

These pilots will help us test new ideas and understand how new approaches can help lift people out of poverty.

In closing, I should note it has been almost fifty years since Michael Harrington published *The Other America* and opened Americans eyes to the pernicious impact of poverty. While there have been improvements made in the ensuing years we still have a long way to go. Let us begin anew today.

By Mr. McCAIN:

S. 1570. A bill to provide for high-quality academic tutoring for low-income students, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

Mr. McCAIN. Mr. President, when poor children in low performing schools need help, what options are available to their parents to give them a chance to improve their learning achievement? Sadly, very few options exist to give children in low performing schools a chance.

I am pleased to introduce legislation that will protect and enhance the right of parents to have final say in their children's education. In order to create better outcomes for our nation's youth, we must restore power to parents. We must ensure that parents have real choices to raise their child's achievement level when schools fail to do so. The Tutoring for Students Act, furthers this critical goal by establishing a state-level grant program to give low-income parents the ability to provide their children high quality academic tutoring.

Low-income parents should have the same opportunities to help their children achieve as families with greater economic means.

Tutoring is as much a part of education in America as the yellow school bus or the neighborhood school building. If your child is struggling academically, and you have the financial means to do so, you get your child a tutor. Tutoring is time proven and common sense. Equally, while there are many ideas about how to improve education in America, one thing upon which everyone agrees plays a critical role in any child's education: the active involvement of their parents.

The Tutoring for Students Act encourages the active engagement of parents by giving them a say in helping their child's education. Parents can drive schools to apply for tutoring grants. Parents choose to enroll their children. Parents pick which tutoring provider they send their child to. Parents receive progress updates on their child.

For too long in this country the debate about education has been more about the institutions—the institution of powerful unions, the institution of the school bureaucracies. Make no mistake about it, strong leadership in the classroom and in school administration is important. However, education is not about protecting and preserving union contracts and the jobs of bureau-

crats. Education is about our children. If they aren't getting what they need in the classroom, we need to work with schools to help them improve. At the same time, we must provide students in struggling schools with the help they need to ensure they receive a quality education.

The foundation for success in education is setting high expectations for our schools and holding them accountable to develop our most precious resource—our children. Every child, no matter what their economics, deserves not only a chance, but has an absolute right, to a good education. If students can't get what they deserve in the classroom, then we must empower parents with educational support tools and the ability to make meaningful choices about what is best for their children.

When Congress passed No Child Left Behind, embedded in that landmark legislation were certain programs specifically designed to recognize the importance of parental empowerment and parental participation. Supplemental Education Services is a program specifically designed to give low-income families the ability to access educational support opportunities just like families with more financial freedom, to shop for the best tutoring services for their child.

Thoughtful education reform means building upon successes and lessons learned. We have learned a great deal since passage of No Child Left Behind. That includes our experience in providing tutoring services to low-income children. One of the most important lessons we learned is that tutoring works. In March, the U.S. Department of Education released a study stating that the tutoring program led to significant gains in math and reading student achievement. Studies by respected organizations like the Rand Corporation and school districts like the Chicago Public schools have come to similar conclusions.

Another important lesson from NCLB is the cynical lengths to which some low performing schools districts are willing to go in order to avoid accountability and deny parents the opportunity to access tutoring services for their children. Far too often these districts gamed the enrollment process for tutoring services, making it difficult, if not impossible for parents to exercise their right to take advantage of the SES program and get their children the educational support services—tutoring—they desperately needed. Similarly, due to poor oversight, there have been cases where tutors failed to meet their responsibility to provide high quality tutoring.

These problems are addressed in this legislation by establishing a state-administered grant program. Any school can elect to participate, allowing low-income parents with children attending participating schools to take advantage of high quality tutoring services. The Tutoring for Students Act requires

strict oversight of tutoring service providers, from certification to evaluation, in order to ensure that parents can rely upon qualified tutoring service providers to help their children.

I do not favor more Federal control over education. That is why the Tutoring for Students Act is not a Federal mandate. Rather, it is a guarantee that parents will have the right to stand up for their children and give them the opportunity for a better education and a better life. Empowering parents with the ability to positively impact their child's education is not a mandate. It is common sense. Freedom is not a Federal mandate. It is an individual right. The best use of Federal dollars in education is to make them more accessible to parents, empowering them to look out for the needs of their children. High quality tutoring is a commonsense, academic lifeline.

In my home State of Arizona, organizations like the Education Breakthrough Network to Literacy Volunteers of Tucson and the Arizona Chapter of Campfire USA have voiced their strong support. Nationwide, organizations such as the United Farm Workers of America, the National Urban League, the Commonwealth Foundation and the John Locke Institute continue to stand up for the rights of parents to have more tools and choices to help their children achieve. There is strong support for this program among communities across America, particularly among the parents who so often do not have a voice representing their needs and interests here in Washington.

I look forward to working with Senator ENZI, Senator HARKIN, and the rest of my colleagues to secure passage of meaningful education reform that includes protecting and strengthening the ability of parents to make educational choices for their children, choices that include high quality tutoring.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 268—RELATIVE TO THE DEATH OF THE HONORABLE MALCOLM WALLOP, FORMER SENATOR FOR THE STATE OF WYOMING

Mr. ENZI (for himself, Mr. BARRASSO, Mr. MCCONNELL, Mr. REID of Nevada, Mr. AKAKA, Mr. ALEXANDER, Ms. AYOTTE, Mr. BAUCUS, Mr. BEGICH, Mr. BENNET, Mr. BINGAMAN, Mr. BLUMENTHAL, Mr. BLUNT, Mr. BOOZMAN, Mrs. BOXER, Mr. BROWN of Massachusetts, Mr. BROWN of Ohio, Mr. BURR, Ms. CANTWELL, Mr. CARDIN, Mr. CARPER, Mr. CASEY, Mr. CHAMBLISS, Mr. COATS, Mr. COBURN, Mr. COCHRAN, Ms. COLLINS, Mr. CONRAD, Mr. COONS, Mr. CORKER, Mr. CORNYN, Mr. CRAPO, Mr. DEMINT, Mr. DURBIN, Mrs. FEINSTEIN, Mr. FRANKEN, Mrs. GILLIBRAND, Mr. GRAHAM, Mr. GRASSLEY, Mrs. HAGAN, Mr. HARKIN, Mr. HATCH, Mr. HELLER,

Mr. HOEVEN, Mrs. HUTCHISON, Mr. INHOFE, Mr. INOUE, Mr. ISAKSON, Mr. JOHANNIS, Mr. JOHNSON of Wisconsin, Mr. JOHNSON of South Dakota, Mr. KERRY, Mr. KIRK, Ms. KLOBUCHAR, Mr. KOHL, Mr. KYL, Ms. LANDRIEU, Mr. LAUTENBERG, Mr. LEAHY, Mr. LEE, Mr. LEVIN, Mr. LIEBERMAN, Mr. LUGAR, Mr. MANCHIN, Mr. MCCAIN, Mrs. MCCASKILL, Mr. MENENDEZ, Mr. MERKLEY, Ms. MIKULSKI, Mr. MORAN, Ms. MURKOWSKI, Mrs. MURRAY, Mr. NELSON of Nebraska, Mr. NELSON of Florida, Mr. PAUL, Mr. PORTMAN, Mr. PRYOR, Mr. REED of Rhode Island, Mr. RISCH, Mr. ROBERTS, Mr. ROCKEFELLER, Mr. RUBIO, Mr. SANDERS, Mr. SCHUMER, Mr. SESSIONS, Mrs. SHAHEEN, Mr. SHELBY, Ms. SNOWE, Ms. STABENOW, Mr. TESTER, Mr. THUNE, Mr. TOOMEY, Mr. UDALL of Colorado, Mr. UDALL of New Mexico, Mr. VITTER, Mr. WARNER, Mr. WEBB, Mr. WHITEHOUSE, Mr. WICKER, and Mr. WYDEN) submitted the following resolution; which was considered and agreed to:

S. RES. 268

Whereas Malcolm Wallop served in the Wyoming House of Representatives from 1969 to 1972, and in the Wyoming Senate from 1973 to 1976;

Whereas Malcolm Wallop represented the people of the State of Wyoming in the United States Senate with distinction for 18 years, from 1977 to 1995;

Whereas, while serving in the Senate, Malcolm Wallop championed the development of space-based anti-missile defense, supported legislation to reduce inheritance and gift taxes, fought to restore fish habitats in the United States, and opposed the control of the water resources of the State of Wyoming by the Federal Government;

Whereas Malcolm Wallop created the Congressional Award Program in 1979 as a challenge to young people throughout the United States to change the world around them through personal initiative, achievement, and service;

Whereas, in 1984, Malcolm Wallop coauthored section 1014 of the Tax Reform Act of 1984 (Public Law 98-369; 98 Stat. 1015), commonly known as the Wallop-Breaux Amendment, which remains today as the leading legislative initiative for sport fish restoration in the United States;

Whereas Malcolm Wallop served as chairman of the Select Committee on Ethics, ranking member of the Committee on Energy and Natural Resources and the Committee on Armed Services, chairman of the Senate Steering Committee, and was the first nonlawyer in the history of the Senate to serve on the Committee on the Judiciary;

Whereas, after retiring from the Senate, Malcolm Wallop founded the Frontiers of Freedom Institute to continue addressing the issues he championed as a Senator and to ensure that the ideals he espoused were not forgotten; and

Whereas the hallmarks of Malcolm Wallop's public service were conservatism, civility, and working for the western way of life: Now, therefore, be it

Resolved, That—

(1) the Senate has heard with profound sorrow and deep regret the announcement of the death of the Honorable Malcolm Wallop, former member of the Senate; and

(2) the Secretary of the Senate communicate this resolution to the House of Representatives and transmit an enrolled copy of this resolution to the family of the deceased.

SENATE RESOLUTION 269—DESIGNATING THE WEEK BEGINNING SEPTEMBER 19, 2011, AS “NATIONAL HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WEEK”

Mr. GRAHAM (for himself, Mrs. HAGAN, Mr. ALEXANDER, Mr. BURR, Mr. BROWN of Ohio, Mr. CARDIN, Mr. CHAMBLISS, Mr. COBURN, Mr. COCHRAN, Mr. COONS, Mr. CORNYN, Mr. DEMINT, Mr. DURBIN, Mrs. HUTCHISON, Mrs. MCCASKILL, Ms. LANDRIEU, Ms. MIKULSKI, Mr. NELSON of Florida, Mr. CARPER, and Mr. LEVIN) submitted the following resolution; which was considered and agreed to:

S. RES. 269

Whereas there are 105 historically Black colleges and universities in the United States;

Whereas historically Black colleges and universities provide the quality education essential to full participation in a complex, highly technological society;

Whereas historically Black colleges and universities have a rich heritage and have played a prominent role in the history of the United States;

Whereas historically Black colleges and universities allow talented and diverse students, many of whom represent underserved populations, to attain their full potential through higher education; and

Whereas the achievements and goals of historically Black colleges and universities are deserving of national recognition: Now, therefore, be it

Resolved, That the Senate—

(1) designates the week beginning September 19, 2011, as “National Historically Black Colleges and Universities Week”; and

(2) calls on the people of the United States and interested groups to observe the week with appropriate ceremonies, activities, and programs to demonstrate support for historically Black colleges and universities in the United States.

SENATE RESOLUTION 270—SUPPORTING THE GOALS AND IDEALS OF “NATIONAL LIFE INSURANCE AWARENESS MONTH”

Mr. NELSON of Nebraska (for himself, Mr. CHAMBLISS, Mr. NELSON of Florida, and Mr. ISAKSON) submitted the following resolution; which was referred to the Committee on Banking, Housing, and Urban Affairs:

S. RES. 270

Whereas the vast majority of people in the United States recognize that life insurance is important to protecting their loved ones;

Whereas the life insurance industry pays approximately \$60,000,000,000 to beneficiaries each year, providing a tremendous source of financial relief and security to families that experience the loss of a loved one;

Whereas, as of the date of agreement to this resolution, the unfortunate reality is that approximately 95,000,000 adults in the United States have no life insurance, and ownership of both individual and employer-sponsored life insurance has declined in recent years;

Whereas life insurance products protect against the uncertainties of life by enabling individuals and families to manage the financial risks of premature death, disability, and long-term care;

Whereas individuals, families, and businesses can benefit from professional insur-

ance and financial planning advice, including an assessment of their life insurance needs; and

Whereas numerous groups supporting life insurance have designated September 2011 as “National Life Insurance Awareness Month” as a means to encourage consumers to become more aware of their life insurance needs, seek advice from qualified insurance professionals, and take the actions necessary to achieve financial security for their loved ones: Now, therefore, be it

Resolved, That the Senate—

(1) supports the goals and ideals of “National Life Insurance Awareness Month”; and

(2) calls on the Federal Government, States, localities, schools, nonprofit organizations, businesses, and the people of the United States to observe the month with appropriate programs and activities.

AMENDMENTS SUBMITTED AND PROPOSED

SA 610. Mr. COBURN submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, approving the renewal of import restrictions contained in the Burmese Freedom and Democracy Act of 2003.

SA 611. Mr. COBURN submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 612. Mr. COBURN submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 613. Mr. PAUL submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra.

SA 614. Mr. NELSON of Nebraska submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 615. Mr. SANDERS (for himself and Mr. LEAHY) submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 616. Mr. SANDERS (for himself, Mr. LEAHY, and Mr. LAUTENBERG) submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 617. Mr. LAUTENBERG (for himself, Mr. LEAHY, Mr. SANDERS, Mr. MENENDEZ, and Mrs. GILLIBRAND) submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 618. Mr. SESSIONS submitted an amendment intended to be proposed to amendment SA 602 proposed by Mr. REID to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 619. Mr. LEAHY (for himself, Mr. SANDERS, Mr. LAUTENBERG, Mrs. GILLIBRAND, and Mr. CONRAD) submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.

SA 620. Mr. CONRAD (for himself, Mr. LEAHY, Mr. LAUTENBERG, Mrs. GILLIBRAND, Mr. MENENDEZ, Mr. SANDERS, and Mr. HOEVEN) submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 66, supra; which was ordered to lie on the table.