

IV-E of the Social Security Act. Additionally, states receive funding for administrative training and data collection to support this program. Unfortunately, because of a legislative oversight, many Native American children who are placed in foster care by tribal courts do not receive foster care and adoptive services to which all other income-eligible children are entitled.

Not only are otherwise eligible Native children denied foster care maintenance payments, but this inequity also extends to children who are adopted through tribal placements. Currently, the IV-E program offers limited assistance for expenses associated with adoption and the training of professional staff and parents involved in the adoption. These circumstances, sadly, have meant that many Indian children receive little Federal support in attaining the permanency they need and deserve.

In many instances, these children face insurmountable odds. Many come from abusive homes. Foster parents who open their doors to care for these special children deserve our help. These generous people who take these children into their homes should not have sleepless nights worrying about whether they have the resources to provide nourishing food or a warm coat, or even adequate shelter for these children. This legislation will go a long way to ease their concerns.

Currently, some tribes and states have entered into IV-E agreements, but these arrangements are the exception. They also, by and large, do not include funds to train tribal social workers and foster and adoptive parents. This bill would make it clear that tribes would be treated like States when they run their own programs under the IV-E program. The bill would make funding fair and equitable for all children, Native and non-Native.

This companion legislation to S. 550 would do the following: extend the Title IV-E entitlement programs to tribal placements in foster and adoptive homes; authorize tribal governments to receive direct funding from the Department of Health and Human Services for administration of IV-E programs (tribes must have HHS-approved programs); allow the Secretary flexibility to modify the requirements of the IV-E law for tribes if those requirements are not in the best interest of Native children; and allow continuation of tribal-State IV-E agreements.

In a 1994 report, HHS found that the best way to serve this underfunded group is to provide direct assistance to tribal governments and qualified tribal families. I want to emphasize that this bill would not result in reduced funding for the States, as they would continue to be reimbursed for their expenses under the law. I strongly believe Congress should address this oversight and provide equitable benefits to Native American children who are under the jurisdiction of their tribal governments, and I hope my colleagues will join me in supporting this bipartisan and bicameral proposal.

LEONARD CARLIN HONORED ON  
RETIREMENT FROM EDCNP

**HON. PAUL E. KANJORSKI**

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 27, 2001*

Mr. KANJORSKI. Mr. Speaker, I rise today to pay tribute to my friend Leonard Carlin, who is retiring after 28 years with the Economic Development Council of Northeastern Pennsylvania. Len will be honored with a retirement dinner on June 27.

Len is a graduate of Coughlin High School and attended Wilkes College, Penn State University and the Scranton branch of Temple University. In addition to his work at EDCNP, his varied and broad experience includes service with the U.S. Geological Survey, the Army Corps of Engineers and the Lackawanna County Regional Planning Commission.

Since joining EDCNP, Len has worked in many capacities, including regional planner and cartographic supervisor and duties including environmental planning and programs, land use planning, comprehensive planning, flood mitigation, assistance to local governments, and other duties too numerous to list here.

He is a member of several community and professional organizations, including the Pennsylvania Planning Association, the Sierra Club, Pennsylvania Environmental Council and Rails-to-Trails. For his dedicated work, he was named the Pennsylvania Planning Association's Planner of the Year in 2000.

Mr. Speaker, I am particularly pleased to call to the attention of the House of Representatives Len's distinguished career because his hard work was very helpful in securing the American Heritage River designation for the Upper Susquehanna-Lackawanna Watershed in 1998. Working closely with my office, Len was an invaluable assistant in compiling a great deal of information and working with local elected officials and other interested parties. I wish him all the best.

HONORING DR. JERRY SASSON,  
PRINCIPAL OF TERRACE PARK  
ELEMENTARY SCHOOL UPON HIS  
RETIREMENT

**HON. ROB PORTMAN**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 27, 2001*

Mr. PORTMAN. Mr. Speaker, I rise today to pay tribute to Jerry Sasson, a friend and constituent, who is retiring after 11 years as principal of Terrace Park Elementary School (TPES) in the Second District of Ohio.

Jerry is a special kind of principal because he is a special kind of person. He has been called a one-of-a-kind educator, who spends time in the classroom every day, knows the name and face of every one of his 300 students, writes a personal, handwritten birthday card to each student every year, and sends students notes at home to recognize personal accomplishments. He encourages kindness and respect among students, teachers and parents, and is aware of each student's specific challenges and talents.

An Ohio native, Jerry received his Doctor of Education in Educational Leadership from the

University of Cincinnati in 1992. He graduated with a Master of Education in Guidance and Counseling and a Bachelor of Science in Education from the University of Dayton. Jerry received his school psychology certificate from Xavier University in 1972. Jerry began his career as a high school English teacher at Fenwick High School in Middletown, Ohio, and went on to become Fenwick's Director of Guidance and Counseling. From 1972 through 1979, he served the Hamilton County Office of Educational Services as a school psychologist and, in 1979, he joined the Mariemont, Ohio City School District as Director of Special Services, a position he retained while serving as principal. In 1990, he became the principal of TPES, a school within the Mariemont School District.

Jerry is well known for his regular column on parenting, Parent Pride, which appears in the publication of the Mariemont City School District. He tackles tough subjects such as tolerance, assertiveness, morals and responsibility. He's not afraid to tell us as parents that the best way to raise happy, productive children is to create and maintain home, school and community environments that focus on nurturing and support for all. Jerry believes that most difficult school-related issues—such as bullying, behavior problems, or violence—are not just school issues, but family and community issues, too. And he's right: schools can create zero tolerance policies, but it all comes back to the attitudes and relationships at home.

All of us in the Greater Cincinnati area are grateful for Jerry's many years of dedicated and caring service. We appreciate his outstanding leadership and friendship, and wish him well in many new challenges and opportunities to come.

TRIBUTE TO BERNARD SIMS

**HON. WILLIAM O. LIPINSKI**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 27, 2001*

Mr. LIPINSKI. Mr. Speaker, I rise today to pay tribute to one of the most respected citizens in my district, Bernard Sims. Bernard Sims died on June 3rd at the age of 97.

Bernard was well known throughout his hometown of LaGrange, Illinois as a leader, counselor, and teacher. During his ninety-seven years, Bernard fought for equal rights for all citizens. Bernard refused to tolerate discrimination in any form. His promotion of mutual respect has forever made the city of LaGrange a better place.

One of the most respectable traits of Bernard's character was his ability to get things done. He led through action. His friends respectfully recall when Bernard led a sit-in at the Walgreen's lunch counter until the establishment agreed to serve African Americans. His nonviolent approach and his positive attitude shaped the LaGrange civil rights movement. Bernard was wholly diplomatic in his actions and respect for him crosses all racial and ethnic lines.

Bernard was a well-known football and baseball star at Lyons Township High School. He worked as an auto mechanic, a handyman, and a real estate entrepreneur. He was born to the first African American family in LaGrange and Bernard met his wife, Helen, in