

COLLINS) was added as a cosponsor of S. 590, a bill to assist local communities with closed and active military bases, and for other purposes.

S. 597

At the request of Mrs. MURRAY, the names of the Senator from Illinois (Mr. DURBIN) and the Senator from Alaska (Mr. BEGICH) were added as cosponsors of S. 597, a bill to amend title 38, United States Code, to expand and improve health care services available to women veterans, especially those serving in operation Iraqi Freedom and Operation Enduring Freedom, from the Department of Veterans Affairs, and for other purposes.

S. 614

At the request of Mrs. HUTCHISON, the names of the Senator from Florida (Mr. NELSON) and the Senator from Georgia (Mr. ISAKSON) were added as cosponsors of S. 614, a bill to award a Congressional Gold Medal to the Women Airforce Service Pilots ("WASP").

S. 634

At the request of Mr. HARKIN, the names of the Senator from New Jersey (Mr. MENENDEZ), the Senator from Indiana (Mr. BAYH), the Senator from Ohio (Mr. BROWN), the Senator from Hawaii (Mr. AKAKA) and the Senator from Wisconsin (Mr. KOHL) were added as cosponsors of S. 634, a bill to amend the Elementary and Secondary Education Act of 1965 to improve standards for physical education.

S. 645

At the request of Mrs. LINCOLN, the names of the Senator from Georgia (Mr. ISAKSON) and the Senator from West Virginia (Mr. BYRD) were added as cosponsors of S. 645, a bill to amend title 32, United States Code, to modify the Department of Defense share of expenses under the National Guard Youth Challenge Program.

S. 662

At the request of Mr. CONRAD, the names of the Senator from Washington (Mrs. MURRAY) and the Senator from New Mexico (Mr. BINGAMAN) were added as cosponsors of S. 662, a bill to amend title XVIII of the Social Security Act to provide for reimbursement of certified midwife services and to provide for more equitable reimbursement rates for certified nurse-midwife services.

S. 693

At the request of Mr. HARKIN, the name of the Senator from Michigan (Ms. STABENOW) was added as a cosponsor of S. 693, a bill to amend the Public Health Service Act to provide grants for the training of graduate medical residents in preventive medicine.

S. 711

At the request of Mr. BAUCUS, the name of the Senator from Ohio (Mr. BROWN) was added as a cosponsor of S. 711, a bill to require mental health screenings for members of the Armed Forces who are deployed in connection with a contingency operation, and for other purposes.

S. 714

At the request of Mr. WEBB, the names of the Senator from Montana (Mr. TESTER) and the Senator from Delaware (Mr. CARPER) were added as cosponsors of S. 714, a bill to establish the National Criminal Justice Commission.

S. 718

At the request of Mr. HARKIN, the name of the Senator from Rhode Island (Mr. WHITEHOUSE) was added as a cosponsor of S. 718, a bill to amend the Legal Services Corporation Act to meet special needs of eligible clients, provide for technology grants, improve corporate practices of the Legal Services Corporation, and for other purposes.

S. 727

At the request of Ms. LANDRIEU, the names of the Senator from Illinois (Mr. BURRIS) and the Senator from Massachusetts (Mr. KENNEDY) were added as cosponsors of S. 727, a bill to amend title 18, United States Code, to prohibit certain conduct relating to the use of horses for human consumption.

S. 749

At the request of Mr. COCHRAN, the names of the Senator from Vermont (Mr. SANDERS), the Senator from Florida (Mr. MARTINEZ) and the Senator from Maine (Ms. COLLINS) were added as cosponsors of S. 749, a bill to improve and expand geographic literacy among kindergarten through grade 12 students in the United States by improving professional development programs for kindergarten through grade 12 teachers offered through institutions of higher education.

S. 772

At the request of Mr. BOND, the name of the Senator from Maine (Ms. COLLINS) was added as a cosponsor of S. 772, a bill to enhance benefits for survivors of certain former members of the Armed Forces with a history of post-traumatic stress disorder or traumatic brain injury, to enhance availability and access to mental health counseling for members of the Armed Forces and veterans, and for other purposes.

S. 775

At the request of Mr. VOINOVICH, the name of the Senator from Nebraska (Mr. JOHANNES) was added as a cosponsor of S. 775, a bill to amend title 10, United States Code, to authorize the availability of appropriated funds for international partnership contact activities conducted by the National Guard, and for other purposes.

S. 781

At the request of Mr. ROBERTS, the name of the Senator from Oklahoma (Mr. INHOFE) was added as a cosponsor of S. 781, a bill to amend the Internal Revenue Code of 1986 to provide for collegiate housing and infrastructure grants.

S. 790

At the request of Mr. BINGAMAN, the name of the Senator from Indiana (Mr.

LUGAR) was added as a cosponsor of S. 790, a bill to improve access to health care services in rural, frontier, and urban underserved areas in the United States by addressing the supply of health professionals and the distribution of health professionals to areas of need.

S. 802

At the request of Mr. JOHNSON, the names of the Senator from Alaska (Ms. MURKOWSKI) and the Senator from Montana (Mr. TESTER) were added as cosponsors of S. 802, a bill to amend the Internal Revenue Code of 1986 to allow Indian tribes to transfer the credit for electricity produced from renewable resources.

S. 809

At the request of Mr. CASEY, the name of the Senator from Florida (Mr. MARTINEZ) was added as a cosponsor of S. 809, a bill to establish a program to provide tuition assistance to individuals who have lost their jobs as a result of the economic downturn.

S. 816

At the request of Mr. CRAPO, the name of the Senator from North Carolina (Mr. BURR) was added as a cosponsor of S. 816, a bill to preserve the rights granted under second amendment to the Constitution in national parks and national wildlife refuge areas.

S. 818

At the request of Mr. BINGAMAN, the name of the Senator from Minnesota (Ms. KLOBUCHAR) was added as a cosponsor of S. 818, a bill to reauthorize the Enhancing Education Through Technology Act of 2001, and for other purposes.

S. 832

At the request of Mr. NELSON of Florida, the name of the Senator from North Carolina (Mr. BURR) was added as a cosponsor of S. 832, a bill to amend title 36, United States Code, to grant a Federal charter to the Military Officers Association of America, and for other purposes.

S. RES. 84

At the request of Mr. LEVIN, the name of the Senator from Wisconsin (Mr. FEINGOLD) was added as a cosponsor of S. Res. 84, a resolution urging the Government of Canada to end the commercial seal hunt.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. LUGAR:

S. 838. A bill to provide for the appointment of United States Science Envoys; to the Committee on Foreign Relations.

Mr. LUGAR. 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 placed in the RECORD, as follows:

S. 838

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

SECTION 1. FINDINGS.

Congress finds the following:

(1) The United States is the world's leader in scientific research and discovery.

(2) The United States has produced more Nobel Laureates than any other nation, including—

(A) 90 of the 192 Nobel Laureates in Medicine;

(B) 81 of the 183 Nobel Laureates in Physics;

(C) 43 of the 62 Nobel Laureates in Economics; and

(D) 59 of the 153 Nobel Laureates in Chemistry.

(3) Consistent polling and scholarly research has shown that—

(A) the nations of the world seek a relationship with the United States that is based on mutual respect; and

(B) many of these nations, even nations that disagree with some aspects of United States foreign policy, admire the United States for its leadership in science and technology.

(4) Science and technology provide an external reference around which nations can converge to foster an atmosphere of cooperation and mutual respect based upon the recognition that advances in science and technology are universally beneficial.

(5) International scientific cooperation enhances relationships among participating countries by building trust and increasing understanding between countries and cultures through the collaborative nature of scientific dialogues.

(6) The United States' commitment to technological advances—

(A) displays our Nation's commitment to improving lives throughout the world;

(B) mitigates some political controversy; and

(C) offers other countries a tangible incentive to cooperate with the United States to improve the health and well-being of their citizens.

(7) Short-term visits from renowned and respected American scientists can dramatically affect the standing of the United States among foreign countries.

(8) International scientific cooperation—

(A) produced successful engagements between United States and Soviet scientists throughout the 1970s and 1980s; and

(B) assisted United States outreach efforts with the People's Republic of China before official diplomatic ties were fully established.

(9) Various nongovernmental organizations in the United States have been engaged in international scientific cooperation programs. These organizations include the American Association for the Advancement of Science, the Richard Lounsbery Foundation, and many major United States academic institutions.

SEC. 2. EDUCATIONAL AND CULTURAL EXCHANGE PROGRAMS.

(a) IN GENERAL.—Under the authority, direction, and control of the President, the Secretary of State, in accordance with the Mutual Educational and Cultural Exchange Act of 1961 (22 U.S.C. 2451 et seq.), may increase the number of educational and cultural exchange activities involving persons from scientific, medicine, research, and academic sectors by—

(1) establishing new programs under that Act; and

(2) expanding the coverage of existing programs under that Act.

(b) SCIENTIFIC ENVOY.—The Secretary of State shall appoint United States Science Envoys to represent the commitment of the United States to collaborate with other countries to promote the advancement of science and technology throughout the world

based on issues of common interest and expertise.

By Mr. CASEY (for himself, Mr. KAUFMAN, Mr. WHITEHOUSE, Mr. SANDERS, and Mr. BEGICH):

S. 839. A bill to assist States in making voluntary high quality universal prekindergarten programs available to 3- to 5-year olds for at least 1 year preceding kindergarten; to the Committee on Health, Education, Labor, and Pensions.

Mr. CASEY. Mr. President, I rise today to speak about the well-being of our children, both now, today, and also into the future. That is why today I am reintroducing my bill, Prepare All Kids, along with Senator KAUFMAN of Delaware and Senator WHITEHOUSE of Rhode Island.

I believe—and I know this is a belief shared by many people in our country—every child in America is born with a light inside and it is our responsibility to keep that light burning ever brightly. This bill will help States to provide at least 1 year of voluntary prekindergarten education to children between the ages of 3 and 5. The Prepare All Kids Act will also provide funding for important programs that serve the needs of children from birth to age 3, a most critical time in the development of children.

The research is irrefutable. Investing in children in their earliest years greatly improves their life outcomes, and conservative estimates put the savings to our economy at about \$7 for every \$1 we invest. So this is about two things: It is certainly about our obligation, our abiding obligation to our children, but it is also about our economy, the obligation to our economy that we have to develop skilled workers to compete in a world economy.

There is no question that for some of the most disadvantaged children there is an achievement gap between them and their more privileged peers that sometimes never closes. One study shows that before entering kindergarten, the average cognitive scores of preschool-age children in the highest socioeconomic group were 60 percent above the average scores of children in the lowest socioeconomic group. I believe investing in children is the right thing to do, and it is the smart thing to do. Sometimes the oldest sayings are the truest because years of scientific research on early childhood programs has proven without a doubt that an ounce of prevention is indeed worth a pound of cure—certainly when it comes to investing in our children.

Earlier this year, I was proud to advocate for investments in our children in this year's recovery bill and prouder still when those investments remained intact with passage. Programs such as Early Head Start, Head Start, and childcare programs are receiving desperately needed increases right now, as working parents all across the country struggle to maintain jobs, keep their homes, and ensure their children are

well cared for while they take care of their responsibilities. It is critical that working families can depend upon these investments in the years to come.

The Presidency, the administration of Barack Obama, has an important budget blueprint for further recognizing the wisdom of investing in our children. In addition to the recovery bill investments, the President's Zero to Five initiative highlights the importance of investments during the critical period of time between birth and age 5: investments in early learning, nurse home visitation, and creating neighborhoods in which low-income and disadvantaged children can receive the help and assistance they need to succeed in life.

I want to emphasize very clearly today as it relates to the bigger picture of giving children what they need in the early years, my bill, the Prepare All Kids Act, focuses on prekindergarten, but it also focuses on programs that serve infants and toddlers. It is also about investing in and preparing all kids—not just some but all—who are about to enter kindergarten. It is absolutely imperative that we don't see children in pieces, that we not create silos as we begin to focus on the kinds of investments our children need. We cannot allow that to be “siloed” that way, not childcare versus Head Start versus prekindergarten. These programs should not have to compete with one another, and in my bill I make sure they don't.

We also have to remember that investing in children cannot suddenly begin when they are 3 or 4 years old. It must begin from the earliest days of a child's life, literally beginning before they are born. The Obama administration, in outlining its vision of early childhood, shows a wise commitment to streamlining and coordinating a system of early childhood programs and investments. I could not agree more with the need for such streamlining.

We are also fortunate indeed to have Secretary Duncan and, hopefully very soon, the confirmation of Governor Sebelius as Secretary of Health and Human Services—both of whom really get it, as the President said to a joint session in speaking of another part of our priorities in terms of getting it, understanding what we have to do. When it comes to the continuum of early childhood development and education, both of these officials, as well as the President and Vice President and their team, all get this, and they understand it. That is why they have made Zero to Five such a high priority.

Let me turn to an economic summary of the Prepare All Kids Act. First of all, in this bill we assist States in providing at least 1 year of high-quality prekindergarten education to children. Under my bill, prekindergarten programs must adhere to high-quality standards. That includes a research-based curriculum that supports children's cognitive, social, emotional, and

physical development and individual learning styles. Experts tell us that at the preschool stage, social and emotional learning can be as important and perhaps even more important than cognitive learning. That is where early socialization takes place—learning to share, pay attention, work independently, and express feelings. All these are critical to successful childhood development.

Classrooms in our bill will have a maximum of 20 children and children-to-teacher ratios of no more than 10 to 1. Children need individualized and quality attention to thrive, and these requirements provide that. The bill helps States that want to expand pre-K programs to full-day programs as well as extend their programs year round. This supports both children and working parents who need high-quality programs for their children during the workday and in the summer.

Prekindergarten teachers will be required to have a bachelor's degree at the time they are employed, but we give them sufficient time, 6 years, in order to get it. We also allow States to use funds for professional development for teachers. But we want highly qualified and committed teachers in our pre-K programs.

States must create a monitoring plan that will appropriately measure individual program effectiveness. And, one more point: infant and toddler programs will receive a significant portion of the funding—15 percent. These programs typically receive the lowest dollars of all early childhood programs, making it difficult for parents, many of them single moms, to find quality childcare for the youngest of our children.

We have to recognize in this bill and other places as well the critical role of parents in the education of their young children by strongly encouraging parental involvement in programs and assisting families in getting the supportive services they may need.

Children come in families. To truly help children, we have to involve and support their parents. We have to involve the whole family. More important, children cannot succeed without the active involvement of their parents. I believe we have an obligation to our children and to our future workforce.

Compared to children who attend high-quality preschool, those who do not attend such programs are five times more likely to be chronic lawbreakers as adults and more likely to abuse illegal drugs. Children who attend high-quality preschool are more successful in school, more likely to graduate from high school, and thus more likely to become productive adults who contribute to the U.S. economy.

But for anyone who needs additional reasons, decades of research on life outcomes of children who have attended early childhood programs proves the wisdom of this investment. Conserv-

ative estimates are that we save \$7 for every \$1 invested—in crime, welfare, and education costs. Some studies have shown as much as \$17 in savings.

We must ensure that the light in every child—really, their potential—burns brightly. It is my deep conviction that as elected public servants we have a sacred responsibility to ensure we invest in our children by providing early learning and development, nutrition and health care—these three: nutrition, health care, and early learning. That is why I am committed to serving the children of this Nation and why I am reintroducing the Prepare All Kids Act.

I look forward to working with President Obama and Democrats and Republicans in the Congress who share these priorities. I look forward to giving our children the good start they deserve, to keep their light shining brightly.

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 placed in the RECORD, as follows:

S. 839

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 “Prepare All Kids Act of 2009”.

SEC. 2. HIGH QUALITY PREKINDERGARTEN PROGRAMS.

Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended—

- (1) by redesignating part I as part J; and
- (2) by inserting after part H the following:

“PART I—HIGH QUALITY PREKINDERGARTEN PROGRAMS

“SEC. 1841. FINDINGS.

“Congress makes the following findings:

“(1) Investments in children and early childhood development education should be a national priority.

“(2) State-funded preschool is the most rapidly expanding segment of the United States educational system, but in many States a lack of stable funding poses an enormous threat to the provision or continuation of high quality preschool.

“(3) Researchers, educators, and economists have long noted an achievement gap for low-income and minority students as compared to their more advantaged peers that is often already evident when children enter school for the first time.

“(4) One study showed that before entering kindergarten, the average cognitive scores of preschool-age children in the highest socioeconomic group are 60 percent above the average scores of children in the lowest socioeconomic group.

“(5) For low-income preschoolers, research shows that high quality early education and development is vital to closing the achievement gap between them and their more advantaged peers.

“(6) Numerous studies have shown that high quality preschool programs—

“(A) improve a number of specific life outcomes for children; and

“(B) are cost effective.

“(7) The provision of high quality prekindergarten is a cost-effective investment for children and for the Nation. Research shows that for every \$1 invested in high quality early childhood programs, taxpayers save

up to \$7 in crime, welfare, remedial and special education, and other costs.

“(8) High quality early education increases academic success for schoolchildren who received that education by—

“(A) improving skills in areas such as following directions and problem solving;

“(B) improving children's performance on standardized tests;

“(C) reducing grade repetition;

“(D) reducing the number of children placed in special education; and

“(E) increasing high school graduation rates.

“(9) High quality early education promotes responsible behavior by teens and adults who received that education by—

“(A) reducing crime, delinquency, and unhealthy behaviors such as smoking and drug use;

“(B) lowering rates of teen pregnancy;

“(C) leading to greater employment and higher wages for adults; and

“(D) contributing to more stable families.

“(10) High quality prekindergarten programs prepare children to—

“(A) succeed in school;

“(B) achieve higher levels of education; and

“(C) become citizens who—

“(i) earn more in adulthood;

“(ii) compete in the global economy; and

“(iii) contribute to our national prosperity.

“SEC. 1842. DEFINITIONS.

“In this part:

“(1) FULL-DAY.—The term ‘full-day’, used with respect to a program, means a program with a minimum of a 6-hour schedule per day.

“(2) POVERTY LINE.—The term ‘poverty line’ has the meaning given the term in section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) and includes any revision required by that section.

“(3) PREKINDERGARTEN.—The term ‘prekindergarten’ means a program that—

“(A) serves children who are ages 3 through 5;

“(B) supports children's cognitive, social, emotional, and physical development and approaches to learning; and

“(C) helps prepare children for a successful transition to kindergarten.

“(4) PREKINDERGARTEN TEACHER.—The term ‘prekindergarten teacher’ means an individual who

“(A) has a bachelor of arts degree with a specialization in early childhood education or early childhood development; or

“(B) during the 6-year period following the first date on which the individual is employed as such a teacher under this part, is working toward that degree.

“(5) QUALIFIED PREKINDERGARTEN PROVIDER.—The term ‘qualified prekindergarten provider’ includes a provider of a prekindergarten program, a Head Start agency, a provider of a child care program, a school, and a for-profit or nonprofit organization that—

“(A) is in existence on the date of the qualification determination; and

“(B) has met applicable requirements under State or local law that are designed to protect the health and safety of children and that are applicable to child care providers.

“SEC. 1843. PROGRAM AUTHORIZATION.

“(a) PREKINDERGARTEN INCENTIVE FUND.—The Secretary, in collaboration and consultation with the Secretary of Health and Human Services, shall create a Prekindergarten Incentive Fund, to be administered by the Secretary of Education.

“(b) GRANTS.—In administering the Fund, the Secretary shall award grants to eligible States based on a formula established by the Secretary in accordance with subsection (c),

to pay for the Federal share of the cost of awarding subgrants to qualified prekindergarten providers to establish, expand, or enhance voluntary high quality full-day prekindergarten programs.

“(c) MINIMUM ALLOTMENT.—No State shall receive a grant allotment under subsection (b) for a fiscal year that is less than one-half of 1 percent of the total amount made available to carry out this part for such fiscal year.

“SEC. 1844. STATE APPLICATIONS AND REQUIREMENTS.

“(a) DESIGNATED STATE AGENCY.—To be eligible to receive a grant under this part, a State shall designate a State agency to administer the State program of assistance for prekindergarten programs funded through the grant, including receiving and administering funds and monitoring the programs.

“(b) STATE APPLICATION.—In order for a State to be eligible to receive a grant under this part, the designated State agency shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require, including—

“(1) an assurance that the State will award subgrants for prekindergarten programs that are sufficient to provide a high quality prekindergarten experience;

“(2) an assurance that not less than 25 percent of the qualified prekindergarten providers receiving such subgrants will be providers of community-based programs;

“(3) a description of the number of children in the State who are eligible for the prekindergarten programs and the needs that will be served through the prekindergarten programs;

“(4) a description of how the State will ensure that the subgrants are awarded to a wide range of types of qualified prekindergarten providers;

“(5) a description of how the designated State agency will collaborate and coordinate activities with the State Advisory Council on Early Childhood Education and Care, State-funded providers of prekindergarten programs, providers of federally funded programs such as Head Start agencies, local educational agencies, and child care providers;

“(6) a description of how the State will ensure, through a monitoring process, that qualified prekindergarten providers receiving the subgrants provide programs that meet the standards of high quality early education, and use funds appropriately;

“(7) a description of how the State will meet the needs of the most disadvantaged students, including families at or below 200 percent of the poverty line;

“(8) a description of how the State will meet the needs of working parents; and

“(9) a description of how the State will assist in providing professional development assistance to prekindergarten teachers and teacher aides.

“(c) FEDERAL SHARE.—The Federal share of the cost described in section 1843(b) shall be 50 percent. The State shall provide the non-Federal share of the cost in cash.

“(d) SUPPLEMENTARY FEDERAL FUNDING.—Funds made available under this part may be used only to supplement and not supplant other Federal, State, local, or private funds that would, in the absence of the funds made available under this part, be made available for early childhood programs.

“(e) MAINTENANCE OF EFFORT.—A State that receives a grant under this part for a fiscal year shall maintain the expenditures of the State for early childhood programs at a level not less than the level of such expenditures of the State for the preceding fiscal year.

“SEC. 1845. STATE SET ASIDES AND EXPENDITURES.

“(a) INFANT AND TODDLER SET ASIDE.—Notwithstanding sections 1842 and 1843, a State shall set aside not less than 15 percent of the funds made available through a grant awarded under this part for the purpose of funding high quality early childhood development programs for children who are ages 0 through 3. Funds made available under this subsection may also be used for professional development for teachers and teacher aides in classrooms for children who are ages 0 through 3.

“(b) EXTENDED DAY AND EXTENDED YEAR SET ASIDE.—Notwithstanding section 1843, a State shall set aside not less than 10 percent of the funds made available through a grant awarded under this part for the purpose of extending the hours of early childhood programs to create extended day and extended year programs.

“(c) ADMINISTRATIVE EXPENSES.—Not more than 5 percent of the funds made available through such a grant may be used for administrative expenses, including monitoring.

“SEC. 1846. LOCAL APPLICATIONS.

“To be eligible to receive a subgrant under this part, a qualified prekindergarten provider shall submit an application to the designated State agency at such time, in such manner, and containing such information as the agency may reasonably require, including—

“(1) a description of how the qualified prekindergarten provider will meet the diverse needs of children in the community to be served, including children with disabilities, whose native language is not English, or with other special needs, children in the State foster care system, and homeless children;

“(2) a description of how the qualified prekindergarten provider will serve eligible children who are not served through similar services or programs;

“(3) a description of a plan for actively involving parents and families in the prekindergarten program and the success of their children in the program;

“(4) a description of how children in the prekindergarten program, and their parents and families, will receive referrals to, or assistance with, accessing supportive services provided within the community;

“(5) a description of how the qualified prekindergarten provider collaborates with the State Advisory Council on Early Childhood Education and Care and providers of other programs serving children and families, including Head Start agencies, providers of child care programs, and local educational agencies, to meet the needs of children, families, and working families, as appropriate; and

“(6) a description of how the qualified prekindergarten provider will collaborate with local educational agencies to ensure a smooth transition for participating students from the prekindergarten program to kindergarten and early elementary education.

“SEC. 1847. LOCAL PREKINDERGARTEN PROGRAM REQUIREMENTS.

“(a) MANDATORY USES OF FUNDS.—A qualified prekindergarten provider that receives a subgrant under this part shall use funds received through the grant to establish, expand, or enhance prekindergarten programs for children who are ages 3 through 5, including—

“(1) providing a prekindergarten program that supports children’s cognitive, social, emotional, and physical development and approaches to learning, and helps prepare children for a successful transition to kindergarten; and

“(2) purchasing educational equipment, including educational materials, necessary to

provide a high quality prekindergarten program.

“(b) PERMISSIBLE USE OF FUNDS.—A qualified prekindergarten provider that receives a subgrant under this part may use funds received through the grant to—

“(1) extend part-day prekindergarten programs to full-day prekindergarten programs and year-round programs;

“(2) pay for transporting students to and from a prekindergarten program; and

“(3) provide professional development assistance to prekindergarten teachers and teacher aides.

“(c) PROGRAM REQUIREMENTS.—A qualified prekindergarten provider that receives a subgrant under this part shall carry out a high quality prekindergarten program by—

“(1) maintaining a maximum class size of 20 children, with at least 1 prekindergarten teacher per classroom;

“(2) ensuring that the ratio of children to prekindergarten teachers and teacher aides shall not exceed 10 to 1;

“(3) utilizing a prekindergarten curriculum that is research- and evidence-based, developmentally appropriate, and designed to support children’s cognitive, social, emotional, and physical development, and approaches to learning; and

“(4) ensuring that prekindergarten teachers meet the requirements of this part.

“SEC. 1848. REPORTING.

“(a) QUALIFIED PREKINDERGARTEN PROVIDER REPORTS.—Each qualified prekindergarten provider that receives a subgrant from a State under this part shall submit an annual report, to the designated State agency, that reviews the effectiveness of the prekindergarten program provided. Such annual report shall include—

“(1) data specifying the number and ages of enrolled children, and the family income, race, gender, disability, and native language of such children;

“(2) a description of—

“(A) the curriculum used by the program;

“(B) how the curriculum supports children’s cognitive, social, emotional, and physical development and approaches to learning; and

“(C) how the curriculum is appropriate for children of the culture, language, and ages of the children served; and

“(3) a statement of all sources of funding received by the program, including Federal, State, local, and private funds.

“(b) STATE REPORTS.—Each State that receives a grant under this part shall submit an annual report to the Secretary detailing the effectiveness of all prekindergarten programs funded under this part in the State.

“(c) REPORT TO CONGRESS.—The Secretary shall submit an annual report to Congress that describes the State programs of assistance for prekindergarten programs funded under this part.

“SEC. 1849. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal years 2010 through 2014.”.

SEC. 3. CONFORMING AMENDMENTS.

(a) TABLE OF CONTENTS.—The table of contents in section 1(b) of the Elementary and Secondary Education Act of 1965 is amended—

(1) by striking the item relating to the part heading for part I of title I and inserting the following:

“PART J—GENERAL PROVISIONS”;

and

(2) by inserting after the items relating to part I of title I and inserting the following:

“PART I—HIGH QUALITY FULL-DAY PREKINDERGARTEN PROGRAMS

“Sec. 1841. Findings.

"Sec. 1842. Definitions.

"Sec. 1843. Program authorization.

"Sec. 1844. State applications and requirements.

"Sec. 1845. State set asides and expenditures.

"Sec. 1846. Local applications.

"Sec. 1847. Local prekindergarten program requirements.

"Sec. 1848. Reporting.

"Sec. 1849. Authorization of appropriations."

(b) PROVISIONS.—Sections 1304(c)(2) and 1415(a)(2)(C) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6394(c)(2), 6435(a)(2)(C)) are amended by striking "part I" and inserting "part J".

By Mr. KERRY (for himself and Mr. SPECTER):

S. 841. A bill to direct the Secretary of Transportation to study and establish a motor vehicle safety standard that provides for a means of altering blind and other pedestrians of motor vehicle operation; to the Committee on Commerce, Science, and Transportation.

Mr. KERRY. Mr. President, today I am introducing the Pedestrian Safety Enhancement Act of 2009 with Senator SPECTER. This bill is designed to ensure that those with limited or no vision are able to identify electric and hybrid vehicles as they travel down the road. I am a strong supporter of increasing the number of electric and hybrid electric vehicles on our roads because they will limit our dependence on foreign oil and help limit pollution. However, the silent operation of hybrid vehicles has created a potentially hazardous situation for some pedestrians with limited or no vision. Too often, vision impaired individuals are unable to hear hybrid cars as they pass by them. This makes it more difficult for them to get around.

While I am thankful that there will be less noise on the street, we should be fair to those among us who use senses other than sight to navigate the streets. The bill directs the Secretary of Transportation to study and establish a motor vehicle safety standard that provides for a means of alerting vision impaired pedestrians of motor vehicle operation. This bill requires that solutions to this problem are studied and the best of these solutions is implemented in a timely manner.

I ask all my colleagues to support this legislation.

By Mr. LAUTENBERG (for himself, Mr. REED, Mr. WHITEHOUSE, Mr. SCHUMER, Mr. KERRY, Mr. KENNEDY, Mr. LEVIN, Mrs. FEINSTEIN, Mr. DURBIN, Mr. CARDIN, Mrs. GILLIBRAND, and Mr. MENENDEZ):

S. 843. A bill to establish background check procedures for gun shows; to the Committee on the Judiciary.

Mr. LAUTENBERG. Mr. President, I rise because yesterday marks 10 years since the shootings at Columbine High School in Littleton, CO, and on this 10th anniversary, we need to speak

about the problems with our Nation's gun laws.

Whether it is Columbine, Virginia Tech, Mexican gun trafficking or the recent killings in Pittsburgh, Binghamton, and Oakland we are reminded over and over again that our gun laws are not strong enough, and it is time we said—not another day.

Not another day should we allow the gun show loophole to stand.

Not another day should we allow gun dealers to sell firearms without conducting a background check.

Not another day should we allow terrorists, criminals, gun traffickers and the mentally ill to buy firearms.

It is as easy as ever for criminals to buy guns—easier, in fact, than it is to get a library card.

What happened at Columbine High School 10 years ago was a tragedy none of us can forget.

Two shooters went on a rampage and killed 12 students and 1 teacher.

But here is what a lot of people do not realize: all of the firearms used by the shooters were bought at gun shows.

That means, because of the gun show loophole, they were bought without a background check, and they were bought "cash and carry," no questions asked.

Those 13 people never should have died because those teenagers never should have had those guns.

Just think: the young woman who bought the guns for the shooters said she wouldn't have done it had a background check been required.

In 1999, I introduced legislation to close the gun show loophole and keep guns from falling into the wrong hands.

In the aftermath of Columbine, the Senate passed my legislation, with Vice President Al Gore casting the tie-breaking vote.

It was a great victory, but it was short lived. The gun lobby stripped my legislation in conference.

Ten years later, this gap in our law still remains.

We were reminded of that last Thursday when we marked the second anniversary of the Virginia Tech shootings.

In that tragedy, a mentally deranged man killed 32 students and faculty in the worst mass shooting in American history.

The Virginia Tech shooter was able to obtain his guns from licensed gun dealers because the records of his mental illness were not in the background check database as they were supposed to be. But if a background check stopped him from buying his guns from a gun dealer, he could have walked to a gun show and purchased the guns with no background check.

Yesterday we marked the 14th anniversary of the Oklahoma City Bombing—the Nation's worst domestic terrorist attack.

The men responsible for that despicable act frequently bought and sold firearms at gun shows.

Gun trafficking to Mexico is another reminder of the dangers of the gun show loophole.

We know that as many as 30 percent of the firearms traveling across our border into Mexico originate from gun shows.

We have an opportunity to save lives—and that is why I am reintroducing legislation today to close the gun show loophole once and for all.

Closing the gun show loophole will not adversely affect licensed gun sellers and it will not place a burden on law-abiding gun owners.

It simply ends a dangerous, unnecessary exemption so that the Brady Law is applied equally.

But that difference—the difference between buying a gun with a background check and not—is everything.

It is the difference between saving lives and putting more at risk, between keeping guns out of the wrong hands and letting terrorists and others have easy access to guns, and the difference between upholding the rule of law or allowing loopholes to undermine it.

Specifically, my legislation would take several steps to make gun show transactions safer for all Americans: gun shows are defined to include any event at which 50 or more firearms are offered or exhibited for sale. This definition includes not only those events where firearms are the main commodity sold, but also other events where a significant number of guns are sold, such as flea markets or swap meets.

Gun show promoters would be required to register with the Bureau of Alcohol, Tobacco, and Firearms, ATF, maintain a list of vendors at all gun shows, and ensure that all vendors acknowledge receipt of information about their legal obligations.

The bill requires that all firearms sales at gun shows go through a Federal Firearms Licensee, FFL. If a non-licensed person is selling a weapon, they would use an FFL at the gun show to complete the transaction. The FFL would be responsible for conducting a Brady check on the purchaser and maintaining records of the transaction.

FFLs would be required to submit information including the manufacturer/importer, model, and serial number of firearms transferred at gun shows to the ATF's National Tracing Center, NTC. However, no personal information about either the seller or the purchaser would be given to the ATF. Instead, as under current law, FFLs would maintain this information in their files. The NTC would request this personal information from an FFL only in the event that a firearm subsequently becomes the subject of a law enforcement trace request.

I am proud to be joined in introducing this legislation by Senators REED, WHITEHOUSE, SCHUMER, KERRY, KENNEDY, DURBIN, LEVIN, CARDIN, GILLIBRAND, FEINSTEIN, and MENENDEZ.

Ten years ago we lost 12 students and a teacher to gun violence in Littleton, CO.

One of the best ways to honor those we lost and those who have suffered is

to make sure a tragedy like Columbine never happens again.

We owe that—and nothing less—to the young people who died 10 years ago and the young people who count on us today.

By Mr. DURBIN (for himself, Mr. BENNETT, Mr. KERRY, Mr. CASEY, Ms. SNOWE, Mrs. MURRAY, Mr. WHITEHOUSE, Ms. MURKOWSKI, Mr. BINGAMAN, Mr. FEINGOLD, Mr. ENZI, and Mr. PRYOR):

S. 846. A bill to award a congressional gold medal to Dr. Muhammad Yunus, in recognition of his contributions to the fight against global poverty; to the Committee on Banking, Housing, and Urban Affairs.

Mr. DURBIN. 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 placed in the RECORD, as follows:

S. 846

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

SECTION 1. FINDINGS.

The Congress finds that—

(1) Dr. Muhammad Yunus is recognized in the United States and throughout the world as a leading figure in the fight against poverty and the effort to promote economic and social change;

(2) Muhammad Yunus is the recognized developer of the concept of microcredit, and Grameen Bank, which he founded, has created a model of lending that has been emulated across the globe;

(3) Muhammad Yunus launched this global movement to create economic and social development from below, beginning in 1976, with a loan of \$27 from his own pocket to 42 crafts persons in a small village in Bangladesh;

(4) Muhammad Yunus has demonstrated the life-changing potential of extending very small loans (at competitive interest rates) to the very poor and the economic feasibility of microcredit and other microfinance and microenterprise practices and services;

(5) Dr. Yunus's work has had a particularly strong impact on improving the economic prospects of women, and on their families, as over 95 percent of microcredit borrowers are women;

(6) Dr. Yunus has pioneered a movement with the potential to assist a significant number of the more than 1,400,000,000 people, mostly women and children, who live on less than \$1.25 a day, and the 2,600,000,000 people who live on less than \$2 a day, and which has already reached 155,000,000, by one estimate;

(7) there are now an estimated 24,000,000 microenterprises in the United States accounting for approximately 18 percent of private (nonfarm) employment and 87 percent of all business in the United States, and the Small Business Administration has made over \$318,000,000 in microloans to entrepreneurs since 1992;

(8) Dr. Yunus, along with the Grameen Bank, was awarded the Nobel Peace Prize in 2006 for his efforts to promote economic and social opportunity and out of recognition that lasting peace cannot be achieved unless large population groups find the means, such as microcredit, to break out of poverty; and

(9) the microcredit ideas developed and put into practice by Muhammad Yunus, along with other bold initiatives, can make a his-

torical breakthrough in the fight against poverty.

SEC. 2. CONGRESSIONAL GOLD MEDAL.

(a) PRESENTATION AUTHORIZED.—The Speaker of the House of Representatives and the President pro tempore of the Senate shall make appropriate arrangements for the presentation, on behalf of the Congress, of a gold medal of appropriate design to Dr. Muhammad Yunus, in recognition of his many enduring contributions to the fight against global poverty.

(b) DESIGN AND STRIKING.—For purposes of the presentation referred to in subsection (a), the Secretary of the Treasury (hereafter in this Act referred to as the “Secretary”) shall strike a gold medal with suitable emblems, devices, and inscriptions, to be determined by the Secretary.

SEC. 3. DUPLICATE MEDALS.

The Secretary may strike and sell duplicates in bronze of the gold medal struck pursuant to section 2, under such regulations as the Secretary may prescribe, at a price sufficient to cover the cost thereof, including labor, materials, dies, use of machinery, and overhead expenses, and the cost of the gold medal.

SEC. 4. STATUS OF MEDALS.

(a) NATIONAL MEDALS.—The medals struck pursuant to this Act are national medals for purposes of chapter 51 of title 31, United States Code.

(b) NUMISMATIC ITEMS.—For purposes of sections 5134 and 5136 of title 31, United States Code, all medals struck under this Act shall be considered to be numismatic items.

SEC. 5. AUTHORITY TO USE FUND AMOUNTS; PROCEEDS OF SALE.

(a) AUTHORITY TO USE FUND AMOUNTS.—There are authorized to be charged against the United States Mint Public Enterprise Fund, such amounts as may be necessary to pay for the costs of the medals struck pursuant to this Act.

(b) PROCEEDS OF SALE.—Amounts received from the sale of duplicate bronze medals authorized under section 3 shall be deposited into the United States Mint Public Enterprise Fund.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 106—CELEBRATING THE OUTSTANDING ATHLETIC ACCOMPLISHMENTS OF THE UNIVERSITY OF FINDLAY MEN'S BASKETBALL TEAM FOR WINNING THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION II CHAMPIONSHIP

Mr. BROWN (for himself, and Mr. VOINOVICH) submitted the following resolution; which was considered and agreed to:

S. RES. 106

Whereas on March 28, 2009, the University of Findlay men's basketball team, known as the Oilers, won the National Collegiate Athletic Association (NCAA) Division II Championship, marking the first time in the history of the university that the basketball program achieved this mark;

Whereas the Oilers' undefeated record marks the first time a NCAA Division II basketball program has recorded 36 wins and 0 losses;

Whereas in winning the Division II National Championship, the Oilers have cemented their role as a symbol of pride for the past and present members of the University of Findlay community;

Whereas the Oilers have finished with a winning record for the past 24 seasons;

Whereas the University of Findlay athletic program strives to improve the academic quality of the university by fostering pride, unity, and academic scholarship to help its members contribute to their community in a significant manner;

Whereas each person, coach, and contributor to the team remained committed to ensuring the Oilers achieved this historic accomplishment; and

Whereas all supporters of the University of Findlay are to be praised for their dedication to, and pride in, the university's basketball program: Now, therefore, be it

Resolved, That the Senate—

(1) congratulates the University of Findlay men's basketball team for achieving their first ever Division II National Championship; and

(2) recognizes the University of Findlay athletic program for its accomplishments in both sports and academics.

SENATE RESOLUTION 107—COMMENDING THE UNIVERSITY OF CONNECTICUT HUSKIES FOR THEIR HISTORIC WIN IN THE 2009 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I WOMEN'S BASKETBALL TOURNAMENT

Mr. DODD (for himself and Mr. LIEBERMAN) submitted the following resolution; which was considered and agreed to:

S. RES. 107

Whereas on April 7, 2009, the University of Connecticut Huskies defeated the University of Louisville Cardinals 76 to 54 in the final game of the National Collegiate Athletic Association (NCAA) Division I Women's Basketball Tournament in St. Louis, Missouri;

Whereas the Huskies were undefeated in the 2009 season, with a record of 39-0, and bested each opposing team by at least double digits;

Whereas the Huskies have won 6 national titles, the second most in the history of NCAA Division I women's basketball;

Whereas sophomore forward Maya Moore was chosen as the Naismith Award winner, the Wooden Award winner, the State Farm Wade Trophy winner, the United States Basketball Writers Association player of the year, and the Associated Press player of the year;

Whereas senior point guard Renee Montgomery was chosen as the winner of the Nancy Lieberman award, which is given to the top point guard in the Nation;

Whereas junior center Tina Charles was chosen as the Women's Final Four Most Valuable Player;

Whereas sophomore forward Maya Moore, senior point guard Renee Montgomery, and junior center Tina Charles were chosen as State Farm First Team All-Americans;

Whereas sophomore forward Maya Moore, senior point guard Renee Montgomery, and junior center Tina Charles were chosen as members of the Final Four First All Tournament Team;

Whereas Head Coach Geno Auriemma was chosen as the Associated Press Coach of the Year;

Whereas the University of Connecticut women's basketball program has a 100 percent graduation rate among 4-year players, exemplifying the commitment of the team to achievement in the classroom as well as on the court;

Whereas each player, coach, athletic trainer, and staff member of the University of