The Senate met at 1:30 p.m. and was called to order by the Honorable BILL NELSON, a Senator from the State of Florida.

PRAYER

The Chaplain, Dr. Lloyd John Ogilvie, offered the following prayer:

Lord of all life, who has made work in Government one of the highest callings and the formation of public policy a crucial ministry, we ask You to help us to bless the weekday and keep it holy. Give us a renewed sense of mission today as we go about the tasks of this week. You are present in this Chamber. May we keep our attention on You as the only one we must please. With that ever before us, we will work with excellence because we are accountable to You. So may every word we speak, every relationship we enjoy, and every task we tackle be done with a sense of Your presence. Thank You for another day to do both with enthusiasm. In the name of our Lord and Saviour. Amen.

PLEDGE OF ALLEGIANCE

The Honorable Bill Nelson led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

APPOINTMENT OF ACTING PRESIDENT PRO TEMPORE

The PRESIDING OFFICER. The clerk will please read a communication to the Senate from the President pro tempore (Mr. BYRD).

The legislative clerk read the following letter:

U.S. SENATE,
PRESIDENT PRO TEMPORE,

To the Senate:

Under the provisions of rule I, paragraph 3, of the Standing Rules of the Senate, I hereby appoint the Honorable BILL NELSON, a Senator from the State of Florida, to perform the duties of the Chair.

ROBERT C. BYRD, President pro tempore.

Mr. NELSON of Florida thereupon assumed the chair as Acting President pro tempore.

RESERVATION OF LEADER TIME

The ACTING PRESIDENT pro tempore. Under the previous order, the leadership time is reserved.

MORNING BUSINESS

The ACTING PRESIDENT pro tempore. The Senate will now be in a period of morning business until the hour of 2:30 with Senators permitted to speak therein for not to exceed 10 minutes with the following exceptions: Mr. THOMAS or his designee, 1:30 to 2; Mr. DURBIN or his designee, 2 to 2:30 p.m.

SCHEDULE

Mr. REID. The Senator from Florida.

GLOBAL WARMING

Mr. NELSON of Florida. Mr. President, I am grateful for the opportunity to address a couple of topics that have been in my heart. I had the privilege of being here Friday afternoon to hear Senator BYRD
explain the legislation he was offering to try to get our arms around the problem of global warming. It was in Senator BYRD’s presentation to the Senate that he shared with us that a vast majority of the scientific community in fact has said that the Earth’s temperature is warming and that, indeed, man is contributing to that warming through the emission of CO₂ into the atmosphere, thus causing a greenhouse effect.

I was greatly moved by Senator BYRD’s presentation, after which he then introduced the legislation, in light of the fact that this present administration had set aside the Kyoto accords and is going about it in its own way to try to address the problem.

Senator BYRD offered this legislation, sponsored by himself and cosponsored by Senator STEVENS, as a means to try to accelerate and focus world attention on this phenomenon; to use Senator BYRD’s words, that something out there in fact is happening.

I was moved to speak after Senator BYRD’s presentation. What I shared was an experience of looking at the warming from the perspective of my past life as the elected insurance commissioner of Florida, recognizing that it would have devastating effects upon a State such as Florida with such an extensive coastline. The rise of the seas would have an immediate effect upon most of our population which is along the coast. The warming of the atmosphere would cause increased frequency and ferociousness of storms, particularly about our port cities, a part of our life still in Florida known as hurricanes, and the rising temperature for the tropical and subtropical climates would likewise have the result of increasing pestilence and disease.

I would like to remember in my mind’s eye the view I had out the window of the spacecraft Columbia on the 24th flight of the space shuttle, looking back at planet earth, how beautiful it is and how it looked so gorgeous. It is a blue and white ball suspended in the middle of nothing. Space is nothing. It is an airless vacuum that goes on and on for billions and billions of light years. In the midst of that void is this wonderful creation we call home, planet Earth.

I described to Senator BYRD Friday that on the first day, you are looking out the window of the spacecraft Columbia on the 24th flight of the space shuttle, looking back at planet Earth, how beautiful it is and how it looked so gorgeous. It is a blue and white ball suspended in the middle of nothing. Space is nothing. It is an airless vacuum that goes on and on for billions and billions of light years. In the midst of that void is this wonderful creation we call home, planet Earth.

I am saying all of this because I wanted to add to the comments I made on Friday about global warming. I was struck with the beauty of this creation, but I was also struck with how fragile it looked. I could see how we are not the begetters of this planet, I could see the destruction of the rain forests, and then I could look to the east and see the mouth of the Amazon. The waters of the Atlantic were discolored for hundreds of miles with the silt that had come down from the mouths of the trees hundreds of miles upriver. I would look at the rim of the Earth, a bright blue band. But on closer inspection, you could see the thin film enveloping the Earth that sustains all of our life known as the atmosphere.

I came away from that experience of 6 days in outer space with a profound sense that I needed to be a better steward of what God has given us in this beautiful planet called Earth.

That is what I was moved to think of when Senator BYRD introduced his legislation concerning global warming; that we better be serious and listen to the scientists saying that things are changing, that people in States such as mine along the coast of this country had better be wary of the immediate effects upon the consequences of global warming, and that we should be better stewards of what we have been given by our creator. If, in fact, we are doing what we ought to do.

I have often let my imagination wander with regard to space travel. I firmly believe that one day, mankind will be able to do that. If we find, in fact, that there was water, then there likely was life. And if there was life, to what degree did it develop? Was it civilized? And if it was civilized, what can we as a Member of this national legislative body to make sure that not only my grandchildren but every child in America has an opportunity to be educated in the best way they can. We all have that obligation.

Millions of children across the country are, at this very moment, acquiring a foundation that will provide them with even greater opportunities than they are acquiring an education. There are also lots of children in America who are not being educated in the way they should be educated.

Nevada is an interesting example. We have one school district, Clark County School District, where Las Vegas is. It is the sixth largest school district in America and fast approaching the fifth largest. There are 240,000 children in that school district. We have to keep up with the growth, one new school every month. This year, we will dedicate about 15 schools. We hold the record in America. One year, we dedicated 18 new schools. The superintendent of schools has said he is not only concerned about "construction," but a superintendent of "construction."

We need help in this very large school district. We need help. There are a number of ways we have tried to get aid to school districts for construction, most recently the "construction" bill, but to rehabilitate old schools. The average school in the U.S. today is about 45 years old. We need to do...
better in helping large school districts such as Las Vegas. Also, we have schools in Nevada that are one-room schools. I went to school in a two-room school. There are schools in Nevada today that have one room, with five or six students. We also have to be part of what we are trying to do to improve education. Millions of children across the country may not realize it, but their parents and friends realize, and we realize, that there is nothing more important in their lives than to be educated.

So it is with fitting coincidence that the change in the leadership in the United States Senate occurs at the very time we are debating the education bill. Whether you are a Republican, or a Democrat, or an Independent, education is a nonpartisan issue. It should be a nonpartisan issue. If it is partisan, it is too bad. The education bill is an example of what Senators can accomplish when we work for the country in a nonpartisan manner, joining together to ensure that every student has a chance to succeed. This bill is a true example of a nonpartisan success story. We hope it ends successfully this week. It began as this bill, was held up, and openly debated under Senator LOTT and the Republican majority, and now it will be completed under the leadership of Senator DASCHLE and the Democratic majority.

We work together. I work together with my Republican colleague from Nevada, JOHN ENSIGN, in a way that I hope will serve as a model for the rest of this Chamber. In 1998, JOHN ENSIGN and I were involved in a historically close race. I won by 228 votes. People thought that JOHN ENSIGN—when Senator Bryan retired and he ran for the Senate—and I would be in a very bitter relationship here in the Senate. But we decided for our own well-being, and well-being of the State of Nevada, and for this country, that we should join together and show people that Democrats and Republicans from States evenly divided as ours is—no matter how the State is divided—can work together to set an example. JOHN and I don’t have to vote alike on everything, but we can work together so that we have a harmonious relationship. We are doing that. We are going to get better. We are pretty good now, but we are going to get better.

We hope the President, the judges that JOHN ENSIGN nominated, and I say “we” because I appreciate JOHN ENSIGN submitting those names to me. He has agreed to give me 25 percent of the judges we get in Nevada. I told him that is one more than I desire. I appreciate that. It is an act of generosity on his part and also an act that depicts our relationship. So the mere fact that people have bitter battles on this floor does not mean they can’t work together tomorrow for the common good.

So I believe that from the 240,000 students in Clark County to the one-room schoolhouse in Nye County, all students deserve a quality education. We need to work together to finish this bill in a nonpartisan way for the children of Nevada. If we get in here in the next couple of days and there are difficult issues we have to resolve, we have to understand that we can take these issue by issue.

The overall responsibility we have is to come up with a good education bill. Now, I am personally disappointed that we are not going to have as much money as I think we should. We have to work with the tools we have, and we are going to do that. The education bill is legislation about which each Member of this Chamber should leave feeling good about. So it is my hope and belief that of Majority Leader DASCHLE that this legislation is the first of many written not by one party, but by Republicans and Democrats.

I yield the floor.

Mr. DORGAN. Mr. President, I ask unanimous consent to proceed using as much time as I may consume.

Mr. President, later in the afternoon we will turn to the reauthorization of the Elementary and Secondary Education Act.

I wish to take just a couple of minutes to talk about a couple of amendments to the education bill that I have offered with colleagues. These amendments have not yet been voted on but I expect both will be approved.

Education is very important. I am pleased it appears we will now finish this bill. This Congress has a responsibility to address the issue of education in a thoughtful way. We understand there are plenty of challenges in our educational system. We have schools that don’t do as well as we would like. At the same time, I want to be sure to say there are a lot of wonderful schools in this country and a lot of great teachers who are educating our children.

Most Americans have completed a high school education today than at any other time in history. At a time when we talk about the deficiencies in education, 84 percent of the American people are now completing a high school education. In France, only 52 percent of our fellow citizens complete high school education. In the United Kingdom, 68 percent. In Japan, 70 percent.

With respect to virtually every aspect of life in this country, one can take something to a light and say, isn’t this ugly, and one can find a perfection that is ugly. But generally with respect to education, I ask this question: If public education in this country has not worked, how is it we have reached this position in our lives? The United States has done so much for so many over so long a period of time. The progress that has been made is remarkable.

I came to the Congress many years ago to initially serve in the House of Representatives. I have told my colleagues a story about going into the office of the oldest Member of the House at the time named Claude Pepper, a great public servant. He was then in his eighties, and his office was virtually a museum of posters and photographs. Two pictures in particular that were hanging behind his desk in his office stuck out to me. One was a picture of Orville and Wilbur Wright making their first airplane flight. It was autographed to Congressman Claude Pepper by Orville Wright before he died. It was autographed to Claude Pepper: With deep admiration, signed Orville Wright. Beneath that picture was a picture of Neil Armstrong stepping on the Moon, and it was autographed by Neil Armstrong to Congressman Claude Pepper.

I was struck by that. Here are two pictures: Of the first Americans to fly and then the first American to fly to the Moon. I thought about the relatively short timeframe that is represented by those pictures. What a breathtaking advance in technology and learning that allowed us to build aircraft that not only left the ground but airplanes that were primitive, but also flew all the way to the Moon for a lunar landing.

What is that about? It is about education. We achieved these advances in America’s classrooms. Those scientists, engineers, and mathematicians, the young talents all across this country, starting 1st grade someplace, went through high school, and went to college. They created progress in so many areas. Yes, in space, but also in medicine and so many areas this country has progressed.

Education is critically important. I wanted to say it at the front end. Those who somehow criticize our public educational system as a system that has failed America, in my judgment, are dreadfully wrong. This public system of education has empowered every young child in this country to be the best he or she can be. We have challenges, no doubt about it, and we should deal with those challenges.

I propose a couple of things to deal with some challenges. I propose we have school report cards. Every young person in school occasionally comes with a report card’s that child’s school and the teachers evaluate how students are doing and they grade them and give them a report card. Parents and taxpayers get no such report card that evaluates how the school is doing. What is their tax money buying? What is the level of achievement of that school? What kind of progress are those students making? How effective is this school at promoting learning among its students?

My proposal is to give parents a school report card that provides the opportunity to understand how a school is doing versus a neighboring school, how a school in this county is doing
versus schools in another country, or how schools in this State compare to those in another State, so parents and taxpayers can hold a school accountable.

We need a school report card that is reasonable and standardized across the country. Thirty-seven States have created school report cards, but there content varies widely and most parents have never ever seen one. I think we ought to be about the business of asking the report card of the principal of our schools. I understand the report card language has been included as part of the underlying Manager’s amendment, and I think that provision will represent some progress.

The second amendment I offer with my colleague, Senator Enzi from Wyoming, who will be here later today, is an amendment that talks about establishing technology academies in the public school system. I am not talking about setting up separate buildings. I am talking about providing some resistance to allow public schools that want to offer an in-depth curriculum in technology to do so. Those young students who are adept at technology and want to pursue technology-related careers, a technology academy curriculum, come out of that school system with a much stronger background and be able to fill some of the jobs that go wanting in this country.

Last year we had a debate about increasing the number of H-1B visas to meet our country’s need for technology workers. Why do we need people coming into this country from other countries to perform that work? Because our schools are not producing the right kind of trained individuals in sufficient quantity to eliminate the need for the H-1B visas. So I supported those new visas. But it seems to me a smart thing for us to do is to strengthen the depth and breadth of the technology curriculum in those schools that want to do that. That allows those students who want to go into a technology job to be prepared for the future.

Technology, obviously, is very important. The increase in information technology and telecommunications, the breathtaking advances in those fields, are quite remarkable. I come from a State that is a rural State. In the past, we have always been far from markets and therefore disadvantaged. But with information technology, with one click of a mouse, North Dakota is as close to the Hudson River as Manhattan. Distance is dead.

If distance is dead, opportunity is born, especially if you come from a rural State. And if that is the case, then let us develop technology academies through the incentive I would provide in this amendment with my colleague, Senator Enzi, to allow public schools to strengthen their curriculum in technology. Those students who want to move in that direction and fill those jobs that are now going unfilled ought to have that opportunity by coming out of our school system much better prepared to do so.

Those are two amendments I will be offering. My understanding is the first will be accepted as part of the underlying Manager’s amendment, and the second will be voted on by a voice vote. I appreciate that. I think both of them will improve this bill.

Let me also say my colleague, Senator Enzi, will, I believe, come to the floor to speak about the technology academy amendment at some later point in the debate.

Finally, let me say this. Thomas Jefferson, in a famous quote, said about education:

Those who believe that a country can be both ignorant and free believe in that which never was and never can be.

Education is critical to the success of this country and its future. Education is just critical. It is the root of virtually everything else, the seedbed for progress in every other area. If we talk about defense, talk about social progress—everything we talk about has its roots in education. The issue of education is not complex. Education works when you have three elements: A teacher who understands how to teach, to help every child learn, and a parent involved in that student’s education. When all those are present, education works, and works very well.

When it works well and where it works well, which is in many school districts across the country, I am enormously proud of what we are doing. I have sat in schoolrooms with dirt floors in the country of Haiti, for example, where a very small percentage of the children are getting educated in a very primitive way. I have sat in schoolrooms across the world in other countries, and wondered why these children will not have the opportunity they should have.

But I have also visited many classrooms in our country, and I would say from those experiences that I am enormously proud of what we have done. I am proud this country is the country that says every young child, regardless of origin, regardless of parentage, regardless of how much money they might have, is going to have an opportunity to be everything he or she can be. That is the way our school system works. That is not true in some other countries. Some countries pare the children down very quickly and send them down different routes and different paths, saying to some, you are not eligible to be on the path going towards college, you are going to go somewhere else. That is not the way we do things in our country. In our country, every child has that flame of opportunity that beckons: You can do it.

I spoke at a college commencement ceremony this weekend with hundreds and hundreds of graduates. I looked out at the rows of graduates who came from every corner, every conceivable background. Every single one who was announced was accompanied by a hoot, a howl, a hurrah, and a yeah from the audience because those families understood this is a big day and big achievement. So, too, is education success for our country. That is why I am pleased we are going to finish this bill and very pleased the amendments I have offered will be included.

I yield the floor.

Mr. REID. Mr. President, I ask unanimous consent to offer for 3 minutes to speak in morning business.

Mr. ALLARD. No, I just need 2 minutes now. I thought I might be encroaching on time set aside for the Democrats.

Mr. REID. You have, on your own, 5 minutes.

Mr. ALLARD. Mr. President, I rise today to congratulate the Colorado Avalanche for bringing the Stanley Cup back to Colorado. With a 3–1 victory in game 7 of the Stanley Cup Finals on Saturday night over the defending world champion New Jersey Devils, the Colorado Avalanche are champions once again. The Avalanche won their first cup in 1996 after arriving in Denver from Quebec.

The tough game seven victory capped an incredible season for the Avalanche. They won the President’s Trophy which is awarded to the team with the most points at the end of the regular season. Captain Joe Sakic lead the way by winning an MVP type season with 118 points and 54 goals. He scored another 13 goals in the playoffs to lead everyone in that category. With 52 wins in the regular season and securing home ice throughout the playoffs, the Avalanche started their long march towards the cup.

After a first-round sweep of the Vancouver Canucks, the Avs faced the Los Angeles Kings which proved to be their toughest task aside from the finals. It took a 5–1 victory in game 7 of the Western Conference semi-finals to get to the Conference finals against the St. Louis Blues. With the scare of losing to Los Angeles behind them, the Avalanche came together in the Conference Finals and rolled over the St. Louis Blues in five games. The next hurdle would prove to be their toughest. The Colorado Avalanche had to face the defending champion New Jersey Devils to whom they had lost twice in the regular season. Coach Bob Hartley had his Avalanche hitting on all cylinders in the first game of the Stanley Cup Finals and defeated the Devils 5–0. That would
prove to be the only easy win in the entire series. The defending champion Devils defended their title well and the series was back and fourth the rest of the way until the game 7 win two weeks later. With Conn Smythe trophy winner Patrick Roy leading the way the Avs gave the Stanley Cup back to the Rocky Mountains.

Roy, who won the Conn Smythe trophy, which is awarded to the most valuable player in the playoffs, is no stranger to awards. Roy won his first playoff MVP award 15 years ago, for the Montreal Canadiens. He became the first three-time winner of the award, and holds not only the all-time regular-season wins record, but his 212 playoff wins are tops as well. The great play of Roy and Sakic should not overshadow the play of the rest of the team, players like Alex Tanguay who scored the game winning goal on Saturday and Chris Drury who had the game winner of game 6 in New Jersey. Milan Hejduk had a great year and had 23 points in the playoffs, second only to Sakic. Rob Blake and Adam Foote did a tremendous job during the Avs quest for the cup as well. Up and down the roster for the Avalanche from Stephan Yelle to Eric Messier contributions were evident.

The team really came together when superstar Peter Forsberg had emergency surgery to remove a ruptured disc after the game 7 victory over the Los Angeles Kings. Forsberg, who is considered by many to be the best all around player in the National Hockey League, had 14 points in 11 games before being sidelined for the Conference Finals and the Stanley Cup Finals. With Forsberg out, the team really stuck together and put forth quite an effort. The effort displayed on the ice was most evident by one player who waited 22 years to win a Stanley Cup.

Ray Bourque came to Colorado last year in his entire 22 year career in Boston for the Bruins in hopes of winning his first Stanley Cup. The 40 year old is one of the best defensemen to ever lace up the skates and he has a spot waiting for him in the Hall of Fame. The only thing eluding him during his illustrious career was Lord Stanley’s Cup. The only thing eluding him during his illustrious career was Lord Stanley’s Cup. The only thing eluding him during his illustrious career was Lord Stanley’s Cup. The only thing eluding him during his illustrious career was Lord Stanley’s Cup. The only thing eluding him during his illustrious career was Lord Stanley’s Cup.

From the start, the Avalanche proved to be in winning its second cup in six seasons. In addition, the Colorado Avalanche players and the entire organization overcame injuries to key players and pulled together to win the championship. Their younger players, the next generation of all-stars for the Avalanche, also deserve additional praise for their contributions when they had to step up and take leadership roles. Great teams are measured by sustained success and the Colorado Avalanche has proven they are one of the premier teams in the NHL. For the second time since coming to Colorado in 1995, the Colorado Avalanche has won Lord Stanley’s Cup. The team effort was exemplified by the Colorado Avalanche this season.

Mr. President, I would also like to recognize several members of the Colorado Avalanche organization for their outstanding contributions during this past season. Specifically, Owner E. Stanley Kroenke, President and General Manager Pierre Lacroix and Head Coach Bob Hartley for their proven ability to assemble the necessary players and pieces that consistently provide victories for this franchise; Captain Joe Sakic, one of the best team leaders in the game today and a top scoring threat in the NHL; Goalie Patrick Roy, the anchor of the defense and the first player to win the Conn Smythe Trophy three times, which is awarded to the most valuable player of the playoffs; and defensemen Ray Bourque, whose 22 season quest for the cup is finally over.

The people among the most recognizable names in the Avalanche’s organization and are major contributors to the team’s success. The entire team effort is what made the Avalanche victorious. The entire team worked together, went after and achieved a common goal. Each team member deserves to be recognized: Peter Forsberg, Dan Hinote, Steve Reinprecht, Stephane Yelle, Chris Dingman, Chris Drury, Eric Messier, Ville Nieminen, Alex Tanguay, Milan Hejduk, Scott Parker, Shano A得住, Dave Reid, Rob Blake, Greg de Vries, Adam Foote, Jon Klemm, Bryan Muir, Nolan Pratt, Martin Skoula, David Aebischer, Jacques Cloutier, and Bryan Trottier.

The Avalanche’s defense also proved they are in an elite class, lines that consistently provide victories for this franchise. The defense of the Avalanche proved this to be true. It is a special honor for me to make this Senate floor statement to honor the Colorado Avalanche. Today I invite my Senate colleagues to join me in congratulating the Colorado Avalanche in bringing Lord Stanley’s Cup back to the Centennial State. Thank you, Mr. President. I yield the floor.

The PRESIDING OFFICER. The Presiding Officer attended the game.

CONCLUSION OF MORNING BUSINESS

The PRESIDING OFFICER. Morning business is closed.

BETTER EDUCATION FOR STUDENTS AND TEACHERS ACT

The PRESIDING OFFICER. Under the previous order, the Senate will now resume consideration of S. 1, which the clerk will report.

The assistant legislative clerk read as follows.

A bill (S. 1) to extend programs and activities under the Elementary and Secondary Education Act of 1965.

Pending: Jefords amendment No. 358, in the nature of a substitute.

Kennedy (for Dodd) amendment No. 362 (to amendment No. 358), to remove the 21st century community learning center program from the list of programs covered by performance agreements.

Biden amendment No. 386 (to amendment No. 358), to establish school-based partnerships between local law enforcement agencies and local school systems, by providing school resource officers who operate in and around elementary and secondary schools.

Leahy (for Hatch) amendment No. 424 (to amendment No. 358), to provide for the establishment of additional Boys and Girls Clubs of America.

Helms amendment No. 574 (to amendment No. 358), to prohibit the use of Federal funds by any State or local educational agency or school that discriminates against the Boy Scouts of America in providing equal access to school premises or facilities.

Helms amendment No. 648 (to amendment No. 574), in the nature of a substitute.

Dorgan amendment No. 660 (to amendment No. 358), in the nature of a substitute.

Kennedy (for Dodd) amendment No. 382 (to amendment No. 358), to prohibit the use of Federal funds by any State or local educational agency or school that discriminates against the Boy Scouts of America in providing equal access to school premises or facilities.

Helms amendment No. 574 (to amendment No. 358), to prohibit the use of Federal funds by any State or local educational agency or school that discriminates against the Boy Scouts of America in providing equal access to school premises or facilities.

Helms amendment No. 574 (to amendment No. 358), to prohibit the use of Federal funds by any State or local educational agency or school that discriminates against the Boy Scouts of America in providing equal access to school premises or facilities.

Hutchinson modified amendment No. 555 (to amendment No. 358), to express the sense of the Senate that there should be established a joint committee of the Senate and House of Representatives to investigate the rapidly increasing energy prices across the country and to determine what is causing the increases.

Bond modified amendment No. 476 (to amendment No. 358), to strengthen early childhood parent education programs.

Feinstein modified amendment No. 399 (to amendment No. 358), to specify the purposes for which funds provided under subpart 1 of part A of title I may be used.

Reed amendment No. 431 (to amendment No. 358), to provide for greater parental involvement.

Dodd/Biden further modified amendment No. 459 (to amendment No. 358), to provide for the comparability of educational services available to elementary and secondary students within States.

Clinton modified amendment No. 516 (to amendment No. 358), to provide for the conduct of a study concerning the health and
I started talking about that and ran a successful campaign for Governor in 1980. In 1981, our first son was born. You talk about an old dog trying to learn new tricks. I had just bought a new car, and they gave me a manual about that thick of what to do with the car. I put it away, and it was back in the hospital with a new baby. They gave us a supply of diapers and told us to be sure to use a child’s seat. I said that is a little bit mistaken as to the emphasis we ought to put on preparing children and putting sure that parents are ready for the challenge of raising a child.

We had, fortunately, access to many initiatives that had been developed in this program. The program was not statewide at the time. It was, in fact, in the initial stages. The scholars, including Dr. Burton White, had written several thoughtful books. We read those books. We learned from them what was supposed to be happening. The interesting thing was it made it a little bit easier for us to work with our son to understand what he was doing.

I recommended it to the Missouri General Assembly. They did not pass it in 1981. They didn’t pass it in 1982. They did not pass it in 1983. But being stubborn, I came back in 1984, and I pointed out to them that this not only prepared the child for learning—my director of corrections came before the committee giving testimony on the bill and said this was the most important thing we could do for the future of our State: reduce the population of our corrections system by getting parents involved and making sure that children were off to a good learning start; making sure that parents were responsible for their children.

In 1982, I set up something called the Children’s Trust Fund Commission to help reduce child abuse. We had 25 eminent children’s leaders from the min-isterial education, and I asked all the State who studied how to prevent child abuse. They came back in 1984 with the unanimous recommendation to adopt Parents as Teachers to help the families know how to deal with the challenges of raising a child.

I have always had a theory that if you have a toddler in your house, at some point if that toddler doesn’t drive you absolutely nuts, either A, the toddler is not normal, or, B, you are not normal. Parents as Teachers can teach you how you can constructively use that curiosity, that enthusiasm, and that burgeoning intelligence and shift it in the right direction.

Fortunately, after a bit of cajoling, a little wheeling and dealing, and a few things that I will not mention here, the Missouri General Assembly adopted Parents as Teachers as the statewide program in 1984.

It has gone statewide. Each year it is a voluntary participation program, that is available in all 500 plus school districts in Missouri. And 150,000 families, with 200,000 children participate in the program.
Now the program is working throughout the country. The State of Tennessee has 20 program sites, Massachusetts has 7 program sites, Nevada has 13 program sites, Mississippi has 32 program sites, South Dakota has 20 Parents as Teachers Program sites; our neighbors in Kansas have 222 program sites; Illinois has 132 program sites.

As I said, PAT is a voluntary participation program. It is tailored to empower parents to know how to deal constructively with their children. Some people included as part of Even Start, another title 1 program. PAT and Head Start in Missouri have a great partnership to ensure that all children get off to a great start.

Some said at the beginning, why, this is a good program for people on Medicaid or people on TANF, and other programs. And that is true. But it is a program that works for every family, the so-called “successful” family, with two working parents—two professional parents, full time, who never have enough time for their families. But with this program they know how to use that time constructively.

As a father, I never looked forward to playing the typical father role, which is what some people say. If you don’t behave, when your father gets home, you’re really going to get it. I did not intend to be a father so I could be the one to bring out the hairbrush. There was a paddle when I got home. But Parents as Teachers taught me what I could do constructively to help my child be more curious and begin the learning process.

Studies and reports have shown that PAT children at age 3 are significantly more advanced than the comparison children in language, problem solving, and social development. Often, through participation in PAT, learning problems or developmental delays or disabilities are identified and treated early.

This is one of the great things. They have screening in the program, and they identify minor hearing defects which can, if not corrected, put a child behind as much as a year by the time that child reaches first grade.

I had an eyesight problem when I was little. It wasn’t identified until I was in the sixth grade. It was too late to help it then. Each year the program has been in effect, they have identified it. They say they have been able to correct it because they identified it before the child reached 2 years of age.

Some people, when opposing Parents as Teachers, say it is subversive; that the Government is trying to come in and take over the children. The Government is not trying to come in and take over the children. But there is a subversive element that I have learned; that is, once you teach a parent how to do a better job with the child’s learning intelligence, you get that parent hook on the child’s education. And that goes in thinking: Gee, this will help me control my child. The parent comes out being involved, supporting and participating in the child’s education. And most people will tell you that the most important thing a parent can do is to stay involved with the child’s education.

We all know we can have all the programs in the world and can provide all the funding possible, but one of the main ingredients on which we must focus to assure a child’s success in school is parental involvement.

Earlier this year I received a copy of a report from the Missouri Department of Elementary and Secondary Education. The report was entitled “School Entry Assessment Project.” Some of the findings really piqued my interest.

The findings of the report are as follows:

No. 1, when Parents as Teachers is combined with any other preschool experience for high-poverty children, the children score above average on all scales when they enter kindergarten.

No. 2, the highest performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, the majority and nonminority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.

No. 3, among those who care and education are solely home-based, those whose families participate in PAT score significantly higher.

No. 4, special needs children who participate in PAT and preschool, in addition to an early childhood special education program, are rated by teachers as being similar in preparation to the average child.

Finally, Head Start children who also participate in PAT and other preschool activities score at average or above when they enter kindergarten.

These findings sum it all up. PAT works. PAT works for children raised in households of all income levels. PAT works for children who are homeschooled, children who have special needs.

My amendment, which I urge my colleagues to support, makes certain that priority is given to programs such as PAT and other early childhood and parent education programs.

I thank the Chair.

The PRESIDING OFFICER. Who yields time?

The Senator from Tennessee.

Mr. FRIST. How much time do we have?

The PRESIDING OFFICER. Thirty seconds.

Mr. FRIST. Thirty seconds. I ask unanimous consent to be able to speak in favor of the amendment for about 10 minutes.

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

Mr. FRIST. If the Senator from Tennessee withholds? The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. If the Senator from Tennessee needs part of our time, he is welcome to 8 minutes of it. Senator KENNEDY has approved that.

Mr. FRIST. That will be fine. I will proceed under the time from the other side of this aisle, and if we can be under stay or schedule, I think, for our next amendment that is coming up in about 15 minutes.

The PRESIDING OFFICER. The Senator from Tennessee is recognized for 8 minutes.

Mr. FRIST. Mr. President, I rise in support of the amendment put forward by the Senator from Missouri. I think it concentrates on two important areas, and both of them include involving parents in the education of their children.

It really concentrates, at least to my mind, on two points. No. 1, nobody really cares more about a child than the parents of that child. When we talk about local control, people learn government, where decisions should be made, and educational choice. I think the people who care the most should be most involved in making the decisions and in participating in the child’s education. That is what this amendment does. It shines that spotlight as local as you can go: on the child and parental involvement.

No. 2, the amendment, again, shines an important spotlight on the science of education. Medical science in some ways reveals how children learn, how adults learn. As the Senator from Missouri has outlined so well, the early development of the brain, as we have recently discovered, is an important factor in determining how we learn in grades 1-3, grades 3-8, and, in truth, how we learn the rest of our lives.

So I think, very appropriately, the amendment points that spotlight on those two things: No. 1, parents care the most about their child and therefore should be involved, and, No. 2, it takes into account the fact that we know more about how people learn from a scientific physiologic anatomic standpoint than we did before.

The amendment of the Senator from Missouri looks at an underlying part of the BEST bill, the bill that sits on each Member’s desk. This bill already contains an important section on parental involvement. However, this amendment adds greater focus on parental involvement.

There are basically two changes. First of all, it does not involve new money. It does not involve the authorization of a new program. It addresses title VI, part A, as the Senator said, for those people who would like to actually look at the underlying bill. It says, funds provided under this section can be used for early education and for encouraging greater parental involvement through the Parent as Teachers Program or other early childhood parent education programs. The Senator from Missouri is the father of the Parent as Teachers Program which has
been enacted in all 50 States; as he said, 20 such programs exist in Tennessee; it has a proven track record.

A very important part of the amendment is the science of education. Though some regard this aspect as technical, it is an important clarification. The language is changed so instead of simply stating that parents of preschool-aged children should be involved, the language is changed to include parents of children from birth through the age of 5.

This is very important because, when referring to preschool-aged children, most people and much of the literature written on this subject focus on children who are 3 to 5 years of age. The Bond amendment extends the definition of preschool-aged to the birth of the child.

This is very important because we now know from recent scientific findings the importance of early brain development through educational experiences that occurred during the early years. I personally, as a physician and scientist, appreciate that.

Further, the Bond amendment allows at least half of the funds provided for part A to be used for the Parents as Teachers program, which is early childhood education programs. The Parents as Teachers program is used in all 50 States and has a proven track record. Let's focus on that program and invest in that program, but also recognize that, unless, or if not, the answer. As we learn more, other programs will come along. This amendment allows up to 50 percent of the money to be used in those other programs as well.

I applaud the Senator from Missouri for granting states flexibility in implementing these programs. We should not assume that we have all the answers in the programs we have supported. Let's give State and local schools the flexibility they need to meet their individual needs.

To put it all in perspective, the Census Bureau in 1995 told us there were 14.4 million children under the age of 5 who were in some kind of child care arrangement program. Between 1991 and 1999, the percentage of 4-year-olds enrolled in some kind of pre-primary, either center-based or kindergarten, education program increased from 60 percent up to 90 percent. For 3-year-olds, participation rates between 1991 and 1999 were relatively unchanged. Clearly there is a lot left to be done.

At the same time, again, the Senator from Missouri spelled this out for us—the data indicates that some children need more assistance to get ready to learn when they enter kindergarten than is presently being provided today. As we go forward and look at the whole education arena from the year 2001 forward, we must be forward-thinking and focus on the problems of early childhood education and development.

In closing, President Bush's Early Reading First Program, which intends to leave no child behind, focuses on this same concept. Children must be taught pre-reading skills and pre-math skills during the entire preschool period so they will be ready for reading and mathematics. Again, this is all centered on preparing people how to learn.

The President's Early Reading First Program, now part of this bill, S. 1, permits States to receive funding to implement research-based reading programs in existing preschool programs and Head Start Programs that feed into participating elementary schools. I commend the Senator from Missouri for introducing this amendment. It expands and improves our underlying early education programs. It takes the initiative put forth on early learning by the President of the United States and improves it.

The amendment itself is not a new program and will not require new funds. It clarifies that early childhood and early childhood parent education is important and must be emphasized even more in title VI, part A of this bill.

I look forward to supporting the amendment which will be voted on later this afternoon, sometime after 5 o'clock.

The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. Mr. President, if my two friends will remain on the floor for a unanimous consent request, I have checked with both managers of the bill, Senator KENNEDY and Senator FRIST. We would like to reverse the order of the votes this afternoon. The way the unanimous consent agreement is written, it provides for the Bond vote being second. We would like to have the Bond vote first and Senator LANDREI's second.

Mr. BOND. Mr. President, I would be honored.

Mr. FRIST. Mr. President, are we going to try to do the vote at 5:15? Are we going to stick with that?

Mr. REID. Give or take a few minutes.

Mr. President, I make that unanimous consent request.

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

Mr. REID. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. BINGAMAN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. BINGAMAN. I suggest the absence of a quorum.

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

Mr. REID. Mr. President, if the Senator from New Mexico will yield for a unanimous consent request—no a unanimous consent—we just want to make sure that all the time on the Bond amendment has been yielded back. We had time remaining so it is now yielded back.

The PRESIDING OFFICER. The Senator has 4½ minutes remaining.

Mr. REID. We yield that back. The PRESIDING OFFICER. Time is yielded back. The Senator from New Mexico.

Mr. BINGAMAN. Mr. President, I ask unanimous consent to speak for 2 minutes onmorning business in the State of New Mexico.

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

Mr. BINGAMAN. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. KENNEDY. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. KENNEDY. Mr. President, we will in a moment have an opportunity to listen to the Senator from Louisiana on a very important amendment, but I want to add my voice of support for Senator BOND's amendment, the Parents as Teachers Program, to the Elementary and Secondary Education Act.

One of the things we have tried to do in this legislation is encourage efforts that are taking place locally that have demonstrated success. Parents as Teachers has been a tremendous success in my State of Massachusetts. I was not here when Senator BOND commented favorably about the programs in Massachusetts. I am grateful for his recognition of those programs. I underline to my colleagues how valuable and important these programs are and what a difference they make to so many children in this country.

We have 20 programs in Massachusetts, as Senator BOND has mentioned, and they provide training and support to new mothers. We need to take advantage of the potential for learning during a child's early years, whether it is part of Head Start or a stand-alone program. This program gives families the support they need to help the children meet their true potential.

As we have seen in the most recent studies by the Academy of Sciences this last year about a child's development in the very early years, this is a time of enormous potential, encouraging development of the brain and also character that will suit them in academic achievements. The Carnegie Commission studies in this area are enormously powerful and persuasive, the basis of some of the work that has been done to encourage Congress to support the early childhood learning programs which were adopted last year. We have seen the results in support of the Head Start Program. It only spends a small fraction of its money on this kind of support, but there have been very important results.

The Early Start Program, which is the first 3 years of Head Start, only has about 10 or 12 percent of the total Head
Start Program funding. Again, it is very limited. Nonetheless, the benefits that come from it are profound. This program is one I am hopeful can be replicated not only in my State but around the country because it has a very dramatic impact on the children and has a very positive impact on the parents as well. It will well deserves our support and inclusion in the bill.

As has been pointed out by my colleague and friend, Senator Frist, this is not a new program; it is one that has been working and has very broad support. We encourage it. We hope other communities will take advantage of it and that the children will be the beneficiaries.

Mr. President, I yield the floor.

AMENDMENT NO. 358 TO AMENDMENT NO. 358

The PRESIDING OFFICER. The pending amendment will be set aside. Under the previous order, the Senator from Louisiana is recognized to call up amendment No. 475 on which there shall be 2 hours of debate equally divided.

Ms. LANDRIEU. Mr. President, is the amendment at the desk?

The PRESIDING OFFICER. Yes, it is. The clerk will report.

The legislative clerk reads as follows:

The Senator from Louisiana [Ms. LANDRIEU] proposes an amendment numbered 475 to amendment No. 358.

Ms. LANDRIEU. Mr. President, I ask unanimous consent that the reading of the amendment be dispensed with.

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

The amendment is as follows:

(Purpose: To ensure adequate funding for targeted grants to local educational agencies under part A of title I of the Elementary and Secondary Education Act of 1965)

At the end of part A of title I, add the following:

SEC. 120D. ADEQUACY OF FUNDING OF TARGETED GRANTS.

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

(1) The current Basic Grant Formula for the distribution of funds under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.), often does not provide funds for the economically disadvantaged students for which such funds are needed.

(2) Any school district in which at least two percent of the students live below the poverty level qualifies for funding under the Basic Formula.

As a result, 9 out of every 10 school districts in the country receive some form of aid under the Formula.

(3) Fifty-eight percent of all schools receive less funding under title I of the Elementary and Secondary Education Act of 1965, including many suburban schools with predominantly well-off students.

(4) One out of every five schools with concentrations of poor students between 50 and 75 percent receive no funding at all under title I of the Elementary and Secondary Education Act of 1965.

(5) In passing the Improving America’s Schools Act in 1994, Congress declared that grants under title I of the Elementary and Secondary Education Act of 1965 would receive more sharply targeted high poverty schools by using the Targeted Grant Formula, but annual ap-

propriation Acts have prevented the use of that formula.

(6) The advantage of the Targeted Grant Formula over other funding formulas under title I of the Elementary and Secondary Education Act of 1965 is that the Targeted Grant Formula provides increased grants per poor child as the percentage of economically disadvantaged children in a school district increases.

(7) Studies have found that the poverty of a child’s family is much more likely to be associated with educational disadvantage if the family lives in an area with large concentrations of poor families.

(8) States with large populations of high poverty students receive significantly more funding if more funds under title I of the Elementary and Secondary Education Act of 1965 were allocated through the Targeted Grant Formula.

(b) LIMITATION ON ALLOCATION OF TITLE I FUNDS CONTINGENT ON ADEQUATE FUNDING OF TARGETED GRANTS.—Notwithstanding any other provision of law, the total amount allocated in any fiscal year after fiscal year 2001 for programs and activities under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) may not exceed the amount allocated in fiscal year 2001 for such programs and activities under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6331 et seq.) in the applicable fiscal year is sufficient to meet the purposes of that section.

Ms. LANDRIEU. Mr. President, I want to acknowledge before I begin the fine work my colleague from Massachusetts has done on this bill and on education in general. His leadership in this area has been extraordinary and breathtaking in terms of the energy and enthusiasm he puts forward year after year on this issue.

I join with him in thanking our colleague, Senator BOND, for offering his amendment that will help to provide the greatest opportunity for the early childhood education. I also join with Senator KENNEDY in suggesting it would be a very wise expenditure of our dollars to move them at the very early end when children are so impressionable, young children, particularly between the ages of 0–3, helping them to come into this world healthy, helping their parents or their one parent to be as responsible, caring, loving, and nurturing as possible so that family unit gets off to a very good start.

As a parent—and you know this as a parent, Mr. President—I believe all parents want to be good parents. I really believe that. I believe all of us have an innate sense of wanting to do the best for our children, but some adults who have not had a good example in their own parents or some adults who have suffered abuse and gross neglect themselves, some adults who have been oppressed and have very low self-esteem have a very difficult time trying to be that resource.

With these early childhood initiatives so we can perhaps reach out through our elementary and secondary bill, as well as other efforts in this Congress, I believe we can identify some wonderful community-based, statewide national organizations that are sprouting up everywhere recognizing this and for the Federal Government to be a real partner. States have created Steps to Success which is the first statewide effort but community based, community built but networked, working with hospitals and other agencies in the private sector in Louisiana and, as Senator Kennedy has mentioned in Massachusetts. While this is not the topic of my short remarks on the floor today, I lend my support to this area of early childhood education and thank the Senator from Tennessee, Mr. FRIST, for his remarks.

I come to the floor today to offer an amendment related to title I, that has to do not with spending more money, necessarily, but spending the money we are already spending better—spending whatever new money we can negotiate in this new approach, this new accountability system of real consequences for students and their families, teachers and the schools that fail to meet the new accountability standards for whatever that new money is, to target it so we hit our target, so we hit a bull’s-eye.

We have been spending money for education at the Federal level for over 30 years. We have been spending, in some people’s minds, a lot of money. We have been creating program after program after program for 30 years. In my opinion, and in the opinion of many who offer this amendment today, including Senator LIEBERMAN, Senator DEWINE, Senator BAYH, Senator CARR, and many others, we have not targeted this money well enough to meet the challenges of yesterday, today, and most certainly not of tomorrow.

What do I mean by that? It is as if we shot our quiver of arrows, we continue to shoot arrows, but we are not hitting the bull’s eye; we are not hitting the target. That target, as far as the Federal Government is concerned, based on the initial concepts of Federal aid to education, is to use our resources—which represent only about 7 percent of the total dollars spent for elementary and secondary education—to reach the students who need the most help. Who are those students? Those students are from poor areas or students in poverty themselves, students who find themselves in schools with high concentrations of poor students.

This is where the Federal resources should be directed. I am sad to report to all of my colleagues, this is not where our resources are going. In fact, there was a startling and wonderfully written article called “How the U.S. Tax Code Worsens the Education Gap.” I want unanimous consent to have this printed in the RECORD.

There being no objection, the article was ordered to be printed in the RECORD, as follows:
How the U.S. Tax Code Worsens the Education Gap

(By Richard Rothstein)

Congress will soon debate the government’s biggest education program, Title I, which President Lyndon B. Johnson’s war on poverty and sends nearly $9 billion a year to schools with low-income children. While some dismiss Title I as a failure, no one disputes its intent to aid needy children. Yet few recognize that over all, the federal government exacerbates inequality in education, giving more money to districts with affluent children than to those with poor ones.

It does so with a tax system that subsidizes school spending in home-owning communities, many of them upper middle class or even wealthy. Homeowners who itemize deductions reduce their federal income taxes by a portion of their property tax payments. A family in the 28 percent bracket that pays $1,000 in local property taxes for public schools can deduct that payment on its income tax returns. Of the $1,000 going to schools the family pays only $720 out of its income taxes; this effectively reduces the property tax subsidy.

Economists term these subsidies “tax expenditures,” because they have the same effect as direct government spending. Yet the federal government highlights direct outlays, perhaps because tax expenditures would be politically indefensible if widely publicized.

The property tax subsidy aids affluent families more than lower-income ones. It helps only those who itemize deductions, and itemizers have higher incomes on average than taxpayers who take the standard deduction.

Nearly all families with annual incomes of $100,000 itemize, as against fewer than a third of families with incomes of $35,000.

And because the subsidy is tied to a family’s tax bracket, even among itemizers the subsidy grows as income rises. Families in the 28 percent bracket get $280 for each $1,000 in property taxes, but those in the 15 percent bracket get only $150.

Dr. Susanna Loeb, a Stanford University economist, notes that this system spurs school spending in wealthy communities, both in total dollars and relative to spending in less wealthy districts. What happens if the rules are changed? In low-income districts, the federal government, families become more willing to raise levies for better schools. Districts in wealthier communities can raise property taxes more easily, knowing that Washington picks up more of the tab.

There are some offsetting factors. One is the alternative minimum tax, paid by those who claim so many tax breaks that they would otherwise pay little or nothing in income taxes; this effectively reduces the property tax subsidy. The other hand, many other, less affluent taxpayers do not itemize deductions at all, mostly out of ignorance. A community’s schools get no benefit if its residents are getting less.

Another countervailing factor is state income taxes, which provide some federalism. If a state uses its income tax revenue to equalize school spending, the federal system helps it do so. But this effect is limited. A homeowning community can more easily respond to federal tax incentives by voting to increase its property levy than a state as a whole can respond by increasing its income taxes.

On balance, direct federal education outlays are mostly for poor children, while indirect spending mostly benefits the affluent. And federal tax expenditures for schools exceed direct spending.

Dr. Loeb has calculated federal per-student education spending for 1989. (Calculations for recent years must await data from the 2000 census.) She found that federally subsidized inequality occurs both among and within states.

In New Jersey, federal tax expenditures were $1,257 per student, but direct spending was only $571. In Alabama, tax expenditures were $135, while direct spending was $371.

Among districts within states, the differences were just as stark. Because tax expenditures vary widely among districts, Princeton, N.J., got $2,399 in per student federal aid. But Camden, despite high Title I grants, got only $1,146.

Other tax expenditures increase inequality further. For example, the mortgage interest deduction also subsidizes homeowners’ costs, lifting property values. This, in turn, disproportionately adds to the income of wealthy school districts, because tax rates are a percentage of assessments.

Politically, it is hard to imagine that either Democrats or Republicans will meddle with these upper-middle-class tax benefits, or appropriate enough Title I aid to outweigh them. Neither will they look benignly at both parties’ proclamations that they wish to leave no child behind, when the federal government plays so big a role in pushing poverty-afflicted children.

Ms. LANDRIEU. The author is supporting my point but with a different approach. He is saying not only, basically, are Senator LANDRIEU and others right to say that title I is underfunded—and I am paraphrasing—but we are not reaching the poor as title I suggests.

I think the Federal Government should try to help all students. We want every school to be excellent. We want every child to have the opportunity to enjoy a technology lab, a science lab, a math lab. We want to be in partnership with the affluent districts, with middle-income districts, but we must be in partnership with poor districts. They are short on partners with our other districts. We can do that. We can adopt this amendment which will help target the funding to these poor students.

Let me show “A Tale of Two Schools.” I will give some specific information for the RECORD. We picked a couple of States for this discussion. People might be interested to hear about Mississippi, or Pennsylvania, California as one of our largest States, and then, of course, Louisiana. I begin with Mississippi.

Before I get into the specifics, 35 years ago, in 1965, President Johnson created title I for this express purpose. He said when he created this program:

By helping some, we will increase the productivity of all. If we do that. We can adopt this amendment which will help target the funding to these poor students.

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I will give some specific information for the RECORD. We picked a couple of States for this discussion. People might be interested to hear about Pennsylvania, or California, as one of our largest States, and then, of course, Louisiana. I begin with Pennsylvania.
I suggest if we expect all our students at Brown Elementary School to master this new test that this underlying bill is requiring, to be able to compete in math and English and language, to be able to be computer literate, they are going to need more than paper and pencils. They are going to need more than pieces of paper and pencils and crayons. Mr. President, $268 is not going to do it.

Let’s go to Pennsylvania. This is two schools in Pennsylvania. I know our Senators from Pennsylvania, Mr. SANTORUM and Mr. SPECTER, will be very familiar with these schools. No doubt both of those Senators who worked so hard in education have visited these or other schools similar to them. Rolling Hills Elementary only has 3 percent poverty. It is in Holland County. It is a very wealthy district. You can see, $2,361 is received for each child under the poverty level in Holland. But in Aliquippa Middle School in Aliquippa County, where the poverty rate is 85 percent, these children who need the most help are only receiving from the Federal Government $878 per child.

These children in Aliquippa need help. They need a partner; and the Federal Government must be their partner. They do not have a tax base as Holland does. They don’t have Fortune 500 companies in Aliquippa, as perhaps Holland does, there or close by. If they do not have a Federal Government as their partner, they do not have a partner, and these children will fail, not because they are not talented, not because their parents don’t love them, not because they do not try but because they simply do not have the resources to compete. It is a shame and we need to fix it.

Let’s now go to California, which is one of our largest States. I thought it would be interesting since most everybody knows where Beverly Hills is, to show the Beverly Hills situation which, of course, includes Beverly Vista, a wonderful school where the poverty rate is only 10 percent. This is a fairly well off community. Many people have seen Beverly Hills on television or visited there. We send to each of these children in Beverly Hills $1,100.

But on a little different side of Los Angeles, which is a big city, there is a little school called Sixth Avenue Elementary where the poverty rate is 100 percent. There is not one child in this school whose family earns a little more than $20,000—I am just assuming it is a little higher than it would be in Mississippi. But if anybody has tried to live in Los Angeles on $15,000 a year for a household income, that is very hard. It is hard to live on that anywhere but particularly in a big city. We help these children with $270. We help them but we do not help them enough.

We spoke to the principal and a teacher there at Sixth Avenue Elementary. The principal says her greatest need is teacher development. At this school, Sixth Avenue Elementary, 66 percent of the staff is not certified. In our bill, if I am not mistaken, there is either an amendment on the bill or there is going to be an amendment adopted which is going to say schools with 50 percent of teachers who are not certified have 3 years to get them certified.

At $270 a child, I, for the life of me, do not know, even with the greatest principal in the world and the most active parent association possible, how they, in Sixth Avenue Elementary, are going to reach that goal when we are only helping them at $270 per child.

The average fourth grade student at Sixth Avenue Elementary is reading at the third or below third grade level, and the pupil-teacher ratio in fourth and fifth grades is 35 to 1.

Let me repeat, the fourth and fifth grade students are now reading below the third grade level, and the pupil-teacher ratio is 35 to 1. We are contributing $270 per student to help them pass these new tests that they are now going to have to take every year, which I support—new accountability standards which I have supported. The cosponsors of this amendment have been some of the strongest on the floor for accountability. But if we do not step up to the plate on this, if we do not target our resources, we are setting our children up for failure.

As a mother of two children, I hate to see my own children fail. But I realize some failure is part of life and you cannot be successful without some failure. But my children wake up every day knowing they will succeed because I tell them so. I don’t set them up for failure. I don’t put them in places where they will be consistently failing. I give my children opportunities to succeed even in the small things because I want to build them into a sense of accomplishment, a sense of well-being, support, and respect.

What in heavens name are we doing if we set up our children in this Nation so they can fail and fail and fail and then say it is their fault. They are not living up to their responsibilities when we are not living up to our responsibilities—at $270.

Two people who go out to eat in LA—I know because I have been there—at one restaurant one night could spend $270 on a meal. But that is all we do at Sixth Avenue Elementary in Los Angeles to help these children for a year of learning. It is, in my estimation, a crime and a travesty.

Let me talk a minute about Louisiana. I see my colleague, Senator DeWINE, I am going to try to wrap up in about 10 minutes because I know he is here to speak. Let me go through three examples at Capdau Middle School in New Orleans, right in my hometown. I want to show you some pictures. We did not go out of our way to find these pictures. They couldn’t get much worse than this. But we thought this was an interesting picture—on the front— I don’t know if the camera can pick it up—it says: “You are about to enter a learning zone.”

The artist had to airbrush off the graffiti that was here because it was not appropriate to show on the camera. So when we polish up this picture, it will still be very, very good. This is the learning zone—a very attractive entrance, as you can see. I am being sarcastic here. It is not a very attractive entrance for children to walk in there. I want to show you what the school looks like so you can get the sense that this school has an 83-percent poverty rate. But the unbelievable thing I want to share with you is that this school in New Orleans doesn’t get any title I money. At least the Sixth Avenue Elementary School in Los Angeles got $278. Why? Because we don’t fund the targeted grants at all and never have. They are in the law but they are not funded.

The amount of money in title I is not enough to reach all poor children. Even in New Orleans, the school with 83 percent of the children in poverty is not receiving one dollar of title I money. And the principal says they need basic supplies and textbooks. There is simply not enough to go around. Half the staff is not certified. This is one of the low-performing schools in our parish. We are in an accountability system right now. Louisiana has adopted one of the leading accountability systems in the Nation. Despite the fact these children have no water to drink on the playground, despite the fact they don’t have enough textbooks, despite the fact they have to walk every day into this place that is called a learning zone—it surely doesn’t look like one—these kids are doing better on their tests. Why? Because they want to succeed. They want to do better. Because their parents want a better life for them. They are doing their best. They are not where they need to be. If I were in a school such as this, I might not be where I needed to be either. But we can do better.

Let me show you Johnson Elementary School. Johnson Elementary School in Lake Charles was forced to cut its summer program to just 3 weeks. Three percent of the students are at the poverty rate. Last summer I think they were forced to provide 6 days of summer school to the children who were behind so they could catch up and so they would have a safe place to play in those hot summer months.
Lake Charles, unfortunately, with this hurricane, is having a lot of problems, as in southwest Louisiana. This school, in addition to these pressing and chronic problems, may be in a flood zone at this moment. There may not be any summer school, but if there is, they will just have enough money for 3 weeks.

At Greenlawn Terrace Elementary in Jefferson Parish, there are 33 students for each teacher in the fourth and fifth grade ratio of 1 to 33. The principal says, obviously, these students need more individual attention. It is hard to teach a fourth grader and fifth grader. It is not the easiest grade to teach. The students are at a very interesting age, shall we say, at a time I think in their life where they need extra special attention. These are 10-, 11-, and 12-year-olds at this particular age in the fourth and fifth grade. That school does not receive any title I.

Finally, at Scotlandville Middle School in Baton Rouge our capital city, 68 percent of eighth graders fail to pass the math portions of their state-wide exams. People would say: Why? How could 68 percent of the students fail their exams? One of the reasons is the school has a math lab and it is fully equipped, but they don’t have enough money to hire a teacher to teach the math class. They have the laboratory; they have the best software; they have the computers; but because they have the extra money, they do not have the instructor. So it sits empty, and 68 percent of eighth graders have failed their math portion.

Let me share with you some successes. Despite the fact we have not targeted our money, despite the fact we have never allocated enough money, there are some successes with title I. That is the point of my message. This is an amendment with hope. This is a story of success.

The Prospects study was done on the performance of seventh graders in high and low poverty districts. This shows the discrepancy between the way students perform in schools that have high-poverty rates and those that have low-poverty rates. The pattern shows that when students are in low-poverty schools, they tend to do better on their testing and when their students are performing at a level that shows that even smart kids—good kids, kids who are trying hard, who are getting good grades—when they find themselves in high concentrations of poverty, which, unfortunately, exists in our country because of prejudice, because of unequal opportunity, because of past discriminations, even though they are trying, continue to fall short of the mark.

In closing, let me just say one thing about funding. If we in this country do not help every child read—I know we cannot do everything; I know money does not grow on trees; I know taxpayers work hard for it; I know people do not like to pay a lot of taxes to any government—local, State or Federal, but paying taxes is an important thing to do when it comes to education.

Supporting the education of our children is so crucial. It is important for every businessperson. It is important for everybody building up our Nation. It is important to our country. If we could just do one thing, it would be to get children reading well at that magic age of 8 or 9 because when a child masters that skill, a child begins to think positive about themselves. Even if their parents are not literate, even if their parents are having difficulty, that child can then take the role of educating the whole family. That child will think well of himself or herself and then can master math and science and social studies itself.

When we have large numbers of children concentrated in high-poverty schools, and when we have our money
so dispersed throughout the country, we are missing the target. And that target is poor children who need to learn to read early so that they can succeed in their studies and be part of their community and part of our Nation.

Under this amendment, the funding would hold every school district harmless so no school district would lose money. But all the new money that was added, whether it was for Ohio or for Louisiana, would go to helping children in the most need, the kids who are in most need.

Let's hit the bull's-eye. Let's be that partner that these children so desperately need. And I can promise you, they will do more than their share. I know the children. I know their energy. We have all seen them: our own and our neighbors' and our friends'. If we just help them, they will meet us more than halfway and succeed, not fail. They will be proud; their parents will be proud of them; their communities will be proud of them, and the Nation will prosper from their education and their efforts.

I ask the Senator from Ohio, how many minutes would the Senator like?

Mr. DE WINE. Mr. President, first, I thank my colleague from Tennessee for her very important comments. I also thank my colleague from Louisiana for her great leadership in this area. It has been a pleasure to work with her on this amendment, as it is a pleasure to work with her on so many other issues relating to our children. She is a real champion for our Nation's children.

And I think this amendment is a good reflection of that compassion and how much she cares about our children.

This amendment is aimed specifically at helping children in those districts most in need of Federal assistance. Our amendment would simply ensure that the Federal dollars go to districts most in need. It is that simple.

The Senate unanimously, over the last several weeks has been on how we can best improve the system, modernize the system, reform the system, and empower the local control, and have more accountability. That is one element.

The other element that we keep referring to is the whole element of money, of how many Federal dollars should be injected.

This particular amendment really asks a much different question than those two. Basically it says, given the dollars that are out there—whatever they might be—how can we best invest those dollars in a system to accomplish what we all want to do. And that is to leave no child behind.

I say that only because so many of the amendments have to do with new dollars or new programs. This really puts that aside and says, given whatever dollars we are going to allocate, how can we best invest those specifically as they apply to title I or low-income students?

I believe the principle in this amendment is that the money we, as a Congress, intend to invest in low-income students, needs to get there—or needs to get close—and that in spite of good intentions since the 1965 reform—and going back to 1965—the money has not arrived.

Again, it is not new money. It is not a new program. It is really dealing with a more prudent use of it to make sure that those dollars go to those districts most in need, those dollars go to the low-income students, which is where the money was intended by the will of Congress to go.

I congratulate my colleague from Louisiana and also her cosponsor, the Senator from Ohio, in bringing forward the underlying principle in the amendment itself.

I yield time, as necessary, to the Senator from Ohio.

The PRESIDING OFFICER. The Senator from Ohio.

Mr. DE WINE. Mr. President, first, I thank my colleague from Tennessee for his very excellent comments. I also thank my colleague from Louisiana for her great leadership in this area. It has been a pleasure to work with her on this amendment, as it is a pleasure to work with her on so many other issues relating to our children. She is a real champion for our Nation's children.

And I think this amendment is a good reflection of that compassion and how much she cares about our children.

This amendment is aimed specifically at helping children in those districts most in need of Federal assistance. Our amendment would simply ensure that the Federal dollars go to districts most in need. It is that simple.

A little history: Title I dates back to 1965 when the Congress and President Johnson created this act. The Federal Government, through title I, stepped in and created a program in an effort to help address the needs of children in low-income areas, where the districts simply could not meet the basic needs of the children. That was the rationale for title I.

Understandably, over the course of the last 3½ decades, the Federal role in education has broadened. Often that broadening role of the Federal Government in those programs has been driven more by politics than by the needs of low-income students. So in an attempt to get back to the original intent of title I, the original Federal mission in education—to direct dollars to those districts and those kids most in need—the 1994 reauthorization legislation created a separate title I grant program. This new program that was created 7 years ago was supposed to address the unique needs and challenges of our students in communities with extreme poverty and little hope, little opportunity, and little room for advance-ment.

That is exactly what is happening in my home State of Ohio. Tragically, that is what is happening all across our great country. Ohio is generally a microcosm of the rest of our country. When we look at that growing gap, the development of the two Americas, what we see in Ohio is also what we see in our Nation. There now exist two Americas; there now exist two Ohio's; there now exist two Americas.

In Ohio, growing income and educational disparities are creating our very own permanent underclass. Most of Ohio is doing very well economically and doing well from an education point of view. The children in most of Ohio are doing very well and have a great future. However, when we look across our entire State, we see two areas where that is not the case, areas where our children are not being educated as well as they would like. One place is in rural Appalachia, the 29 counties that comprise our Appalachian counties. The other area is in our core cities, our inner cities. It is in these areas where
we as a State—and also as a country—face our greatest challenges.

This is a problem that is not unique to Ohio. Rather, it is a huge societal problem which is squeezing society further and further apart to create the two Americas of which I spoke.

Tragically, it is the children who are suffering the most. According to the National Center for Children in Poverty, between 1979 and 1998 the national child poverty rate increased by 15 percent. In Ohio, during that same period, the rate increased by over 50 percent. We in Ohio went from over 164,000 children in poverty to over a half a million today, or 18 percent.

These children are at risk, every single one of them. The structural conditions of poverty make it very difficult for these children to succeed in life and move up and out of their impoverished circumstances. The fact is that with power, drugs, crime, broken homes, unemployment, violence, and lower educational levels. In fact, according to the National Center for Educational Statistics, in 1999 young adults living in families with incomes in the lowest 20 percent of all family incomes were five times as likely to drop out of high school as their peers from families in the top 20 percent of the income distribution—five times more likely to drop out.

Moreover, most of the research concerning high school dropouts generally concludes that socioeconomic status is the most important single factor in student dropout rates. Just look at the class of 2000 graduation rates for cities in Ohio, for those school districts.

In Akron, 72 percent of the city’s high school students graduated that year. That is actually a high rate for an urban area. In Toledo, only 67 percent graduated. In Columbus, it was only 58 percent. In Youngstown, it was 59 percent. Dayton, OH, graduated that year 57 percent of its students; Canton, 53 percent; Cincinnati, only 51 percent. In Cleveland, OH, in the year 2000, only 34 percent of the students who started high school actually finished. That is right, 34 percent. Two-thirds of those kids did not graduate.

It is not surprising that 32 percent of Cleveland City schoolteachers have fewer than 5 years’ experience, giving the district one of the largest percentages of inexperienced teachers in the State.

Those figures in Cleveland are not unusual. You will find such statistics in major cities across our country. The simple fact is that the more experienced teachers with better training, more practice, are being lured away from our city schools to the suburbs by more money and, many times, simply better working conditions.

Before anyone becomes too complacent or thinks maybe they don’t have this problem in their State, let me remind my colleagues in the Senate that what is happening in Cleveland and other Ohio cities is not unusual, nor is it only happening in our State. What is happening in Ohio is typical of many urban areas.

My guess is that if we look at the other major cities in this country, we will find similar disturbing statistics, similar rates of poverty, and similar rates of high school dropout. I believe the best way we can get to these children before we lose them is through a quality education.

Hoover, the former president of Antioch College in Yellow Springs, OH, the community where my wife Fran and I grew up, and who is known as the father of public education, once said the following:

Education, beyond all other devices of human origin, is the great equalizer, the great equalizer of the conditions of man—the balance-wheel of the social machinery.

This is exactly what education can and should do. It should provide all children, regardless of their economic circumstances or family backgrounds, with the tools they need to make it as adults in our society, with the tools necessary to face individual situations of poverty and instability, individual situations of hopelessness and despair.

As my colleagues in the Senate know, today’s educational system is not always meeting this goal. Don’t get me wrong. I am not blaming the teachers for all of society’s and education’s ills. Rather, I am suggesting that we, as a society, are failing to use the awesome power and potential of our schools to the maximum extent to help give these poor children the future they deserve and the future they need.

No matter where a child lives, whether in Portsmouth, OH, or New York City, every one of the 1.8 million children in the Ohio public school system and every one of nearly 47 million children in public schools nationwide deserve the opportunity to learn and to become educated.

Let’s face it: Our schools have our children in their care 7, 8 hours a day, 5 days a week. That is not a lot of time, but it is time our schools and our country simply cannot afford to waste.

I am reminded of a line from a 1970s song that said: “Your dreams were your ticket out.”

For all too many children—children living in poverty—dreams alone are not enough. For those children, a dream and a solid education is their ticket out.

This is not a new concept. Historically, our schools have been the best opportunity for children to move out, to move up, to advance, to change their lives. Education has built our Nation. We are truly a nation of immigrants who, because of public schools, because of education, escape ignorance, illiteracy, and lives of poverty.

A strong education tradition in this country keeps us from being marginalized and left behind. For them, education was their ticket out of despair and toward opportunity.

For the children in this country today who are growing up under very difficult circumstances, education should be their ticket out as well. I believe that we in this body and in this Federal Government, in deciding how to spend the money that we are putting into education, have an obligation to target those children who are most in need, to target those children for whom an education will make the most difference. That is what the amendment that is before us, proposed by my colleague, MARY LANDRIEU from Louisiana, Senator LIEBERMAN, myself, and others, will do.

When education is not working to give our kids the power they need to move ahead in life, those children suffer. We can’t always fix broken homes; we can’t always fix every societal problem; but we can use the finite Federal dollars that we have and that we are going to spend on education to at least help close the education gap in America. That is exactly what this amendment will attempt to do. It targets money to those kids who are most in need.

Let me conclude my remarks by referencing an editorial that ran in the Cleveland Plain Dealer on February 28 of this year. The editorial talked about the importance of restoring the original mission of the Title I program. The editorial said the following:

The most important and valuable suggestion in education reform regards the targeting of Federal dollars to poor students. Over the years, this program designed to meet this need, title I, has become so diluted that more than 90 percent of all districts now receive support from it. It would be far more effective if Federal officials insisted that title I money go to students who truly need it.

That is exactly what this amendment does. It directs our limited Federal resources to the children most in need. It seeks to close the educational gap in our Nation and, in the process, help narrow the economic gap. This amendment will use education dollars and will use the education to equalize the environment for our children. That is the right thing for us to do.

Ultimately, the Federal role in education accounts for only about 8 percent of the money that a typical school district gets. And even though the bill before us will significantly increase the Federal dollars that are going into education, we know it is still going to be a very small percentage of the money a typical school district gets. Knowing this doesn’t mean that it doesn’t make sense to prioritize some of this additional money—all the additional money, actually—that we are going to put into title I, to our children most at risk and most in need.

I believe we must be prudent and wise in allocating those limited Federal resources. That means we should direct those dollars, first and foremost, to America’s neediest school districts, to those neediest children. It makes sense to do that. It is the right thing to do.

Mr. President, I see several colleagues on the floor. I want to, again,
compliment my colleague from Louisi- 
a for this very strong and powerful 
amendment. I yield the floor.

Mr. KENNEDY. I yield myself 15 min- 
utes.

The PRESIDING OFFICER. The Sen- 
ator from Massachusetts is recognized for 15 minutes.

AMENDMENTS Nos. 469 AS MODIFIED, 518, 634 AS 
MODIFIED, 635 AS MODIFIED, and 449 AS MODI- 
FIED, RN BLOC, TO AMENDMENT NO. 358

Mr. KENNEDY. Mr. President, first of all, we are in a position to clear amendments by consent. Therefore, I ask unanimous consent that it be in order for these amendments to be con- sidered en bloc, that any modifications, where applicable, be agreed to, the amendments be agreed to en bloc, and the motions to reconsider be laid upon the table en bloc.

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

The amendments were agreed to, as 
follows:

AMENDMENT NO. 469 AS MODIFIED

(A) To provide for local family information centers, and for other purposes)

On page 773, strike lines 20 through 24, and insert the following:

SEC. 6106A. LOCAL FAMILY INFORMATION CEN- 
ters.

(a) Centers Authorized.—The Secretary shall award grants to, and enter into con- tracts and cooperative agreements with, local nonprofit organizations that enable the organizations to support local family information centers that help ensure that parents of students in schools assisted under this part have the training, information, and resources necessary to support their children’s early childhood education, in their children’s elementary and secondary educa- tion and in helping their children to meet challenging State standards.

(b) Definition of Local Nonprofit Parent 

Organization.—In this section, the term ‘local nonprofit parent organization’ means a private nonprofit organization (other than an institution of higher education) that—

(1) has a demonstrated record of working with low-income individuals and parents;

(2) (A) has a board of directors that is majority- 
owned by parents of students in schools that are assisted under this part and located in the geographic area to be served by the center; or

(B) has a special governing committee to direct and implement the center, a majority of the members of whom are parents of students in schools assisted under this part; and

(3) is located in a “community with schools” that receive funds under this part, and is accessible to the families of students in those schools.

SEC. 6107. PARENTAL ASSISTANCE AND LOCAL 

FAMILY INFORMATION CENTERS.

(a) In General.—For the purpose of car- rying out this part, there are authorized to be appropriated $50,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 6 succeeding fiscal years.

(b) Reservation.—Of the amount appro- priated under subsection (a) for a fiscal year—

(1) the Secretary shall reserve $50,000,000 to carry out this part, other than section 6106A;

(2) in the case of any amounts appro- priated in excess of $50,000,000 for such fiscal year, the Secretary shall allocate an amount equal to—

(A) 50 percent of such excess to carry out section 6106A; and

(B) 50 percent of such excess to carry out Parent Information and Resource Centers under this part.

AMENDMENT NO. 518

(Purpose: To authorize the School Security Technology and Resource Center and to authorize grants for local school security programs, and for other purposes)

On page 577, line 2, strike the double quote and period.

On page 577, between lines 2 and 3, insert the following:

SEC. 4306. SCHOOL SECURITY TECHNOLOGY AND 
RESOURCES CENTER

(a) Center.—The Secretary, the Secretary of Education, and the Secretary of Energy shall enter into an agreement for the establishment at the Sandia National Lab- oratories, in partnership with the National Law Enforcement and Corrections Tech- nology Center—Southwest and the National Center for Rural Law Enforcement in Little Rock, Arkansas, of a center to be known as the ‘School Security Technology and Re- source Center.’

(b) Administration.—The center estab- lished under subsection (a) shall be adminis- tered by the Secretary General.

(c) Functions.—The center established under subsection (a) shall be a resource to local educational agencies for school secu- rity assessments, security technology develop- ment, evaluation and implementation, and technical assistance relating to improving school security. The center will also conduct and publish school violence research, coa- lition data from victim communities, and monitor and report on schools that imple- ment school security strategies.

(d) Authorization of Appropriations.—There is authorized to be appropriated to carry out this section, $2,750,000 for each of the fiscal years 2002, 2003, and 2004, of which $2,000,000 shall be for Sandia National Labora- tories in each fiscal year.

SEC. 4305. LOCAL SCHOOL SECURITY 
PROGRAMS

(a) In General.—

(1) Grants Authorized.—From amounts appropriated under subsection (c), the Sec- retary shall award grants on a competitive basis to local educational agencies to enable the agencies to acquire security technology for, or carry out activities related to improv- ing school security in secondary or elemen- tary schools served by the agencies, including ob- taining school security assessments, and technical assistance, for the development of a comprehensive school security plan from the School Security Technology and Re- source Center.

(2) Application.—To be eligible to receive a grant under this section, a local edu- cational agency shall submit to the Secre- tary an application in such form and contain- ing such information as the Secretary may require, which information shall relate to the security needs of the agency.

(b) Priority.—In awarding grants under this section, the Secretary shall give pri- ority to localities that demonstrate the highest security needs, as re- ported by the agency in the application submit- ted under paragraph (2).

(c) Authorization of Appropriations.— There is authorized to be appropriated to carry out this section $10,000,000 for each of fiscal years 2002, 2003, and 2004.

SEC. 4308. SAFE AND SECURE SCHOOL ADVISORY 
REPORT.

Not later than 1 year after the date of en- actment of this Act, the Attorney General, in consultation with the Secretary of Edu- cation and the Secretary of Energy, or their designees, shall—

(1) develop a proposal to further improve school security; and

(2) submit that proposal to Congress.

AMENDMENT NO. 631 AS MODIFIED

On p. 881, line 22, strike ‘‘and’’, and on page 881, insert the following new subsections after line 25:

(J) remedial and enrichment programs to assist Alaska Native students in succeeding in standardized tests;

(K) education and training of Alaska Na- tive Students enrolled in a degree program that will lead to certification as teachers;

(L) parenting education for parents and caregivers of Alaska Native children to im- prove parenting skills (including relating to discipline and cognitive development), including parenting education provided through in-home visitation of new mothers;

(M) cultural education programs operated by the Alaska Native Heritage Center and designed to share Alaska Native culture with schoolchildren;

(N) a cultural exchange program operated by the Alaska Humanities Forum and de- signed to share Alaska Native culture with urban students in a rural setting, which shall be known as the Rose Culture Exchange Pro- gram;

(O) activities carried through Even Start programs carried out under the part by Little I and Head Start programs carried out under the Head Start Act, including the training of teachers for programs described in this sub- paragraph;

(P) other early learning and preschool programs;

(Q) dropout prevention programs such as Partners for Success; and

(R) Alaska Initiative for Community En- gagement program.

On page 682, strike lines 16 through 19 and insert in lieu thereof the following:

(c) Authorization of Appropriations.— 

There are authorized to be appropriated for activities under the Native Hawaiian Education Act in section 7205 of this Act for fiscal year 2002 and such sums as may be necessary for each of the 6 succeeding fiscal years.

(d) Availability of Funds.—Of the funds appropriated and made available under this section for a fiscal year, the Secretary shall make available not less than $1,000,000 to support activities described in subsection (a)(2)(L) not less than $1,000,000 to support activities described in subsection (a)(2)(M) not less than $1,000,000 to support activities described in subsection (a)(2)(N); not less than $2,000,000 to support activities described in subsection (a)(2)(O); and not less than $2,000,000 to support activities described in subsection (a)(2)(R).

On page 884, after line 7, insert the following:

PART D—Educational, Cultural, Appren-
ticeship and Exchange Programs for Alaska 
Natives, Native Hawaiians and Their Histor- 
cal Whaling and Trading Partners in Massa-
chusetts.

SEC. 7401.—SHORT TITLE.

This part may be cited as the ‘‘Alaska Na- 
tives, Native Hawaiians, and their Historic 
Whaling and Trading Partners in Massachu-
setts Act’’. 
The Congress finds the following:

(a) Alaska Natives and Native Hawaiians have had cultural exchanges with the coastal towns of Salem, MA and New Bedford, MA through the China Trade from Salem and whaling voyages from New Bedford;

(b) Nineteenth century trading ships sailed from Salem around Cape Horn up the Northwest coast of the United States to Alaska and returned with Alaskan native people for furs, and then went on to Hawaii to trade for sandalwood with Native Hawaiians before going on to China;

(c) Nineteenth century, over two thousand whaling voyages sailed out of New Bedford to the Arctic region of Alaska, and joined Alaska natives from Barrow, Alaska and other areas in the Arctic region in subsistence whaling activities;

(d) Many New Bedford whaling voyages continued on to Hawaii, where they joined Native Hawaiians from the Neighboring Islands;

(e) From these commercial and whaling voyages, a rich cultural exchange and strong trading relationships developed among the three peoples;

(f) In the past decades, awareness of these historical trading, cultural and whaling links has faded among Alaska Natives, Native Hawaiians and the people of the continental United States;

(g) In 2000, the Alaska Native Heritage Center in Alaska, the Bishop Museum in Hawaii, and the Peabody-Essex Museum in Massachusetts initiated the New Trade Winds project to use twenty-first century technology, including the Internet, to educate schoolchildren and their parents about his- toric and contemporary cultural and trading ties which continue to link these diverse cultures;

(h) The Congress finds the following:

(i) The purpose of this part are to—

(1) authorize and develop innovative culturally-based educational programs and cultural exchanges to assist Alaska Natives, Native Hawaiians, and families of Massachusetts linked by history and tradition to Alaska and Hawaii to learn about shared culture and traditions;

(2) authorize grants and contracts for career and internship programs to assist Alaska Natives, Native Hawaiians and children and families of Massachusetts linked by history and tradition to Alaska and Hawaii; prepare for careers in cultural institutions; and

(3) supplement programs and authorities in the area of education to further the objectives of this part.

SEC. 7405.—PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—

(1) GRANTS AND CONTRACTS.—The Secretary may make grants to, or enter into contracts with, the Alaska Native Heritage Center in Anchorage, AK, the Inupiat Heritage Center in Barrow, AK, the Bishop Museum in Hawaii, and the Peabody-Essex Museum in Salem, MA, the New Bedford Whaling Museum and the New Bedford Historical Site in New Bedford, MA, other Alaska Native Heritage Centers, other Native Hawaiian cultural and educational organizations, cultural and educational organizations with experience in developing or operating programs which illustrate and interpret the contributions of Alaska Natives, Native Hawaiians, the whaling industry and the China Trade to the economic, social, and environmental history of the United States, and consortia of such organizations and entities to carry out programs that meet the purposes of this part.

(2) PERMISSIBLE ACTIVITIES.—Activities provided through grants carried out under this part may include—

(A) the development and implementation of educational programs to increase understanding of cultural diversity and multicultural communication among Alaska Natives, Native Hawaiians, and the people of the continental United States;

(B) the development and implementation of programs using modern technology, including the Internet, to educate schoolchildren and their parents about historic and contemporary cultural and trading ties which continue to link these diverse cultures;

(C) the sharing of collections among cultural institutions designed to increase awareness of diverse cultures and links among them;

(D) the development and implementation of internships and apprentice programs in cultural institutions to train Alaska Natives, Native Hawaiians and low income youth in Massachusetts for careers in cultural institutions;

(E) other activities, consistent with the purposes of this part, to meet the educational needs of Alaska Natives, Native Hawaiians, and children and their parents in Massachusetts.

(b) AUTHORIZATION OF APPROPRIATIONS.—

(1) IN GENERAL.—For fiscal year 2002 there is authorized to be appropriated $7,000,000, and such sums as may be necessary for each of the 6 succeeding fiscal years.

(2) AVAILABILITY.—Of the funds appropriated and made available under this section for a fiscal year, the Secretary shall set aside

(A) not less than $2,000,000 each to the New Bedford Whaling Museum in partnership with the New Bedford National Historical Park in Massachusetts, and the Inupiat Heritage Center in Alaska, for support activities as described in subsection (a)(2); and

(B) not less than $1,000,000 each to the Alaska Native Heritage Center in Alaska, the Bishop Museum in Hawaii, and the Peabody-Essex Museum in Massachusetts for the New Trade Winds project to support activities as described in subsection (a)(2); and

(c) ADMINISTRATIVE PROVISIONS.

(1) APPLICATION REQUIRED.—No grant may be made under this part, and no contract may be entered into under this part, unless the applicant submits an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require to determine the necessity to carry out the provisions of this part.

(2) LOCAL EDUCATIONAL AGENCY COORDINATION.—Each applicant for a grant or contract under this part shall inform each local educational agency serving students who will participate in the program to be carried out under the grant or contract about the application.

AMENDMENT NO. 635 AS MODIFIED

(Purpose: To Establish the Close-Up Fellowship Program

On page 383, after line 21, add the following:

SEC. 203. CLOSE UP FELLOWSHIP PROGRAM.

Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6801 et seq.), as amended by section 9501 of the Higher Education Act of 1998 (20 U.S.C. 1001 et seq.), is amended by adding at the end the following:

PART E—CLOSE UP FELLOWSHIP PROGRAM

SEC. 206. FINDINGS.

Congress makes the following findings:

(1) The strength of our democracy rests with the willingness of our citizens to be active participants in their governance. For
young people to be such active participants, it is essential that they develop a strong sense of responsibility toward ensuring the common good and general welfare of their local communities, states, and the Nation.

“(2) For the young people of our country to develop a sense of responsibility for their fellow citizens, communities and country, our educational system must ensure that young people develop strong moral character and values.

“(3) Civic education about our Federal Government is an integral component in the process of educating young people to be active and productive citizens who contribute to strengthening and promoting our democracy.

“(4) There are enormous pressures on teachers to develop creative ways to stimulate the development of strong moral character and appropriate value systems among young people, and to educate young people about their responsibilities and rights as citizens.

“(5) Young people who have economically disadvantaged backgrounds, or who are from other under-served constituencies, have a special need for educational programs that develop a sense of community and educate them about their rights and responsibilities as citizens of the United States. Under-served constituencies include those such as economically disadvantaged students in large metropolitan areas, ethnic minorities, who are members of recently immigrated or migrant families, Native Americans or the physically disabled.

“(6) The Close Up Foundation has thirty years of experience in providing economically disadvantaged young people and teachers with a unique and highly educational experience with how our federal system of government functions through its programs that bring young people and teachers to Washington, D.C. for a first-hand view of our government in action.

“(7) It is a worthwhile goal to ensure that economically disadvantaged young people and teachers have the opportunity to participate in Close Up’s highly effective civic education program. Therefore, it is fitting and appropriate to provide fellowships to students and secondary school teachers to support the program described in subsection (a).

“Subpart 1—Program for Middle and Secondary School Students

“SEC. 1. ESTABLISHMENT.

“(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants in accordance with provisions of this subpart to the Close Up Foundation for the purpose of assisting the Close Up Foundation in carrying out its programs of teaching skills enhancement for middle and secondary school teachers.

“(b) USE OF FUNDS.—Each such application shall contain provisions to assure—

“(1) that fellowship grants are made to economically disadvantaged middle and secondary school students;

“(2) that every effort shall be made to ensure the participation of students from rural and small town areas, as well as from urban areas, and the involvement of economically disadvantaged students, special consideration will be given to the participation of students with special educational needs, students with migrant parents and ethnic minority students; and

“(3) the proper disbursement of the funds received under this subpart.

“Subpart 2—Program for Middle and Secondary School Teachers

“SEC. 2. APPLICATION.

“(a) APPLICATION REQUIRED.—No grant under this subpart may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

“(b) CONTENT OF APPLICATION.—Each such application shall contain provisions to assure—

“(1) that fellowship grants are made to economically disadvantaged middle and secondary school students;

“(2) that every effort shall be made to ensure the participation of recent immigrant students from rural and small town areas, as well as from urban areas, and the involvement of economically disadvantaged recent immigrant students; special consideration will be given to the participation of those students with special educational needs, including students with disabilities, students with migrant parents and ethnic minority students;

“(3) the proper disbursement of the funds received under this subpart.

“Subpart 3—Program for New Americans

“SEC. 3. ESTABLISHMENT.

“(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants in accordance with provisions of this subpart to the Close Up Foundation for the purpose of assisting the Close Up Foundation in carrying out its programs of increasing understanding of the Federal Government among economically disadvantaged secondary school students.

“(b) DEFINITION.—For purposes of this subpart, the term ‘recent immigrant student’ means an alien who immigrated to the United States within five years of the student participation in the program.

“(c) USE OF FUNDS.—Each such application shall contain provisions to assure—

“(1) that fellowship grants are made to economically disadvantaged recent immigrant students who participate in the program described in subsection (a). Financial assistance received pursuant to this subpart by such students shall be known as the Close Up Fellowships for New Americans.

“SEC. 4. APPLICATION.

“(a) APPLICATION REQUIRED.—No grant under this subpart may be made except upon an application at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

“(b) CONTENT OF APPLICATION.—Each such application shall contain provisions to assure—

“(1) that fellowship grants are made to economically disadvantaged secondary school students;

“(2) that every effort shall be made to ensure the participation of recent immigrant students from rural and small town areas, as well as from urban areas, and the involvement of economically disadvantaged recent immigrant students; special consideration will be given to the participation of those students with special educational needs, including students with disabilities, students with migrant parents and ethnic minority students;

“(3) the proper disbursement of the funds received under this subpart.

“SEC. 5. GENERAL PROVISIONS

“(a) USE OF FUNDS.—Each such application shall contain provisions to assure—

“(1) that fellowship grants are made to economically disadvantaged secondary school students;

“(2) that every effort shall be made to ensure the participation of recent immigrant students from rural and small town areas, as well as from urban areas, and the involvement of economically disadvantaged recent immigrant students; special consideration will be given to the participation of those students with special educational needs, including students with disabilities, students with migrant parents and ethnic minority students;

“(3) the proper disbursement of the funds received under this subpart.

“SEC. 6. ADMINISTRATIVE PROVISIONS

“(a) ADMINISTRATIVE PROVISIONS. The Secretary shall comply with all the applicable procedures specified in subparts 1, 2, 3 and 4 in attaining objectives that include: providing young people with an increased understanding of the Federal Government; heightening a sense of civic responsibility among young people; and enhancing the skills of educators in teaching young people about civic virtue, citizenship competencies and the Federal Government.

“(b) AUDIT RULE.—The Comptroller General of the United States or any of the Comptroller General’s duly authorized representatives shall have access for the purpose of audit and examination to any books, documents, papers, and records that are pertinent to any grant under this Act.

“SEC. 7. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—There are authorized to be appropriated to carry out the provisions of subparts 1, 2, 3 and 4 of this Act $6,000,000 for fiscal year 2002 and such sums as may be necessary for each of the four succeeding fiscal years.

“(b) SPECIAL RULE.—Of the funds appropriated pursuant to subsection (a), not more than 30 percent may be used for teachers associated with students participating in the programs described in sections 2 and 3.

“SEC. 8. NATIONAL STUDENT/PARENT MOCK ELECTION

“(a) IN GENERAL.—The Secretary is authorized to award grants to the National Student/Parent Mock Election, a national nonprofit, nonpartisan organization that works to promote voter participation in American elections to enable it to carry out voter education activities for students and their parents, such activities may include—

“(1) include simulated national elections at least five days before the actual election that permit participation by students and teachers from all of the United States and its territories, Washington, DC and American schools over seas and

“(2) include—

“(A) school forums and local cable call-in shows on the national issues to be voted upon in an ‘issues forum’;
“(B) speeches and debates before students and parents by local candidates or stand-ins for such candidates;

(C) quiz team competitions, mock press conferences and speech writing competitions;

(D) weekly meetings to follow the course of the campaign;

(E) local or neighborhood campaigns to increase voter turnout, including newsletters, posters, telephone chains, and transportation.

“(b) REQUIREMENT.—The National Student/Parent Mock Elections shall present awards to outstanding student and parent mock election projects.

“SEC. 3. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—There are authorized to be appropriated to carry out the provisions of this part $650,000 for fiscal year 2002 and such sums as may be necessary for each of the six succeeding fiscal years.

AMENDMENT NO. 498 AS MODIFIED

(Purpose: To ensure that seniors are given an opportunity to serve as mentors, tutors, and volunteers for certain programs)

At the appropriate place, insert the following:

SEC. 2. SENIOR OPPORTUNITIES.

(a) TWENTY-FIRST CENTURY COMMUNITY LEARNING CENTERS.—Section 1609(a)(2) (as amended in section 151) is further amended—

(1) in subparagraph (A), by inserting “and” and after the semicolon;

(2) in subparagraph (B), by striking the period and inserting “and” and;

(3) by adding at the end the following:

“(ii) in clause (ii), by inserting “and” and after the semicolon;

(b) SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES; GOVERNOR’S PROGRAMS.—Section 4114(d) (as amended in section 401) is further amended—

(1) in paragraph (14), by striking “and” after the semicolon;

(2) in paragraph (15), by striking the period and inserting “;” and;

(3) by adding at the end the following:

“(16) drug and violence prevention activities that use the services of appropriately qualified seniors;

(c) SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES; LOCAL DRUG AND VIOLENCE PREVENTION PROGRAMS.—Section 4116(b) (as amended in section 401) is further amended—

(1) in paragraph (2)—

(A) in the matter preceding subparagraph (A), by inserting “including mentoring by appropriately qualified seniors)” after “mentoring”; and

(B) in subparagraph (C)—

(i) in clause (1), by striking “and” after the semicolon;

(ii) in clause (ii), by inserting “and” after the semicolon; and

(iii) by adding at the end the following:

“(iii) drug and violence prevention activities that use the services of appropriately qualified seniors;

(2) in paragraph (4)(C), by inserting “including mentoring by appropriately qualified seniors)” after “mentoring programs”; and

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

“(L) in paragraphs (7), (8), (9), and (10), by striking “; and” and inserting “; and”;

“(M) in paragraph (11), by striking the period and inserting “; and”;

“(N) in paragraph (12), by striking the period and inserting “; and”;

“(O) in paragraph (13) by striking the period and inserting “; and”;

“(P) in paragraph (14), by striking “; and” after the semicolon.

“(b) IN GENERAL.—Section 7206(a)(2)(F) (as amended in section 701) is further amended—

(1) in clause (i), by striking “and” after the semicolon;

(2) in clause (ii), by striking “and” at the end;

and

(3) by adding at the end the following:

“(iv) programs that recognize and support the unique cultural and educational needs of Alaskan Native children, and incorporate appropriately qualified tribal elders and seniors;

(1) INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION; PROFESSIONAL DEVELOPMENT.—The second sentence of section 712(b)(1) (as amended in section 701) is further amended—

(1) in clause (i), by striking “and” after the semicolon;

(2) in clause (ii), by inserting “and” after the semicolon; and

(3) by adding at the end the following:

“(iii) activities that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified tribal elders and seniors;

(2) INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION; SPECIAL PROGRAMS AND PROJECTS.—Section 712(c)(1) (as amended in section 701) is further amended—

(1) in subparagraph (K), by striking or after the semicolon;

(2) in subparagraph (L), by striking “(L)” and inserting “(M)” and;

and

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

“(L) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors;

(3) by adding after subparagraph (H) the following:

“(M) activities that recognize and support the unique cultural and educational needs of Alaskan Native children, and incorporate appropriately qualified tribal elders and seniors;

(4) by striking the period and inserting “; and” and;

and

(5) by striking the period and inserting “; and” and;

and

(6) by striking the period and inserting “; and” and;

and

(7) by striking the period and inserting “; and” and;

and

(8) by striking the period and inserting “; and”.

“Mr. CAMPELL. Mr. President, I urge my colleagues to support prompt passage of this amendment.

Mr. BINGAMAN. Mr. President, I rise today to speak about my safe schools amendment to S. 1, the Better Education for Students and Teachers Act of 2001. My amendment, the Safe School Security Act of 2001, addresses an element that has not been given enough attention in the debate over ESEA, school security.

In recent years, we have witnessed too many tragic shootings that have resulted in the deaths of students and teachers. While these school shootings are shocking and disturbing, and have received much attention, it is the everyday school violence and crime that plagues most students and teachers and interferes with their ability to learn and teach.

I offer an amendment that is designed to assist schools in reducing school violence and campus crimes. This legislation would establish the School Security Technology and Resource Center, SSTAR, in New Mexico to work in partnership with the Rural Law Enforcement Center in Arkansas and the National law enforcement and Corrections Technology Center in South Carolina.

In the 106th Congress, I introduced similar legislation to establish the School Security Technology and Resource Center, SSTAR, in New Mexico. The bill was introduced in the Senate, and became part of the Juvenile Justice and Drug Enforcement Act of 1999. The conference committee failed to produce a conference report and the bill never came before the full Congress for a vote.

Nonetheless, over the past 3 years, SSTAR has pursued its mission and has provided assistance to schools across the country. In 1999, Sandia worked with the National Institute of Justice to publish what became
the most widely requested document from NIJ last year: The Appropriate and Effective Use of Security Technologies in U.S. Schools. Last year, SSTAR put on a National School Safety Conference in Dallas, TX, for hundreds that addressed the issue of safety personnel from across the country. In the last 2 years, with limited resources, SSTAR provided tailored school security assessments for schools in Texas, Massachusetts, and the Navajo Nation.

The Texas project came about when SSTAR was contacted by the administration at Permian High School in Odessa, TX. Although Permian had not experienced any major acts of violence, the Columbine shootings made the administrators rethink the risks facing their large population of 2,200 students. Like most schools, Permian was also interested in reducing the everyday problems such as fights, theft, vandalism, graffiti and intruders on campus. Security upgrades and policy changes were well received by the school administration, parents and students.

The idea for SSTAR started in 1997 with a local initiative in New Mexico involving the National Laboratories and a local high school that was experiencing a high number of student car break-ins, vandalism and theft of school property. Sandia Labs partnered with the community and local businesses to provide security upgrades at security upgrades at Belen High School, just south of Albuquerque. In the year after they implemented the Sandia-designed plan, Belen experienced a 75 percent reduction in school violence, a 30 percent reduction in truancy, an 80 percent reduction in theft from vehicles, and a 75 percent reduction in vandalism. Interestingly, the drop in automobile break-ins seemed to reduce the level of conflict among students and provided many students with a sense of peace. The drop in truancy, vandalism and violent crime convinced me that this was a program that should be available to all schools.

Because of Sandia’s expertise in evaluating and designing security for our Nation’s nuclear sites, Sandia is well suited to evaluate the security of our Nation’s schools and advise school administrators on how to create safer learning facilities. This transfer of expertise to the school setting has been beneficial in many pilot projects around the country. SSTAR, when fully operational, intends to offer workshops to train school personnel in school security, provide security assessments for public schools, and test existing security technologies so schools do not spend precious resources on equipment that doesn’t work or doesn’t suit their needs.

The amendment I am introducing today also establishes a $30 million grant program under the Safe and Drug Free Schools Program to assist schools in implementing security strategies. These grants will enable school to purchase high tech security equipment or implement low tech security upgrades. While our children’s safety is of paramount concern, we should also aim to protect the significant investment by America’s taxpayers in expensive computer equipment and other high-tech teaching tools prevalent in many schools today.

If students do not feel safe in their own schools, they cannot focus and perform to the best of their ability. If teachers do not feel safe in their classrooms, they cannot fully concentrate on teaching. I believe we have a responsibility to do what is in our power to make our children and teachers safe at school so they can focus on learning and educating. While we have invested in our national laboratories so they can protect our nuclear arsenal, and we have invested in our Federal buildings to protect our Federal employees and the general public, we have failed to adequately secure our Nation’s schools so they can protect our Nation’s most valuable assets—our youth. SSTAR can fulfill this responsibility if given the proper resources.

Therefore, I urge my Senate colleagues to support this legislation. I thank Senator HUTCHISON of Arkansas for partnering with me on this bill two years ago and for sticking by this worthwhile legislation. I also want to thank Senators HOLLINGS and CORZINE for their willingness to cosponsor this legislation.

The way to address that is to do what the two Senators have done, and that is to support full funding for the title I program. When you have full funding of the title I program, these kinds of aberrations, as the two Senators pointed out, don’t exist.

That is the best way to do it; otherwise, poor children will be fighting scraps. We have the resources to address this issue. The Senate is on record supporting full funding of title I. I am strongly in support of that program.

As I have pointed out, we have a good bill. It is not the bill I would have written. It is not the bill I am sure my colleagues, Senator FRISIT, Senator GREGG, and others would have written, or the President would have written, but it is a good bill. It can make an important difference for the children who are going to benefit from it. The fact is that only a third of the children are going to benefit from this legislation because of the current level of insufficient funding.

I have behind me a chart which indicates increases in the ESEA budget since 1994. The ESEA is inclusive of the title I program. This chart reflects from 1994 to the year 2001. During the previous administration, we had a 8.6 percent increase in the ESEA budget, but under President Bush it is 3.6 percent.

If we look it more closely, under the Administration budgets, the outyears—2003, 2004, 2005, 2006, 2007, 2008, 2009, and 2010—there is virtually no increase. It is flat funded. There will not be an increase of funding for these
needs. We are still going to have these extraordinary disparities. We can remedy that with the funding which this Senate has gone on record in a bipartisan way to support.

The next chart shows under the Title I programs, which is part of the Elementary and Secondary Education Act, there are 3.7 million children who are going to be reached, out of 10.3 million eligible poor children.

In fiscal year 2008, under the President’s budget, we’re at 3.7 million. I do not know what happened to the pledge of leaving no child behind.

The Senator from Louisiana, in her excellent presentation, pointed out the number of children who are being left behind in those schools, as did the Senator from Ohio as well.

Under the bipartisan amendment offered by Senator Dodd and Senator Collins, which was accepted in fiscal year 2002, we move up the number of children served to 5 million. We have important reforms, and we have important accountability—accountability for the schools, teachers, students, parents, accountability within the community, and we provide that for 5.7 million children.

We do state that at the time of the expiration of this legislation in the fiscal year 2008, no child will be left behind. Every one of those children who are missing out will be covered under the amendment of the Senator from Louisiana and the Senator from Ohio. They will be able to get supplementary services and inclusion in summer school programs. They will have the opportunity of attending perhaps another public school if that is necessary. They will be able to go to afterschool programs and get supplementary services. That is under the proposal we have.

This is a question of resources. I believe we have a strong bill that can benefit the child for the reasons I have tried to outline. For many schools across this country that need it, there will be assistance with improvements.

We are going to have reconstitution of schools where necessary. We have had a good debate and have taken strong action to make sure the evaluations of our children are going to be effective.

I have one more chart, and this illustrates what is happening in title I schools. The best estimate from the Education Commission of the States is that 10,000 schools at the present time are failing schools. Under the Bush budget, 2,440 of those schools will have some relief.

The average cost of turning schools around has been estimated at about $180,000. Some do it less. I have some examples. I will come back to those later in the debate. Some have required more. This is the best judgment about what will be necessary.

We are saying we ought to use $1.8 billion of the funding limitation for which this Senate has voted and turn the 10,000 schools around. We can do it. We know how to do it. The difference today is we know what works. We know how to educate children. We know what to do, and we know how to give them the support they need.

This legislation is crafted to create a sense of expectation for those children, to give them the support so they can reach that expectation, to give them the best trained teachers and modern curriculum, support for supplementary services, afterschool programs, new technology—all of those together is what we are committing.

We have a good bill which also includes funding for meeting our responsibilities for special needs children under IDEA.

We have an opportunity to address the very tragic circumstances the Senator from Louisiana has outlined in her excellent presentation, and the unfair circumstances and the disparities about which the Senator from Ohio talked. We have a way of doing it with the targeted resources for the new money. We can do it in that way, and I certainly support using additional resources and targeting the way her amendment has been devised. But still even with that, we ought to be prepared to make the commitment to the children of this country that no child is going to be left behind.

That is what the President wanted in his statement on education and what we can do.

With the passage of this legislation fully funded, we address the challenge the Senators from Louisiana and Ohio have put before us. We include funding for IDEA which will make the difference in local communities that are hard pressed to provide for the special needs children.

Over the next 5 to 7 years, the progress we have seen in local communities that utilize what we have included in this legislation will result in an important upgrading of the educational capabilities for the neediest children in this country.

I thank the Senator from Louisiana for bringing this to our attention. No one can look at the illustrations the Senator presented and not believe this is grossly unfair. Also, no one can listen to the Senator from Louisiana talk about the progress that is being made in these classrooms when children are given the support they need, which they ought to be able to do, but which they are being denied because we are not giving the funding.

We will miss an extraordinary opportunity if we fail to respond in a positive way to the amendment of the Senator from Louisiana and to the broader issue raised by her amendment, and that is the funding for title I and the Elementary and Secondary Education Act. I yield the floor.

The PRESIDING OFFICER. The Senator from Louisiana.

Ms. LANDRIEU. Mr. President, I inquire as to how much time is remaining under the unanimous consent agreement.

The PRESIDING OFFICER. The Senator from Louisiana.

Ms. LANDRIEU. Mr. President, I yield myself 10 of those minutes.

The PRESIDING OFFICER. The Senator has that right.

Ms. LANDRIEU. Mr. President, I see some of my colleagues, to step to the Chamber to speak on this amendment. Let me follow up, if I can, of some of the points Senator Kennedy made. He is absolutely right.

We have made in the last several weeks in this debate quite a tremendous amount of progress, taking some of the best ideas offered by our colleagues on the Republican side, some of the best ideas offered on the Democratic side. The President himself has come forward with a number of good ideas that have now been woven into this underlying bill. We are in the process of perfecting it. Some amendments offered on this floor have strengthened the underlying bill, including accountability, and hope our money in a more targeted fashion.

Hopefully, with this amendment, we will take a giant step toward that particular goal, encouraging our system to succeed, those children to succeed that are falling through the cracks, knowing that failure, expecting good things from our teachers and our schools, then providing resources. All of these elements are important to the underlying bill.

Let me stress one thing I have said on the floor on many occasions: Investment without accountability is a waste of resources. Accountability without resources is a waste of time. We don’t have a lot of time to waste. A childhood goes by so quickly. Those critical early years move very quickly, and children cannot wait 3, 4, or 5 years to receive the training in reading and basic skills allowing for the foundation for an education that brings prosperity to themselves, wealth to their families, and hope to their children and to their grandchildren. We don’t have a lot of time to waste.

Adopting this amendment is one step. Whatever money is allocated can be targeted better, and the presentation has shown, where the gaps are. Senator Kennedy is absolutely correct when he says this is just one step; without the funding to back up this targeting amendment, without the funding necessary so the Federal Government can live up to the responsibilities of funding special education, we will literally be passing a bill that might have a lot of fancy words, might have a few wonderful quotes and thrilling lines; however, it will not have the power attached to change the lives of children if we do not match the resource to the rhetoric.

Mr. KENNEDY. Will the Senator yield?

Ms. LANDRIEU. I yield.

Mr. KENNEDY. This will be a lost opportunity for millions of children if we fail to provide the investments in the future of our country. Isn’t that what this is about, trying to make sure children will have the ability to read, to do basic math?

Does the Senator agree, we have a good blueprint, but we are reaching
only so many children, and without further investment, we are failing to meet the opportunity out there; if we fund those programs and invest, it is a landmark achievement?

Ms. LANDRIEU. Absolutely. To further illustrate that point, the legislation of Federal aid to education say money doesn’t matter; the children can’t learn, or it will not help.

Studies have proven them wrong. I have tried to show in my presentation when investments are made, coupled with accountability, fantastic results are achieved.

Another argument is we have spent so much money in 30 years and nothing is improving. Let me give the real facts for the record: Title I has barely kept pace with inflation. When it was created, 26 percent of our children were in poverty. Senator JOHNSON said: This is a shame. The Federal Government has a special role to play. These children don’t live in communities with Fortune 500 companies, they don’t live in wonderful homes with paved streets and running water and parks in which to play. There are districts, schools, places in America, rural and urban, where schools are having a hard time fixing the washers and turning the water on, let alone getting computers and learning. President Johnson said: let’s step up to the plate. We put up some money. It was not enough then, and it is not enough now.

To fund the children for not learning or the teachers—because they cannot teach 35 children in their class, or they cannot teach if there is a rainstorm because they have to move to another class, and we wonder why they lose a few hours of instruction—is beyond comprehension. It has barely kept pace with inflation. It has been a 2.9-percent increase.

When I care about something in my house in my budget, I spend more than 2 percent of it. I might invest 10 percent, 20 percent, or make investments. Barely 2 percent a year overall was spent on education. Some of the money we have added has been for education generally in many new programs but not targeted to those students in rural and urban areas who needed the most help.

Let me close with one or two points. First, I commend Senator Bush for stating now on many occasions, in private, and in public as well, publicly, that he supports targeting. He knows that in order to make his pledge real to not leave any child behind, the Federal Government must be a partner to those schools and to those children who desperately need someone to believe in them, to invest in them, and give hope.

The second point: Not only does the President support targeting, and he should be commended for his leadership, but 5 years ago our own congressional commission said there was overwhelming evidence that what we had proven to be effective, the title I resources were not being targeted to the children who needed it the most.

There were too many gaps to be filled. The Federal Government was not filling those gaps because the original formula was not correct. So we crafted a new formula, but we never funded it.

This amendment will, for the first time, help fund the formula we crafted, fund the formula the President supports. The only issue remaining, which I hope Senator LIEBERMAN will address in his remarks, is the fact that the best formulas in the world, the best ideas in the world, aren’t worth a hoot if you don’t fund them and don’t fund them to reach these children who want to learn, who can learn, and to help their parents and teachers help them meet their dreams.

I yield back the remainder of my time.

The PRESIDING OFFICER. The Senator from Connecticut.

Mr. LIEBERMAN. Mr. President, who is controlling the time?

The PRESIDING OFFICER. The Senator from Louisiana is controlling the time.

Ms. LANDRIEU. How many minutes remain?

The PRESIDING OFFICER. Thirteen minutes, and the opposition has 25 minutes.

Ms. LANDRIEU. I yield 5 minutes to Senator LIEBERMAN.

Mr. KENNEDY. I yield additional time.

Mr. LIEBERMAN. If the Senator has not used up his time, I will not move him. Mr. LIEBERMAN. I yield additional time. Mr. KENNEDY. I yield 10 minutes.

Mr. LIEBERMAN. And 10 minutes to the Senator from Delaware following that.

The PRESIDING OFFICER. The Senator has that right.

Mr. LIEBERMAN. Mr. President, I am pleased to rise today to support the amendment offered by Senators LANDRIEU and DEWINE, a bipartisan amendment. I particularly express my appreciation to the junior Senator from Louisiana for her persistent and principled pursuit of this ideal, which we believe is essential to the success of the sweeping reforms we have included in this measure and to our paramount goal of helping all of America’s children, regardless of income, learn at the highest possible level.

We have said this bill could be described in a phrase that might go like this: “Invest in reform and insist on results.” I think we have the insistence on results in the bill now. The question is whether we are going to invest in reform. And the question is whether we are going to not just put more money into the bill, but as Senator LANDRIEU has said, make sure it gets to the kids in America who need it most. That is what this amendment aims to do.

The amendment has the potential to be truly transformational, to change not just the way we administer Federal programs but, more importantly, the way we educate our children to help close the persistent and pernicious achievement gap separating the haves and have-nots in our country and thereby help better realize the promise of equal opportunity, which is the ideal, the driving ideal of American life.

All that potential in this bill will be squandered if we do not also change the way we distribute Federal education funding, to target our resources on the schools and particularly on the students with the greatest needs.

As my colleagues know and Senator LANDRIEU just indicated, that was the original intent of the ESEA at its programmatic heart, to compensate for local funding inequities within States and help level the educational playing field for disadvantaged children. But the reality is that after all these years, 36 years since title I was adopted, it is not working in practice as it was designed in principle. The reality is that title I is not nearly as focused on serving high-poverty communities and children as it is supposed to be and that many poor children, therefore, are not getting the aid and attention they deserve and need.

This amendment at last, the amendment at last, is not an exercise in redistribution but an exercise in reform-accountability—could turn into a form of punishment for our children if we do not back up these demands with new dollars and channel those dollars to the most disadvantaged cities and towns, to the places that have the most ground to make up. That is exactly what this amendment would do.

I suspect many people are under the impression this is already the case and wonder why this amendment is necessary. The fact is, we continue to spread title I dollars too thin and too wide. According to a report by the CRS, 58 percent of all schools in our country receive at least some title I funding, including many suburban schools with predominantly well-off students. Of the schools that receive no title I support at all, on the other hand, a disturbing number have a high concentration of poor students. In fact, one out of every five schools with poverty rates between 50 percent and 75 percent do not get a dime of title I funding—not any title I funding at all. That happens, of course, because of the formulas. We do not provide enough funding to serve every eligible student creating a zero-sum game played through formulas, and the formulas we use are poorly targeted to need.

Most title I funds are distributed through the basic grants formula.
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ent areas. Therefore, those areas of far more risk of educational failure funding system that promises one inequities in the system. We are all re-
sighted that no new title I dollars could be al-
omitted to do. It would put the Senate in a position of funding the targeted formula, but would do so with some teeth by saying that no new title I dollars could be allocated under this bill until we sufficiently fund the targeted formula.

This is a matter not of parochial interest but of national interest because of the critical national interest we have in developing all of America’s human capital to realize the promise of opportunity but also to benefit our society and our economy. That is why several and diverse groups are joining in backing this amendment that we are offering, including: the United States Chamber of Commerce, the Congressional Black Caucus, the Congressional Hispanic Caucus, the Education Trust, the American Federation of Teachers, the National Education Association, the National League of Cities, the National Urban League, and the National Alliance of Black School Educators. They have said publicly that they believe better targeting is critical to closing the achievement gap.

We know some of our colleagues who may agree with us in principle may be reluctant to vote for this amendment, perhaps because they do not want to get the bill caught up in a formula fight. But without the formula debate, without guaranteeing that the funds flow to the most needy children, this bill will ultimately not mean very much.

I would also say the fight occurred 7 years ago and Congress stated unequivocally that all new title I funding should be channeled through the title I formula. All we are doing with this amendment is trying to get us to abide by the agreement that was made and adopted 7 years ago.

There is an important principle at issue here that I hope we do not forget. This bill is ultimately about how number runs or aggregate State dollars re-
ceived. It is not about who wins or who loses in States and districts. This is about the lives of children across America who depend on us to do what is best for them. Under Title I, we do not fund States or districts, or even schools. We fund children and their

Education.

At the Federal level it has been our special mission to help the Nation’s poorest children, to see that they get a fair shot at the American dream.

I appeal to my colleagues in this Chamber and in the other body not to judge this bill by how much it does for our particular States or how much it does for our particular interests but by how much it does for our neediest children. This amendment will take us a long way in that principal direction.

I thank my fellow cosponsors. I thank President Bush who on numerous occasions—most recently in a bipartisan meeting at the White House last week on this underlying bill before us—said he understands that to realize the goal he has set, which is to leave no child behind in our education sys-
tem, we can’t just put the money out there, we have to target the money to the kids who need it most.

I thank the Chair. I yield the floor.

Mr. GRAHAM. Mr. President, I am happy to support Senator LIEBERMAN, BAYH, DEWINE, and LANDRIEU’s targeting amendment today. This initia-
tive symbolizes what the New Demo-
crats stand for.

Targeting ESEA money to the children most in need has long been one of our top priorities. It is commonly as-
sumed that I am already targeted to poor children.

In reality, 85 percent of all title I funds are allocated according to the basic grant formula that does not take concentration of poverty into account.

The remaining 15 percent, which last year was $1.2 billion, was distributed amongst two-thirds of our Nation’s schoolchildren.

In this plan, districts with 15 per-
cent poverty received the same propor-
tional benefit as districts with 90 per-
cent poverty. That’s why, the last time we reauthorized ESEA, we created the targeted grants formula. It was an ef-
fort to direct the scarce resources to the areas of highest poverty. We had good intentions, but bad follow-
through. The targeted grants formula has never been funded.

I know that changing a funding for-

os leader whether it is transportation dollars, the Older Americans Act, or title I. But we must make the difficult decisions—and in essence, get more for our dollars. The more we are able to concentrate our resources in areas where they are most needed, the more we can close the achievement gap in our Nation.

This amendment should be even less complicated than I have described above, because we do not seek to change the formula, only that we return the formula that we established in law.

Some of the debate during this reau-
thorization has been about the role of the Federal Government in K-12 edu-
cation. Who should the Federal Government be doing in this area that is so predomi-

nantly in the jurisdiction of State and local governments. My view is that the federal role is to level the playing field in our nation of such diversity.

Every child should have an equal chance to have a solid public school foundation on which to build their life. The Federal Government—although only supplying about 7 percent of the funding for K-12 education, should do more to help ensure that the students most in need. Title I was created for the pur-
purpose of doing just that.

This amendment, and the leadership of Senators LANDRIEU and LIEBERMAN, get us closer to that level playing field. I am proud to join Senator DeWINE and others, in supporting one of the Senate New Democrats’ top priorities.

Mr. LIEBERMAN. Mr. President, I rise today to join Senators LANDRIEU and DeWINE in offering an amendment that I believe is essential to the suc-

cess of the sweeping reforms included in this reauthorization of the Elementary and Secondary Education Act, ESEA and to our paramount goal of helping all children learn at a high level.

This bill has the potential to be truly transformational, to change not only the way we administer Federal programs but the way we educate our chil-
dren across this country, to help close the persistent and pernicious achievement gap separating the haves from the have nots in this country, and in time to help realize the promise of equal opportunity for every American

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child. But we are afraid that potential could be squandered if we do not also change the way we distribute Federal education funding to target our attention and resources on the schools and students with the greatest needs.

As we all know, that was the original intent of ESEA and its pro-grammatic heart, Title I—to compensate for local funding inequities within states and help level the educational playing field for disadvan-aged children. But the reality is, as we intend to show today, Title I is not working in practice as it was designed in principle. The reality is that Title I is not nearly as focused on serving high-poverty communities as it is perceived to be, and that many poor children are not getting the aid and attention they deserve and need as a result.

Our amendment aims to fix that imbalance, to renew the true mission of Title I, and to do so in a way that will make the dollars before us make meaningfully on its promise. As New Democrats fought for the tough new accountability system included in this proposal, we fought to hold our educators responsible for meeting high standards, and to impose real consequences for shortcomings. As I said before, this engine of reform for schools could turn into a form of punishment for children if we do not back up these demands with new dollars, and channel those funds to the most disadvantaged cities and towns, to the districts that have the most to gain from them.

And that is exactly what our amendment would do—target most of the new Title I dollars to the districts with the highest concentration of poor children.

I suspect that many of our colleagues are under the impression that this is already the case and that our amendment is therefore unnecessary. But the fact of the matter is that we have and continue to spread Title I dollars thin and wide. According to the U.S. Department of Education, only about 2 percent of all schools receive at least some Title I funding, including many suburban schools with predominantly well-off students, from Beverly Hills to Greenwich, from San Antonio to San Diego.

We are speaking out today because we do not target funding to those communities that have the greatest need and least capability to meet them on their own. The fact is that the majority of our Federal funding dollars are left over to meet the burdens of the highest-poverty districts.

To dramatize the inequities of this distribution further, the Progressive Policy Institute prepared what it calls a tale of two cities, a comparison of the Title I profiles of Beverly Hills and Compton in South Central Los Angeles. On the one hand, Compton has 97 percent of its children eligible for free and reduced lunch, compared to 8 percent in Beverly Hills; and Compton has 43 percent of its students from families on welfare, compared to 4 percent in Beverly Hills. On the other hand, Beverly Hills has a tax revenue base that is 400 percent higher than Compton; Beverly Hills has 90 percent of its teaching force certified, while Compton has 37 percent; Beverly Hills students rank consistently in the 80th percentile on national math and reading tests in 4th and 8th grade; and Compton students hover around the 25th percentile. Yet when it comes to Title I funding, Beverly Hills receives $597 per eligible student, while Compton receives $720.

Those figures just don’t add up, logically or morally. How can we expect Compton to compensate for all its disadvantages with just $123 more per student?

Congress recognized this problem and sought to begin fixing it in the reau-thorization of ESEA in 1994. With broad bipartisan support, we adopted a new formula, the Targeted Grants formula, which is the only one of four Title I funding formulas that is specifically designed to address the unique needs and challenges of school districts with high concentrations of poverty. And as an indication of the high priority we placed on this new formula, the 1994 reauthorization further directed that all new funding above the FY 1993 level be allocated under this formula.

Unfortunately, Congress has yet to abide by this requirement, and not one dime of funding has yet to pass through the Targeted formula. This is a choice that the appropriators have consistently made, but I would say to my colleagues that we are all complicit in it. We have all voted to approve these appropriations bills for the past seven years. We have all overlooked the need for greater reform in our system. And we are all responsible for the consequences of this funding system that promises one thing and delivers another.

We are speaking out today because those consequences are too serious and the stakes for this bill too high to toler-ate the status quo any longer. We must realize that by spreading Title I funds so thin and wide, we are seriously diluting their impact, under-mining the effectiveness of this critical program, and undercutting the promise this formula makes to our children. This dilution is evident in my own State, where in the 1999-2000 school year, 74 percent of Connecticut’s school districts had student poverty percentages of less than 15 percent, and received a combined total of about $8 million in Title I funds. In addition, 30 percent of the school districts had student poverty percentages of less than 5 percent and received a combined total of about $2.5 million in Title I funds.

Our point is not that poor children living in those more middle class and affluent areas do not need help. They certainly do. We are simply saying that given our limited Federal resources, we have an obligation to focus first on those communities that have the greatest needs and the least capability to meet them on their own. The fact of the matter is that 40 percent of all students eligible for Title I live in the Nation’s 200 poorest communities. It is those communities where the achievement gap is most pronounced. And it is those communities that must be our priority if we are going to ensure that no child is left behind.

This is more than a matter of basic equity. Studies show us that poor children living in areas with high con-centrations of poverty are at far more risk of educational failure than poor children living in more affluent areas.

In a comparison of the National Math and Reading Skills, TAAS, results, for example, found that after controlling for income, low-income students in Alamo Heights Schools District, with only 17 percent poverty, had much higher test scores than their counterparts in Compton, with 88 percent poverty. Sixty-one percent of Alamo Heights’ low-income stu-dents passed the TAAS, versus only 39 percent in San Antonio. And looking more broadly, a study from the U.S. Department of Education concluded that “the relationship between family poverty status and student achieve-ment is not as strong as the relationship between school poverty concentra-tions and school achievement aver-ages.”

It is particularly in places like San Antonio and Compton that we are hoping to drive real change with the re-form plan before us. Many of these disadvantaged districts are already mak-ing significant progress in turning around underperforming schools and turning up their academic achieve-ment. I am particularly proud of what Hartford has accomplished since the State declared it an educational disaster area back in 1990. And we want to encourage other districts to pursue the same kind of bold reforms. We want to provide them with the resources and the freedom to make those reforms work. And at the end of the day, we are for the first time going to hold them accountable for producing results.

But we have good reason to be skep-tical about this bill’s effectiveness if we do not target funding to those communities that need it most. Indeed, we may be setting up many poor students and disadvantaged schools to fail. This is basic math. We cannot realistically expect high-poverty schools, who have
the farthest to climb, to fill acute shortages of qualified math and science teachers, to invest in innovative curricula and teaching methods, and to do whatever else it takes to meet the ambitious goals set out in this new system without substantial additional support. That is not sustainable, and it is not supporting Title I funding, but far better targeting.

Thanks to my friend and colleague from Connecticut, Senator Dodd, we have the halve the challenge. This bill, through the Title I amendment, can provide full funding of Title I, and that is a significant statement, which I hope the President will heed as we continue to negotiate on appropriation levels. Our amendment would meet the second half of the challenge. It would put the Senate on record again in support of funding the Targeted formula, by saying that no new Title I dollars can be allocated until we sufficiently fund the Targeted formula. We know this formula, like any formula, is fair from perfect, and it is going to have its own quirks in equity. But it’s the best we have got, and until we find a better way, which I hope we will, we need to fund it.

Several prominent groups and advocates for disadvantaged children are joining us in this effort—Congressional Black Caucus, Congressional Hispanic Caucus, the American Federation of Teachers, Education Trust, National League of Cities, the National Alliance of Black School Educators, and the U.S. Chamber of Commerce. They have said publicly that they believe better targeting is critical to closing the achievement gap.

We know some of our colleagues may agree with our principle will be reluctant to support this amendment because they do not want to get caught up in a formula fight. To them I would simply say had this fight was settled seven years ago when Congress stated unequivocally that all new Title I funding should be channeled through the Targeted formula. All we are doing with this amendment is trying to get us to abide by that peace treaty. This is just restating what is already the law.

But there is an important principle at issue here that we cannot forget. This is not about number runs or State aggregates, or who wins or who loses. This is about the lives of children who depend on us to do what is best for them, not our political fortunes. Ultimately, we do not fund States or districts or even schools. We fund children. And at the Federal level, it has been our special mission to help the nation’s poorest children to see that they get a fair shot at the American dream.

As of today that’s not happening. Not when 63 percent of African-American and 58 percent of Latino fourth-graders are reading below basic levels, according to the most recent NAEP results, compared to 27 percent of whites. Not when 60 percent of disadvantaged fourth-graders are reading below basic, compared to 26 percent of advantaged. And not when African-American and Hispanic 12th-graders on average read and do math at the same level as 8th-grade white students.

What we are not going to singlehandedly erase this achievement gap, which is a national disgrace. That is going to take a lot of hard work by dedicated educators, most of which will occur school by school, classroom by classroom. But it will make a real difference. And I strongly urge my colleagues to support this amendment and the larger cause of targeting.

Mr. REID. Mr. President, I have been informed by Senator Kennedy that we have two final speakers before the vote. Senator Carper is going to speak for 10 minutes, and the Senator from Wyoming is going to speak for 15 minutes on an unrelated subject. I alert everyone that we will probably vote at four pm. I don’t know who is first with these two Senators. After that, I believe that basically all time will be used. The opposition has been kind enough to yield time. But the time for Senator Carper is still controlled by the Senator from Louisiana. She has already yielded to him.

The PRESIDING OFFICER. The Senator has 8 minutes remaining.

Mr. CARPER. Mr. President, I thank both Senator LIEBERMAN and Senator DODD for the leadership they have shown in getting us on the right track—I think the track we intended to be on.

A friend of mine who used to be my education adviser when I was Governor of Delaware for a number of years used to say that all of us can learn but some of us learn differently. Some of us learn faster than others, but all of us can learn.

We are talking about title I, which is a program the Federal Government introduced some 35 years ago to really make sure that young people in our schools—very young people and not so young people—who need extra help in learning to read are going to get it. If they need extra help in math, they are going to get it. Our job is to make sure they get that extra help which they need to enable them to be successful.

We are seeking through the debate in the last couple of weeks and certainly the debate through this week, to redefine the Federal role in education. Nobody here believes the role of the Federal Government in education is to run our schools in Delaware, Nebraska, or in any other State. The role of the Federal Government, as Senator LIEBERMAN and I strongly urge my colleagues to support the amendment, is to try to help level the playing field so that all kids have a real shot at meeting the academic standards that have been established in their States.

In the course of the debate on this bill we are agreeing on a number of important principles. One is that we ought to be investing more money and to transition Federal resources to raise student achievement. We ought to give that money to schools so that school districts have more flexibility with fewer strings, that we can provide more money and fewer strings, that we ought to require results and demand results. That means accountability and consequences for those who do well, as well as for those who do not do well.

Another thing on which we agree is the need for parents to have greater choices in where they send their kids to school—they should have the freedom to make school choice and charter schools as well.

During the course of this debate, one of the things I have learned—and Senator LIEBERMAN just said it again—is that for a lot of our schools around the country that have a fair amount of poverty, we don’t fund title I. It is a strange thing. In a school where the level of poverty is over 50 percent, over half the kids are getting free or reduced-price lunches. That is a school where we can provide them with Federal funds, and that is the best we can do, but it is not enough extra learning time for kids who need it. But in about 20 percent of our schools, we don’t do that at all.

Nobody here is interested in throwing money at the problem. We are interested in investing money in programs that work, especially where the need is the greatest.

I have stood here on the floor in the last couple of weeks and talked about three programs that we know work well, but we don’t have enough money to fund them. The first is Head Start. We provide Head Start funding for fewer than half of the eligible 3- and 4-year-olds in this country. States such as Delaware and Ohio have provided extra money on their own to help make it possible for all 4-year-olds in Delaware, for example, to be in the Head Start Program. But nationally, the Federal Government provides Head Start money for fewer than half of the eligible 3- and 4-year-olds. We know it works. We just do not provide the money.

Another program is the Individuals With Disabilities Education Act and Federal money for special education programs. We are supposed to, by agreement, provide up to 40 percent of the funds in States across America for students in special education programs. Do we do that? No. We don’t provide 40 percent, or 30 percent, or 20, or even 10 percent of the funding. We know it works. But we don’t invest the money.

The third program we are talking about today with title I is the Extra Learning Time Program, which the Federal Government funds. We don’t fund it. We don’t invest in programs that are eligible for the program. We don’t provide extra money and time for even half of the kids who are eligible. It is one out of three; that is all.

In a situation where we know the programs work and we know that if we invest the money we will raise student achievement, in the situation where we have a little more money in terms of
our budget surplus than we have had in recent years, having taken some of that money off the table through a tax cut—we don’t have unlimited money—I think it is incumbent on us, as we increase the spending, to spend a little extra time and energy to make sure that what we do is a good bet. It is a Learning Time. Let’s spend it where the kids are most needy. Let’s target that money where it will make the most difference. It is really common sense.

Let me close by saying this. I talk a lot about Delaware. That is the State I know most about, just as other Members know about Louisiana, Nebraska, or their respective States. I visited a little school in southwestern Delaware a week or so ago, West Seaford Elementary. I met with the principal, a number of the teachers, and an administrator or two. We talked about a variety of ways in which we are trying to raise student achievement. I will mention a couple of them.

There is a State program in the department that provides services for children. Their emphasis is to put in that school a social worker—a family crisis intervention program—a go-between for the school and the families who are in a crisis to work; and a go-between to help make sure whatever is going wrong at home gets fixed—the child has a better learning environment at home, and the parents will be able to work with the kids in school.

I met with a woman who coordinates the mentoring program. She comes in every week and works with kids to help them in this school. There was also a teacher funded by smaller classroom size appropriations. In other words, we provide money for smaller classrooms. They use that money to hire extra teachers. There was a lady there who was funded out of that. Finally, there was a title I teacher there who worked with kids, especially with their reading.

These were part of the team that works very successfully at West Seaford Elementary. It is possible for us to get about every kid to reach the standards we set in our State in reading and writing and math.

One of the best things we have done in this legislation is provide some extra money and provide more flexibility so that schools such as West Seaford can use those disparate sources of State and Federal and local monies in ways that they know will work to help their kids do better.

While I applaud the fact that we are providing extra money through this authorization bill—and we are going to provide that money with more flexibility—we demand accountability.

Hopefully, tomorrow with the Carper-Gregg amendment, we will work a little more on poverty parents through public schools and charter schools. I think it is important, as we spend those extra dollars, to make sure they go to the schools where the need is the greatest.

In this day and age where one out of every five schools and where well over half of the kids living in poverty don’t have access to the help they get in title I, that is wrong. We can fix it here. My hope is that by agreeing to this amendment, we will do just that.

Thank you, Mr. President.

Mr. ENZI. Mr. President, we are debating education, and we are debating a new direction in education. That is the reason I addressed in the amendment. The new direction we are talking about is increased flexibility so that the schools can use the money to the best advantage possible.

I am really pleased to see a lot of funds come to Wyoming. But there was a small amount that we could not use. By the time we wanted to hire the required administrator, there was no money left in the program. Now we will make sure that blank is filled in, and we have fewer administrators and, hopefully, less paperwork.

To listen to the debate, it grows more and more to sound as if the Federal Government fund all of education. The States fund 93 to 94 percent of education. What are we trying to do is to allow them to use the money—that little bit of money they get from the Federal Government—as effectively as possible.

I had an intern who worked for me. He had been a principal at a school and he got a leave of absence. He came to Washington and did a little checking to see what happened to the paperwork he had to fill out for years and years. He was delighted to find that every piece of paper he sent back to Washington was well read. It was examined to make sure every t was crossed and every i was dotted. It was examined to make sure it was filled in, and that it was filled in properly.

What he was disappointed to find out was that that was the end of the road for that piece of paper. We provide 6 to 7 percent of the money, depending on whose figures you use, we force over 50 percent of the paperwork. How do we do that? We build a huge bureaucracy in Washington. Every time we do a new program or add more funding to a program, we hire more bureaucrats in Washington; the money does not get to the classroom.

Throughout the debate, you will hear that we do not provide the money for—fill in the blank—or we do not provide through money the blank. Remember, what the Federal Government is doing is providing about 6 to 7 percent of the local funds. It is a State responsibility to provide education. They have been doing it. They have had the money.

In Wyoming, we have a provision in our State constitution that says all children will have an equal opportunity for education. We have had court cases over the years that have determined that the State and the State has to distribute it on an equal basis, so that all kids get an equal education.

That is a difficult thing to do. We have a lot of rural communities. When you have rural communities, they have different needs and different capabilities than a city. A big high school in a city might be able to provide a wide range of courses. A small rural area might only be able to offer the basic courses. Is that an equal education? It is very difficult to determine.

But it sounds to me, from a lot of the discussion, that it is time we press the States to make sure they are providing an equal education. It has not been our fault that some schools get a lot more funding and some schools get a lot less funding. There are some exceptions, and we try to take care of those exceptions. But I do not think we are placing nearly enough pressure on the States to do the job of having equality that would solve a lot of the problems we are talking about in this Chamber.

But today I mainly want to talk about the issue of technology. Senator DORGAN brought that up early this morning. He and I have an amendment on which we have been working. Senator CANTWELL and I have been working on another amendment. Mr. President, as an engineer, computer programmer and someone who is very interested in technology and all its applications, I am glad to know that increasing access to technology has been receiving national attention. While we can say an increasing, qualified teacher or involved parents, it can open a child’s eyes to worlds they might otherwise never have a chance to experience. I firmly believe that the educational opportunities afforded by technology can and should be harnessed in a child’s pursuit of academic success. There is also evidence that the need for skilled workers is rising and technology is becoming an increasingly valuable asset as students move from the classroom into the job market. I have been disappointed to see that over the past few years the Federal Government has tried to support educational technology through a fragmented set of programs with money flowing through multiple bureaucratic agencies. This kind of disorganized Federal funding has generated tremendous amount of bureaucratic redtape that has not helped States and local school districts ensure that all children have access to technology.
increasing technology. When this legislation passes, Wyoming will have the ability to use Federal funds to implement the technology programs they believe will be most useful to students. This legislation also makes it easier for States that may not have the resources to hire professional writers and are therefore at a disadvantage when it comes to applying for the competitive grants that have traditionally been used to allocate technology funding.

Under this new formula, States will have the flexibility to implement technology to support and expand school reform efforts with a focus on improving student achievement and academic performance, provide ongoing professional development to help integrate technology into school curriculum, acquire hardware and software, and repair and maintain school technology equipment.

The Better Education for Students and Teachers Act supports a comprehensive system to effectively use technology in elementary and secondary schools to improve academic achievement and student performance. Specifically, the goal of title II, part C of this Act is to assist every student in crossing the digital divide by ensuring that every child is technologically literate by the time they finish the eighth grade.

I am pleased to report that Senator Domenici and I have completed work on an amendment that will help to give rural schools comprehensive assistance to make sure that our children have the technological background they will need to be successful in the 21st century. Senator Cantwell and I have also drafted an amendment that will help ensure that the findings of the Web-based Education Commission, of which I was a member, are used to allow States and local school districts to effectively implement technology in a variety of areas.

With the increasing national focus on technology, I am pleased to report the State of Wyoming has determined that technology is so critical to their educational success that they have put considerable time and effort into the development, ongoing implementation, and revision of a comprehensive education technology plan. This plan does a great job of identifying Wyoming’s needs and challenges, infrastructure requirements, articulating goals for educational technology, and proposing strategies for achieving these goals. It was compiled by teachers, school boards, communities, libraries, State agencies, businesses, and other interested citizens from around the State.

Wyoming outlined some ambitious objectives in their technology plan, such as establishing educational partnerships among public and private entities, implementing improved professional development geared towards technology, integrating technology into instructional delivery systems, providing equal access to interactive information resources for all students, and creating an evaluation process to determine if their plan is working. As Federal legislators we must clear away any obstacles and unnecessary red tape that would slow or stop the implementation of the goals that so many people in Wyoming have worked so hard to develop.

I would also like to stress that the appropriate use of technology in education can and should go beyond the classroom. For example, Wyoming has also done a great job of utilizing Federal technology funds in an innovative way by establishing a website—that is, www.wyoming.edgegate.org—that provides services for students, teachers, and parents. If you want to know how your child’s school is doing, you can go to the web site and find out. This website also allows teachers to access innovative curriculum ideas, gain information about professional development options, or access the latest information on options for paying for college, get ideas about how to talk to their kids about drugs, or even check their school’s test scores to ensure instant accountability. While Wyoming was able to use Federal funds for this program, the current law requires the State to expend valuable time and resources to get a waiver from the Federal Government.

I am also very pleased with Wyoming’s efforts to develop a distance education system that will allow kids in any high school across the State to participate in courses such as advanced placement English and calculus, Japanese, Russian, art history, sociology, anthropology, and on and on. It has made selection of classes in the very rural schools much greater than it was before.

Considering the rural and sometimes geographically isolated nature of some of Wyoming’s communities, it is a tremendous asset. This type of distance learning will allow an unprecedented level of educational equity in my State, where students in small schools that serve 20 students or less will be able to receive the same diversity in courses and curriculum that much larger schools. It will also allow areas that have difficulty recruiting and retaining teachers to share in the teaching expertise of other areas of the State without traveling the miles and miles and miles. The same distance learning system also provides Wyoming with great opportunities for providing continuity in our professional development programs. Teachers from around the State will now have the chance to participate in proven and effective professional development that will improve the educational opportunities for all of our students.

Speaking of professional development efforts that incorporate technology, I have been very impressed by the work of project WYO.BEST. This pilot program in Platte County School District No. 1 in Wheatland, WY, has been working to help teachers improve their ability to teach in a standards-based, technology-enriched environment geared towards improving student learning and achievement, and they have been doing this since 1997. Over 100 teachers in the project Wyo-


A good example of this is the PPEP TECH High School in Tucson, AZ, which I recently had a chance to visit. This school is part of a publicly fi-nanced statewide system that provides an alternative educational program for students age 15 through 21 in grades 9-12. The school’s primary focus is on providing high academic standards and technological training for the children of migrant and seasonal farm workers in rural Arizona and for at-risk students, high school dropouts, or students who work. Each student is actively engaged in an individualized educational program that helps them obtain a high school diploma, improve their job skills, and continue on the postsecondary education.

Laptop computers and 1-800 numbers allow the children’s workers to move frequently and still work with the same teachers. They submit their homework: they get their grades by using the Internet. Here is an effort to make sure that no child is left behind. I have also been very impressed with the efforts of an organization called the JASON Project. This organization offers students and teachers in grades 4-9 a comprehensive multimedia approach to enhanced teaching and learning in science, technology, geography, and associated disciplines. Included in the project’s components are State-aligned curricula, video programming, satellite transmissions, online activities, and professional development. Simultaneously providing the visuals is provided for the visual learners, while sounds help oral learners to achieve.

I am pleased to report that 35 teachers in Freemont County, WY, are currently preparing to receive training that will enable them to participate in this program.

The JASON Project provides a new program topic each year. For example,
It is Monday now. I hope we can. It is a good bill. We want to consider other amendments that are necessary, but we insist now that Members come over and offer their amendments so we can complete consideration of the bill.

The PRESIDING OFFICER. The Senator for Louisiana.

Ms. LANDRIEU. Mr. President, in closing, I again thank Senators KENNEDY, FRIST, DeWINE, Lieberman, Carper, and others, for the bipartisan support of this amendment to a very important bill.

We have spent 2 hours speaking about the history of title I, the good intentions in the way it was originally crafted, but how over time, for understandable reasons, it has been diluted and is no longer effective, particularly to try to meet the challenges this new piece of legislation, this reform piece of legislation, will present.

We have talked about the success stories of title I—that when it is properly directed, it can work because it can reduce class size, extend school time, support students in their learning, providing the help in the classroom where these children need it the most.

Let me use 30 seconds in my closing to dispel something that some Members have a question about. The question is, Will my State lose money?

The answer is no. In this amendment, there is a bold harmless provision. No State will lose money. For the record, let me say Iowa moves from $53 million to $69 million, based on a $3.7 billion investment; Connecticut will move from $82 million to $108 million; Delaware from $31 million to $51 million; Massachusetts will go from $177 million to $215 million; Ohio goes from $298 million to $412 million; Louisiana, my home State, goes from $187 million to $279 million. But no State loses money.

Let me say that title I should be about funding children. It should be about giving children a chance, being a partner with children. Whether they live in rural or urban areas, they are poor; they don’t live in districts with large companies and a big tax base. If we don’t help, no one will. This amendment is the right thing to do. I ask for a good vote on this amendment.

The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. Mr. President, I ask unanimous consent that prior to the Landrieu vote, the second in order, there be 1 minute on each side before the vote occurs.

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

Mr. REID. I thank the Chair. The PRESIDING OFFICER. Under the previous order, the vote will now clear in relation to amendment No. 476 offered by the Senator from Missouri.

The yeas and nays have been ordered. The clerk will call the roll.

The senior assistant bill clerk called the roll.

Mr. REID. I announce that the Senator from Montana (Mr. BAUCUS), the Senator from Illinois (Mr. DURBIN), the Senator from Hawaii (Mr. INOUYE), and the Senator from Massachusetts (Mr. KERRY), are necessarily absent. I announce that the Senator from Delaware (Mr. BIDEN) is absent delivering a commencement address.

I further announce that if present and voting, the Senator from Delaware (Mr. BIDEN) and the Senator from Illinois (Mr. DURBIN) would each vote 'aye'.

Mr. NICKLES. I announce that the Senator from New Hampshire (Mr. GREGG) and the Senator from Oregon (Mr. SMITH) are necessarily absent.

The PRESIDING OFFICER. Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 93, nays 0, as follows:

[Rollcall Vote No. 177 Leg.]

YEAS—93

Akaka
Allard
Allen
Bayh
Bennett
Bingaman
Bond
Boxer
Breaux
Brockman
Running
Burns
Barkin
Campbell
Cantwell
Carusone
Carper
Chafee
Clay
Clinton
Coakley
Collins
Conrad
Corzine
Craig
Crafo
Daschle
Dayton
DeWine
Dodd
Donnelly
Durbin
Baucus
Biden
NOT VOTING—7

Baucus
Biden
Durbin

The amendment (No. 476), as modified, was agreed to.

• Mr. BAUCUS. Mr. President, I regret that I was delayed in reaching the Senate floor and missed the vote on Senator BOND’s amendment to the Better
Education for Students and Teachers Act that would serve to strengthen parental involvement in the education of their child.

I feel very strongly that parents should play an active and informed role in the education of their child, and I am pleased that my colleague, Senator Bond, offered an amendment to further encourage active and informed parental involvement.

Recent studies have helped us better understand the role that our biological development plays in our ability to learn and understand. These studies reinforce the need for early and consistent parental involvement in their child's social and cognitive development.

While I regret being absent during this vote, I am pleased that the Senate overwhelmingly agreed to this amendment. Helping parents better understand their child's developmental stages, and offering more ways for them to be involved in their child's education, will certainly lead to better education programs and more opportunities for our children.

Mr. KENNEDY. I move to reconsider the vote by which the amendment was agreed to.

Mr. REID. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

Amendment No. 475
The PRESIDING OFFICER. Who yields time?

Mr. KENNEDY. I yield 1 minute to the Senator from Connecticut.

Mr. LIEBERMAN. I speak in the absence of the Senator from Louisiana who is privileged to be off the floor with her mother and father. On behalf of this amendment, which Senator Landrieu, Senator DeWine, and I have cosponsored, we have come together on a bipartisan basis on the policy in this bill to the educational results for the children of our country.

Mr. BYRD. Mr. President, the Senate is not in order. I hope the Chair will use that gavel vigorously. It will not crack. It only cracked once in the history of the Senate.

Mr. LIEBERMAN. In an effort to maintain order, we now have the sponsor, and I yield to Senator Landrieu.

Ms. LANDRIEU. I ask for a vote on our amendment. We had a good 2-hour discussion targeting the funds. As I said in my presentation, no State will lose money. There is a hold harmless provision in this amendment. Every State will gain money. Most importantly, this amendment is there for every child who needs a helping hand, every child who needs the Federal Government to be a partner, so we can make sure these children meet their requirements. That is what this amendment does.

The PRESIDING OFFICER. Who yields time in opposition?

Mr. FRIST. I yield back our time.

The PRESIDING OFFICER. The Senator from Iowa?

Mr. HARKIN. Mr. President, I ask unanimous consent to speak for 1 minute in opposition to the Landrieu amendment.

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

Mr. HARKIN. Mr. President, as a member of the authorizing committee, and as now chairman of the Appropriations subcommittee on education, we put two programs in here in 1994. One was the targeted program. That is fine. But then we also put in there what we call the education finance incentive grant, which is otherwise known as effort in equity. In other words, a lot of States that need targeted grants, their State governments are not doing enough to target their money towards the poorer school districts. So we added—not just targeted—but we added—effort and equity. We wanted to see what was the State doing to egalize the funding between the richest districts and poorest districts. So we added effort in as a formula also. This amendment only speaks to the targeted program and does nothing about effort and equity.

A 1998 GAO report found that Federal education programs provide an additional $4.73 for each poor student for every dollar provided for all children. In contrast, States provided 62 cents for each poor child for every dollar provided for all children.

Senator Landrieu's amendment seeks to improve this record for the Federal dollars. We can always do better but, Federal dollars alone cannot correct the serious deficiency experienced by many low-income school districts. We must also encourage States to help these districts.

The Targeted Grant and the Education Finance Incentive Grant, in tandem, would be a more effective way of helping get additional resources to local school districts.

By forming the two grants, we accomplish two goals. First we do a better job of targeting Federal funds. Second, we also provide States with a modest incentive to also help poor schools. The Federal Government cannot do this job alone.

As we proceed to the appropriations bill in the next few months I would like to work with the Senator from Louisiana to accomplish our mutual goal of getting more resources to the poorest school districts.

The PRESIDING OFFICER. One minute has expired.

The question is on agreeing to the amendment. The yeas and nays have been ordered. The clerk will call the roll.

The legislative clerk called the roll. Mr. STEVENS (when his name was called). Mr. President, Mr. Inouye is necessarily absent. If he were to vote, he would vote "aye." If I were permitted to vote "no," I withdraw my vote and announce a pair with the Senator from Hawaii.

Mr. REID. I announce that the Senator from Illinois (Mr. Durbin) and the Senator from Massachusetts (Mr. Kerry) are necessarily absent.

I also announce that the Senator from Delaware (Mr. Biden) is absent delivering a commencement address. I further announce that if present and voting, the Senator from Delaware (Mr. Biden) and the Senator from Illinois (Mr. Durbin) would each vote "aye."

Mr. NICKLES. I announce that the Senator from New Hampshire (Mr. Gregg) and the Senator from Oregon (Mr. Smith) are necessarily absent.

The PRESIDING OFFICER (Ms. Cantwell). Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 57, nays 36, as follows:

[Rollcall Vote No. 178 Leg.]

YEAS—57


Bayh—Dole—Gillibrand—Gingrich—Gingrich—Gingrich—Gingrich—Green

Bennett—Feinstein—Gingrich—Gingrich—Gingrich—Gingrich—Gingrich—Green

Bingaman—Fitzgerald—Frist—Frist—Frist—Frist—Frist—Frist

Boxer—Graham—Hatch—Hatfield—Hatfield—Hatfield—Hatfield—Hatfield

Breaux—Hatch—Hollings—Hollings—Hollings—Hollings—Hollings—Hollings

Byrd—Hollings—Hutchinson—Hutchinson—Hutchinson—Hutchinson—Hutchinson—Hutchinson

Canwell—Jackson—Jackson—Jackson—Jackson—Jackson—Jackson—Jackson


Cochrane—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson

Collins—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson

Craig—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson—Johnson

The PRESIDENT AND GIVING A LIVE PAIR—1

Senators—Stevens

NAYS—36

Allard—Allen—Bond—Brownback—Bunning—Burns—Campbell—Carnahan—Cocharan—Collins—Corzine—Craig

Santorum—Santorum—Santorum—Santorum—Santorum—Santorum—Santorum—Santorum—Santorum—Santorum

Inhofe—Inhofe—Inhofe—Inhofe—Inhofe—Inhofe—Inhofe—Inhofe—Inhofe—Inhofe

Kyl—Lieberman—Lieberman—Lieberman—Lieberman—Lieberman—Lieberman—Lieberman

Lugar—Logan—Logan—Logan—Logan—Logan—Logan—Logan

McConnell—Nickles—Nickles—Nickles—Nickles—Nickles—Nickles—Nickles

McCain—McCain—McCain—McCain—McCain—McCain—McCain—McCain

Reid—Reid—Reid—Reid—Reid—Reid—Reid—Reid


Smith (OR)—Smith (OR)—Smith (OR)—Smith (OR)—Smith (OR)—Smith (OR)—Smith (OR)—Smith (OR)

The amendment (No. 475) was agreed to.

Mr. KENNEDY. Mr. President, I move to reconsider the vote.

Mr. REID. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

The PRESIDING OFFICER. The Senator from Oregon is recognized.

AMENDMENT NO. 405, AS MODIFIED, TO the Federal Education Finance Incentive Grant Act

Mr. WYDEN. Madam President, I ask unanimous consent to withdraw amendment No. 405 from the submitted amendments eligible for consideration to the bill, call up amendment 450, to modify my amendment, and to send my modification to the desk.

The PRESIDING OFFICER. Is there objection?

Without objection, it is so ordered.

AMENDMENT NO. 405, AS MODIFIED, TO

AMENDMENT NO. 358, AS AMENDED, TO

The PRESIDING OFFICER. The clerk will report the amendment, as modified.
The senior assistant bill clerk read as follows:

The Senator from Oregon [Mr. Wyden], for himself, Mr. Sessions, Mr. Durbin, Ms. Landrieu, Mr. Breaux, and Ms. Mikulski, proposes an amendment numbered 450, as modified.

Mr. Wyden. Madam President, I ask unanimous consent the reading of the amendment be dispensed with.

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

The amendment (No. 450) as modified, is as follows:

(Purpose: To provide Federal support through a new demonstration program to States and local educational agencies that can develop models for high quality summer academic enrichment programs that are specifically designed to help public school students who are not meeting State-determined performance standards)

On page 778, strike line 21 and insert the following:

**PART C—STUDENT EDUCATION ENRICHMENT**

SEC. 6301. SHORT TITLE.

"This part may be cited as the ‘Student Education Enrichment Demonstration Act’."

SEC. 6302. PURPOSE.

"The purpose of this part is to establish a demonstration program that provides Federal support to States and local educational agencies to provide high quality summer academic enrichment programs, for public school students who are struggling academically, that are implemented as part of statewide education accountability programs."

SEC. 6303. DEFINITION.

"In this part, the term ‘student’ means an elementary school or secondary school student."

SEC. 6304. GRANTS TO STATES.

"(a) In General.—The Secretary shall establish a demonstration program through which the Secretary shall make grants to State educational agencies, on a competitive basis, to enable the agencies to assist local educational agencies in carrying out high quality summer academic enrichment programs that are aligned with challenging State content and student performance standards and are focused on reinforcing and boosting the academic skills and knowledge of students who are struggling academically, as determined by the State;

"(b) Eligibility.—For a State educational agency to receive a grant under subsection (a), the State served by the State educational agency shall—

"(i) have in effect all standards and assessments required under section 1116; and

"(ii) have the highest percentages of students not achieving a proficient level of performance on such assessments required under section 1111; and

"(c) Application.—

"(1) In general.—To be eligible to receive a grant under this section, a State educational agency shall submit an application to the Secretary at such time, in such manner, and containing by such information as the Secretary or the State may require.

"(B) information on criteria, established or adopted by the State, that—

"(i) the State will use to select local educational agencies for participation in the summer academic enrichment programs carried out under this part; and

"(ii) at a minimum, will assure that grants provided under this part are provided to—

"(I) the local educational agencies in the State that—

"(aa) are serving more than 1 school identified for school improvement under section 1116(c); and

"(bb) have the highest percentages of students not achieving a proficient level of performance on such assessments required under section 1111; and

"(II) local educational agencies that submit grant applications under section 6306 describing programs that the State determines would be both highly successful and replicable; and

"(III) an assortment of local educational agencies serving urban, suburban, and rural areas.

SEC. 6305. GRANTS TO LOCAL EDUCATIONAL AGENCIES.

"(a) In General.—

"(1) First year.—

"(A) In general.—For the first year that a State educational agency receives a grant under this part, the State educational agency shall use the funds made available through the grant to make grants to eligible local educational agencies in the State to pay for the Federal share of the cost of carrying out the summer academic enrichment programs, except as provided in subparagraph (B).

"(B) TECHNICAL ASSISTANCE AND PLANNING ASSISTANCE.—The State educational agency may use not more than 5 percent of the funds—

"(i) to provide to the local educational agencies technical assistance that is aligned with the curriculum of the agencies for the programs; and

"(ii) to enable the agencies to obtain such technical assistance from entities other than the State educational agency that have demonstrated success in using the curriculum; and

"(iii) to assist the agencies in planning activities to be carried out under this part.

"(2) Succeeding years.

"(A) In general.—For the second and third year that a State educational agency receives a grant under subsection (a), the State served by the State educational agency shall—

"(i) have in effect all standards and assessments required under section 1111; and

"(ii) have in effect all standards and assessments required under section 1111; and

"(B) TECHNICAL ASSISTANCE AND PLANNING ASSISTANCE.—The State educational agency may use not more than 5 percent of the funds—

"(i) to provide to the local educational agencies technical assistance that is aligned with the curriculum of the agencies for the programs;

"(ii) to enable the agencies to obtain such technical assistance from entities other than the State educational agency that have demonstrated success in using the curriculum; and

"(iii) to assist the agencies in evaluating activities carried out under this part.

"(b) Application.—

"(1) In general.—To be eligible to receive a grant under this section, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing by such information as the Secretary or the State may require.

"(B) information on criteria, established or adopted by the State, that—

"(i) the State will use to select local educational agencies for participation in the summer academic enrichment program funded under this section; and

"(ii) that provides intensive high quality programs that are aligned with challenging State content and student performance standards and that are focused on reinforcing and boosting the academic skills and knowledge of students who are struggling academically, as determined by the State;

"(C) that focuses on accelerated learning so that students served through the program will master the high level skills and knowledge needed to meet the highest State standards or to perform at high levels on all State assessments required under section 1111; and

"(D) that is based on, and incorporates best practices developed from, research-based enrichment methods and practices;

"(E) that has a proposed curriculum that is directly aligned with State content and student performance standards;

"(F) for which only teachers who are certified and licensed, and are otherwise fully qualified teachers, provide academic instruction to students enrolled in the program;

"(G) that offers to staff in the program professional development and technical assistance that are aligned with the approved curriculum for the program; and

"(H) that incorporates a parental involvement component that seeks to involve parents in the program’s topics and students’ daily activities;

"(i) may include—

"(I) the proposed curriculum for the summer academic enrichment program;

"(ii) the local educational agency’s plan for recruiting highly qualified and highly effective teachers to participate in the program; and

"(iii) a schedule for the program that indicates that the program is of sufficient duration and intensity to achieve the State’s goals and objectives described in section 6304(c)(2)(A); and

"(ii) shall include an explanation of how the local educational agency will develop and utilize individualized learning plans that outline the steps to be taken to help each student successfully meet State academic standards upon completion of the summer academic program;

"(B) an outline indicating how the local educational agency will utilize other applicable Federal, State, local, or other funds, other than funds made available through the grant, to support the program;

"(C) an explanation of how the local educational agency will ensure that only highly qualified personnel who volunteer to work with the type of student targeted for the program will work with the program and that the instruction provided through the program will be provided by qualified teachers;

"(D) an explanation of the types of intensive training or professional development, aligned with the curriculum of the program, that will be provided for staff of the program;

"(E) an explanation of the facilities to be used for the program;

"(F) an explanation regarding the duration of the periods of time that students and teachers will spend in the programs and that the instruction provided through the program will have contact for instructional purposes (such as the hours per day and days per week of that contact, and the total length of the program); and

"(G) an explanation of the proposed student/teacher ratio for the program, analyzed by grade level;
“(H) an explanation of the grade levels that will be served by the program; 

“(I) an explanation of the approximate cost per student for the program; 

“(J) an explanation of the salary costs for teachers in the program; 

“(K) a description of a method for evaluating the effectiveness of the program at the local level; 

“(L) information describing specific measurable goals and objectives, for each academic subject in which the program will provide instruction, that are consistent with, or more rigorous than, the annual measurable objectives for adequate yearly progress established under section 1111; 

“(M) a description of how the local educational agency will involve parents and the community in the program in order to raise academic achievement; 

“(N) a description of how the local educational agency will acquire any needed technical assistance that is aligned with the curriculum, or the efficacy for the program, from the State educational agency or other entities with demonstrated success in using the curriculum; and 

“(O) a description of the supplemental educational and related services that the local educational agency will provide to students not meeting State academic standards and a description of additional or alternative programs (other than summer academic enrichment programs) that the local educational agency will provide to students who continue to fail to meet State academic standards, after participating in such programs.

“(c) PRIORITY.—In making grants under this section, the State educational agency shall give priority to applicants who demonstrate a high level of need for the summer academic enrichment programs.

“(d) FEDERAL SHARE.—

“(1) IN GENERAL.—The Federal share of the cost described in subsection (a) is 50 percent.

“(2) THE SPECIFIC MEASURABLE GOALS AND OBJECTIVES DESCRIBED IN SECTION 6304(C)(2)(A) FOR THE STATE AS A WHOLE AND THE EXTENT TO WHICH THE SPECIFIC MEASURABLE GOALS AND OBJECTIVES ARE MET IN THE YEAR PRECEDING THE SUBMISSION OF THE REPORT; 

“(3) THE SPECIFIC MEASURABLE GOALS AND OBJECTIVES DESCRIBED IN SECTION 6304(C)(2)(A) FOR EACH OF THE LOCAL EDUCATIONAL AGENCIES RECEIVING A GRANT UNDER THIS PART IN THE STATE AND THE EXTENT TO WHICH EACH OF THE AGENCIES MET EACH OF THE GOALS AND OBJECTIVES IN THAT PRECEDING YEAR; 

“(4) THE STEPS THAT THE STATE WILL TAKE TO ENSURE THAT ANY SUCH LOCAL EDUCATIONAL AGENCY WHICH MEETS THE GOALS AND OBJECTIVES IN THAT YEAR WILL MEET THE GOALS AND OBJECTIVES IN THE YEAR FOLLOWING THE SUBMISSION OF THE REPORT OR THE PLAN THAT THE STATE HAS FOR REVOKING THE GRANT OF SUCH AN AGENCY AND RE-DISTRIBUTING THE GRANT FUNDS TO EXISTING OR NEW PROGRAMS; 

“(5) HOW ELIGIBLE LOCAL EDUCATIONAL AGENCIES AND SCHOOLS USED FUNDS PROVIDED BY THE STATE EDUCATIONAL AGENCY UNDER THIS PART; AND 

“(6) THE DEGREE TO WHICH PROGRESS HAS BEEN MADE TOWARDS THE MEASURABLE GOALS AND OBJECTIVES DESCRIBED IN SECTION 6304(C)(2)(A). 

“(b) REPORT TO CONGRESS.—The Secretary shall annually prepare and submit to Congress a report. The report shall describe—

“(1) the methods the State educational agencies used to make grants to eligible local educational agencies and to provide assistance to schools under this part; 

“(2) how eligible local educational agencies and schools used funds provided under this part, and 

“(3) the degree to which progress has been made toward meeting the goals and objectives described in sections 6304(c)(2)(A) and 6305(b)(2)(L). 

“(c) GOVERNMENT ACCOUNTING OFFICE REPORT TO CONGRESS.—The Comptroller General of the United States shall conduct a study regarding the demonstration program carried out under this part and the impact of the program on student achievement. The Comptroller General shall prepare and submit to Congress a report containing the results of the study.

“SEC. 6308. ADMINISTRATION.

“The Secretary shall develop program guidelines for and oversee the demonstration program carried out under this part.

“SEC. 6309. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part $25 million for each of fiscal years 2002 through 2004.

“SEC. 6310. TERMINATION.

“The authority provided by this part terminates 3 years after the date of enactment of the Better Education for Students and Teachers Act.”

Mr. Wyden. Madam President, let me begin by especially thanking two of our colleagues as we begin this debate about a part of this country’s educational system that, unfortunately, has gotten short shrift. For the next few minutes we are going to talk about summer school, which I think is a critical time between the spring achievement tests that our youngsters take and the fall. It is so critical to evaluate their performance for the upcoming school year.

Suffice it to say, what the Senator from Alabama and the Senator from Illinois, Mr. Duren, and I would like to do is have an opportunity to supercharge those few months in an effort to beef up the test scores, particularly the test scores of math and science, for youngsters across this country.

What Senator Sessions and Senator Durbin have done is establish a new demonstration program that would empower States and local educational agencies to develop models for exceptionally high-quality summer academic enrichment programs that would be designed to help public school students meet those achievement requirements being required by the States in the performance standards that are being established.

For me, it all came down to what Nehemiah Vaughn told me in Portland recently. I was not long ago running into the sixth grade. Nehemiah Vaughn told me: Summer school, Mr. Senator, is helping me to raise my grades.

I think, as we look at educational reform in this country, we ought to think about what students and families are telling us. For example, in Baltimore—and we know our colleague, Senator Mikulski, has been very interested in these education issues in Baltimore—an exceptionally important article a few days ago indicating that more than 30,000 children—nearly one-third of Baltimore’s public school population—had failed to meet the tough new promotion standards and were being directed to summer school.

So this legislation, which Senator Sessions and I have worked on for many months, on a bipartisan basis, with Senator Durbin especially—and we are pleased to have Senator Landrieu, Senator Breaux, and Senator Mikulski as bipartisan cosponsors—is an effort to develop these model projects around the country that can be duplicated in the years ahead.

We are not saying that we can spend all the funds of the State in one place this point, but we are saying that $25 million is a modest amount of money to spend each year over the next few years to set in place these demonstration projects which we believe would eliminate projects that could be duplicating in school districts across this country.

For example, Senator Durbin has done very important work with the Chicago program which is called the Chicago Academic Enrichment Program. I happen to share his view that it is going to take a substantial investment in the years ahead to strengthen these summer school programs.

Frankly, I would like to be able to invest a bit more in those programs now. I think it is critically important that one of those major urban school districts be part of the set of programs that are selected when these programs are evaluated by the experts in the field. I want it understood that his contribution, in my view, is extremely important.

I also note the chairman of the committee, Senator Kennedy, is with us. He has again and again and again raised these issues in this Senate Chamber. I think this country is very fortunate that someone is in this Chamber who consistently makes it impossible for the Senate to forget these priorities. I express my appreciation to the chairman of the committee and all of his help, and that of the staff.

Finally, I will yield to my colleague from Alabama. He and I have been talking about this effort for more than a year. I have always thought that the really important work for this country can only be accomplished on a bipartisan basis. I think it is clear that when we look at the future of education, it does not get much more important than summer school.

It is our hope, the hope of Senator Sessions and I, and Senator Durbin, that after we get the results of these demonstration projects—and we see
what works and what is most cost effective—we can be in this Chamber again, on a bipartisan basis, making the case to our colleagues that these are the kinds of programs that are going to allow us to use those months, those precious months between the spring and the fall, to make sure that when young people leave in the spring they say more than: See you in September; that they say: See you in summer school, and that they and their families know the program is making a difference.

I yield the floor and especially thank my colleague, Senator SESSIONS, from Alabama who has worked with me on this for more than a year. And I also recognize the critically important work of Senator DURBIN.

I think when we get the results of these demonstration projects, you are going to see the bipartisan team that has advanced this demonstration project effort back in this Chamber again. I think these are the kinds of projects to make a truly significant investment in summer school because these are programs that make a difference.

Madam President, I yield the floor.

The PRESIDING OFFICER. The Senator is recognized.

Mr. SESSIONS. Madam President, I join with Senator Wyden in our concern that summer not be a vacuum for children. I have had, for quite a number of years, a deep concern that children are losing too much over the summer.

Every child perhaps does not need to go to summer school. I am not perfectly sure how it ought to work. But ultimately I think we have the question of whether or not we could do a better job in the summer.

We do know this. We do know that in an age where we are doing a better job of testing, we are finding that children are falling behind. We have seen some studies that indicate the normal summer school programs of today have not been very effective in helping those children who fall behind. So it strikes me as perfectly good sense and good public policy for the U.S. Government to be involved in helping to identify how education is occurring, where the problems are, and to do good scientific research to help our States and local school systems to best understand what is occurring and how they might, with the wise use of the money, get the most learning possible by each and every child in a school system.

A few years ago, Senator Feinstein and I offered a very serious amendment to end social promotion. Social promotion is a system where a child is clearly falling behind the minimum standards of education, yet they are passed on because people think that helps them socially.

Dr. Paige, the Secretary of Education, from the Houston school system became the superintendent of that school system when only 37 percent of the students were passing the Houston basic education test. He decided to make some serious changes. One of the changes he made was to end social promotion and to provide more incentives to help children who were falling behind. In 5 years, those passing that test went from 37 percent to 90 percent. This was in a huge 210,000-student system in Houston, TX, one of the largest schools in America, facing all the problems that a big inner-city school system would face.

He took those positions because he loved those children. He did not want to see them just be passed along and not learn, to be not up to the level they needed to be, finally reaching a level in school where they were so far behind, they just dropped out. That is the pattern he said he saw and was determined to end, and he did a remarkable job when he was in Houston of ending that cycle.

The goal is for us to be a lot more serious about education. The goal has to be to help children learn. Senator Wyden is correct: We need to ask some of these questions. We need to know what is occurring in our school systems.

One of the things that is plain and simple is: Perhaps if we can identify children who are falling behind in early grades and provide them with a high-quality, well-managed summer school program, we just may be able to achieve special results for those children. That is what we are coming back in September, instead of falling even further behind during the summer, they are up and ready to compete with the other children in that class.

One of the things I strongly believe is appropriate for the Federal Government to do is to do this kind of research. So we are going to have the Department of Education review these programs, these programs in each one of these pilot five States that will be selected. One of the things we need to do is submit intense data on what they have done and how they did it. We will have the General Accounting Office as an additional independent evaluator of these school systems.

Maybe when we look at them around the country, we can say: This clearly works, this is real progress; or, this did not show much good progress. We can use that information to challenge every school system in America to use that information to plan a summer school program that works for every child and focuses not just on going through the motions of a summer school but actually bringing a child up who has fallen behind, getting them ready to start in the fall, motivating them with more confidence than they would have otherwise had.

I am honored to join Senator Wyden on this legislation. We are starting the right way. It has the potential to provide us information that could be extraordinarily valuable. I thank him for his commitment and leadership. I thank Senator Durbin, who also is strongly committed to summer school programs, for working with us on this legislation.

I yield the floor.

The PRESIDING OFFICER. The Senator from Massachusetts.

Senator J. B. KENNEDY. Madam President, I thank Senators Wyden and Sessions and others for bringing this amendment to the attention of the Senate. In a few moments, I will urge that the Senate accept the amendment.

I want to mention to the two sponsors a very interesting program we had in Boston last summer that was a result of the leadership provided by the Federal Reserve in Boston and the PIC and Tom Payzant, who is the superintendent of schools. What they did is provide, with the summer employment program of the mayors, 2 hours of reading for a 6-week period to students who thought would have difficulty with the principles of various schools thought would have difficulty with their achievement test and the fall achievement tests and the spring, going to allow them to use those months, the kinds of programs that are effective that exist not only in our State but in the country, really outstanding leaders in the business community, the labor community, the education community, and the school system. They made it an objective to try to take the summer employment program and add the educational component to it.

This year they are going to have it for 460 students. That might not be the best one even for Springfield, MA, let alone for Seattle or Portland but, nonetheless, it is working. It is an innovative and creative way of trying to develop an education program that is also an employment program where in many instances these children need the employment in the summer as well as the educational program.

As I understand, you have sufficient flexibility in the development of this program to try to sort of challenge local communities to find ways in which you can enhance academic achievement in the course of the summer program. At least in Boston it works very well.

I was in a plane just last week talking to one of the stewardesses whose family was located in North Carolina. The child was in one of the early grade had had a very bad winter, as they should, just missed narrowly, and only had 5 days of a summer program. But the parents were very supportive of it. The child was rather excited about it because they were going to be caught up to the rest of the class.

The summer programs are here to stay, hopefully in ways that are going
to reach out to children at the lower levels as well as children moving through the middle schools and high schools.

One of the things I find most appealing is the good amendment you pointed out to try to find out what is happening out there across the country, what is working, what is demonstrating good results. The summer is really going to be a key time in terms of helping children.

The last point I will make is that in looking at the country and trying to enhance education accomplishment, most educators would say, particularly for children who are hard-pressed, that the summer interlude is a dangerous time. Children fall behind. A lot of it is that they are sort of moving along, gradually making some progress. Then they run into the summertime, and they fall behind again; they have to start over again. So this summer period—trying to find ways in which they can have effective programs so children who may be behind a little bit can catch up, get some advantage, retain the knowledge they may have gained, get some advantage in making up for perhaps some other area of need—makes them better prepared in the next full period. All of this deserves our thought.

The good amendment is going to help us do some important work in this area. I thank the two Senators for their initiative and those the good Senators have referenced for their help as well.

If there is no further comment, I ask, what is the question before the Senate at the present time?

The PRESIDING OFFICER. Is there further debate? If not, the question is on agreeing to amendment No. 450, as modified.

The amendment (No. 450), as modified, was agreed to.

Mr. KENNEDY. Madam President, I move to reconsider the vote, and I move to lay that motion on the table.

The motion to lay on the table was agreed to.

Mr. KENNEDY. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

Mr. KENNEDY. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

MORNING BUSINESS

Mr. KENNEDY. Mr. President, I ask unanimous consent that there be a period for morning business, with Senators permitted to speak therein for up to 10 minutes each.

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

IRAN-LIBYA SANCTIONS ACT

Mr. KENNEDY. Mr. President, I strongly support S. 994, which would extend the Iran-Libya Sanctions Act for 5 years.

Current U.S. law imposes economic sanctions on foreign companies that invest in Libya's oil sector, but those sanctions expire on August 5th. The need for the sanctions is as strong today as when they were enacted in 1996. They deserve to be extended. Easing sanctions on Libya by allowing the law to expire would have a far-reaching negative effect on the battle against international terrorism and the twelve-year pursuit for the 270 victims of the bombing of Pan Am Flight 103.

Current law requires the President to impose at least 2 out of 6 sanctions listed in the statute on foreign companies that invest more than $50 million in 1 year in Iran's energy sector, or $40 million in 1 year in Libya's energy sector. The 6 sanctions are the following: (1) Denial of Export-Import Bank loans, credits, or credit guarantees for U.S. exports to the firm. (2) Denial of licenses for the U.S. export of military or militarily-useful technology to the firm. (3) Denial of U.S. bank loans exceeding $10 million in 1 year to the firm. (4) Suspension of the firm as a financial institution, a prohibition on the firm's service as a primary dealer in U.S. government bonds; and/or a prohibition on the firm's service as a repository for U.S. government funds. (5) Prohibition on U.S. government procurement from the firm. (6) A restriction on imports from the firm.

Under Section 9(c) of current law, the President must move the sanctions on the ground that doing so is important to the U.S. national interest. For Libya, the law terminates if the President determines that Libya has fulfilled the requirements of all U.N. resolutions relating to the 1988 bombing of Pan Am Flight 103, a clear violation of the law. A German company, Wintershall, is reportedly considering investing hundreds of millions of dollars in the Libyan oil industry.

Allowing current law to lapse before the conditions specified by the international community are met would give a green light to foreign companies to invest in Libya, putting American companies at a clear disadvantage. It would reward the leader of Libya, Colonel Gadhafi, for his continuing refusal to comply with the U.N. resolutions. It would set an unwisely precedent of disregard for U.N. Security Council Resolutions. It would undermine our ongoing diplomatic efforts in the Security Council to prevent the international sanctions from being permanently lifted until Libya complies with the U.N. conditions. And it would prematurely signal a warming in U.S.-Libyan relations.

Our European allies would undoubtedly welcome the expiration of the U.S. sanctions. European companies are eager to increase their investments in Libya, but they do not want to be sanctioned by the United States. They are ready to close the book on the bombing of Pan Am Flight 103, and open a new chapter in relations with Libya.

But the pursuit of justice is not only for American citizens. Citizens of 22 countries were murdered on Pan Am Flight 103, including citizens of many European countries. The current sanctions were enacted on behalf of these
citizens as well. Our government should be actively working to persuade European countries that it is premature to rehabilitate Libya.

Some have proposed extending the law for two years, rather than five years as our bill proposes. I strongly support extending the law.

If we reduce the time period, Colonel Qadhafi will have an incentive to continue stonewalling, as he has done since the verdict was announced last January, and wait until the law expires.

Extending the law that requires sanctions on foreign companies that invest in Libya for another five years is in both the security interest of the United States and the security interest of the international community. Profits in Libya should not come at the expense of progress against international terrorism and justice for the families of the victims of Pan Am Flight 103.

INTERNATIONAL FOOD FOR EDUCATION AND NUTRITION ACT OF 2001

Mr. DeWINE. Mr. President, I rise this afternoon to join my distinguished colleagues Senators Lugar, Harkin, Durbin, and others, as well as Representative Jo Ann Emerson and Representative Jim McGovern in the House, to speak in favor of the International Food For Education and Nutrition Act of 2001.

Mr. President, former Senators Bob Dole and Senator George McGovern developed the concept of this bipartisan bill last year. This legislation, which links food to education, is really brilliant in its simplicity, by making permanent an existing international school nutrition pilot program.

These two dedicated public servants, Senator Dole and Senator McGovern, worked tirelessly in the Senate in years past to fight childhood malnourishment both in this country and around the world. Because of them and because of their leadership and their vision, millions and millions of children have received nutritious meals and an education. Through their efforts, they have given millions of children hope and a future.

Mr. President, nearly 30 years ago, on this Senate floor, Senator Bob Dole and Senator George McGovern formed a bipartisan coalition on matters that had to do with agriculture and domestic food assistance. They led the way in putting in place an expanded network of food stamps for the poor, school lunches and breakfast on a much wider scale, a supplementary feeding program for low-income pregnant and nursing mothers and their infants, and nutrition guidelines for the American people.

Indeed, Senators Dole and McGovern, through their words and their deeds, have demonstrated a deep and enduring commitment to children around the globe.

But there is still more to do—much more. Today, we still cannot underst...
Mr. REID. Will the Senator yield?  
Mr. HINGAMAN. I yield.  
Mr. REID. I thank the Senator from New Mexico.  
Not only was he a fixture in the restaurant, but he retired once. The reason he retired was not his fault. That is that he was a gracious, good man who was, composed a note for someone, and that person didn't pay that note. Rather than his defaulting on the note, he came back to work, out of his retirement, so he could do the honorable thing and pay his debt to someone else. He was a good man. I am sorry. I did not know of his passing until just now, and I certainly will miss him in the Senate restaurant.

LOCAL LAW ENFORCEMENT ACT OF 2001

Mr. SMITH of Oregon. Mr. President, I rise today to speak about hate crimes legislation I introduced with Senator KENNEDY last month. The Local law Enforcement Act of 2001 would add new categories to current hate crimes legislation sending a signal that violence of any kind is unacceptable in our society.

I would like to detail a terrible crime that occurred June 13, 2001 in Santa Maria, CA. Michael “Mike” Barry stabbed a gay man, Chris Allen Maddox, 32, to death. Mike Berry, 21, was charged with murder and committing a hate crime. Barry allegedly bragged to friends that he “killed a faggot.” I believe that government’s first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act of 2001 is now a symbol that can become substance. I believe that by passing this legislation, we can change hearts and minds as well.

EXECUTION OF TIMOTHY McVEIGH

Mr. FEINGOLD. Mr. President, on this day, my thoughts are with the victims of Timothy McVeigh, and with their families. I hope that the spectacle of these last few weeks, leading to this execution, has not caused them further pain. McVeigh was cowardly and cruel, and I shall not dwell upon his memory or indulge his desire to be seen as a martyr. I rise today to speak on his execution not because I wish to add to of this day, but because I do not want it said that those of us who oppose the death penalty stood silently by.

Today, the question we need to ask is not: Was McVeigh a despicable killer, of course he was.

Rather, the questions we should ask are these: Does the death penalty serve us and our best American ideals, does it always serve justice, is it administered fairly, is it sometimes imposed upon people who are innocent.

The words will note that the cause of McVeigh’s death was homicide, the intentional killing of one human being by another. The execution of even this most notorious murderer should prompt us anew to reconsider the idea of our government killing people in our name, and perhaps to begin to acknowledge the growing American belief that the time has come to stop and learn the answers to the questions that plague us. I urge us to proceed with any further executions.

We have an opportunity to turn another way on the death penalty. The next scheduled federal execution is that of Juan Raul Garza. His execution has come close to completion. Until we are certain of the fairness of the process and these questions are resolved, Garza should not be executed in our name. That’s the real and difficult test that President Bush and Attorney General Mukasey must face in the next few days. On this day, I hope that they will turn to it in earnest.

THE 65TH INFANTRY DIVISION

Mr. SPECTER. Mr. President, I have sought recognition today to commend the dedication and courage of the members of the 65th Infantry Division of the United States Army who fought in World War II.

The 65th Infantry Division was activated on August 16, 1943 at Camp Shelby, Mississippi under Major General Stanley E. Reinhart. Like many newly formed divisions in 1943, the men of the 65th Division traveled to different bases training in preparation for their participation in the battles across Europe during World War II.

On January 10, 1945, the 65th Infantry Division departed New York, and they arrived in Le Havre, France on January 21, 1945. On March 9, 1945, the division assembled near Emnery to relieve the 26th Infantry Division, defending Saarlautern Bridgehead from Orscholz to Wadgassen.

On March 13, 1945, the 261st Infantry Regiment crossed the Saar River near Menningen to clear the German defenders near the town of Merzig. On March 17, 1945, the 261st Infantry Regiment cleared the heights south of Merzig, and took the town of Kpillar the following day. The rest of the division fought its way out of the bridgehead as the 259th Infantry Regiment captured the town of Fraulautern and the 260th Infantry Regiment seized Saarlauten on March 19, 1945. Then, the division fought its way through the West Wall and captured the town of Neunkirchen on March 21, 1945. It then assembled near Ottweiler for rest and rehabilita-
names of the members of the 65th In
fantry Division.

There being no objection, the names were ordered to be printed in the Record, as follows:

Robert D. Ackerman; Cecil C. Adams; Leo Adam; N.J. Affr; Raymond A. Aja; Harold M. Almasi; William D. Almond; John F. Amm; Edward W. Anderson; W.C. “Hap” Arnold; Howard B. Aronow; Ernie Bacoo; James R. Ballew; Robert Baretta; Vincent T. Bartell; Bernard H. Beckstedt; Roland A. Bencivieni; James C. Benson; Ernest K. Berg; William A. Berret; Robert J. Bischoff; Thomas M. Black; Camille G. Blair; Major General John Blatos; Carl A. Blim, Jr.; Sidney Hoobmert; William L. Bock; Sylvester J. Bower; Patrick K. Brower; Robert C. Brown; John L. Brooks; Robert L. Brown; Carlton Brownell; Sydney Bruskin; Richard Burdick; Joseph Cadenelli; Michael Calabrese; Ray Callanan; J.D. “Jerry” Camp; Herbert “Dave” Campbell; Thomas Campell; Dominick J. Cardenali; Richard A. Carson; John T. Cary; Bernie Cenciello; Frank S. Cerchia; Stanley B. Chisholm; Robert H. Chism; Demo Christopoulous; Milton Ciment; Tom Clark; William L. Clower; Joyce C. Coor; Bernard L. Cohen; Sidney Cohen; Roy C. Collins; Bill Corwin; Arthur D. Cree; Frank Cadell; Ward C. Cummins; James B. Curry; Francis M. Currin; Charles J. Daab; Gordon Dailey; Robert W. Day; Joseph Demarco; James H. Dickerson; Fred Diece; Charles F. Dischert; James E. Dorris; David A. Downes; David J. Douglass; Robert J. Drake; Noel F. Duncan; Harold Dykes; John R. Edwards; E. William Ellis; Lyle G. Eyer; Patrick Failar; Leslie L. Fant; George R. Farner; Robert J. Farrell; Seymour Feinstein; Sidney Felix; Francis J. Finnegan; Charles W. Flock; Allen D. Flood; Howard Ford; Raymond F. Freer; Walter H. Fremd; Wilbur French; Anthony J. Frioni; James E. Furlan; Anthony J. Gagliardo; Joseph P. Gavaghan; Harold Ger-
man; William E. Gibson; Tom Glazy; Jimmie Glies; Guido Giroldani; Wolfdon C. Gonzalez; Bernard Goodman; S.R. (Sanford) Gorin; Melvin E. Gorseman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Gonzalez; Bernard Goodman; S.R. (Sanford) Gorin; Melvin E. Gorseman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimaldi; Gorin; Melvin E. Gorssman; Major G. W. Grant; Malcolm K. Grant; Harry J. Grimald
immigration, and fisheries law enforce-
ment. We are increasing our demands,
we are expanding our expectations, but
we are not investing in our capability.
We cannot continue to live off our prin-
cipal and expect to achieve results.

The recent record maritime seizure of 13 tons of cocaine on a vessel in the Eastern Pacific only serves to high-
light the significant Transit Zone threat and reinforces the urgent need
for modernization of the U.S. Customs
Service and the U.S. Coast Guard
fleets. I urge my colleagues to continue
to support our Nation’s counterdrug ef-
forts, including those in the Transit Zone and at our borders, and in support
of these two important U.S. agencies.

THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the
close of business Friday, June 8, 2001,
the Federal debt stood at
$5,679,727,774.591.76, five trillion, six
hundred seventy-nine billion, seven hundred seventy-seven million, seven
hundred seventy-four thousand, five
hundred ninety-one dollars and seven-
sixty-six cents.

One year ago, June 8, 2000, the Fed-
eral debt stood at $5,644,929,000,000,
five trillion, six hundred forty-four billion,
ine hundred twenty-nine million
dollars and seven-sixty-six cents.

Twenty-five years ago, June 8, 1976,
the Federal debt stood at
$608,283,000,000, six hundred eight bil-
lion, two hundred eighty-three million,
six hundred twenty-nine million.

It is extremely important that our
young people come to understand and
appreciate the unique concepts and val-
ues which have guided our Nation since
its inception. These are the young lead-
ers who must guide our country’s fu-
ture, and their wisdom must be equal
to our country’s need. Again, I con-
gratulate the student team from Lin-
coln High School and thank each mem-
ber for their dedication, hard work, and
enthusiasm.

The student team from Lincoln High
School consists of: Brett Bell; Michael
Blank; Ben Brewer; Chris Chammess;
Greg Damis-Wullf; Alex Dewar; David
Dickey-Griffith; Heather Dunlap; Jenni
Hamlin; Jennifer Hill; Scott Huan; Nick
Johnson; Kathayoon Khalii; Cali
Lanza-Weil; Jenelle Milam; Jonathan
Pulvers; Julie Rhew; Katie Rose; An-
drew Rosenthal; Anay Shah; Chris
Shay; Rafael Spielman; Jason
Trombley; Jessica Vandermeer; Oliver
Vandermeer; Ben Walsh; Colleen
Wearn; and with their teacher, Jennifer
Vaught.

MEASURES READ THE FIRST TIME

On Friday, June 8, 2001, the following
bills were read the first time:

H.R. 503. An act to amend title 18, United
States Code, and the Uniform Code of Mili-
tary Justice to protect unborn children from
assault and murder, and for other purposes.

H.R. 1885. An act to expand the class of
beneficiaries who may apply for adjustment of
status under section 245(i) of the Immigra-
tion and Nationality Act by extending the
deadline for classification petition and labor
certification filings, and for other purposes.

INTRODUCTION OF BILLS AND
JOINT RESOLUTIONS

The following bills and joint resolu-
tions were introduced, read the first
and second times by unanimous con-
sent, and referred as indicated:

By Mrs. HUTCHISON (for herself and
Mr. VOINOVICH):

S. 1009. A bill to require the provision of
information to parents and caregivers con-
cerning bacterial meningitis and the avail-
ability of a vaccination with respect to such
diseases; to the Committee on Health, Edu-
cation, Labor, and Pensions.

By Mr. HELMS (for himself and Mr.
THURMOND):
At the request of Mr. WELLSTONE, the name of the Senator from Vermont (Mr. JEFFORDS) was added as a cosponsor of S. 543, a bill to provide for equal coverage of mental health benefits with respect to health insurance coverage under comparable limitations imposed on medical and surgical benefits.

At the request of Mr. COLLINS, the names of the Senator from Michigan (Ms. STABENOW) and the Senator from Vermont (Mr. JEFFORDS) were added as cosponsors of S. 561, a bill to provide that the same health insurance premium conversion arrangements afforded to Federal employees be made available to Federal annuitants and members and retired members of the uniformed services.

At the request of Ms. SNOWE, the name of the Senator from Virginia (Mr. ALLEN) was added as a cosponsor of S. 666, a bill to amend the Internal Revenue Code of 1986 to allow the use of completed cost accounting in the case of certain long-term naval vessel construction contracts.

At the request of Mrs. FEINSTEIN, the name of the Senator from Florida (Mr. GRAHAM) was added as a cosponsor of S. 672, a bill to amend the Immigration and Nationality Act to provide for the continued classification of certain aliens as children for purposes of that Act in cases where the aliens “age-out” while awaiting immigration processing, and for other purposes.

At the request of Mr. KENNEDY, the name of the Senator from Washington (Mrs. MURRAY) was added as a cosponsor of S. 710, a bill to require coverage for colorectal cancer screenings.

At the request of Mr. BOND, the name of the Senator from Missouri (Mr. COLLINS) was added as a cosponsor of S. 724, a bill to amend title XXI of the Social Security Act to provide for coverage of pregnancy-related assistance for targeted low-income pregnant women.

At the request of Mr. AKAKA, the names of the Senator from North Dakota (Mr. DORGAN) and the Senator from Ohio (Mr. DEWINE) were added as cosponsors of S. 781, a bill to amend section 3702 of title 38, United States Code, to extend the authority for housing loans for members of the Selected Reserve.

At the request of Mrs. HUTCHISON, the names of the Senator from Maryland (Ms. MUKULSKI), the Senator from Rhode Island (Mr. REED), and the Senator from Connecticut (Mr. LIEBERMAN) were added as cosponsors of S. 839, a bill to amend title XVIII of the Social Security Act to increase the amount of payment for inpatient hospital services under the medicare program and to freeze the reduction in payments to hospitals for indirect costs of medical education.

At the request of Mr. CLELAND, the name of the Senator from Washington (Mr. MURRAY) was added as a cosponsor of S. 871, a bill to amend chapter 83 of title 5, United States Code, to provide for the computation of annuities for air traffic controllers in a similar manner as the computation of annuities for law enforcement officers and firefighters.

At the request of Mr. SCHUMER, the name of the Senator from Arkansas (Mrs. LINCOLN) was added as a cosponsor of S. 994, a bill to amend the Iran and Libya Sanctions Act of 1996 to extend authorities under that Act.

At the request of Mr. JOHNSON, the name of the Senator from Iowa (Mr. HARKIN) was added as a cosponsor of S. 1006, a bill to provide for the energy security of the United States and promote the environment by enhancing the use of motor vehicle fuels from renewable sources, and for other purposes.

At the request of Mr. CAMPBELL, the names of the Senator from Alaska (Mr. STEVENS), the Senator from Utah (Mr. HATCH), the Senator from Utah (Mr. BENNETT), the Senator from Montana (Mr. BAUCUS), the Senator from Colorado (Mr. ALLARD), the Senator from Louisiana (Ms. LANDRIEU), and the Senator from Louisiana (Mr. LUGAR) were added as cosponsors of S. Res. 99, a resolution supporting the goals and ideals of the Olympics.

At the request of Mr. FEINGOLD, the name of the Senator from Connecticut (Mr. DODD) was added as a cosponsor of S. Con. Res. 3, a concurrent resolution expressing the sense of Congress that a commemorative postage stamp should be issued in honor of the U.S.S. Wisconsin and all those who served aboard her.

At the request of Mrs. FEINSTEIN, the names of the Senator from Rhode Island (Mr. REED) and the Senator from Rhode Island (Mr. CHAFEE) were added as cosponsors of S. Con. Res. 11, a concurrent resolution expressing the sense of Congress to fully use the powers of the Federal Government to enhance the science base required to more fully develop the field of health promotion and disease prevention, and to explore...
how strategies can be developed to integrate lifestyle improvement programs into national policy, our health care system, schools, workplaces, families and communities.

S. CON. RES. 43
At the request of Mr. Levin, the name of the Senator from North Dakota (Mr. Dorgan) was added as a cosponsor of S. Con. Res. 43, a concurrent resolution expressing the sense of the Senate regarding the Republic of Korea's ongoing practice of limiting United States motor vehicles access to its domestic market.

AMENDMENT NO. 424
At the request of Mr. Hatch, the name of the Senator from Nevada (Mr. Ensign) was added as a cosponsor of amendment No. 424.

AMENDMENT NO. 475
At the request of Ms. Landrieu, the names of the Senator from Delaware (Mr. Carper) and the Senator from Ohio (Mr. DeWine) were added as cosponsors of amendment No. 475.

AMENDMENT NO. 476
At the request of Mr. Voinovich, his name was added as a cosponsor of amendment No. 476.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS
By Mrs. Hutchison (for herself and Mr. Voinovich):
S. 1009. A bill to require the provision of information to parents and adults concerning bacterial meningitis and the availability of a vaccination with respect to such diseases; to the Committee on Health, Education, Labor, and Pensions.

Mrs. Hutchison. Mr. President, I am pleased to be joined by Senator Voinovich to offer legislation on a health issue that is very important to parents across the Nation.

Bacterial meningitis affects 3,000 people across the United States each year. Approximately 10 to 13 percent of patients with bacterial meningitis die despite receiving antibiotics early in the disease. Of those individuals who survive, an additional 10 percent have severe aftereffects of the disease, including mental retardation, hearing loss, and loss of limbs.

My bill would require the Secretary of Health and Human Services, in consultation with the Director of the Centers for Disease Control, to develop and make available information about bacterial meningitis. In addition, it would make available information about the availability and the effectiveness of bacterial meningitis vaccinations for children and adults.

To help prevent these needless deaths, the bill requires the Secretary of Health and Human Services to provide this information to a list of institutions, including child care centers, schools, managed care organizations, summer camps, detention facilities, and, as determined appropriate by the Secretary, any other entity that provides housing in a dorm-like setting. This information in turn would be provided to both children and adults.

This will allow parents and others to be more informed about this dangerous disease and encourage them to obtain appropriate vaccinations.

I commend the Senator from Ohio for his support on this issue and urge other Senators to join in this effort.

By Mr. Helms (for himself and Mr. Thurmond):
S. 1010. A bill to extend the deadline for commencement of construction of a hydroelectric project in the State of North Carolina; to the Committee on Energy and Natural Resources.

Mr. Helms. Mr. President, I ask unanimous consent that the text of the bill be printed in the Record.

There being no objection, the bill was ordered to be printed in the Record, as follows:
S. 1010
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. EXTENSION OF TIME FOR FEDERAL ENERGY REGULATORY COMMISSION PROJECT.

(a) In General.—Notwithstanding the time period specified under section 13 of the Federal Power Act (16 U.S.C. 806) that would otherwise apply to the Federal Energy Regulatory Commission project number 11437, the Commission may, at the request of the licensee for the project, and after reasonable notice, in accordance with the requirements of that section and the Commission's procedures under that section, extend the time period during which the licensee is required to commence the construction of the project for 3 consecutive 2-year periods.

(b) Effective Date.—Subsection (a) takes effect on the date of the expiration of the extension issued by the Commission before the date of the enactment of this Act under section 13 of the Federal Power Act (16 U.S.C. 806).

By Mr. Graham (for himself, and Mr. Akaka):
S. 1011. A bill to provide the financial mechanisms, resource protections, and professional skills necessary for high quality stewardship of the National Park System and to recognize the importance of high quality outdoor recreational opportunities on federally managed land; to the Committee on Energy and Natural Resources.

Mr. Graham. Mr. President, John Muir, the founder of the Sierra Club, once said, 'Happy are the people who walk in the mountains.' For millions of Americans, the mountains of this country provide for recreation, inspiration, and a sense of renewal.

As our society becomes increasingly over-civilized, over-civilized people are beginning to find out that going to the mountains is going home; that wilderness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.

As our society becomes increasingly removed from the natural world, this prescient statement rings ever more true.

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As our society becomes increasingly over-civilized, over-civilized people are beginning to find out that going to the mountains is going home; that wilderness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.

As our society becomes increasingly removed from the natural world, this prescient statement rings ever more true.

I believe that the Park Service and our national parks are beginning a new era. Visits to and enjoyment of our national parks will continue to increase, and we must enable the Park Service to keep pace with this trend. We must encourage sound management of our parks and the vast natural and cultural resources they safeguard. We must also encourage opportunities for new ways to fund increasing operations and maintenance costs. Finally, we must encourage our national parks to represent a growing and increasingly diverse population. The National Stewardship Act starts us along that path.

By Mr. Durbin (for himself and Ms. Collins):
S. 1012. A bill to ensure that children at highest risk for asthma, vision, hearing, and other health problems are identified and treated; to the Committee on Finance.

Mr. DURDIN. Mr. President, I rise today to introduce the Healthy Children Learn Act with my colleague from Maine, Senator COLLINS. This legislation is focused on eliminating some bureaucratic barriers that make it more difficult for schools to provide their students with health care services, if they choose to do so.

Many schools have found that the health of a child can significantly affect his or her ability to learn. To enhance children’s learning ability and to increase the well-being of their students, these schools sometimes choose to provide health care services including health care screenings.

One example of a disease that significantly affects children’s education is asthma. Asthma is the single greatest reason for school absenteeism in the United States. Over five million children in America suffer from asthma. 49 percent of children with asthma missed school in the last year and 48 percent of children with asthma are limited in sports and recreational physical activity. In turn can lead to childhood obesity with its concomitant health care problems.

“America is in the middle of an asthma epidemic—an epidemic that is getting worse.” So says the Director of the PEW Environmental Health Commission in its most recent report on asthma. The prevalence of asthma continues to rise at astounding rates, in every region of the country and across all demographic groups, whether measured by age, race or sex.

My home State of Illinois has some of the highest rates of childhood asthma in the country. Unfortunately, Chicago has the highest childhood asthma-related death rate in the Nation. Over 80 percent of children admitted to the emergency room in Chicago are for asthma. This disease exacts a very significant toll on children in my State.

For the next 15 minutes, imagine breathing through a tiny straw the size of a coffee stirrer, never getting enough air. Now imagine suffering through the process three to six times a day. This is asthma. Can a child really concentrate on learning, when he or she is gasping for air?

Due to the very high rates of asthma in Chicago and the effects it has on absenteeism and children’s ability to learn when at school, the Chicago Public Schools, (CPS), have instituted a new asthma screening program. At the beginning of this program, they estimated that at least 40,000 undiagnosed or under-diagnosed cases of asthma existed among their students. The school system developed an asthma manual for each school that makes the extra effort to provide their students health care services should be adequately reimbursed. When they provide Medicaid-eligible children with Medicaid-covered services, they may have to pay the extra cost of the service. Schools that make the extra effort to provide their students health care services should be adequately reimbursed. When they provide Medicaid-eligible children with Medicaid-covered services, they may have to pay the extra cost of the service. Schools that make the extra effort to provide for those services. Likewise for the SCHIP program reimbursement should be available for covered services for children enrolled or eligible for the program.

This legislation goes further and provides for a $10 million grant program for school districts such as CPS to apply for funds for asthma screening for those children who are not eligible for either SCHIP or Medicaid. The grants would be targeted to those districts that have the highest prevalence of death associated with asthma. The legislation addresses a barrier to children receiving vital health screenings in schools.

CPS has also found that children’s ability to learn is affected by impaired vision and hearing. Children with vision deficits are far more likely to fail academically. In 1998, CPS found that children who were retained failed their school-based vision screening at a rate 50 percent higher than children who were not failing. Likewise, children who have difficulty hearing struggle with language development, social processes and communication. This can seriously impede the educational process. For example, children in Grade 1 with a 25 decibel hearing loss have a reading and grade equivalence of 2.0 compared to children without such a loss who on average score 2.3 with the same test. Through these programs, CPS has provided over 5,000 free eye exams, and 4,000 free pairs of glasses have been dispensed. They currently are reimbursed less than 40 percent of the cost of the vision and hearing screenings.

To address some of these funding shortfalls, this legislation creates a $10 million grant program for vision and hearing screening and clarifies Medicaid payment rules so that schools can be reimbursed when they provide a Medicaid covered service to a Medicaid child.

No child should have his or her education threatened by the lack of effective screening to diagnose these health problems or to prevent the use of corrective devices or specialized services. They should be reimbursed when they provide a Medicaid covered service to a Medicaid child.

I am pleased to introduce legislation that would implement a long-awaited bilateral trade agreement with Vietnam. This agreement marks another step in the long road toward normalizing relations between nations. When we pass this and other important trade legislation, we send the signal that we, as a Nation, are committed to engaging with countries around the globe by using our mutual interests as a foundation for working through our differences. By fully implementing this agreement, Vietnam will also send a clear message that it is interested in continuing and completing, a process of reform and modernization of its economy and institutions.

The Clinton administration signed the bilateral agreement with Vietnam on July 13, 2000, after nearly four years of meticulous negotiations. Under terms of the agreement, Vietnam will reduce tariffs on approximately 250 products, about four-fifths of which are agricultural products. My own State of South Dakota will be among the beneficiaries of Vietnam’s market opening commitments. As the second-largest producer of sunflower seeds, our farmers will no doubt benefit from the slashing of the tariffs now in place. In addition to reducing tariffs, the agreement opens the rates drop by half, to only 5 percent. In addition to the significant reduction in tariffs on agricultural and industrial products, the agreement opens Vietnam to American financial, banking and telecommunications services. While the agreement does not make Vietnam a member of the World Trade Organization, WTO, a number of its provisions bring Vietnam one step closer to compliance with WTO accords. Specifically, Vietnam has committed to abide by WTO standards regarding customs procedures, import licensing requirements and phytosanitary measures. In addition, Vietnam has also agreed to follow WTO agreements on...
intelectual property rights, which protect American copyrights, patents and trademarks. The same can be said for regulations involving American investment there. Hopefully, passage of this bilateral agreement will add momentum to full membership of Vietnam in the global trading body.

The United States, in return, has promised to grant Vietnam normal trade relations, NTR. The practical effect of this action would be that products imported from Vietnam would now be subject to the same level of tariffs as products from almost every other country in the world. Vietnamese companies would no longer face significant tariff barriers to our market. The agreement does include, however, a safeguard provision to prevent a surge in Vietnamese imports from injuring our own domestic industries.

The implementing resolution introduced today would fulfill our obligations under NTR, the other of the two ties that bind, normal trade relations. Under this legislation, however, Vietnam’s trading status would still be subject to annual Congressional review. The legislation is in no way a permanent extension of such treatment. This is due to the so-called Jackson-Vanik provisions of the Trade Act of 1974, which allow for an annual review by Congress of an extension of normal trade relations to any non-market economy country, such as Vietnam.

Specifically, the Jackson-Vanik amendment mandates that a non-market economy country’s access to American markets is conditioned on their completion of a bilateral commercial agreement with the United States and their policies on freedom of emigration. According to the statute, a non-market economy country like Vietnam must sign an agreement with the United States extending nondiscriminatory treatment to our products. In other words, it must grant normal trade relations to the United States.

Access to our markets is further contingent on their policies on freedom of emigration. If the President determines that such policies meet certain standards, or that a waiver of the Jackson-Vanik provisions would, in fact, encourage further liberalization of their emigration policies, only then can the United States grant these countries normal trade relations. President Clinton first waived Jackson-Vanik provisions with respect to Vietnam in 1998 on the basis that such action would promote further liberalization of its emigration policies. The waiver has been extended every year since then. But since Vietnam does not currently have a bilateral agreement with the United States, and therefore does not receive normal trade relations, the waiver simply allows for the U.S. Overseas Private Investment Corporation, OPIC, and the U.S. Export-Import Bank to support U.S. business exporting to and/or operating there. The legislation I am introducing today would grant normal trade relations to Vietnam, meeting the second requirement of Jackson-Vanik, and therefore allow the market opening agreement to take effect.

The Presidential waiver of Vietnam’s treatment under Jackson-Vanik has never been disapproved by Congress. In fact, support for the waiver has grown substantially in both chambers. Last year, for instance, 330 members of the House voted in favor of the waiver’s extension and a bill disapproving the President’s waiver was voted down by 94 Senators. I am confident that such action indicates strong support by Members of Congress for passage of this agreement.

I am encouraged that President Bush has sent the agreement to Congress for final approval. Indeed, last month, I signed a letter urging him to do so as soon as possible. This is an important agreement, and today we are taking the first step towards swift Senate consideration.

AMENDMENTS SUBMITTED AND PROPOSED

SA 795. Mr. BROWNBACK submitted an amendment intended to be proposed by him to the bill S. 723, to amend the Public Health Service Act to provide for human embryonic stem cell generation and research; which was referred to the Committee on Health, Education, Labor, and Pensions.

SA 796. Mr. BROWNBACK submitted an amendment intended to be proposed by him to the bill S. 723, to amend the Public Health Service Act to provide for human embryonic stem cell generation and research; which was referred to the Committee on Health, Education, Labor, and Pensions.

TEXT OF AMENDMENTS

(a) Definitions.—In this section:

(1) GAMESE.—The term “game” means a haploid germ cell that is an egg or a sperm.

(2) SOMATIC CELL.—The term “somatic cell” means a diploid cell whose nucleus contains the full set of chromosomes of a human or an animal.

(b) Prohibition.—It shall be unlawful for any person to knowingly attempt to create a human-animal hybrid by—

(1) combining a human gamete and an animal gamete; or

(2) conducting nuclear transfer cloning using a human egg or a human somatic cell nucleus.

(c) Sanctions.—

(1) In General.—Any person who violates subsection (b) shall be fined in accordance with title 18, United States Code, or imprisoned for not more than 10 years, or both.

(2) Civil Penalties.—The Secretary of Health and Human Services shall promulgate regulations providing for the application of civil penalties to persons who violate subsection (b).

SA 796. Mr. BROWNBACK submitted an amendment intended to be proposed by him to the bill S. 723, to amend the Public Health Service Act to provide for human embryonic stem cell generation and research; which was referred to the Committee on Health, Education, Labor, and Pensions; as follows:

SEC. 6. PROHIBITION ON EXPORTATION OF HUMAN EMBRYOS.

The Secretary of Commerce shall prohibit the export (as such term is defined in section 16 of the Export Administration Act of 1979 (50 U.S.C. App. 2415)) from the United States of any human embryo or part thereof.

NOTICE OF HEARING

COMMITTEE ON ENERGY AND NATURAL RESOURCES

Mr. BINGAMAN. Mr. President, I would like to announce for the information of the Senate and the public that a hearing has been scheduled before the Committee on Energy and Natural Resources.

The hearing will take place on Tuesday, June 19, 2001, at 9:30 a.m., in room SD-106 of the Dirksen Senate Office Building in Washington, D.C.

The purpose of the hearing is to receive testimony on S. 764, a bill to direct the Federal Energy Regulatory Commission to impose just and reasonable load-differentiated demand rates on certain electric sales by public utilities of electric energy at wholesale in the western energy market, and for other purposes; and sections 508-510, relating to wholesale electricity rates in the western energy market, natural gas transactions in California, and the sale price of bundled natural gas transactions, of S. 597, the Comprehensive and Balanced Energy Policy Act of 2001.

Those wishing to submit written statements on these bills should address them to the Committee on Energy and Natural Resources, U.S. Senate, Washington, D.C. 20510-6150.

For further information, please contact Leon Lowery at (202) 224-4103.
For further information, please contact Leon Lowery at (202) 224-4103.

PRIVILEGE OF THE FLOOR
Ms. LANDRIEU. Mr. President, I ask unanimous consent that Maria Purdy be granted the privilege of the floor during the debate on amendment No. 475.

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

ORDERS FOR TUESDAY, JUNE 12, 2001
Mr. REID. Madam President, I ask unanimous consent that when the Senate completes its business today, it adjourn until the hour of 9:30 a.m. Tuesday, June 12. I further ask unanimous consent that on Tuesday, immediately following the prayer and the pledge, the Journal of proceedings be approved to date, the morning hour be deemed expired, the time for the two leaders be reserved for their use later in the day, if necessary, and the Senate resume consideration of S. 1, the education authorization bill. I further ask unanimous consent that the Senate recess from 12:30 p.m. to 2:15 p.m. for the weekly party conferences.

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

PROGRAM
Mr. REID. Madam President, on Tuesday, the Senate will convene at 9:30 a.m. and resume consideration of the education authorization bill. The Senate will consider immediately the Gregg amendment regarding vouchers under a 4-hour time agreement. Following disposition of the Gregg amendment, the Senate will consider the Carper amendment regarding public school choice under a 2-hour time agreement. Additional rollcall votes are expected tomorrow as the Senate works to complete action on the education bill this week.

I have been authorized to state on behalf of Senator DASCHLE that we are going to finish the education bill this week, if it takes working Friday, Saturday, and even into Sunday. We want to get started. We have very important things to do next week. This important legislation, which we have been able to approach on a bipartisan basis up to this point, is going to be completed, and Senator DASCHLE wanted me to underscore that.

ADJOURNMENT UNTIL 9:30 A.M. TOMORROW
Mr. REID. Madam President, if there is no further business to come before the Senate, I ask unanimous consent that the Senate stand in adjournment under the previous order.

There being no objection, the Senate, at 6:42 p.m., adjourned until 9:30 a.m. Tuesday, June 12, 2001.
EXTENSIONS OF REMARKS

SENATE COMMITTEE MEETINGS

Title IV of Senate Resolution 4, agreed to by the Senate on February 4, 1977, calls for establishment of a system for a computerized schedule of all meetings and hearings of Senate committees, subcommittees, joint committees, and committees of conference. This title requires all such committees to notify the Office of the Senate Daily Digest—designated by the Rules committee—of the time, place, and purpose of the meetings, when scheduled, and any cancellations or changes in the meetings as they occur.

As an additional procedure along with the computerization of this information, the Office of the Senate Daily Digest will prepare this information for printing in the Extensions of Remarks section of the CONGRESSIONAL RECORD on Monday and Wednesday of each week.

Meetings scheduled for Tuesday, June 12, 2001 may be found in the Daily Digest of today’s RECORD.

MEETINGS SCHEDULED

JUNE 13

9:30 a.m.
Governmental Affairs
To hold hearings to examine economic issues associated with the restructuring of energy industries. SD–342

Appropriations
Defense Subcommittee
To hold hearings on the overview for fiscal year 2002 for the Army. SD–192

Indian Affairs
To hold hearings on the nomination of Neal A. McCabe, of Oklahoma, to be Assistant Secretary of the Interior for Indian Affairs. SR–485

Appropriations
Transportation Subcommittee
To hold hearings on proposed budget estimates for fiscal year 2002 for Coast Guard Readiness. SD–124

Armed Services
To hold a closed briefing to examine the Department of Defense’s strategic review of missile defense. SR–222

10 a.m.
Banking, Housing, and Urban Affairs
To hold hearings on the nomination of Roger Walton Ferguson, Jr., of Massachusetts, to be a Member of the Board of Governors of the Federal Reserve System. SD–538

Judiciary
Constitution, Federalism, and Property Rights Subcommittee
To hold hearings to examine racial and geographic disparities in the federal death penalty system. SD–226

10:15 a.m.
Foreign Relations
To hold hearings on the current situation in Macedonia and the Balkans. SD–419

10:30 a.m.
Appropriations
VA, HUD, and Independent Agencies Subcommittee
To hold hearings on proposed budget estimates for fiscal year 2002 for the Environmental Protection Agency and the Council of Environmental Quality. SD–138

JUNE 14

9:30 a.m.
Governmental Affairs
Investigations Subcommittee
To hold hearings to examine the nature and scope of cross border fraud, focusing on the state of binational U.S.-Canadian law enforcement coordination and cooperation and what steps can be taken to fight such crime in the future. SD–342

Aging
To hold hearings to examine the prevalence and risk of elder abuse, neglect and exploitation, potential and available services and the role of the Federal Government in addressing these problems. SD–562

Energy and Natural Resources
To hold hearings to examine potential problems in the gasoline markets this summer. SD–106

10 a.m.
Veterans’ Affairs
Business meeting to consider the nomination of Gordon H. Mansfield, of Virginia, to be an Assistant Secretary of Veterans Affairs for Congressional Affairs; to be followed by a hearing to examine the impact of the nursing shortage on the Department of Veteran Affairs. SR–418

2 p.m.
Appropriations
VA, HUD, and Independent Agencies Subcommittee
To hold hearings on proposed budget estimates for fiscal year 2002 for the Department of Health and Human Services. SD–138

JUNE 15

9:30 a.m.
Governmental Affairs
Investigations Subcommittee
To continue hearings to examine the nature and scope of cross border fraud, focusing on the state of binational U.S.-Canadian law enforcement coordination and cooperation and what steps can be taken to fight such crime in the future. SD–342

JUNE 19

9:30 a.m.
Energy and Natural Resources
To hold hearings on S. 764, to direct the Federal Energy Regulatory Commission to impose just and reasonable load-differentiated demand rates or cost-of-service based rates on sales by public utilities of electric energy at wholesale in the western energy market; and S. 597, to provide for a comprehensive and balanced national energy policy. SD–566

10 a.m.
Indian Affairs
To hold oversight hearings to receive the goals and priorities of the member tribes of the Midwest Alliance of Sovereign Tribes/Inter-tribal Bison Cooperative for the 107th Congress. Room to be announced

2:30 p.m.
Banking, Housing, and Urban Affairs
International Trade and Finance Subcommittee
To hold hearings on proposed legislation authorizing funds for the United States Export-Import Bank. SD–538

JUNE 20

9:30 a.m.
Commerce, Science, and Transportation
To hold hearings to examine local competition issues. SR–253

Governmental Affairs
To hold hearings to examine the role of the Federal Energy Regulatory Commission associated with the restructuring of the energy industries. SD–342

10 a.m.
Appropriations
VA, HUD, and Independent Agencies Subcommittee
To hold hearings on proposed budget estimates for fiscal year 2002 for the Department of Housing and Urban Development. SD–138

10:15 a.m.
Foreign Relations
To hold hearings to examine United States security interests in Europe. SD–419

JUNE 21

10 a.m.
Indian Affairs
To hold oversight hearings to examine Native American Program initiatives. SR–485

Commerce, Science, and Transportation
To hold hearings to examine international trade issues. SR–253

JUNE 26

10:30 a.m.
Indian Affairs
To hold oversight hearings to receive the goals and priorities of the Great Plains Tribes for the 107th Congress. SR–485

● This “bullet” symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.
CANCELLED

JUNE 14

2:30 p.m.
Energy and Natural Resources
National Parks, Historic Preservation, and Recreation Subcommittee
To hold oversight hearings to review the implementation of the Recreation Fee Demonstration Program and to examine efforts to extend or make the program permanent. SD-354
Chamber Action

Routine Proceedings, pages S6019–S6059

Measures Introduced: Four bills and one resolution were introduced, as follows: S. 1009–1012, and S. J. Res. 16. Pages S6054–55

Elementary and Secondary Education Act Authorization: Senate resumed consideration of S. 1, to extend programs and activities under the Elementary and Secondary Education Act of 1965, taking action on the following amendments proposed thereto:

Adopted:

Kennedy (for Wellstone) Modified Amendment No. 469 (to Amendment No. 358), to provide for local family information centers to ensure that parents of students in schools have the training, information, and support that parents need to participate effectively in their children’s elementary and secondary education. Pages S6033–38

Kennedy (for Bingaman) Amendment No. 519 (to Amendment No. 358), to establish the School Security Technology and Resource Center and to authorize grants for local school security programs. Pages S6033–38

Kennedy (for Stevens) Modified Amendment No. 634 (to Amendment No. 358), to create educational, cultural and exchange programs to assist Alaska Natives. Pages S6033–38

Kennedy (for Landrieu) Modified Amendment No. 635 (to Amendment No. 358), to establish the Close-Up Fellowship Program to provide economically disadvantaged young people and teachers with a unique and highly educational experience with how our federal system of government functions. Pages S6033–38

Kennedy (for Campbell) Modified Amendment No. 440 (to Amendment No. 358), to ensure that seniors are given an opportunity to serve as mentors, tutors, and volunteers for certain programs. Pages S6033–38

By a unanimous vote of 93 yeas (Vote No. 177), Bond Modified Amendment No. 475 (to Amendment No. 358), to ensure adequate funding for targeted grants to local educational agencies under part A of title I of the Elementary and Secondary Education Act of 1965. Pages S6027–33, S6038–45, S6046

Wyden Modified Amendment No. 450 (to Amendment No. 358), to provide Federal support through a new demonstration program to States and local educational agencies, to enable the States and agencies to develop models for high quality summer academic enrichment programs that are specifically designed to help public school students who are not meeting State-determined performance standards. Pages S6046–50

Pending:

Jeffords Amendment No. 358, in the nature of a substitute. Page S6023

Kennedy (for Dodd) Amendment No. 382 (to Amendment No. 358), to remove the 21st century community learning center program from the list of programs covered by performance agreements. Page S6023

Biden Amendment No. 386 (to Amendment No. 358), to establish school-based partnerships between local law enforcement agencies and local school systems, by providing school resource officers who operate in and around elementary and secondary schools. Page S6023

Leahy (for Hatch) Amendment No. 424 (to Amendment No. 358), to provide for the establishment of additional Boys and Girls Clubs of America. Page S6023

Helms Amendment No. 574 (to Amendment No. 358), to prohibit the use of Federal funds by any State or local educational agency or school that discriminates against the Boy Scouts of America in providing equal access to school premises or facilities. Page S6023

Helms Amendment No. 648 (to Amendment No. 574), in the nature of a substitute. Page S6023

Dorgan Amendment No. 640 (to Amendment No. 358), expressing the sense of the Senate that there should be established a joint committee of the Senate and House of Representatives to investigate
the rapidly increasing energy prices across the country and to determine what is causing the increases.

Hutchinson Modified Amendment No. 555 (to Amendment No. 358), to express the sense of the Senate regarding the Department of Education program to promote access of Armed Forces recruiters to student directory information.

Feinstein Modified Amendment No. 369 (to Amendment No. 358), to specify the purposes for which funds provided under subpart 1 of part A of title I may be used.

Reed Amendment No. 431 (to Amendment No. 358), to provide for greater parental involvement.

Dodd/Biden Further Modified Amendment No. 459 (to Amendment No. 358), to provide for the comparability of educational services available to elementary and secondary students within States.

Clinton Modified Amendment No. 516 (to Amendment No. 358), to provide for the conduct of a study concerning the health and learning impacts of sick and dilapidated public school buildings on children and to establish the Healthy and High Performance Schools Program.

By prior unanimous-consent, Senate will continue consideration of the bill at 9:30 a.m., on Tuesday, June 12, 2001, with Senator Gregg being recognized to call up Amendment No. 536 with 4 hours of debate, equally divided, to be followed by Senator Carper being recognized to call up Amendment No. 518 with 2 hours of debate, equally divided, with a vote to occur on or in relation to Carper Amendment No. 518.

Measures Read First Time:

Statement on Introduced Bills:

Additional Cosponsors:

Amendments Submitted:

Additional Statements:

Notices of Hearings:

Privilege of the Floor:

Record Votes: Two record votes were taken today. (Total—178)

Adjournment: Senate met at 1:30 p.m., and adjourned at 6:42 p.m., until 9:30 a.m., on Tuesday, June 12, 2001. (For Senate’s program, see the remarks of the Acting Majority Leader in today’s Record on page S6059.)

Committee Meetings

No committee meetings were held.

House of Representatives

Chamber Action

The House was not in session today. It will meet tomorrow at 12:30 p.m.

Committee Meetings

No Committee meetings were held.

COMMITTEE MEETINGS FOR TUESDAY,
JUNE 12, 2001

(Committee meetings are open unless otherwise indicated)

Senate

Committee on Finance: to hold hearings to examine the preservation and protection of United States natural resources, 10 a.m., SD–215.

House

Committee on Agriculture, Subcommittee on Department Operations, Oversight, Nutrition and Forestry, hearing to review forestry programs, 10 a.m., 1300 Longworth.

Committee on Appropriations, Subcommittee on Transportation to mark up appropriations for fiscal year 2002, 10 a.m., 2358 Rayburn.

Committee on Education and the Workforce, Subcommittee on Employer-Employee Relations, hearing on “ERISA: The Foundation of Employer Health Coverage,” 10:30 a.m., 2175 Rayburn.

Committee on Financial Services, Subcommittee on International Monetary Policy and Trade, hearing entitled “FY 2002 Authorization Requests for International Financial Institutions, and Activities of the African Development Bank, the World Bank and the IMF in Africa,” 2 p.m., 2128 Rayburn.

Committee on Government Reform, Subcommittee on Government Efficiency, Financial Management and Intergovernmental Relations, oversight hearing on “How Effectively are States and Federal Agencies Working Together to Implement the Use of New DNA Technologies?” 10 a.m., 2154 Rayburn.
Committee on International Relations, to continue hearings on the Export Administration Act: the Case for Its Renewal (Part II), 2:30 p.m., 2172 Rayburn.

Subcommittee on East Asia and the Pacific, hearing on U.S. Foreign Policy in East Asia and the Pacific: Challenges and Priorities for the Administration, 10:15 a.m., 2172 Rayburn.

Committee on the Judiciary, Subcommittee on the Constitution, oversight hearing on “Constitutional Issues Raised by Recent Campaign Finance Legislation Restricting Freedom of Speech,” 2 p.m., 2141 Rayburn.


Committee on Resources, Subcommittee on Energy and Mineral Resources, oversight hearing on “Collection and disposition of federal oil and gas royalties taken in-kind,” 10 a.m., 1324 Longworth.

Subcommittee on National Parks, Recreation and Public Lands, hearing on the following bills: H.R. 271, to direct the Secretary of the Interior to convey a former Bureau of Land Management administrative site to the city of Carson City, Nevada, for use as a senior center; H.R. 980, to establish the Moccasin Bend National Historic Site in the State of Tennessee as a unit of the National Parks System; and H.R. 1668, to authorize the Adams Memorial Foundation to establish a commemorative work on the Federal land in the District of Columbia and its environs to honor former President John Adams and his family, 10 a.m., 1334 Longworth.

Committee on Rules, to consider the following: H.R. 2052, Sudan Peace Act; H.R. 1157, Pacific Salmon Recovery Act; and H.R. 1088, Investor and Capital Markets Fee Relief Act (rule only), 4:30 p.m., H–313 Capitol.

Committee on Science, Subcommittee on Energy, hearing on the Administration’s National Energy Policy: Clean Coal Technology and Oil and Gas R&D, 10 a.m., 2318 Rayburn.

Committee on Ways and Means, Subcommittee on Health, hearing on Rural Health Care: Provider and Beneficiary Issues, 10 a.m., 1100 Longworth.

Subcommittee on Select Revenue Measures, to continue hearings on the effect of Federal tax laws on the production, supply and conservation of energy, 2 p.m., 1100 Longworth.
Next Meeting of the SENATE
9:30 a.m., Tuesday, June 12

Senate Chamber
Program for Tuesday: Senate will continue consideration of S. 1, Elementary and Secondary Education Act Authorization, with Senator Gregg being recognized to call up Amendment No. 536 with 4 hours of debate, equally divided, to be followed by Senator Carper being recognized to call up Amendment No. 518 with 2 hours of debate, equally divided, with a vote to occur on or in relation to Carper Amendment No. 518. (Senate will recess from 12:30 p.m. until 2:15 p.m., for their respective party conferences.)

Next Meeting of the HOUSE OF REPRESENTATIVES
12:30 p.m., Tuesday, June 12

House Chamber
Program for Tuesday: Consideration of suspensions:
(1) H.R. 643, African Elephant Conservation Reauthorization;
(2) H.R. 700, Asian Elephant Conservation Reauthorization; and
(3) H. Res. 97, Contributions, Heroic Achievements, and Dedicated Work of Shirley Anita Chisolm.