

## MORNING BUSINESS

Mr. FRIST. I ask unanimous consent there now be a period of morning business with Senators permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

## HONORING OUR ARMED FORCES

## MARINE CORPORAL TODD GODWIN

Mr. DEWINE. Mr. President, I rise this afternoon to pay tribute to an exceptional young man who gave his life in the defense of freedom. Marine Cpl Todd Godwin, from Zanesville, OH, died on July 20, 2004, when the Humvee he was riding in was struck by shrapnel from a roadside explosive in the Al Anbar province in Iraq. He was 21 years old.

CPL Godwin was a sniper with the 1st Battalion, 8th Marines, 2nd Marine Division and was on his second tour-of-duty in Iraq. Always ready with a smile or a joke, Todd was an easy going, respectful person with a big heart. He was also a Marine through and through—something he took very seriously—something he had been training for his whole life.

Born on March 4, 1983, to Bill and Kathy Godwin, Todd was an alert, energetic child who grew up with an interest in the military. His father remembers him playing with G.I. Joes, wearing fatigues, and simulating wars. According to his brother, Aaron, the two boys would hang dolls outside and shoot at them with a BB gun, honing their targeting skills.

Apart from these activities, Todd sought to perfect his body. He could often be found working out at “the Fieldhouse” fitness center or practicing his Tae Kwon Do, for which he received two black-belts. Whether intentional or not, Todd seemed to be grooming himself for the military, acquiring a host of skills that would serve him well in the Marines.

After graduating from Zanesville Christian School in June 2001, he joined the Marines. His high school principal said that Todd “had a goal of being a Marine, and he wasn’t going to let anything get in the way of that.”

Todd excelled as a Marine and completed the intensely competitive and selective sniper training to win a spot in the sniper platoon. It was a spot he wanted because, according to his mother, “He wanted to be with people who were really serious about what they did.” Indeed, Todd Godwin was a serious Marine who took pride in his duty to defend our country and to spread freedom to other parts of the world.

Todd was an exemplary Marine and also just a good, decent person—the type of person others remember as having “a way about them”—the type of person who was quick to smile, who was compassionate, and who was good at making people feel at ease. It seems as though everyone who knew Todd liked him.

One of his friends, Austin Thompson, remembers Todd’s ability to laugh in almost any situation: “He always had a great sense of humor, and he was also very loyal to his friends. He always looked out for them and loved to be with them.”

Todd encouraged one of his friends, Josh Carpenter, to “hang tough” in Marine boot camp. He wrote a letter to Josh that said, “I’m sure you can’t wait to graduate and get some of the comforts of life back. Just remember you have to pay your dues, just like every Marine. I’m sure you’ll do fine—I have confidence you’ll succeed.” Josh had joined the Marines because he looked up to Todd. Todd’s letter helped Josh get through the challenges of boot camp, so that he, too, could be one of the few and the proud.

A letter like that is a little thing, a small deed, but Todd Godwin was always doing those “little things” for others. That is just who he was. When Todd saw that his fiancée’s younger brother, Caleb, was wearing a U.S. Navy tie clasp, he brought him a Marine clasp to wear, instead. It was a small gift that meant a great deal to Caleb, who describes Todd as “my best buddy I ever had.”

One of Todd’s friends from high school, Kimberly Burley, remembers another of his deeds that took place on the night of the Zanesville Christian School junior-senior banquet:

It was raining that night, and he came out to greet all the girls at their car with an umbrella.

Such a gallant act was really typical of Todd. It was just another “little thing” he had done for others.

But, when we look at all the “little things” together—the letters, the tie clasps, the way he acted always, the jokes that made people smile—we see such a much bigger picture, a picture of an exceptionally caring, thoughtful, generous young man. We see that he did the “little things” for people because he had a very big heart.

Todd also had big plans. He was engaged to Andrea Mendenhall, whom he loved dearly. They were planning on getting married when Todd finished his tour of duty in Iraq. Todd and Andrea were going to go to college with money Todd was saving through the GI bill. They also talked of someday moving to Corpus Christi, TX. These plans, of course, were not realized because Todd, once again, was looking out for others, as he did all his life. His dreams were put on hold so that others could be free and safe and able to fulfill their own dreams.

Mr. President, and Members of the Senate, a uniform does not make a marine. The person wearing that uniform makes a marine. And, each color of that uniform signifies the characteristics of the marine inside it. Todd Godwin wore his uniform with pride. He exemplified the blue standing for bravery, the white standing for honor, and the red standing for sacrifice. Unique to the Marine uniform, of course, is the

bright, red stripe that runs the length of each trouser leg—the “bloodstripe.” It represents all the blood shed by marines in battle. It is a red stripe of sacrifice—and for Todd Godwin, it represents the ultimate sacrifice.

Todd was truly a man of faith, who lived the Marine credo “Semper Fidelis,” which means, of course, “always faithful.” Todd was forever faithful to his friends and family, through his love and care; to his community, through his respect and good deeds; and to his country, through his courage and his sacrifice. For all that Todd gave us, we honor him today.

My wife, Fran, and I continue to keep Todd’s parents, Bill and Kathy; his brother, Aaron; his sisters, Sarah and Anna; his grandparents, Clement and Esther Jones; and, the love of his life, Andrea Mendenhall, in our thoughts and in our prayers.

Mr. President, I thank the Chair and yield the floor.

THE HEAD START  
REAUTHORIZATION BILL

Mr. ALEXANDER. Mr. President, I cosponsor 1107, the Head Start Improvements for School Readiness Act, a bill to reauthorize Head Start. I join my colleagues Senators ENZI, KENNEDY, and DODD in support of this legislation.

I would like to see Head Start expanded and serve more children but first we must ensure that this program is accountable, financially solvent, and meeting the purpose for which it was intended.

This bill strengthens the Head Start program, making four key improvements by:

No. 1, establishing 200 Centers of Excellence that would serve as model Head Start programs across the country;

No. 2, providing that grantees shall re-compete to receive grants every 5 years to help ensure a constant, high level of quality;

No. 3, clearly defining “deficiency” so that local Head Start providers know the standards by which they will be held accountable; and

No. 4, providing clear authority to the governing boards to administer—and be held accountable for—local Head Start programs while ensuring policy councils, on which parents sit, continue to play an important advisory role.

Head Start has been one of our country’s most successful and popular social programs. That is because it is based upon the principle of equal opportunity, which is at the core of the American character. Americans uniquely believe that each of us has the right to begin at the same starting line and that, if we do, anything is possible for anyone one of us.

We also understand that some of us need help getting to that starting line. Most Federal funding for social programs is based upon this understanding of equal opportunity. Head Start began

in 1965 to make it more likely that disadvantaged children would successfully arrive at one of the most important of our starting lines: the beginning of school.

Head Start over the years has served hundreds of thousands of our most at-risk children. The program has grown and changed. It has been subjected to debates and studies touting its successes and decrying its deficiencies. But Head Start has stood the test of time because it is so very important.

We have made great progress in what we know about the early growth and development of young children since Head Start began in 1965. At that time very few professionals had studied early childhood education. Even fewer had designed programs specifically for children in poverty with their many challenges.

The origins of Head Start come from an understanding that success for these children was not only about education. The program was designed to be certain these children were healthy, got their immunizations, were fed hot meals, and—of crucial importance—that their parents were deeply involved in the program.

From the beginning comprehensive services and parent and community involvement were essential parts of good Head Start programs. And that is still true today. In the early days, teacher training and curriculum were seen as less important. But we now know a great deal more about brain development and how children learn from birth.

Today young children are expected to learn more and be able to do more in order to succeed in school. Public schools offer kindergarten in response to these changes. And 40 States now offer early childhood programs.

As we reauthorize the Head Start program, it is important to recognize its importance and commit to making it stronger. But we must also recognize that the program is not fulfilling its promise. Head Start is not meeting its purpose of serving our children who are most at risk when dollars are being squandered by those people who have been charged with providing this service. Current practices do not meet my personal standard for managing and running a program.

This bill attempts to address this issue by holding up successful local programs so that others may follow their example and by clarifying lines of accountability so that any corrupt practices may be rooted out. The bill would create a way for States to help strengthen and coordinate Head Start, but would continue to send Federal funds directly to nearly 1,700 grantees that provide services in over 29,000 Head Start centers that serve just over 900,000 disadvantaged children.

First, the bill authorizes the Secretary of HHS to create a nationwide network of 200 Centers of Excellence in Early Childhood built around exemplary Head Start programs. These Cen-

ters of Excellence would be nominated by governors. Each Center of Excellence would receive a Federal bonus grant of at least \$200,000 in each of 5 years, in addition to its base funding.

The Centers of Excellence bonus grants will be used for centers:

No. 1, to work in their community to model the best of what Head Start can do for at-risk children and families, including getting those children ready for school and ready for academic success;

No. 2, to coordinate all early childhood services in their community;

No. 3, to offer training and support to all professionals working with at-risk children;

No. 4, to track these families and ensure seamless continuity of services from prenatal to age 8;

No. 5, to become models of excellence by all performance measures and be willing to be held accountable for good outcomes for our most disadvantaged children; and

No. 6, to have the flexibility to serve additional Head Start or Early Head Start children or provide more full-day services to better meet the needs of working parents.

While Head Start centers are uneven in performance, they have generally excelled in two areas critical to success in caring for and educating children—developing community support and encouraging parental involvement. Alex Haley, the author of *Roots*, lived by these six words, “Find the good and praise it.” For me that was an invaluable lesson. That’s what I hope these centers will do.

In addition to providing for the establishment of Centers of Excellence to highlight and encourage better practices among local Head Start programs, the bill establishes three new methods for ensuring accountability in the management and running of the programs.

First, it provides that grantees shall re-compete for grants every 5 years. This ensures that, after 5 years, their program is still meeting its standards. I recognize that consistency is very important for the Head Start programs, especially for the children served by these grants. Many Head Start grantees are doing a very good job administering their grants, and I hope this reapplication process will highlight their success. To help streamline the process for successful programs, grantees that have not been found deficient nor to have had an area of noncompliance left unresolved for more than 120 days will receive a priority designation during the re-competition process.

Second, the bill for the first time defines what makes a local program “deficient.” This will provide clarity for Head Start grantees so that they know the precise standards to which they will be held. Under the bill, a program may be deemed deficient if it is found to threaten the health, safety, or civil rights of children or staff, deny parents the exercise of their full roles and re-

sponsibilities, misuse funds, lose its legal status or financial viability, or violates other standards specified in the bill.

Finally, the bill makes clear that the Governing Board shall be the body that is charged with running local programs and which will be held accountable for those programs. During our hearing on April 5, we learned from Mayor Wharton of Shelby County, TN, and other witnesses, that the dual governance structure between the governing board and the policy council was inadequate and neither body had decision-making authority. This bill gives governing boards direct authority—and holds them accountable—while ensuring that policy councils, on which parents sit, continue to play an important advisory role in the running of local Head Start programs.

My mother taught me the importance of preschool education. When I was growing up, she ran a kindergarten in a converted garage in our backyard in Maryville, TN. She helped our community appreciate the value of a good preschool program. I have remembered both lessons in working with my colleagues to fashion this proposal to bring out the best in Head Start.

I hope that my colleagues will join me in advancing this critical legislation to ensure the Head Start program meets its full potential.

#### ADDITIONAL STATEMENTS

##### LINCOLN FINANCIAL GROUP: CELEBRATING A CENTURY OF EXCELLENCE—1905–2005

• Mr. LUGAR. Mr. President, I rise today in celebration of the centennial anniversary of Lincoln Financial Group.

In 1905, Lincoln Financial Group began with one product, one company, four employees and a small rented space above a telegraph office in downtown Fort Wayne, Indiana. Amid the stir of controversy that gripped the big, established insurers at the time, Lincoln’s founders envisioned a new insurance enterprise—one based on dependability and honesty. Believing that the name of Abraham Lincoln would powerfully convey this spirit, the founders wrote the 16th President’s only surviving son, Robert Todd Lincoln, to ask for permission to use a portrait of his father on the company stationery. Robert Todd Lincoln agreed, and that is how Lincoln’s legacy began with a name that reflects its character.

Since its founding, Lincoln Financial has consistently leveraged its strong capital foundation to grow. From 1905–1955, Lincoln Life grew to become the ninth largest life insurance company in the United States. Even during the Great Depression, Lincoln acquired three companies. In 1968, Lincoln National Corporation was formed as an Indiana corporation. At the time, it