

S. 701

At the request of Mr. BENNET, the name of the Senator from Connecticut (Mr. LIEBERMAN) was added as a cosponsor of S. 701, a bill to amend section 1120A(c) of the Elementary and Secondary Education Act of 1965 to assure comparability of opportunity for educationally disadvantaged students.

S. 718

At the request of Mr. ROBERTS, the names of the Senator from North Dakota (Mr. HOEVEN) and the Senator from Louisiana (Mr. VITTER) were added as cosponsors of S. 718, a bill to amend the Federal Insecticide, Fungicide, and Rodenticide Act to improve the use of certain registered pesticides.

S. 800

At the request of Mr. HARKIN, the name of the Senator from Michigan (Ms. STABENOW) was added as a cosponsor of S. 800, a bill to amend the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users to reauthorize and improve the safe routes to school program.

S. 844

At the request of Mr. LIEBERMAN, the name of the Senator from North Carolina (Mrs. HAGAN) was added as a cosponsor of S. 844, a bill to provide incentives for States and local educational agencies to implement comprehensive reforms and innovative strategies that are designed to lead to significant improvement in outcomes for all students and significant reductions in achievement gaps among subgroups of students, and for other purposes.

S. 868

At the request of Mr. HATCH, the names of the Senator from Missouri (Mr. BLUNT), the Senator from Georgia (Mr. CHAMBLISS) and the Senator from North Dakota (Mr. HOEVEN) were added as cosponsors of S. 868, a bill to restore the longstanding partnership between the States and the Federal Government in managing the Medicaid program.

S. 891

At the request of Mr. CONRAD, the names of the Senator from Kansas (Mr. ROBERTS) and the Senator from New Mexico (Mr. BINGAMAN) were added as cosponsors of S. 891, a bill to amend title XVIII of the Social Security Act to provide for the recognition of attending physician assistants as attending physicians to serve hospice patients.

S. 896

At the request of Mr. BINGAMAN, the name of the Senator from Maine (Ms. SNOWE) was added as a cosponsor of S. 896, a bill to amend the Public Land Corps Act of 1993 to expand the authorization of the Secretaries of Agriculture, Commerce, and the Interior to provide service opportunities for young Americans; help restore the nation's natural, cultural, historic, archaeological, recreational and scenic resources; train a new generation of public land managers and enthusiasts; and promote the value of public service.

S. 906

At the request of Mr. WICKER, the names of the Senator from Indiana (Mr. LUGAR) and the Senator from Georgia (Mr. CHAMBLISS) were added as cosponsors of S. 906, a bill to prohibit taxpayer funded abortions and to provide for conscience protections, and for other purposes.

S. 926

At the request of Mr. MENENDEZ, the name of the Senator from Rhode Island (Mr. WHITEHOUSE) was added as a cosponsor of S. 926, a bill to amend the Outer Continental Shelf Lands Act to permanently prohibit the conduct of offshore drilling on the outer Continental Shelf in the Mid-Atlantic and North Atlantic planning areas.

S.J. RES. 10

At the request of Mr. HATCH, the name of the Senator from Nevada (Mr. HELLER) was added as a cosponsor of S.J. Res. 10, a joint resolution proposing an amendment to the Constitution of the United States relative to balancing the budget.

S. RES. 80

At the request of Mr. KIRK, the name of the Senator from Connecticut (Mr. BLUMENTHAL) 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. 174

At the request of Mr. LIEBERMAN, the name of the Senator from California (Mrs. FEINSTEIN) was added as a cosponsor of S. Res. 174, a resolution expressing the sense of the Senate that effective sharing of passenger information from inbound international flight manifests is a crucial component of our national security and that the Department of Homeland Security must maintain the information sharing standards required under the 2007 Passenger Name Record Agreement between the United States and the European Union.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Ms. COLLINS (for herself, Mrs. FEINSTEIN, and Mr. KOHL):

S. 938. A bill to establish a research, development, demonstration, and commercial application program to promote research of appropriate technologies for heavy duty plug-in hybrid vehicles, and for other purposes; to the Committee on Energy and Natural Resources.

Ms. COLLINS. Mr. President, today I am reintroducing the Heavy Duty Hybrid Vehicle Research, Development, and Demonstration Act, along with my colleagues Senator FEINSTEIN and Senator KOHL. This bill will accelerate research of plug-in hybrid technologies for heavy duty trucks.

The Federal Government, through the 21st Century Truck Partnership,

has for some years provided funding to conduct research and development for the modernization of this industry, in association with private industry partners. Despite the significant potential benefits of hybrid trucks, however, research in this area was eliminated recently to focus on passenger vehicles. This decision was shortsighted.

Truck operators in Maine and around the country are again being hard hit by increases in the price of diesel fuel. Given that our nation relies upon the trucking industry to keep our economy running by providing timely delivery of food, industrial products, and raw materials, we must develop alternatives that make the industry less susceptible to dramatic changes in oil prices. Hybrid power technologies offer tremendous promise of reducing this critical industry's dependence on oil.

Trucks consume large amounts of imported fuels. Successfully transitioning trucks to hybrid power technology will reduce our Nation's oil consumption and improve our energy security. The Heavy Duty Hybrid Vehicle Research, Development, and Demonstration Act directs the Department of Energy to expand its research in advanced energy storage technologies to include hybrid trucks as well as passenger vehicles. Current hybrid technology works well for cars that can be made with lightweight materials and travel short distances. Trucks need to be constructed with heavy materials commensurate with the heavy loads they carry and, if they are going to be plug-in hybrids, travel relatively long distances between charges. Thus advances in battery and other technologies are needed to make plug-in trucks commercially viable and will require more advanced technology than is required for passenger cars.

Grant recipients will be required to complete two phases. In phase one, recipients must build one plug-in hybrid truck, collect data, and make performance comparisons with traditional trucks. Recipients who show promise in phase one will be invited to enter into phase two where they must produce 50 plug-in hybrid trucks and report on the technological and market obstacles to widespread production. The bill will also sponsor two smaller programs to deal with drive-train issues and the impact of the wide use of plug-in hybrid technology on the electrical grid. In total, the bill authorizes the expenditure of \$16 million for each of fiscal years 2012, 2013, and 2014.

We need a comprehensive approach to modernize commercial transportation in the 21st century. The Heavy Duty Hybrid Vehicle Research, Development, and Demonstration Act is one vital piece of that approach.

By Mr. REED (for himself, Mr. COONS, and Mr. WHITEHOUSE):

S. 941. A bill to strengthen families engagement in the education of their children; to the Committee on Health, Education, Labor, and Pensions.

Mr. REED. Mr. President, today I introduce the Family Engagement in Education Act with my colleagues Senator COONS and Senator WHITEHOUSE. I thank Representative PLATTS for introducing the House companion of this bipartisan bill.

Our legislation will strengthen family engagement in education at the local, State, and national levels. It will empower parents by increasing school district resources dedicated to family engagement activities from 1 percent to 2 percent of the district Title I allocation. It will also improve quality of family engagement practices at the school level by requiring school districts to develop and implement standards-based policies and practices for family-school partnerships. It will build State and local capacity for effective family engagement in education by setting aside 1 percent of the State Title I allocation for local family engagement in education centers to provide innovative programming and services, such as leadership training and family literacy, to local families and to remove barriers to family engagement, and for supporting state-level activities. Finally, our bill will restructure the Parent Information Resource Centers so that they can provide statewide technical assistance in line with the quality framework developed by the U.S. Department of Education, Harvard Family Research Project, and Southwest Educational Development Laboratory. At the national level, our legislation will require the Secretary of Education to convene practitioners, researchers, and other experts in the field of family engagement in education to develop recommended metrics for measuring the quality and outcomes of family engagement in a child's education.

Research demonstrates that family engagement in a child's education increases student achievement, improves attendance, and reduces dropout rates. A recent study by Anne Seitsinger and Steven Brand at the University of Rhode Island's Center for School Improvement and Educational Policy found that students whose parents support their education through learning activities at home and discuss the importance of education perform better in school. Yet too often, family engagement is not built into our school improvement efforts in a systematic way. The Family Engagement in Education Act will promote meaningful family engagement policies and programs at the national, State, and local levels to ensure that all students are on track to be career and college-ready.

The bill builds on my successful efforts in the last reauthorization of the Elementary and Secondary Education Act, the 2001 No Child Left Behind Act, to incorporate provisions throughout the law to strengthen and boost parental involvement. It is also in line with the Administration's blueprint for reauthorization, which calls for doubling the amount that school districts are

required to set aside for parental involvement and encouraging States to use some of their Title I funding to support local family engagement centers in education.

Developed with the National Family, School, and Community Engagement Working Group, which includes organizations such as National PTA, United Way Worldwide, Harvard Family Research Project, and National Council of La Raza, and endorsed by hundreds of local, State, and national organizations, this legislation represents the broad consensus that we must do a better job of engaging families in all aspects of their children's education.

I urge my colleagues to cosponsor the Family Engagement in Education Act, and to work for its inclusion in the forthcoming debate to reauthorize and renew the Elementary and Secondary Education Act.

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. 941

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 "Family Engagement in Education Act of 2011".

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Findings; purpose.
- Sec. 4. Amendment references.
- Sec. 5. Family engagement in education.
- Sec. 6. State plans.
- Sec. 7. Local educational agency plans.
- Sec. 8. Family engagement in education policy.
- Sec. 9. Prevention and intervention programs for children and youth who are neglected, delinquent, or at risk.
- Sec. 10. High-quality teachers and principals.
- Sec. 11. Family engagement in education programs.
- Sec. 12. Definitions.
- Sec. 13. Conforming amendments.
- Sec. 14. Government Accountability Office study and report.
- Sec. 15. Federal coordination of family engagement in education programming.

SEC. 3. FINDINGS; PURPOSE.

(a) FINDINGS.—Congress finds the following:

- (1) Family engagement in a child's education raises student achievement, improves behavior and attendance, decreases drop-out rates, and improves the emotional and physical well-being of children.
- (2) Families are critical determinants of children's school readiness as well as of students' decision to pursue higher education.
- (3) Effective family engagement is a great equalizer for students, contributing to their increased academic achievement, regardless of parents' education level, ethnicity, or socioeconomic background.
- (4) Family engagement can raise student academic achievement so substantially that schools would need to increase spending by more than \$1,000 per pupil to gain the same results.

(5) Positive benefits for children, youth, families, and schools are maximized through effective family engagement that—

(A) is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children's learning and development;

(B) is continuous across a child's life from birth to young adulthood; and

(C) reinforces learning that takes place in all settings.

(b) PURPOSE.—The purpose of this Act is to strengthen families' engagement in the education of their children.

SEC. 4. AMENDMENT REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

SEC. 5. FAMILY ENGAGEMENT IN EDUCATION.

(a) FAMILY ENGAGEMENT AND RESPONSIBILITY FUND.—Title I (20 U.S.C. 6301 et seq.) is amended by adding after section 1004 the following:

"SEC. 1005. FAMILY ENGAGEMENT AND RESPONSIBILITY FUND.

"(a) IN GENERAL.—Each State educational agency may reserve not more than 1 percent of such agency's allocated funds under section 1122 for each fiscal year for use as provided in subsection (b).

"(b) USE OF RESERVED FUNDS.—From the amounts reserved for each fiscal year under subsection (a), each State educational agency shall—

"(1) reserve not less than 85 percent for Local Family Engagement Centers under section 1006; and

"(2) reserve not more than 15 percent for State educational agency capacity for family engagement activities under section 1007."

(b) LOCAL FAMILY ENGAGEMENT CENTERS PROGRAM.—Title I (20 U.S.C. 6301 et seq.) is amended by adding after section 1005, as added by subsection (a), the following:

"SEC. 1006. LOCAL FAMILY ENGAGEMENT CENTERS PROGRAM.

"(a) PURPOSE.—The purpose of this section is to establish and operate Local Family Engagement Centers and to evaluate the usefulness and effectiveness of innovative approaches demonstrated by these centers in engaging families in their children's education by providing training, services, supports, and opportunities that meet families' needs and remove barriers to their engagement in their children's education to improve student achievement.

"(b) GRANTS AUTHORIZED.—From the funds reserved to carry out this section under section 1005(b)(1), a State educational agency shall award grants or enter into contracts and cooperative agreements with eligible entities to establish and operate Local Family Engagement Centers.

"(c) ELIGIBLE ENTITY.—In this section, the term 'eligible entity' means a private, non-profit organization that—

"(1) has a demonstrated record of working with low-income parents and families in the community;

"(2) is located in a community with elementary schools and secondary schools that receive funds under part A and is accessible to families of students in those schools; and

"(3) is partnering with 1 or more local educational agencies or 1 or more schools that receive funds under part A.

"(d) APPLICATION FOR GRANTS.—To receive a grant under this section, an eligible entity

shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may require, including—

“(1) a description of the entity’s approach on family engagement in education, including its use of strength-based strategies;

“(2) information demonstrating that the applicant meets the definition of an eligible entity;

“(3) information that the applicant has the capacity to operate a center capable of conducting the training, services, and support activities to fulfill the purposes of a Local Family Engagement Center;

“(4) information that the applicant will structure and operate a center of sufficient scope and quality adequate to serve the needs of the local area in which it is located;

“(5) a description of the entity’s experience in providing training, services, and support to low-income parents and families, English language learners, minorities, parents of students with disabilities, parents of homeless students, foster parents, and parents of migrant students;

“(6) a description of the collaboration with the local educational agency or school personnel in the geographic area to be served by the center;

“(7) a description of the steering committee, a majority of whose members are parents of students in schools that receive funds under part A, that will direct and implement the activities of the Local Family Engagement Center;

“(8) a description of how the entity will coordinate its efforts with the Statewide Family Engagement Centers under subpart 16 of part D of title V in the State;

“(9) information that the applicant is capable of meeting milestones or deadlines as the State educational agency may prescribe; and

“(10) such other information as the State educational agency determines necessary.

“(e) USES OF FUNDS.—An eligible entity that receives a grant under this section shall establish and operate a Local Family Engagement Center and use the grant funds to provide training, services, and supports to engage families in their children’s education and to build the school-family partnerships necessary to ensure that all children are on track to graduate from high school ready for college and careers, such as through—

“(1) assisting parents and families in understanding how they can improve student achievement, including how to access ongoing student performance data and related information to support learning in the classroom with activities at home, and in after-school and extracurricular activities;

“(2) training parents and families on effective ongoing communication with their children, teachers, principals, counselors, administrators, and other school personnel;

“(3) providing direct services to families, such as home visitation, family literacy programs, and health and behavioral health services to meet the needs of families and remove barriers to engaging in the education of their children;

“(4) providing advocacy services to ensure that families can fully participate in their children’s education;

“(5) providing supports such as transportation, childcare, and meals to facilitate families’ engagement in programs implemented or assisted by the Center;

“(6) assisting parents and families in understanding how they can prepare their children academically, socially, and financially for postsecondary education, including early awareness of the availability of student financial assistance; and

“(7) improving the coordination, availability, and effectiveness of integrated serv-

ices and comprehensive supports for children and families.

“(f) EVALUATION AND ANNUAL REPORT.—A State educational agency shall—

“(1) evaluate the effectiveness of the grants funded under this section; and

“(2) issue an annual report on the implementation of such grants, describing any practices the State determines to be most effective or innovative for fulfilling the purposes of the Local Family Engagement Centers.”

(c) STATE FAMILY ENGAGEMENT COORDINATING COUNCILS.—Title I (20 U.S.C. 6301 et seq.) is amended by adding after section 1006, as added by subsection (b), the following:

“SEC. 1007. STATE EDUCATIONAL AGENCY CAPACITY FOR FAMILY ENGAGEMENT ACTIVITIES.

“(a) IN GENERAL.—Each State educational agency shall administer and expend funds reserved under section 1005(b)(2) to—

“(1) provide for the establishment of a statewide family engagement coordinating council; and

“(2) support the development and implementation of a statewide family engagement in education plan.

“(b) STATE FAMILY ENGAGEMENT COORDINATING COUNCILS.—

“(1) IN GENERAL.—Each State educational agency that receives funds under part A shall establish a State Family Engagement Coordinating Council (referred to in this section as a ‘Council’) to ensure coordination and integration of family engagement in education activities across the education spectrum.

“(2) REPORTING RESPONSIBILITY.—Each Council shall report to the Governor and the Chief State School Officer of the State on the Council’s findings and recommendations regarding family engagement in education and such other information as the Governor may request.

“(3) APPOINTMENT OF MEMBERS.—

“(A) IN GENERAL.—The Governor of the State, in consultation with the State educational agency, shall determine the number of members to serve on the Council and their term of office, and shall appoint such members, initially, for a full term or for a period of less than a full term, as the Governor determines appropriate. Such members shall include representatives of—

“(i) State educational agency programs, Statewide Family Engagement Centers under subpart 16 of part D of title V, and Local Family Engagement Centers under section 1006 operating in the State;

“(ii) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act, operating in the State;

“(iii) the State parent teacher association and other parent groups;

“(iv) family members, students, teachers, and school administrators;

“(v) the State’s advisory council on early childhood education and care;

“(vi) colleges and universities; and

“(vii) nonprofit organizations and State governmental agencies serving children and families.

“(B) RESTRICTION ON GOVERNMENT EMPLOYEES.—Not more than 50 percent of the Council members shall be employees of a State or local unit of government.

“(4) DUTIES OF THE COUNCIL.—Duties of the Council shall include any duties the Governor may specify and the following duties:

“(A) Establish a statewide vision of family engagement in education that is consistent with, and leverages, Federal family engagement in education resources and initiatives.

“(B) Encourage consistency in family engagement in education policies and practices

across learning settings along the child and youth life span.

“(C) Coordinate Federal, State, and local family engagement in education programs and activities.

“(D) Coordinate family engagement in education programs and activities across early childhood, school-age, vocational and technical, and higher education programs.

“(E) Identify opportunities for family engagement in education collaboration and resource sharing among State educational agencies, local educational agencies, and organizations that support family-school partnerships.

“(F) Review the family engagement in education component of the State plan prepared under section 1111(d) and submit to the State educational agency and to the Governor any recommendations of the Council for modifications to the plan.

“(G) Visit local educational agencies, schools, and other learning settings to support the implementation and monitoring of family engagement in education policies, practices, and uses of funds.

“(c) USES OF FUNDS.—Each State may use funds reserved under section 1005(b)(2) to support the development and implementation of the statewide family engagement in education plan described in section 1111(d) through activities such as—

“(1) supporting an office or staff positions within the agency dedicated to family engagement;

“(2) carrying out the State’s responsibilities under the Local Family Engagement Centers Program under section 1006;

“(3) developing and implementing a statewide data collection and evaluation system on family engagement metrics to identify schools that would benefit from training and support related to family engagement in education;

“(4) reviewing local educational agencies’ family engagement policies and practices as provided by sections 1112(b)(1)(P) and 1118(i), and evaluating the use of funds under this subsection;

“(5) coordinating technical assistance and support to local educational agencies with schools that would benefit from training and support related to family engagement in education with the Statewide Family Engagement Centers;

“(6) developing curricula for professional development for teachers, principals, school librarians, and other school leaders on improving family engagement in education;

“(7) developing standards and curricula for family engagement in education for teacher and principal preparation programs; and

“(8) coordinating statewide services related to early education, higher education, child health and welfare, after-school programs, community service-learning programs, and other programs to develop coordinated family engagement in education policies, practices, and services.”

(d) CONFORMING AMENDMENT.—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 1004 the following:

“Sec. 1005. Family engagement and responsibility fund.

“Sec. 1006. Local Family Engagement Centers Program.

“Sec. 1007. State educational agency capacity for family engagement activities.”

SEC. 6. STATE PLANS.

(a) IN GENERAL.—Section 1111(d) (20 U.S.C. 6311(d)) is amended to read as follows:

“(d) FAMILY ENGAGEMENT.—Each State plan shall include a plan for strengthening family engagement in education. Each such plan shall, at a minimum, include—

“(1) a description of the State’s criteria and schedule for review and approval of local educational agency engagement policies and practices pursuant to sections 1112(e)(3) and 1118(i);

“(2) a description of the State’s system and process for assessing local educational agency implementation of section 1118 responsibilities;

“(3) a description of the State’s criteria for identifying local educational agencies that would benefit from training and support related to family engagement in education;

“(4) a description of the State’s statewide system of technical assistance and support for local educational agencies and schools on family engagement in education;

“(5) an assurance that the State will refer to Statewide Family Engagement Centers those local educational agencies that would benefit from training and support related to family engagement in education;

“(6) a plan for using funds received under section 1005;

“(7) a description of the relationship between the State educational agency and Statewide and Local Family Engagement Centers, parent training and information centers, and community parent resource centers in the State established under sections 671 and 672 of the Individuals with Disabilities Education Act; and

“(8) a plan for establishing a State Family Engagement Coordinating Council or, if a similar entity exists, a description of the composition and activities of such similar entity.”.

(b) REPORTS.—

(1) ANNUAL STATE REPORT.—Section 1111(h)(4) (20 U.S.C. 6311(h)(4)) is amended—

(A) in subparagraph (F), by striking “and” after the semicolon;

(B) in subparagraph (G), by striking the period at the end and inserting a semicolon; and

(C) by adding at the end the following:

“(H) the number of schools and the name of each school that would benefit from training and support related to family engagement in education, the reason why such school was so identified, and the measures taken to address the need for training and support; and

“(I) information on the State educational agency’s family engagement in education programs and activities.”.

(2) TECHNICAL ASSISTANCE.—Section 1111(j) (20 U.S.C. 6311(j)) is amended by inserting “the development and implementation of policies and procedures for family engagement in education,” after “reliable.”.

SEC. 7. LOCAL EDUCATIONAL AGENCY PLANS.

(a) IN GENERAL.—Section 1112(b)(1)(P) (20 U.S.C. 6312(b)(1)(P)) is amended to read as follows:

“(P) a description of the strategy the local educational agency will use to implement and assess family engagement in education under section 1118;”.

(b) ENGAGEMENT IN DEVELOPING PLANS.—Section 1112(b)(1) (20 U.S.C. 6312(b)(1)) is amended—

(1) by redesignating subparagraph (Q) as subparagraph (S);

(2) in subparagraph (P), by striking “and” after the semicolon; and

(3) by inserting after subparagraph (P) the following:

“(Q) a description of how the local educational agency will engage families in the development, implementation, and assessment of local educational agency plans;

“(R) a description of how the local educational agency will improve teacher and principal knowledge and skills in effectively engaging parents in their children’s education; and”.

SEC. 8. FAMILY ENGAGEMENT IN EDUCATION POLICY.

(a) LOCAL EDUCATIONAL AGENCY DEVELOPMENT OF POLICIES AND PRACTICES.—Section 1118 (20 U.S.C. 6318) is amended—

(1) by redesignating subsections (a) through (h) as subsections (b) through (i), respectively; and

(2) by inserting before subsection (b), as redesignated by paragraph (1), the following:

“(a) IN GENERAL.—Each local educational agency and each school receiving funds under this part shall develop policies and practices for family engagement in education that meet the following principles and standards for family-school partnerships:

“(1) Welcome all families to be active participants in the life of the school, so that they feel valued, connected to each other and to school staff and to what students are learning in class.

“(2) Communicate effectively by ensuring regular two-way, meaningful communication between family members and local educational agency and school staff in a manner, language, and with technology that family members can understand and access.

“(3) Support student success by fostering continuous collaboration between family members and local educational agency and school staff to support student learning and healthy development at school and at home.

“(4) Speak up for every child and empower family members to be advocates for all students within the school.

“(5) Ensure that family members, local educational agencies, and school staff are equal partners in family engagement in education decisionmaking.

“(6) Collaborate with community organizations and groups to turn the school into a hub of community life.

“(7) Create a continuum of family engagement in education in student learning and development from birth to young adulthood.

“(8) Train and support superintendents, principals, and teachers to fully engage families in the education of their children.”.

(b) WRITTEN POLICY.—Section 1118(b)(2), as redesignated by subsection (a), is amended—

(1) in subparagraph (C), by striking “(e)” and inserting “(f)”;

(2) in subparagraph (E), by striking “and” after the semicolon;

(3) in subparagraph (F), by striking the period at the end and inserting a semicolon; and

(4) by adding at the end the following:

“(G) participate in evaluations of the effectiveness of family engagement in education strategies and policies; and

“(H) participate in developing recommendations for creating a positive school climate and safe and healthy schools.”.

(c) RESERVATION.—Section 1118(b)(3)(A), as redesignated by subsection (a), is amended to read as follows:

“(A) IN GENERAL.—Each local educational agency shall reserve not less than 2 percent of its allocation under subpart 2 to carry out this section.”.

(d) RESERVED FUNDS.—Section 1118(b)(3), as redesignated by subsection (a), is amended—

(1) by redesignating subparagraphs (B) and (C) as subparagraphs (C) and (D), respectively; and

(2) by inserting after subparagraph (A) the following:

“(B) USE OF FUNDS.—Funds reserved under subparagraph (A) may be used for purposes including the following:

“(i) Increasing capacity through establishment of a dedicated office or dedicated personnel within the local educational agency or at the school level for family engagement in education.

“(ii) Supporting schools and nonprofit organizations in providing professional devel-

opment on family engagement in education for school staff, parent leadership training, family literacy and numeracy programs, home visitation programs, family volunteerism programs, and other innovative programs that meaningfully engage families.

“(iii) Developing and implementing local educational agency family engagement in education data-collection systems and indicators.

“(iv) Assessing and providing recommendations on school family engagement in education policies, practices, and use of funds.

“(v) Providing technical assistance and training to schools on the implementation and assessment of family engagement in education policies and practices.

“(vi) Providing additional support to schools that have been identified for improvement under section 1116(b) to assist in their implementation of family engagement in education, including the hiring and maintenance of family engagement coordinators.

“(vii) Partnering with Local Family Engagement Centers or community-based organizations to identify community resources, services, and supports to remove economic obstacles to family engagement in education by meeting families’ needs.

“(viii) Supporting schools and eligible entities in the development of early childhood programs that promote family engagement in education and school readiness.

“(ix) Establishing and supporting an advisory group comprised of families, educators, and nonprofit organizations to develop recommendations to strengthen family engagement in education from birth to young adulthood.

“(x) Assisting schools in the development, implementation, and assessment of family engagement in education plans.

“(xi) Monitoring and evaluating the family engagement in education policies and practices funded under this section.

“(xii) Partnering with Local Family Engagement Centers or Statewide Family Engagement Centers to assist the local educational agency and participating schools in the implementation of this section.

“(xiii) Supporting other activities approved in the local education agency’s plan for improving family engagement.”.

(e) SCHOOL PARENTAL INVOLVEMENT POLICY.—Section 1118(c)(1), as redesignated by subsection (a), is amended in the first sentence by striking “(c) through (f)” and inserting “(d) through (g)”.

(f) SHARED RESPONSIBILITY FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.—Section 1118(e), as redesignated by subsection (a), is amended—

(1) in the matter preceding paragraph (1), by striking “subsection (b)” and inserting “subsection (c)”;

(2) by striking paragraph (1) and inserting the following:

“(1) describe the school’s responsibility to—

“(A) provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and the ways in which each parent will support their children’s learning, such as—

“(i) monitoring attendance and homework completion;

“(ii) volunteering in their child’s classroom or school; and

“(iii) participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

“(B) engage family members in the development of recommendations for student attendance, expectations, behavior, and school

safety, including the development of reasonable disciplinary policies and behavioral interventions, such as the implementation of school-wide positive behavior interventions and supports and the phase-out of out-of-school suspension and expulsion; and”.

SEC. 9. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK.

(a) STATE PLAN AND STATE AGENCY APPLICATIONS.—Section 1414 (20 U.S.C. 6434) is amended—

(1) in subsection (a)(1)—

(A) in subparagraph (B), by striking “and” after the semicolon;

(B) by redesignating subparagraph (C) as subparagraph (D); and

(C) by inserting after subparagraph (B) the following:

“(C) that contains an assurance that each child or youth serviced by the program will have a transition plan developed in partnership with families and aftercare providers that will place the child or youth on a path to career and college readiness; and”;

(2) in subsection (c)—

(A) by redesignating paragraphs (15) through (19) as paragraphs (17) through (21), respectively; and

(B) by inserting after paragraph (14) the following:

“(15) describes how the State agency will implement family engagement in education policies and practices that align with section 1118;

“(16) includes an assurance that the State agency will establish, for each child or youth served under this subpart, an educational services and transition plan that is developed in consultation with the child or youth, family members of the child or youth, and the local educational agency or alternative education program that will receive the child or youth following their period of service under this subpart;”.

(b) LOCAL EDUCATIONAL AGENCY APPLICATIONS.—Section 1423 (20 U.S.C. 6453) is amended—

(1) by redesignating paragraphs (9) through (13) as paragraphs (11) through (15), respectively; and

(2) by inserting after paragraph (8) the following:

“(9) a description of how schools will implement family engagement in education policies and practices that align with the provisions of section 1118;

“(10) an assurance that the local educational agency will establish for each child or youth served under this subpart an educational services plan that is developed in consultation with the child or youth, family members of the child or youth, and the local educational agency or alternative education program receiving the child or youth following their period of service under this subpart;”.

(c) PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES RECEIVING FUNDS UNDER THIS SECTION.—Section 1425 (20 U.S.C. 6455) is amended—

(1) in paragraph (10), by striking “and” after the semicolon;

(2) by striking the period at the end of paragraph (11) and inserting a semicolon; and

(3) by adding at the end the following:

“(12) prepare an educational services and transition plan for each child or youth served by the program, in partnership with families and aftercare providers, consistent with section 1414(a)(1)(C); and

“(13) establish for each child or youth residing in the facility and serviced by this subpart an educational services and transition plan that is developed in consultation with the child or youth, family members of the child or youth, and the local educational

agency or alternative education program receiving the child or youth following their period of service under this subpart.”.

SEC. 10. HIGH-QUALITY TEACHERS AND PRINCIPALS.

(a) STATE APPLICATION CONTENTS.—Section 2112(b) (20 U.S.C. 6612(b)) is amended by adding at the end the following:

“(13) A description of how the State educational agency will improve teacher and principal knowledge and skill in effectively engaging families in their children’s education.”.

(b) STATE ACTIVITIES.—Section 2113(c) (20 U.S.C. 6613(c)) is amended—

(1) by redesignating paragraphs (12) through (18) as paragraphs (13) through (19), respectively; and

(2) by inserting after paragraph (11) the following:

“(12) Training of teachers and principals on how to effectively engage families in their children’s education.”.

SEC. 11. FAMILY ENGAGEMENT IN EDUCATION PROGRAMS.

(a) HEADING.—The heading for subpart 16 of part D of title V is amended to read as follows:

“Subpart 16—Family Engagement in Education Programs”.

(b) FAMILY ENGAGEMENT.—Section 5561 (20 U.S.C. 5561) is amended to read as follows:

“SEC. 5561. PURPOSES.

“The purposes of this subpart are the following:

“(1) To provide financial support to nonprofit organizations to build the capacity of and provide technical assistance and training to States and local educational agencies in the implementation and enhancement of successful systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.

“(2) To assist State educational agencies, local educational agencies, and community-based organizations in strengthening partnerships among parents (including parents of children under the age of 6), teachers, principals, administrators, and other school personnel in meeting the educational needs of children.

“(3) To support State educational agencies and local educational agencies in developing and strengthening the relationship between parents and their children’s school in order to further the developmental progress of children.

“(4) To coordinate activities funded under this subpart with engagement in education initiatives funded under section 1118 and other provisions of this Act.

“(5) To assist the Secretary, State educational agencies, and local educational agencies in the coordination and integration of Federal, State, and local services and programs to engage families in education.”.

(c) GRANTS AUTHORIZED.—Section 5562 (20 U.S.C. 5562) is amended to read as follows:

“SEC. 5562. GRANTS AUTHORIZED.

“(a) STATEWIDE FAMILY ENGAGEMENT CENTERS.—The Secretary is authorized to award grants for each fiscal year to statewide nonprofit organizations (and consortia of such organizations and State educational agencies), to establish Statewide Family Engagement Centers that provide comprehensive training, technical assistance, and capacity building to State educational agencies, local educational agencies, schools identified by State educational agencies and local educational agencies, organizations that support family-school partnerships (such as parent-teacher associations and Parents as Teachers organizations), and other organizations that carry out parent education and family engagement in education programs.

“(b) GEOGRAPHIC DISTRIBUTION.—In awarding grants under this section, the Secretary shall, to the extent practicable, ensure that a grant is—

“(1) awarded for a Statewide Family Engagement Center in each State and outlying area; and

“(2) in an amount of not less than \$500,000.”.

(d) APPLICATIONS.—Section 5563 (20 U.S.C. 5563) is amended to read as follows:

“SEC. 5563. APPLICATIONS.

“(a) SUBMISSIONS.—Each statewide nonprofit organization, or a consortium of such an organization and a State educational agency, that desires a grant under section 5562 shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

“(b) CONTENTS.—Each application submitted under paragraph (1) shall include, at a minimum, the following:

“(1) A description of the applicant’s approach to family engagement in education, including the use of strength-based strategies.

“(2) A description of the applicant’s plan for building a statewide infrastructure for family engagement in education, that includes—

“(A) management capacity and governance;

“(B) statewide leadership;

“(C) systemic services for family engagement in education;

“(D) capacity building for State educational agencies, local educational agencies, and schools;

“(E) alignment with title I; and

“(F) learning and improvement.

“(3) A description of the applicant’s experience in providing training, information, and support to State educational agencies, local educational agencies, schools, and nonprofit organizations on family engagement in education policies and practices that are effective for low-income parents and families, English language learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migrant students.

“(4) An assurance that the applicant will—

“(A) be—

“(i) governed by a board of directors, the membership of which includes parents of school-aged children; or

“(ii) an organization or consortium that represents the interests of parents;

“(B) establish a special advisory committee, the membership of which includes—

“(i) parents of children from birth through young adulthood, who shall constitute a majority of the members of the special advisory committee;

“(ii) representatives of the State parent teacher association;

“(iii) representatives of education professionals with expertise in improving services for disadvantaged children;

“(iv) representatives of local elementary schools and secondary schools, including students, disadvantaged youth, and representatives from local youth organizations; and

“(v) representatives of State educational agencies and local educational agencies;

“(C) use not less than 65 percent of the funds received under this subpart in each fiscal year to serve local educational agencies, schools, and community-based organizations that serve high concentrations of low-income families and disadvantaged children and youth, including English language learners, minorities, parents of students with disabilities, parents of homeless students, foster parents and students, and parents of migrant students;

“(D) operate a center of sufficient size, scope, and quality to ensure that the center is adequate to serve the State educational agencies, local educational agencies, and community-based organizations;

“(E) serve urban, suburban, and rural local educational agencies and schools;

“(F) work with—

“(i) State educational agencies and local educational agencies and schools;

“(ii) other Statewide Family Engagement Centers assisted under this subpart;

“(iii) Local Family Engagement Centers assisted under section 1006;

“(iv) parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act;

“(v) clearinghouses; and

“(vi) other organizations and agencies;

“(G) use not less than 30 percent of the funds received under this section in each fiscal year to establish or expand technical assistance for evidence-based early childhood parent education programs;

“(H) provide assistance to State educational agencies and local educational agencies and community-based organizations that support family members in areas such as assistance in understanding State and local standards and measures of student and school academic achievement and strategies for supporting school academic achievement; and

“(I) work with State educational agencies, local educational agencies, and schools to determine parental needs and the best means for delivery of services to address such needs.”.

(e) USES OF FUNDS.—Section 5564 (20 U.S.C. 7273c) is amended to read as follows:

“SEC. 5564. USES OF FUNDS.

“Grantees shall use grant funds received under section 5562 to provide training, technical assistance, and capacity building to State educational agencies, local educational agencies, and organizations that support family-school partnerships, to enable those agencies and organizations—

“(1) to assist parents in participating effectively in their children’s education and to help their children meet State and local standards, such as assisting parents—

“(A) to engage in activities that will improve student academic achievement, including understanding how they can support learning in the classroom with activities at home and in afterschool and extracurricular programs;

“(B) to communicate effectively with their children, teachers, principals, counselors, administrators, and other school personnel;

“(C) to become active participants in the development, implementation, and review of school-parent compacts, family engagement in education policies, and school planning and improvement;

“(D) to participate in the design and provision of assistance to students who are not making adequate academic progress;

“(E) to participate in State and local decisionmaking;

“(F) to train other parents; and

“(G) to help the parents learn and use technology applied in their children’s education;

“(2) to develop and implement, in partnership with the State educational agency, a statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts; and

“(3) to develop, implement, and assess family engagement in education policies and plans under sections 1112 and 1118.”.

(f) ADMINISTRATIVE PROVISIONS.—Section 5565 (20 U.S.C. 7273d) is amended to read as follows:

“SEC. 5565. ADMINISTRATIVE PROVISIONS.

“(a) MATCHING FUNDS FOR GRANT RE-NEWAL.—For each fiscal year after the first fiscal year for which an organization or consortium receives assistance under this subpart, the organization or consortium shall demonstrate in the application that a portion of the services provided by the organization or consortium is supported through non-Federal contributions, which may be in cash or in-kind.

“(b) SUBMISSION OF INFORMATION.—Each organization or consortium receiving assistance under this subpart shall submit to the Secretary, on an annual basis, information on the activities it has carried out using grant funds received under section 5562, including reporting on metrics developed under section 5567.

“(c) TECHNICAL ASSISTANCE.—The Secretary shall reserve not more than 5 percent of the funds appropriated to carry out this subpart to provide technical assistance, by grant or contract, for the establishment, development, and coordination of Statewide Family Engagement Centers, including their establishment of statewide infrastructures for family engagement in education.

“(d) RULE OF CONSTRUCTION.—Nothing in this subpart shall be construed to prohibit a Statewide Family Engagement Center from—

“(1) having its employees or agents meet with a parent at a site that is not on school grounds; or

“(2) working with another agency that serves children.

“(e) PARENTAL RIGHTS.—Notwithstanding any other provision of this subpart—

“(1) no person (including a parent who educates a child at home, a public school parent, or a private school parent) shall be required to participate in any program of parent education or developmental screening under this subpart; and

“(2) no program or center assisted under this subpart shall take any action that infringes in any manner on the right of a parent to direct the education of their children.”.

(g) FAMILY ENGAGEMENT IN INDIAN SCHOOLS.—Section 5566 (20 U.S.C. 7273e) is amended to read as follows:

“SEC. 5566. FAMILY ENGAGEMENT IN INDIAN SCHOOL.

“The Secretary of the Interior, in consultation with the Secretary of Education, shall establish, or enter into contracts and cooperative agreements with local Indian nonprofit parent organizations to establish and operate, Local Family Engagement Centers and shall establish a national Indian Family Engagement Coordinating Council modeled on the State Family Engagement Coordinating Council as described in section 1007.”.

(h) RESEARCH AND EVALUATION FOR EFFECTIVE FAMILY ENGAGEMENT IN EDUCATION.—Subpart 16 of part D of title V (20 U.S.C. 7273 et seq.) is amended by adding at the end the following:

“SEC. 5567. RESEARCH AND EVALUATION FOR FAMILY ENGAGEMENT IN EDUCATION.

“(a) DEVELOPMENT OF METRICS FOR FAMILY ENGAGEMENT.—Not later than 1 year after the date of enactment of the Family Engagement in Education Act of 2011, the Director of the Institute of Education Sciences, after consultation with the advisory committee established under subsection (b), shall develop recommended metrics on family engagement in education for State educational agencies and local educational agencies that

receive funds under section 1118 and provide recommendations on the integration of metrics into State accountability and longitudinal data systems.

“(b) ADVISORY COMMITTEE.—The Secretary shall appoint an advisory committee, including researchers and representatives from national nonprofit organizations with expertise in family engagement in education, to make data-driven recommendations regarding metrics required under subsection (a).

“(c) RESEARCH FOR EFFECTIVE FAMILY ENGAGEMENT IN EDUCATION.—The Secretary shall reserve not more than 5 percent of funds appropriated to carry out this subpart to conduct research on effective family engagement in education, including through awarding grants and entering into contracts with eligible entities. Such research may include—

“(1) exploratory research to discover the underlying processes or components of family engagement programs that are associated with improved education outcomes for students;

“(2) research to—

“(A) develop culturally sensitive strategies or programs for improving family engagement in education; and

“(B) rigorously evaluate the impact of such strategies or programs on students’ education outcomes; and

“(3) research to—

“(A) develop professional development programs intended to enable school personnel to support parental involvement in education; and

“(B) rigorously evaluate the impact of such programs on students’ education outcomes.”.

SEC. 12. DEFINITIONS.

Section 9101 (20 U.S.C. 7801) is amended—

(1) by striking paragraph (32);

(2) by redesignating paragraphs (20) through (31) as paragraphs (21) through (32), respectively;

(3) by inserting after paragraph (19) the following:

“(20) FAMILY ENGAGEMENT IN EDUCATION.—

The term ‘family engagement in education’ means a shared responsibility—

“(A) of families and schools for student success, in which schools and community-based organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children’s learning and development; and

“(B) that is continuous from birth through young adulthood and reinforces learning that takes place in the home, school, and community.”; and

(4) by adding at the end the following:

“(44) TRIBALLY CONTROLLED SCHOOLS.—The term ‘tribally controlled schools’ means schools administered by Indian tribes or their delegates pursuant to the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.).”.

SEC. 13. CONFORMING AMENDMENTS.

The Act (20 U.S.C. 6301 et seq.) is amended by striking—

(1) “parental involvement” and “parent involvement” each place the terms appear and inserting “family engagement”;

(2) “involvement of parents” each place the term appears and inserting “engagement of families”;

(3) “parental information and resource center” each place the term appears and inserting “Statewide Family Engagement Center”;

(4) “parental information and resource centers” each place the term appears and inserting “Statewide Family Engagement Centers”;

(5) “involve parents” each place the term appears and inserting “engage families”.

SEC. 14. GOVERNMENT ACCOUNTABILITY OFFICE STUDY AND REPORT.**(a) STUDY.—**

(1) **IN GENERAL.**—The Comptroller General of the United States shall conduct a study, and make findings and recommendations relating to compliance with, and use of funds made available for, section 1118 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6318), including matters specified in paragraph (2).

(2) **INCLUSIONS.**—The study shall include a review and analysis of—

(A) the use of funds reserved by local educational agencies for family engagement under such section 1118;

(B) the innovative, effective, replicable, or model family engagement in education policies, practices, and uses of funds of State educational agencies and local educational agencies determined by the Secretary of Education to be in alignment with section 1118;

(C) any barriers to State educational agencies and local educational agencies in implementing section 1118;

(D) any barriers to Indian tribes and organizations, Native Hawaiian organizations, and Alaska Native organizations in developing, implementing, and assessing family engagement in education policies and practices; and

(E) the use of data collection and reporting and outcome and assessment systems of State educational agencies and local educational agencies to determine the extent to which family engagement in education is implemented as described in section 1118.

(b) **REPORT.**—Not later than 18 months after the date of enactment of this Act, the Comptroller General of the United States shall prepare and submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and Labor of the House of Representatives a report containing the findings and recommendations resulting from the study conducted under this section.

SEC. 15. FEDERAL COORDINATION OF FAMILY ENGAGEMENT IN EDUCATION PROGRAMMING.

(a) **STAFFING.**—Not later than 6 months after the date of enactment of this Act, there shall be established in the Department of Education dedicated staff, including a Director, for family and community engagement.

(b) **DUTIES.**—The duties of the Director shall include the following:

(1) Articulating a national vision of family engagement in education.

(2) Coordinating and integrating activities related to family engagement strategies, services, and programs within the Department and across Federal agencies.

(3) Providing guidance to Department offices and units on the administration of family engagement in education programs, community school programs, and other related initiatives, such as Promise Neighborhoods.

(4) Ensuring consistency in family engagement in education policies and programs within the Department.

(5) Ensuring consistency in family engagement in education policies and programs with family engagement policies and practices of the programs and activities of other Federal agencies.

(6) Administering the Statewide Family Engagement Centers under subpart 16 of part D of title V of the Elementary and Secondary Education Act of 1965 and the Full Service Community Schools program.

(7) Developing, in consultation with the public through an invitation for public comment in the Federal Register, a plan for innovation, research, and evaluation of family engagement in education, including impact, implementation, and replication studies.

(8) Conducting, by arrangement with the Department's Institute of Education Sciences, by contract, or by competition, innovation, research and evaluation on family engagement in education consistent with the requirement of section 5567(c) of the Elementary and Secondary Education Act of 1965.

(9) Disseminating effective and innovative practices on family engagement to State educational agencies, Statewide Family Engagement Centers and Local Family Engagement Centers, parent training and information centers and community parent resource centers assisted under sections 671 and 672 of the Individuals with Disabilities Education Act, administrators of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and others.

(10) Coordinating innovation, research, training, and technical assistance activities among Statewide Family Engagement Centers, Local Family Engagement Centers, and regional educational laboratories.

(11) Identifying opportunities for family engagement in education collaboration and resource sharing among State educational agencies, local educational agencies, and organizations that support family-school partnerships.

(12) Preparing a biennial report to Congress on family engagement in education, including a summary of activities, performance, and outcomes under sections 1006, 1008, 1112, and 1118, and subpart 16 of part D of title V of the Elementary and Secondary Education Act of 1965.

(13) Publishing State educational agency family engagement in education plans and reports prepared as required by section 1111 of the Elementary and Secondary Education Act of 1965 on the website of the Department.

(14) Carrying out such other duties as may be designated by the Secretary.

(c) **FEDERAL DEPARTMENT AND AGENCY COOPERATION.**—Each department or agency of the Federal Government providing programs related to family and community engagement in education shall—

(1) cooperate with the efforts of the Director described in subsection (a);

(2) provide such assistance, statistics, studies, reports, information, and advice as the Director may request, to the extent permitted by law;

(3) adjust department or agency staff job descriptions to support collaboration and implementation of the vision and strategy; and

(4) assign department or agency liaisons to the office to oversee and implement inter-agency coordination.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 175—EXPRESSING THE SENSE OF THE SENATE WITH RESPECT TO ONGOING VIOLATIONS OF THE TERRITORIAL INTEGRITY AND SOVEREIGNTY OF GEORGIA AND THE IMPORTANCE OF A PEACEFUL AND JUST RESOLUTION TO THE CONFLICT WITHIN GEORGIA'S INTERNATIONALLY RECOGNIZED BORDERS

Mrs. SHAHEEN (for herself and Mr. GRAHAM) submitted the following resolution; which was referred to the Committee on Foreign Relations:

S. RES 175

Whereas, since 1993, the territorial integrity of Georgia has been reaffirmed by the international community and 36 United Nations Security Council resolutions;

Whereas the United States-Georgia Strategic Charter, signed on January 9, 2009, underscores that “support for each other's sovereignty, independence, territorial integrity and inviolability of borders constitutes the foundation of our bilateral relations”;

Whereas, in October 2010, at the meeting of the United States-Georgia Charter on Strategic Partnership, Secretary of State Hillary Clinton stated, “The United States will not waiver in its support for Georgia's sovereignty and territorial integrity.”;

Whereas the White House released a fact sheet on July 24, 2010, calling for “Russia to end its occupation of the Georgian territories of Abkhazia and South Ossetia” and for “a return of international observers to the two occupied regions of Georgia”;

Whereas Vice President Joseph Biden stated in Tbilisi in July 2009 that the United States “will not recognize Abkhazia and South Ossetia as independent states”;

Whereas, according to the Government of Georgia's “State Strategy on Occupied Territories,” the Government of Georgia has committed itself to a policy of peaceful engagement, the protection of economic and human rights, freedom of movement, and the preservation of cultural heritage, language, and identity for the people of Abkhazia and South Ossetia;

Whereas the August 2008 conflict between the Governments of Russia and Georgia resulted in civilian and military casualties, the violation of the sovereignty and territorial integrity of Georgia, and large numbers of internally-displaced persons;

Whereas large numbers of persons remain displaced as a result of the August 2008 conflict as well as the earlier conflicts of the 1990s;

Whereas the August 12, 2008, ceasefire agreement, agreed to by the Governments of Russia and Georgia provides that all troops of the Russian Federation shall be withdrawn to pre-conflict positions;

Whereas the August 12, 2008, ceasefire agreement provides that free access shall be granted to organizations providing humanitarian assistance in regions affected by violence in August 2008;

Whereas the recognition by the Government of Russia of Abkhazia and South Ossetia on August 26, 2008, was in violation of the sovereignty and territorial integrity of Georgia;

Whereas Human Rights Watch concluded in its World Report 2011 that “Russia continued to occupy Georgia's breakaway regions of South Ossetia and Abkhazia and strengthened its military presence in the region by establishing a military base and placing an advanced surface-to-air missile system in Abkhazia”;

Whereas the parties have taken some constructive steps in recent months, including the resumption of direct flights between Russia and Georgia, Russian troop withdrawal from the Georgian village of Perevi, and regular participation in the Incident Prevention and Response Mechanism;

Whereas these positive steps neither adequately address the humanitarian situation on the ground nor constitute full compliance with the terms of the August 2008 ceasefire agreement;

Whereas, on November 23, 2010, before the European Parliament, Georgian President Saakashvili declared that “Georgia will never use force to restore its territorial integrity and sovereignty”;

Whereas Secretary of State Clinton stated in Tbilisi on July 5, 2010, “We continue to call for Russia to abide by the August 2008 cease-fire commitment . . . including ending the occupation and withdrawing Russian troops from South Ossetia and Abkhazia to their pre-conflict positions.”;