from New York

(Mr. SCHUMER) was added as a cosponsor of S.J. Res. 17, a joint resolution approving the renewal of import restrictions contained in the Burmese Freedom and Democracy Act of 2003.

S.J. RES. 19

At the request of Mr. HATCH, the names of the Senator from Oklahoma (Mr. COBURN) and the Senator from Nebraska (Mr. JOHANNIS) were added as cosponsors of S.J. Res. 19, a joint resolution proposing an amendment to the Constitution of the United States authorizing Congress to prohibit the physical desecration of the flag of the United States.

S. CON. RES. 23

At the request of Mr. HATCH, the name of the Senator from Nevada (Mr. HELLER) was added as a cosponsor of S. Con. Res. 23, a concurrent resolution declaring that it is the policy of the United States to support and facilitate Israel in maintaining defensible borders and that it is contrary to United States policy and national security to have the borders of Israel return to the armistice lines that existed on June 4, 1967.

S. RES. 80

At the request of Mr. KIRK, the name of the Senator from Georgia (Mr. ISAKSON) was added as a cosponsor of S. Res. 80, a resolution condemning the Government of Iran for its state-sponsored persecution of its Baha'i minority and its continued violation of the International Covenants on Human Rights.

S. RES. 211

At the request of Mr. LEVIN, the names of the Senator from Delaware (Mr. COONS) and the Senator from Rhode Island (Mr. WHITEHOUSE) were added as cosponsors of S. Res. 211, a resolution observing the historical significance of Juneteenth Independence Day.

AMENDMENT NO. 405

At the request of Mr. BARRASSO, his name was added as a cosponsor of amendment No. 405 proposed to S. 782, a bill to amend the Public Works and Economic Development Act of 1965 to reauthorize that Act, and for other purposes.

AMENDMENT NO. 440

At the request of Mr. MERKLEY, the name of the Senator from Vermont (Mr. SANDERS) was added as a cosponsor of amendment No. 440 proposed to S. 782, a bill to amend the Public Works and Economic Development Act of 1965 to reauthorize that Act, and for other purposes.

AMENDMENT NO. 476

At the request of Mrs. FEINSTEIN, the name of the Senator from North Carolina (Mrs. HAGAN) was added as a cosponsor of amendment No. 476 proposed to S. 782, a bill to amend the Public Works and Economic Development Act of 1965 to reauthorize that Act, and for other purposes.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. LIEBERMAN (for himself and Mr. BLUMENTHAL):

S. 1240. A bill to support the establishment and operation of Teachers Professional Development Institutes; to the Committee on Health, Education, Labor, and Pensions.

Mr. LIEBERMAN. Mr. President, today I am introducing legislation, along with my colleague from Connecticut, Senator BLUMENTHAL, which will strengthen the content knowledge and instructional skills of our present K-12 teacher workforce. Our goal with this legislation, like any education legislation I support, is to ultimately raise student achievement.

The Teachers Professional Development Institutes Act would establish up to eight new Teachers Professional Development Institutes throughout the nation each year over the next 5 years based on the successful model that has been operating at Yale University for over thirty years. Every Teachers Institute would consist of a partnership between an institution of higher education and the local public school system in which a significant proportion of the students come from low-income households. These Institutes will strengthen the present teacher workforce by giving each participant an opportunity to gain more sophisticated content knowledge and a chance to develop curriculum units with other colleagues that can be directly applied in their classrooms. We know that teachers gain confidence and enthusiasm when they have a deeper understanding of the subject matter that they teach and this translates into higher expectations for their students and an increase in student achievement.

The Teachers Professional Development Institutes are based on the Yale-New Haven Teachers Institute model that has been in existence since 1978. For over 30 years, the Institute has offered, five or six 13 session seminars each year, led by Yale faculty, on topics that teachers have selected to enhance their mastery of the subject areas they teach. The subject selection process begins with representatives from the Institutes soliciting ideas from teachers throughout the school district for topics on which teachers feel they need to have additional preparation, topics that will assist them in preparing materials they need for their students, or topics that will assist them in addressing the standards that the school district requires. As a consensus emerges about desired seminar subjects, the Institute director identifies university faculty members with the appropriate expertise, interest and desire to lead the seminar. University faculty members, especially those who have led Institute seminars before, may sometimes suggest seminars they would like to lead, and these ideas are circulated by the representatives as well. The final decisions on which seminar topics are offered are ultimately

made by the teachers who participate. In this way, the offerings are designed to respond to what teachers believe is needed and useful for both themselves and their students.

The cooperative nature of the Institute seminar planning process ensures its success. Institutes offer seminars and relevant materials on topics teachers have identified and feel are needed for their own preparation, as well as what they know will motivate and engage their students. Teachers enthusiastically take part in rigorous seminars they have requested, and practice using the materials they have obtained and developed. This helps ensure that the experience not only increases their preparation in the subjects they are assigned to teach, but also their participation in an Institute seminar gives them immediate hands-on active learning materials that can be used in the classroom. All of this is a very empowering experience for teachers.

The Yale-New Haven Teachers Institute conducted a National Demonstration Project from 1999–2002 that showed that similar Institutes could be created rapidly at diverse sites with large concentrations of disadvantaged students. After 2 years of research and planning, and based on the success of that project, the Institute in 2005 launched the Yale National Initiative to strengthen teaching in public schools, a long-term endeavor to assist with the establishment of Teachers Institutes of this specific type in most states. As a result, new Institutes already have been established in Philadelphia, Pennsylvania, Charlotte, North Carolina, and New Castle County, Delaware. Nine other school districts in 6 states, including California, Arizona, Oklahoma, Illinois, Virginia, and Georgia, are currently participating in the Initiative to learn how to develop a new Institute.

The teachers surveyed for the National Demonstration Project reported that student motivation, student interest, and student mastery were higher during the Institute-developed unit than during other work. Subsequently, the findings of a 2009 Report on Teachers Institute Experiences found that teachers participated out of desires to obtain curricula that suited their needs, increased subject mastery, and motivated students. Mr. President, 96 percent of the teachers rated the Institute seminars as useful, partly due to the reported increase in knowledge and in raising expectations for their students.

A retrospective study showed that over 5 years, Teachers Institute participants were almost twice as likely as non-participants to remain teaching in the district 5 years later. Research has shown that longevity in a district leads to increased teacher effectiveness.

Many agree that teacher quality is the single most important school-related factor in determining student achievement. High-quality teacher professional development programs that

focus on subject and pedagogy knowledge are a proven method for enhancing the effectiveness of a teacher in the classroom. A recent review of professional development studies by the Department of Education's Institute of Education Sciences found that, and I quote "teachers who receive substantial professional development, an average of 49 hours in the 9 studies, can boost their students' achievement by about twenty-one percentile points."

The Yale-New Haven Teachers Institute model enhances teachers' basic writing, math, and presentation skills. It increases expectations of student achievement and enthusiasm for teaching while developing skills for motivating students. These are key features that research suggests are effective in producing gains in both teacher knowledge and practice and student achievement. The Teachers Institutes lead to student achievement gains through a proven approach distinguished from both conventional professional development offerings of school districts and from traditional continuing education and outreach programs of colleges and universities.

Education Secretary Arne Duncan said recently, and I quote, "the practices of high-performing countries show clearly that America in particular has to do much more to elevate the teaching profession, from the recruitment and training of teachers to their evaluation and professional development."

This is precisely what the Teachers Professional Development Institutes Act strives to accomplish. The need for effective teachers with deep content knowledge is most apparent and urgent in schools and school districts that enroll a high proportion of students from low-income families, exactly the schools and school districts that Teachers Institutes serve.

The Yale-New Haven Teachers Institute has already proven to be a successful model for teacher professional development as demonstrated by the high caliber curriculum unit plans that teacher participants have developed and placed on the web, and by the evaluations that support the conclusion that virtually all the teacher participants felt substantially strengthened in their mastery of content knowledge and their teaching skills. The finding that Institute participants were almost twice as likely as non-participants to remain teaching in high-need schools is especially encouraging. Our proposal would open this opportunity to many more teachers in high-need schools throughout the nation.

I urge my colleagues to act favorably on this measure.

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. 1240

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

SECTION 1. TEACHERS PROFESSIONAL DEVELOPMENT INSTITUTES.

(a) IN GENERAL.—Part A of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended by adding at the end the following:

"Subpart 6—Teachers Professional Development Institutes

"SEC. 2161. SHORT TITLE.

"This subpart may be cited as the 'Teachers Professional Development Institutes Act'.

"SEC. 2162. FINDINGS AND PURPOSE.

"(a) FINDINGS.—Congress makes the following findings:

"(1) Teaching is central to the educational process and the ongoing professional development of teachers in the subjects they teach is essential for improved student learning.

"(2) Attaining the goal of the No Child Left Behind Act of 2001 (Public Law 107–110)—having a classroom teacher who is highly effective in every academic subject the teacher teaches—will require innovative approaches to improve the effectiveness of teachers in the classroom.

"(3) The Teachers Institute Model focuses on the continuing academic preparation of schoolteachers and the application of what the teachers study to their classrooms and potentially to the classrooms of other teachers.

"(4) The Teachers Institute Model was developed initially by the Yale-New Haven Teachers Institute and has successfully operated in New Haven, Connecticut, for more than 30 years.

"(5) The Teachers Institute Model has also been successfully implemented in cities larger than New Haven.

"(6) In the spring of 2009, a report entitled 'An Evaluation of Teachers Institute Experiences' concluded that—

"(A) Teachers Institutes enhance precisely those teacher qualities known to improve student achievement;

"(B) Teachers Institutes exemplify the crucial characteristics of high-quality teacher professional development; and

"(C) Teachers Institute participation is strongly related to teacher retention in high-poverty schools.

"(b) PURPOSE.—The purpose of this subpart is to provide Federal assistance to support the establishment and operation of Teachers Institutes for local educational agencies that serve significant low-income student populations in States throughout the Nation, in order to—

"(1) improve student learning; and

"(2) enhance the quality and effectiveness of teaching and strengthen the subject matter mastery and the pedagogical skills of current teachers through continuing teacher preparation.

"SEC. 2163. DEFINITIONS.

"In this subpart:

"(1) SIGNIFICANT LOW-INCOME STUDENT POPULATION.—The term 'significant low-income student population' means a student population of which not less than 40 percent of the students included are eligible for free or reduced price lunches under the Richard B. Russell National School Lunch Act.

"(2) TEACHERS INSTITUTE.—The term 'Teachers Institute' means a partnership or joint venture—

"(A) between or among—

"(i) 1 or more institutions of higher education; and

“(ii) 1 or more local educational agencies that serve 1 or more schools with significant low-income student populations; and

“(B) that improves the effectiveness of teachers in the classroom, and the quality of teaching and learning, through collaborative seminars designed to enhance both the subject matter and the pedagogical resources of the seminar participants.

“SEC. 2164. PROGRAM AUTHORIZED.

“(a) IN GENERAL.—The Secretary is authorized to award grants under this subpart in order to encourage the establishment and operation of Teachers Institutes.

“(b) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 50 percent of the funds appropriated to carry out this subpart to provide technical assistance to facilitate the establishment and operation of Teachers Institutes. The Secretary may contract with the Yale-New Haven Teachers Institute to provide all or part of the technical assistance under this subsection.

“(c) SELECTION CRITERIA.—In selecting Teachers Institutes to support through grants under this subpart, the Secretary shall consider—

“(1) the extent to which a proposed Teachers Institute will serve schools that have significant low-income student populations;

“(2) the extent to which a proposed Teachers Institute will follow the understandings and necessary procedures described in section 2166;

“(3) the extent to which each local educational agency participating in the Teachers Institute has a high percentage of teachers who are unprepared or underprepared to teach the core academic subjects the teachers are assigned to teach; and

“(4) the extent to which a proposed Teachers Institute will receive a level of support from the community and other sources that will ensure the requisite long-term commitment for the success of a Teachers Institute.

“(d) CONSULTATION.—

“(1) IN GENERAL.—In evaluating applications using the criteria under subsection (c), the Secretary may request the advice and assistance of the Yale-New Haven Teachers Institute or other Teachers Institutes.

“(2) STATE AGENCIES.—If the Secretary receives 2 or more applications for grants under this subpart from local educational agencies within the same State, the Secretary shall consult with the State educational agency regarding the applications.

“(e) FISCAL AGENT.—The fiscal agent for the receipt of grant funds under this subpart shall be an institution of higher education participating in the partnership or joint venture, as described in section 2163(2)(A), that is establishing or operating the Teachers Institute.

“(f) LIMITATIONS.—A grant under this subpart—

“(1) shall provide grant funds for a period of not more than 5 years; and

“(2) shall be in an amount that is not more than 50 percent of the total costs of the eligible activities supported under the grant, as determined by the Secretary.

“SEC. 2165. ELIGIBLE ACTIVITIES.

“Grant funds under this subpart may be used—

“(1) for the planning, development, establishment, and operation of a Teachers Institute;

“(2) for additional assistance to an established Teachers Institute for its further development and for its support of the planning, development, establishment, and operation of a Teachers Institute under paragraph (1);

“(3) for the salary and necessary expenses of a full-time director for a Teachers Institute to plan and manage the Teachers Insti-

tute and to act as a liaison between all local educational agencies and institutions of higher education participating in the Teachers Institute;

“(4) to provide suitable office space, staff, equipment, and supplies, and to pay other operating expenses, for the Teachers Institute;

“(5) to provide a stipend for teachers participating in the collaborative seminars conducted by the Institute in the sciences and humanities and to provide remuneration for members of the faculty of the participating institution of higher education leading the seminars; and

“(6) to provide for the dissemination, through print and electronic means, of curriculum units prepared in the seminars conducted by the Teachers Institute.

“SEC. 2166. UNDERSTANDINGS AND PROCEDURES.

“A grantee receiving a grant under this subpart shall abide by the following understandings and procedures:

“(1) PARTNERSHIP.—The essential relationship of a Teachers Institute is a partnership between a local educational agency and an institution of higher education. A grantee shall demonstrate a long-term commitment on behalf of the participating local educational agency and institution of higher education to the support, including the financial support, of the work of the Teachers Institute.

“(2) SEMINARS.—A Teachers Institute sponsors seminars led by faculty of the institution of higher education partner and attended by teachers from the local educational agency partner. A grantee shall provide participating teachers the ability to play an essential role in planning, organizing, conducting, and evaluating the seminars and in encouraging the future participation of other teachers.

“(3) CURRICULUM UNIT.—A seminar described in paragraph (2) uses a collaborative process, in a collegial environment, to develop a curriculum unit for use by participating teachers that sets forth the subject matter to be presented and the pedagogical strategies to be employed. A grantee shall enable participating teachers to develop a curriculum unit, based on the subject matter presented, for use in the teachers' classrooms.

“(4) ELIGIBILITY AND REMUNERATION.—Seminars are open to all partnership teachers with teaching assignments relevant to the seminar topics. Seminar leaders receive remuneration for their work and participating teachers receive an honorarium or stipend upon the successful completion of the seminar. A grantee shall provide seminar leaders and participating teachers with remuneration to allow them to participate in the Teachers Institute.

“(5) DIRECTION.—The operations of a Teachers Institute are managed by a full-time director who reports to both partners but is accountable to the institution of higher education partner. A grantee shall appoint a director to manage and coordinate the work of the Teachers Institute.

“(6) EVALUATION.—A grantee shall annually review the activities of the Teachers Institute and disseminate the results to members of the Teachers Institute's partnership community.

“SEC. 2167. APPLICATION, APPROVAL, AND AGREEMENT.

“(a) IN GENERAL.—To receive a grant under this subpart, a Teachers Institute, or a partnership or joint venture described in section 2163(2)(A) that is proposing to establish a Teachers Institute, shall submit an application to the Secretary that—

“(1) meets the requirement of this subpart and any regulations under this subpart;

“(2) includes a description of how the applicant intends to use funds provided under the grant;

“(3) includes such information as the Secretary may require to apply the criteria described in section 2164(c);

“(4) includes measurable objectives for the use of the funds provided under the grant; and

“(5) contains such other information and assurances as the Secretary may require.

“(b) APPROVAL.—The Secretary shall—

“(1) promptly evaluate an application received for a grant under this subpart; and

“(2) notify the applicant, within 90 days of the receipt of a completed application, of the Secretary's determination.

“(c) AGREEMENT.—Upon approval of an application, the Secretary and the applicant shall enter into a comprehensive agreement covering the entire period of the grant.

“SEC. 2168. REPORTS AND EVALUATIONS.

“(a) REPORT.—Each grantee under this subpart shall report annually to the Secretary on the progress of the Teachers Institute in achieving the purpose of this subpart.

“(b) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this subpart and submit an annual report regarding the activities assisted under this subpart 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. The Secretary shall broadly disseminate successful practices developed by Teachers Institutes.

“(c) REVOCATION.—If the Secretary determines that a grantee is not making substantial progress in meeting the purposes of the grant by the end of the second year of the grant under this subpart, the Secretary may take appropriate action, including revocation of further payments under the grant, to ensure that the funds available under this subpart are used in the most effective manner.

“SEC. 2169. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated, for grants (including planning grants) and technical assistance under this subpart, such sums as may be necessary for fiscal year 2012 and each of the 4 succeeding fiscal years.”

(b) TABLE OF CONTENTS.—The table of contents of the Elementary and Secondary Education Act of 1965 is amended by inserting after the item relating to section 2151 the following:

“SUBPART 6—TEACHERS PROFESSIONAL DEVELOPMENT INSTITUTES

“Sec. 2161. Short title.

“Sec. 2162. Findings and purpose.

“Sec. 2163. Definitions.

“Sec. 2164. Program authorized.

“Sec. 2165. Eligible activities.

“Sec. 2166. Understandings and procedures.

“Sec. 2167. Application, approval, and agreement.

“Sec. 2168. Reports and evaluations.”

By Mr. RUBIO (for himself, Mr. HATCH, Ms. AYOTTE, Mr. BLUNT, Mr. BURR, Mr. CHAMBLISS, Mr. COATS, Mr. COBURN, Mr. CORNYN, Mr. DEMINT, Mr. ENZI, Mr. GRAHAM, Mr. GRASSLEY, Mrs. HUTCHISON, Mr. JOHANNIS, Mr. KYL, Mr. LEE, Mr. MCCAIN, Mr. MORAN, Mr. RISCH, Mr. SESSIONS, Mr. THUNE, Mr. WICKER, Mr. VITTER, and Mr. PAUL):

S. 1241. A bill to amend title 18, United States Code, to prohibit taking

minors across State lines in circumvention of laws requiring the involvement of parents in abortion decisions; to the Committee on the Judiciary.

Mr. RUBIO. Mr. President, it is an honor to stand alongside Senator HATCH today as we introduce the Child Interstate Abortion Notification Act. This bill, which would help States enforce laws requiring that parents be notified before their child has an abortion, is supported by many pro-life groups and organizations. But perhaps most importantly, it is supported by a broad majority of parents, who are in a much better position to help children with tough decisions than virtually anyone else.

Many States require that a parent be notified before a minor has an abortion, while even more require the consent of a parent before a physician can legally perform an abortion. Unfortunately, these laws are undermined and circumvented by those simply willing to travel to a State without these restrictions.

This important legislation would put an end to this practice permanently by simply enabling States to enforce their existing laws, which are designed to protect our children and defend parents' rights. While this legislation serves that goal, it also promotes a culture of life in our nation that is critical to ensuring we continue to cherish and defend the self-evident, fundamental right to life, especially as it applies to the unborn.

Specifically, this bill has two parts: First, it prohibits the act of knowingly taking a minor across State lines with the intent of obtaining an abortion if this action evades the parental involvement law in her home State. Second, it would require abortion providers to notify a parent of an out-of-State minor before performing an abortion.

Sadly, many are willing to circumvent State law and shuttle young girls across State lines in order to avoid parental notification laws. With the help of my Senate colleagues, we will put a stop to this and ensure that parents are aware of profound medical operations involving their children. With that thought in mind, I ask you to support this legislation to help keep parents informed.

Mr. HATCH. Mr. President, today I am proud to stand with my friend from Florida, Senator RUBIO, as he introduces an important piece of legislation, the Child Interstate Abortion Notification Act. This bill, which today is being introduced in the House by Representative ILEANA ROS-LEHTINEN of Florida, is based on the belief that children should not make profound life-changing decisions by themselves and that parents are generally in the best and most responsible position to help them.

One of the many disturbing ironies in the abortion debate is that parental consent is needed for such things as tattoos or school fieldtrips but not al-

ways for abortions that will end one life and change another forever. Abortion advocates say that abortion should be treated as any other surgical procedure, but many of them oppose requiring the same parental consent for abortion that is required for any other procedure.

What is worse, there are individuals and organizations out there who appear to care more about money than about kids. They are willing to help young girls get abortions by any means necessary, including taking them to other States without the knowledge or consent of their parents. Mind you, those same parents will be responsible for the aftermath, for the physical, emotional, and spiritual consequences of the abortion. If parents are to be responsible at the end, they have the right to be there at the beginning.

If it were possible, just for a moment, to take the abortion politics out of the picture, every parent knows that kids have to develop over time the judgment and maturity to make decisions. No one is more committed to them, no one has more love for them, no one has more responsibility for them than their parents.

This bill has two parts. First, it prohibits taking a minor across State lines for an abortion if doing so evades the parental involvement law in her home State. In the 109th Congress, this portion of our bill passed the Senate with 65 bipartisan votes. More than 80 percent of our fellow Americans support it. Second, this bill requires abortionists to notify parents of an out-of-State minor before performing an abortion. Fifty-seven Senators voted for cloture on this combined bill in 2006.

I urge my colleagues to read the bill. It does not apply when an abortion is necessary to save a girl's life or if the girl is a victim of abuse or neglect. Again, please read the bill. It is carefully drafted with the appropriate exceptions and safeguards in order to focus on what unites the vast majority of Americans, that parents should be involved before their child has an abortion. The majority of States have laws requiring parental involvement and, with its interstate component, this bill is a legitimate and constitutional way for Congress to help protect children and support parents.

By Mr. ROCKEFELLER (for himself and Mr. MANCHIN):

S. 1242. A bill to provide for the treatment of certain hospitals under the Medicare program; to the Committee on Finance.

Mr. ROCKEFELLER. Mr. President, I, along with my colleague Senator MANCHIN, rise today to introduce the Fair Competition for Hospitals Act of 2011, legislation that will level the playing field for a handful of hospitals in the Northern Panhandle of West Virginia who are burdened by a payment disparity as compared to hospitals in neighboring States serving the same patient population. This legislation

will adjust the wage index determination for these hospitals to make sure they are treated the same as the nearby facilities in other States. It will also help hospitals in other areas of the country facing a similar situation.

Medicare's hospital wage index system was created to reflect the variation in the price of labor across the country. Usually, hospitals in different States are located far enough apart that they do not compete for the same patients or workforce, within the same labor market. However, the geography in the Northern Panhandle of West Virginia presents a unique situation; with a geographic area as little as 6 miles wide, hospitals in West Virginia are much more akin to hospitals in Ohio and Pennsylvania, on either side of the panhandle. Therefore, this small group of hospitals is competitively disadvantaged because of wage index differences across state borders. This competitive disadvantage is causing these hospitals to struggle under the weight of providing the same care for a lower payment and making it more difficult to continue the high level of care for which they have become known.

These hospitals are vital cornerstones to the people in their communities. They employ more than 4,000 people and provide health care for tens of thousands more. As an essential part of the community, they should not be significantly disadvantaged by a payment structure that does not take into account the unique makeup of this area.

The solution I am introducing today is budget neutral and fair. It will make sure that these hospitals in my State are treated on a level playing field with their competitors and not disadvantaged by an economically meaningless State border. I urge my colleagues to support this legislation.

By Mrs. HAGAN:

S. 1243. A bill to require that certain Federal job training and career education programs give priority to programs that provide an industry-recognized and nationally portable credential; to the Committee on Health, Education, Labor, and Pensions.

Mrs. HAGAN. Mr. President, I am pleased to reintroduce a very important piece of legislation to accelerate job growth across America, the American Manufacturing Efficiency and Retraining Investment Collaboration Achievement Works Act, also known as the AMERICA Works Act. This bill is part of the solution to the Nation's economic and unemployment problem.

We all know that American families, as well as the manufacturing industry, have faced difficult times over the last few years. But the truth is that the manufacturing industry will always be a vital part of our Nation's economy.

The national unemployment rate has stabilized somewhat, but almost 14 million Americans remain out of work. We still have a long way to go. In my home

State of North Carolina, unemployment hovers at 9.7 percent, with several counties facing double-digit unemployment rates. Job creation is my number one priority and this legislation is an innovative way to get Americans back into the workforce.

The United States needs a strong technical workforce. The AMERICA Works Act would encourage national industries, such as biotechnology, construction, and machinery, to come together and agree on the skill sets they most value in prospective employees. Community colleges would participate, creating the appropriate curricula to meet those needs. Students who complete the programs would receive an industry-recognized credential. Workers who carry these industry-backed credentials would be able to market themselves in any area of the country. Businesses could count on the fact that workers with these credentials have the expertise and skills they are looking for.

The AMERICA Works Act would require certain Federal job training and career development education programs to give priority to programs that provide an industry-recognized and nationally portable credential. This credentialing system starts out with basic competencies that prepare individuals for the workplace. Once basic competencies are completed, individuals can work toward high performance technical competencies and then progress further to highly skilled technical and management competencies. The credentialing levels are stackable, allowing workers flexibility along their career tracks. Stackable credentials provide straightforward paths, with clear entry and exit points, for workers to advance their careers and attain high quality jobs.

In North Carolina, we have an advanced manufacturing skills program at Forsyth Technical Community College in Winston-Salem. Forsyth Tech is participating in the National Association of Manufacturers' Manufacturing Skills Certification System, which offers credit programs toward nationally recognized, stackable credentials. They have had hundreds of students enroll in their programs. Forsyth Tech has already collaborated with state and local businesses to begin the process of incorporating their credentials into job descriptions. They believe that introducing graduates with skill certifications into the local workforce will help improve the hiring process, and the nationally recognized credentials will improve employment opportunities.

When the President's Jobs Council met earlier this month in North Carolina, a leading topic of discussion, and something the President himself mentioned, is the need to improve job training for American industries so that our workers can be competitive in the global economy.

The AMERICA Works Act will help job seekers and employers keep America competitive in every industry, from textiles to aerospace, high-tech to

biotech, and connect programs like those offered at Forsyth Tech with employers in the community, region, and across the United States.

As I mentioned before, job creation is my number one priority. I want to do everything I can to create jobs and make sure our workers have the skills necessary to help our businesses grow and thrive. By incentivizing industry-recognized, nationally portable, stackable credentials, we can ensure that America has the best businesses, with the best-trained workers leading the world.

I urge my colleagues to join me in supporting this important bill to expand employment opportunities for hardworking Americans.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 212—CONGRATULATING THE PEOPLE AND GOVERNMENT OF THE REPUBLIC OF SLOVENIA ON THE TWENTIETH ANNIVERSARY OF THE COUNTRY'S INDEPENDENCE

Mr. HARKIN (for himself, Mrs. SHAHEEN, Ms. KLOBUCHAR, Mr. BARRASSO, Mr. BROWN of Ohio, and Mr. PORTMAN) submitted the following resolution; which was considered and agreed to:

S. RES. 212

Whereas, on December 23, 1990, the people of Slovenia voted overwhelmingly in favor of independence from the former Yugoslavia in a national referendum;

Whereas, on June 25, 1991, the Republic of Slovenia declared itself as an independent and sovereign nation;

Whereas, on December 23, 1991, the parliament of Slovenia adopted a constitution based on the rule of law, respect for human rights, and democratic ideals;

Whereas, during its 20 years of independence, Slovenia has been an important United States ally in Central Europe and a strong advocate of democracy, the rule of law, and the merits of an open, free market economy;

Whereas the Government of Slovenia has made important contributions to international efforts to promote peace, stability, and development in Southeast Europe, Afghanistan, and elsewhere;

Whereas the Government of Slovenia serves as a leader in efforts to remove destructive land mines in parts of Southeast Europe and in other parts of the world;

Whereas Slovenia has become an active member of international organizations, including the United Nations, the Organization for Security and Cooperation in Europe, the Council of Europe, the World Trade Organization, the European Union, the North Atlantic Treaty Organization, and the Organization for Economic Cooperation and Development; and

Whereas Slovenia has further consolidated its international role through successful chairmanship of the Organization for Security and Cooperation in Europe in 2005, and, as the first new member from Central and Eastern Europe, the presidency of the Council of the European Union in 2008: Now, therefore, be it

Resolved, That the Senate hereby—

(1) congratulates the people and the Government of the Republic of Slovenia as the country celebrates 20 years of independence on June 25, 2011;

(2) commends the people of Slovenia on the significant progress made in the last 20 years;

(3) recognizes the important role of the Slovenian community in the United States to promote partnership and cooperation between the two countries; and

(4) encourages the Government of the Republic of Slovenia to continue its important work in the transatlantic alliance, and the efforts to further peace, stability, and prosperity in Southeast Europe and elsewhere.

SENATE RESOLUTION 213—COMMENDING AND EXPRESSING THANKS TO PROFESSIONALS OF THE INTELLIGENCE COMMUNITY

Mr. DEMINT (for himself, Mr. CORNYN, Mr. VITTER, Ms. AYOTTE, Mr. BARRASSO, Mr. BLUNT, Mr. BOOZMAN, Mr. BURR, Mr. CHAMBLISS, Mr. COATS, Mr. COBURN, Mr. COCHRAN, Mr. CRAPO, Mr. ENZI, Mr. GRASSLEY, Mr. HATCH, Mrs. HUTCHISON, Mr. INHOFE, Mr. ISAKSON, Mr. JOHANNIS, Mr. JOHNSON of Wisconsin, Mr. KIRK, Mr. LEE, Mr. MCCONNELL, Mr. PORTMAN, Mr. RISCH, Mr. RUBIO, Mr. SESSIONS, Mr. SHELBY, Mr. THUNE, Mr. WICKER, Mr. ROBERTS, Mr. LIEBERMAN, Mr. GRAHAM, and Mr. ALEXANDER) submitted the following resolution; which was referred to the Select Committee on Intelligence:

S. RES. 213

Whereas since the attacks on September 11, 2001, the United States intelligence community has gathered critical information that has helped to prevent additional attacks on United States soil;

Whereas the Central Intelligence Agency (hereinafter referred to as the "CIA") plays a vital role in United States intelligence collection;

Whereas the importance of the CIA's work was exemplified by the successful operation against Usama bin Laden;

Whereas, as authorized by the President and in accordance with specific legal guidance provided by the Department of Justice, the CIA lawfully detained and interrogated certain high-value suspected terrorists;

Whereas information obtained from high-value detainees who had been detained and interrogated by the CIA was essential in determining the organizational structure, key operatives, modus operandi, and other relevant information on al-Qaeda operations;

Whereas information obtained from high-value detainees who had been detained and interrogated by the CIA was crucial to tracking down Usama bin Laden;

Whereas Michael Hayden, a former Director of the CIA, wrote, "Let the record show that when I was first briefed in 2007 about the brightening prospect of pursuing bin Laden through his courier network, a crucial component of the briefing was information provided by three CIA detainees, all of whom had been subjected to some form of enhanced interrogation. One of the most alerting pieces of evidence was that two of the detainees who had routinely been cooperative and truthful (after they had undergone enhanced techniques) were atypically denying apparent factual data—a maneuver taken as a good sign that the CIA was on to something important. So that there is no ambiguity, let me be doubly clear: It is nearly impossible for me to imagine any operation like the May 2 assault on bin Laden's compound in Abbottabad, Pakistan, that would