

(7) many older and disabled women fail to report abuse because of shame or as a result of prior unsatisfactory experiences with individual agencies or others who lack sensitivity to the concerns or needs of older or disabled individuals;

(8) many older or disabled individuals also fail to report abuse because they are dependent on their abusers and fear being abandoned or institutionalized;

(9) disabled women may fear reporting abuse because they are fearful of losing their children in a custody case;

(10) public and professional awareness and identification of violence against older or disabled Americans may be difficult because these persons are not integrated into many social networks (such as schools or jobs), and may become isolated in their homes, which can increase the risk of domestic abuse; and

(11) older and disabled Americans would greatly benefit from policies that develop, strengthen, and implement programs for the prevention of abuse, including neglect and exploitation, and provide related assistance for victims.

(b) IN GENERAL.—Part T of title I of the Omnibus Crime Control and Safe Streets Act of 1968 is amended—

(1) in section 2001 (42 U.S.C. 3796gg)—

(A) in subsection (a)—

(i) by inserting “, including older women and women with a disability” after “combat violent crimes against women”; and

(ii) by inserting “, including older women and women with a disability” before the period; and

(B) in subsection (b)—

(i) in the matter preceding paragraph (1), by inserting “, including older women and women with a disability” after “against women”; and

(ii) in paragraph (6), by striking “and” after the semicolon;

(iii) in paragraph (7), by striking the period and inserting “; and”; and

(iv) by adding at the end the following:

“(8) developing a curriculum to train and assist law enforcement officers, prosecutors, and relevant officers of the Federal, State, tribal, and local courts in identifying and responding to crimes of domestic violence and sexual assault against older individuals and individuals with a disability and implementing that training and assistance.”;

(2) in section 2002(c)(2) (42 U.S.C. 3796gg-1) by inserting “and service programs tailored to the needs of older and disabled victims of domestic violence and sexual assault” before the semicolon; and

(3) in section 2003 (42 U.S.C. 3796gg-2)—

(A) in paragraph (7), by striking “and” after the semicolon;

(B) in paragraph (8), by striking the period and inserting “; and”; and

(C) by adding at the end the following:

“(9) both the term ‘elder’ and the term ‘older individual’ have the meaning given the term ‘older individual’ in section 102 of the Older Americans Act of 1965 (42 U.S.C. 3002); and

“(10) the term ‘disability’ has the meaning given the term in section 3(3) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102(3)).”.

(c) EFFECTIVE DATE.—The amendments made by this section shall apply to any grant made beginning with fiscal year 2000.

## NOTICES OF HEARINGS

### COMMITTEE ON AGRICULTURE, NUTRITION, AND FORESTRY

Mr. LUGAR. Mr. President, I would like to announce that the Senate Committee on Agriculture, Nutrition, and

Forestry will meet on July 27, 1999 in SR-328A at 9:30 a.m. The purpose of this meeting will be to discuss consolidation and anti-trust issues in Agricultural business.

### COMMITTEE ON RULES AND ADMINISTRATION

Mr. McCONNELL. Mr. President, I wish to announce that the Committee on Rules and Administration will meet on Wednesday, July 28, 1999 at 9:30 a.m. in room SR-301 Russell Senate Office Building, to receive testimony on the operations of the Smithsonian Institution.

For further information concerning this meeting, please contact Lani Gerst at the Rules Committee on 4-6352.

### COMMITTEE ON AGRICULTURE, NUTRITION, AND FORESTRY

Mr. LUGAR. Mr. President, I would like to announce that the Senate Committee on Agriculture, Nutrition, and Forestry will meet on July 29, 1999 in SR-328A at 9:30 a.m. The purpose of this meeting will be to discuss the mark-up of the original bill regarding the Livestock Mandatory Reporting Act of 1999.

### COMMITTEE ON INDIAN AFFAIRS

Mr. CAMPBELL. Mr. President, I would like to announce that the Senate Committee on Indian Affairs will meet during the session of the Senate on Tuesday, August 3, 1999 at 10:00 a.m. to conduct a hearing on S. 964, a bill to provide for equitable compensation for the Cheyenne River Sioux Tribe.

The hearing will be held in room 485, Russell Senate Office Building.

Please direct any inquiries to committee staff at 202/224-2251.

### COMMITTEE ON INDIAN AFFAIRS

Mr. CAMPBELL. Mr. President, I would like to announce that the Senate Committee on Indian Affairs will meet during the session of the Senate on Tuesday, August 3, 1999 at 2:30 p.m. to conduct a hearing on S. 692, a bill to prohibit Internet Gaming. The hearing will be held in room 485, Russell Senate Office Building.

Please direct any inquiries to committee staff at 202/224-2251.

### COMMITTEE ON INDIAN AFFAIRS

Mr. CAMPBELL. Mr. President, I would like to announce that the Senate Committee on Indian Affairs will meet during the session of the Senate on Wednesday, August 4, 1999 at 9:30 a.m. to conduct a hearing on S. 299, a bill to elevate the Director of the Indian Health Service to an Assistant Secretary for Indian Health within the Department of Health and Human Services; and S. 406, a bill to allow tribes to bill directly for Medicare and Medicaid; to be followed by a business meeting, to consider pending legislation. The hearing/meeting will be held in room 485, Russell Senate Office Building.

Please direct any inquiries to committee staff at 202/224-2251.

## AUTHORITY FOR COMMITTEE TO MEET

### COMMITTEE ON FOREIGN RELATIONS

Mr. CRAPO. Mr. President, I ask unanimous consent that the Com-

mittee on Foreign Relations be authorized to meet during the session of the Senate on Monday, July 26, 1999 at 3:30 p.m. to hold a hearing.

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

## ADDITIONAL STATEMENTS

### RECOGNITION OF THE HI-POINT PROGRAM AT FRANKLIN PIERCE HIGH SCHOOL

• Mr. GORTON. Mr. President, education has been one of the predominant topics of discussion during the 106th Congress. As you know, I have been vocal in my support of returning decision-making authority to local educators who know best how to address the unique needs of students in their communities. For too long, the federal government has focused on bureaucrats and red tape rather than students and classrooms. In my travels to schools across Washington state, I have heard from educators who are concerned that this burden of federal regulations and paperwork is restricting their ability to instruct children in a common-sense manner. I have had the pleasure of discovering a program which has found a way to thrive in an area which is particularly burdened with federal mandates and red tape—special education. Accordingly, I am pleased to present an Innovation in Education Award to the Hi-Point program at Franklin Pierce High School in Tacoma, WA.

I and many of my colleagues in the Senate have heard from constituents about the effects of unfunded mandates on local classrooms. In spite of the burden states and school districts face because of unfunded federal special education mandates, the Hi-Point program has found a way to maximize its staff and community support to create an exemplary program.

The key to Hi-Point's success lies with dedicated individuals whose zeal for their job and passion for success are infectious to those around them. Transition Specialist Brian Redman has displayed the kind of compassion, understanding, and drive to see what students can become despite their limitations. In fact, Principal Rick Thompson refers to him as a “magician.” Brian has been a Special Educator for over twenty years and the Hi-Point program's success can be attributed directly to the expertise, patience, and skill with which he leads an amazing team of coworkers. This teamwork includes weekly meetings by the Student Services Team to communicate “best practices,” and to produce ideas to meet the evolving needs of the students. The team combines the knowledge of the school psychologist, teachers, and a business teacher to ensure maximum preparation for those higher-functioning students who may be able to join the workforce.

An examination of the work done by the Hi-Point staff indicates the numerous tasks required by those involved in