

(Mr. THOMAS) was added as a cosponsor of S. 529, a bill to amend the Federal Crop Insurance Act to improve crop insurance coverage, to make structural changes to the Federal Crop Insurance Corporation and the Risk Management Agency, and for other purposes.

S. 531

At the request of Mr. ABRAHAM, the names of the Senator from Hawaii (Mr. AKAKA), the Senator from Maine (Ms. COLLINS), the Senator from South Carolina (Mr. HOLLINGS), and the Senator from Louisiana (Ms. LANDRIEU) were added as cosponsors of S. 531, a bill to authorize the President to award a gold medal on behalf of the Congress to Rosa Parks in recognition of her contributions to the Nation.

S. 548

At the request of Mr. DEWINE, the name of the Senator from Ohio (Mr. VOINOVICH) was added as a cosponsor of S. 548, a bill to establish the Fallen Timbers Battlefield and Fort Miamis National Historical Site in the State of Ohio.

SENATE JOINT RESOLUTION 2

At the request of Mr. KYL, the name of the Senator from Oregon (Mr. SMITH) was added as a cosponsor of Senate Joint Resolution 2, a joint resolution proposing an amendment to the Constitution of the United States to require two-thirds majorities for increasing taxes.

SENATE CONCURRENT RESOLUTION 5

At the request of Mr. COCHRAN, his name was added as a cosponsor of Senate Concurrent Resolution 5, a concurrent resolution expressing congressional opposition to the unilateral declaration of a Palestinian state and urging the President to assert clearly United States opposition to such a unilateral declaration of statehood.

At the request of Mr. BROWNBACk, the name of the Senator from Tennessee (Mr. THOMPSON) was added as a cosponsor of Senate Concurrent Resolution 5, *supra*.

SENATE CONCURRENT RESOLUTION 14

At the request of Mr. BROWNBACk, the names of the Senator from Missouri (Mr. ASHCROFT) and the Senator from Virginia (Mr. WARNER) were added as cosponsors of Senate Concurrent Resolution 14, a concurrent resolution congratulating the state of Qatar and its citizens for their commitment to democratic ideals and women's suffrage on the occasion of Qatar's historic elections of a central municipal council on March 8, 1999.

SENATE RESOLUTION 19

At the request of Mr. SPECTER, the name of the Senator from California (Mrs. BOXER) was added as a cosponsor of Senate Resolution 19, a resolution to express the sense of the Senate that the Federal investment in biomedical research should be increased by \$2,000,000,000 in fiscal year 2000.

SENATE RESOLUTION 26

At the request of Mr. MURKOWSKI, the name of the Senator from Utah (Mr.

BENNETT) was added as a cosponsor of Senate Resolution 26, a resolution relating to Taiwan's Participation in the World Health Organization.

SENATE RESOLUTION 29

At the request of Mr. ROBB, the name of the Senator from Connecticut (Mr. DODD) was added as a cosponsor of Senate Resolution 29, a resolution to designate the week of May 2, 1999, as "National Correctional Officers and Employees Week."

SENATE RESOLUTION 47

At the request of Mr. MURKOWSKI, the name of the Senator from Maryland (Mr. SARBANES) was added as a cosponsor of Senate Resolution 47, a resolution designating the week of March 21 through March 27, 1999, as "National Inhalants and Poisons Awareness Week."

SENATE RESOLUTION 53

At the request of Mr. HUTCHINSON, the name of the Senator from Mississippi (Mr. LOTT) was added as a cosponsor of Senate Resolution 53, a resolution to designate March 24, 1999, as "National School Violence Victims' Memorial Day."

SENATE RESOLUTION 54

At the request of Mr. FEINGOLD, the name of the Senator from Maryland (Mr. SARBANES) was added as a cosponsor of Senate Resolution 54, a resolution condemning the escalating violence, the gross violation of human rights and attacks against civilians, and the attempt to overthrow a democratically elected government in Sierra Leone.

SENATE RESOLUTION 57

At the request of Mr. GRAHAM, the name of the Senator from Mississippi (Mr. LOTT) was added as a cosponsor of Senate Resolution 57, a resolution expressing the sense of the Senate regarding the human rights situation in Cuba.

AMENDMENT NO. 6

At the request of Mr. CLELAND the name of the Senator from Ohio (Mr. DEWINE) was added as a cosponsor of Amendment No. 6 proposed to S. 4, a bill to improve pay and retirement equity for members of the Armed Forces, and for other purposes.

SENATE RESOLUTION 59—DESIGNATING "NATIONAL LITERACY DAY"

Mr. LAUTENBERG submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 59

Whereas 44,000,000 people living in the United States read at a level lower than is required to fully function in society and to earn a living wage;

Whereas approximately 22 percent of adults in the United States cannot read, leaving valuable resources untapped, and depriving those adults of the opportunity to make a meaningful contribution to society;

Whereas people who have the lowest literacy skills are closely connected to social

problems such as poverty, crime, welfare, and unemployment.

Whereas 43 percent of all adults functioning at the lowest literacy levels live in poverty;

Whereas prisons hold the highest concentration of illiterate adults, with 7 of 10 prisoners functioning at the lowest literacy levels;

Whereas the likelihood of receiving welfare assistance increases as the level of literacy decreases;

Whereas 3 of 4 food stamp recipients function at the lowest literacy levels;

Whereas millions of Americans are unable to hold a job or fully function in the workplace because they cannot read well enough to perform routine uncomplicated tasks;

Whereas almost 38 percent of African Americans and approximately 56 percent of Hispanics are illiterate, compared to only 14 percent of the Caucasian population, with such a disparity resulting in increased social and economic discrimination against those minorities;

Whereas 35 percent of older Americans operate at the lowest literacy levels, making it difficult to read basic medical instructions, thus prolonging illnesses and risking the occurrence of emergency medical conditions;

Whereas the cycle of illiteracy continues because children of illiterate parents are often illiterate themselves because of the lack of support they receive from their home environment;

Whereas Federal, State, municipal, and private literacy programs have been able to reach fewer than 10 percent of the total illiterate population;

Whereas it is vital to call attention to the problem of illiteracy, to understand the severity of the illiteracy problem and the detrimental effects of illiteracy on our society, and to reach those who are illiterate and unaware of the free services and help available to them; and

Whereas it is necessary to recognize and thank the thousands of volunteers and organizations, like Focus on Literacy, Inc., that work to promote literacy and provide support to the millions of illiterate persons needing assistance: Now, therefore, be it

Resolved, That the Senate—

(1) designates both July 2, 1999, and July 2, 2000, as "National Literacy Day"; and

(2) requests that the President issue a proclamation calling on the people of the United States to observe "National Literacy Day" with appropriate ceremonies and activities.

Mr. LAUTENBERG. Mr. President, I rise today to submit a resolution designating July 2, 1999, and July 2, 2000, as National Literacy Day.

Mr. President, the United States has one of the most sophisticated education systems in the world. We have more students enrolling in school than ever before, and more people attending college than ever before. But there is a significant part of the population that has been left behind—the ever growing population of people who can't read.

Mr. President, approximately 44 million adult Americans are functionally illiterate. That means somewhere between 21 to 23% percent of the adult population read below the fifth grade level and are unable to perform basic functions you and I do every day. People reading at that level usually cannot locate an intersection on a street map or fill out a social security application form. Older people who can't read may

not be able to understand the instructions on a vial of prescription drugs, causing a potentially life-threatening situation.

Mr. President, it is not surprising that the inability to perform basic functions results in the inability of the illiterate population to fully participate in society. In fact, nearly half, or 43 percent, of the illiterate population lives in poverty. Other social problems associated with poverty are prevalent in the illiterate community, like the proclivity to commit crime, the need of welfare assistance, and the inability to get a job.

A majority of the prison population in this country is illiterate. A majority of people who receive food stamps is illiterate. People who are illiterate work less than half the amount of time in a an average year than a fully literate person, and they earn approximately a third of the income. That is, Mr. President, if they hold jobs at all.

Mr. President, the Federal government, as well as state and local municipalities, have shown a steadfast dedication to eradicating illiteracy through financial assistance. In 1998 alone, the major adult education and literacy programs were funded at \$360 million. And millions more are spent on the state and local level, spent either by municipal government or donated by private sources.

Mr. President, my resolution designating July 2 as National Literacy Day is a nice complement to all the resources we spend on adult education and the effort to boost literacy rates. The more we do to identify illiteracy as a problem and the more we publicize what resources are available to citizens who want to learn how to read, the closer we are to winning the war against illiteracy.

Mr. President, for these reasons, I urge my colleagues to support this resolution.

AMENDMENTS SUBMITTED

EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999

FEINSTEIN AMENDMENT NO. 52

(Ordered to lie on the table.)

Mrs. FEINSTEIN submitted an amendment intended to be proposed by her to the bill (S. 280) to provide for education flexibility partnerships; as follows:

At the end, add the following:

TITLE —STUDENT ACHIEVEMENT

SEC. 01. SHORT TITLE.

This title may be cited as the "Student Achievement Act of 1999".

SEC. 02. REMEDIAL EDUCATION.

(a) GRANTS AUTHORIZED.—The Secretary is authorized to award grants to high need, low-performing local educational agencies to enable the local educational agencies to carry out remedial education programs that enable kindergarten through grade 12 stu-

dents who are failing or are at risk of failing to meet State achievement standards in the core academic curriculum.

(b) USE OF FUNDS.—Grant funds awarded under this section may be used to provide prevention and intervention services and academic instruction, that enable the students described in subsection (a) to meet challenging State achievement standards in the core academic curriculum, such as—

(1) implementing early intervention strategies that identify and support those students who need additional help or alternative instructional strategies;

(2) strengthening learning opportunities in classrooms by hiring certified teachers to reduce class sizes, providing high quality professional development, and using proven instructional practices and curriculum aligned to State achievement standards;

(3) providing extended learning time, such as after-school and summer school; and

(4) developing intensive instructional intervention strategies for students who fail to meet the State achievement standards.

(c) APPLICATIONS.—Each local educational agency desiring to receive a grant under this section shall submit an application to the Secretary. Each application shall contain—

(1) an assurance that the grant funds will be used in accordance with subsection (b); and

(2) a detailed description of how the local educational agency will use the grant funds to help students meet State achievement standards in the core academic curriculum by providing prevention and intervention services and academic instruction to students who are most at risk of failing to meet the State achievement standards.

(d) CONDITIONS FOR RECEIVING FUNDS.—A local educational agency shall be eligible to receive a grant under this section if the local educational agency or the State educational agency—

(1) adopts a policy prohibiting the practice of social promotion;

(2) requires that all kindergarten through grade 12 students meet State achievement standards in the core academic curriculum at key transition points (to be determined by the State), such as 4th, 8th, 12th grades, before promotion to the next grade level;

(3) uses tests and other indicators, such as grades and teacher evaluations, to assess student performance in meeting the State achievement standards, which tests shall be valid for the purpose of such assessment; and

(4) has substantial numbers of students who are low-performing students.

(e) DEFINITIONS.—In this section:

(1) CORE ACADEMIC CURRICULUM.—The term "core academic curriculum" means curriculum in subjects such as reading and writing, language arts, mathematics, social sciences (including history), and science.

(2) LOCAL EDUCATIONAL AGENCY.—The term "local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(3) PRACTICE OF SOCIAL PROMOTION.—The term "practice of social promotion" means a formal or informal practice of promoting a student from the grade for which the determination is made to the next grade when the student fails to meet the State achievement standards in the core academic curriculum, unless the practice is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)).

(4) SECRETARY.—The term "Secretary" means the Secretary of Education.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section \$500,000,000 for each of the fiscal years 2000 through 2004.

BAUCUS AMENDMENT NO. 53

(Ordered to lie on the table.)

Mr. BAUCUS submitted an amendment intended to be proposed by him to the bill, S. 280, supra; as follows:

At the end, add the following:

SEC. . SENSE OF SENATE.

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

(1) Research shows that the lack of consistent access to highly competent teachers adversely impacts student achievement.

(2) Teachers are the most basic educational resource that communities provide their students. All students deserve access to well prepared, high quality teachers.

(3) The Nation's schools will need to hire 2,200,000 teachers during the 10-year period following 1999. One-half to two-thirds of the teachers will be first-time teachers.

(4) High poverty urban and rural school districts face the greatest challenges in recruiting, supporting, and retraining teachers. The school districts will need over 700,000 teachers during the 10-year period following 1999.

(5) Thirty percent of newly hired teachers enter the teaching profession without having fully met State licensing standards.

(6) There are nationwide shortages of qualified mathematics, science, special education, foreign language, and bilingual teachers.

(7) While minority students make up more than 30 percent of our Nation's student population, only 13 percent of our Nation's teachers are minorities.

(8) Up to 40 percent of our Nation's students come from rural schools. But less than 22 percent of Federal funding goes to rural schools.

(b) SENSE OF SENATE.—It is the sense of the Senate that significant additional resources should be provided to increase the recruitment of high quality teachers in rural areas as well as high poverty urban areas.

DORGAN (AND BINGAMAN) AMENDMENT NO. 54

(Ordered to lie on the table.)

Mr. DORGAN (for himself and Mr. BINGAMAN) submitted an amendment intended to be proposed by him to the bill, S. 280, supra; as follows:

At the end, add the following:

TITLE —STANDARDIZED SCHOOL REPORT CARDS

SEC. 01. SHORT TITLE.

This title may be cited as the "Standardized School Report Card Act".

SEC. 02. FINDINGS.

Congress makes the following findings:

(1) According to the report "Quality Counts 99", by *Education Week*, 36 States require the publishing of annual report cards on individual schools, but the content of the report cards varies widely.

(2) The content of most of the report cards described in paragraph (1) does not provide parents with the information the parents need to measure how their school or State is doing compared with other schools and States.

(3) Ninety percent of taxpayers believe that published information about individual schools would motivate educators to work harder to improve the schools' performance.

(4) More than 60 percent of parents and 70 percent of taxpayers have not seen an individual report card for their area school.

(5) Dissemination of understandable information about schools can be an important tool for parents and taxpayers to measure